



# 2018 SCHOOL READINESS

A child's home environment is much more than background scenery: It's the soil in which they are planted, and first have a chance to bloom and grow. A million new neural connections form every second in the first years of life, according to the Harvard Center on the Developing Child. Long before school starts, infants and toddlers receive essential stimulation from their surroundings – both the place and the people. If a baby's cognitive growth isn't nurtured at home, or development is held back by an undiagnosed medical condition, he or she will fail to keep pace with other children. Starting school at a deficit can impair a child's overall academic potential, which in turn limits career prospects and future productivity.

That's why it's so important to help parents become their child's first teacher, supporting learning from the earliest stages of life. Through early screenings and other interventions, family support programs can help address problems before they become entrenched. One such screening tool is the highly valid and reliable Ages & Stages Questionnaires® (ASQ), which can aid in identifying developmental delays and inform parents about areas in which their child needs more help to be ready for school.

## Iowa's IMPACT

Ensuring families have what they need to understand and promote their children's development is a major emphasis of Iowa Family Support programs. As a result, more children received referrals for or were enrolled in services to support or identify children's developmental needs in 2018 than in the previous year. Last year, about two-thirds of children received these services, whereas in 2018 the rate improved to over three-fourths of children.

### *Planting the seeds of success*

An intervention as simple as reading to a child daily can boost lifelong literacy.



## EARLY LITERACY FOUNDATION

**76%** of families reported that during a typical week they read, told stories, and/or sang songs with their child every day.

## EARLY INTERVENTION

**56%** of eligible children were screened for developmental delays.

**78%** of children that screened positive for delays received referrals or were already enrolled in services.



**90%** of parents were asked, during home visits, if they had concerns regarding their child's development, behavior, or learning.

## SETS UP *Success*

### *Raising Resilient Iowa Families*

Information on this report is based on FY18 FSSD, MIECHV, and other statewide family support data. For more information please visit the following:  
Full 2018 Technical Report: [iowafamilysupportimpact.org/report2018](http://iowafamilysupportimpact.org/report2018)  
2017 Data and Technical Report: [iowafamilysupportimpact.org/2017](http://iowafamilysupportimpact.org/2017)

