



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.

Success STORY

A mother had major concerns about her two-year-old's behavior, and felt like no one was listening. With the help of a Family Support Professional, the child received a referral for early screening, leading to a diagnosis of autism. As a result, the family qualified for in-home services and summer school. Instead of waiting until kindergarten to address their child's developmental needs, this family is already working toward successful life-long learning.

Planting the seeds of success

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



EARLY LITERACY FOUNDATION

77%

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

EARLY INTERVENTION

58% of eligible children were screened for developmental delays.

66% of children that screened positive for delays received referrals or were already enrolled in services.



85%

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 FY17 FFSD, MIECHV, and other statewide family support data. For the full technical report, please [go to this link](#).

