



SPRING 2014

You've helped to fund 161 days of Coalition for Kids Child Care

And your support lasts more than a year—you're impacting the future for a generation.

Here is a glimpse of the impact *you* have made in just the first ten weeks of 2014:

- 26 kids (20 preschool, 5 toddler, 1 infant)
- ~2,000 snacks
- 250 books read aloud
- 30 art projects
- Countless funny stories, learning moments and smiles

Every day that Coalition for Kids' Child Care Center is open we help potty train toddlers, stimulate the minds of preschoolers, and provide

comfort and security to low-income working parents who can trust that their children are well-cared for and well-educated.

Read the rest of this issue to learn more about Early Literacy—one of the areas your support makes a difference.

In 2014, a full day at our child care center will cost \$120 more than our parents can afford to pay in tuition. So, in December we asked you to buy a day.

As of March 14th, *you* have helped to fund 161 days of child care. That gets us through August 27th.

Think of how many more children and snacks and books and art projects and smiles that will be!

It is only because of your generosity and support that we are able to help these children and their families. So thank you!

Only 83 days left to fund for 2014. I know we'll make it. :)

YOU CAN HELP COALITION FOR KIDS EARN DONATIONS JUST BY SHOPPING WITH YOUR FRED MEYER REWARDS CARD!

Fred Meyer is donating \$2.5 million per year to non-profits in Alaska, Idaho, Oregon and Washington, based on where their customers tell them to give. Here's how the program works:



- Sign up for the Community Rewards program by linking your Fred Meyer Rewards Card to Coalition for Kids at www.fredmeyer.com/communityrewards. You can search for us by our name or by our non-profit number **93781**.
- Then, every time you shop and use your Rewards Card, you are helping CFK earn a donation!
- You still earn your Rewards Points, Fuel Points, and Rebates, just as you do today.
- If you do not have a Rewards Card, they are available at the Customer Service desk of any Fred Meyer store.
- For more information, please visit www.fredmeyer.com/communityrewards.



Early Literacy Matters

A child's early experience with books is a critical indicator for their success in learning to read in school.

You may already know that the human brain achieves about 85% of its adult size by age two and 90% of total growth by age three.

These early years of growth correspond to important developmental milestones including emotional regulation and attachment, language development, and motor skills.

The first three years of exploring and playing with books, singing nursery rhymes, listening to stories, recognizing words, and scribbling are the building blocks for language and literacy development.

See page 4 of this newsletter to learn some ways that you can use everyday moments at home to support your child's, or grandchild's, literacy development.

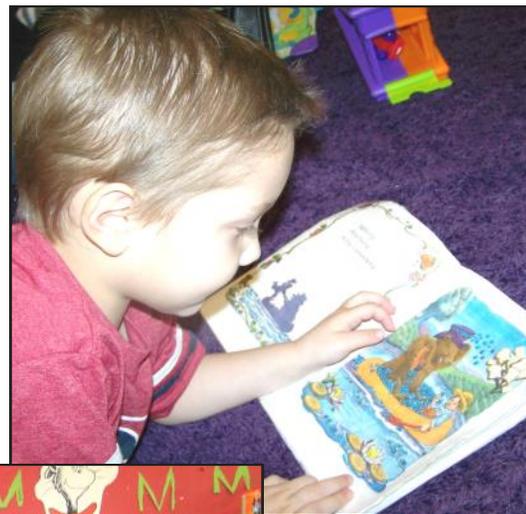
Early literacy development does not mean that young children should be reading before kindergarten.

It is a dynamic process that starts with a baby mouthing a book, goes to a two year old learning how to handle a book in the right direction, and leads to a five year old turning pages.

Children whose parents read to them become better readers and perform better in school. Other family activities, such as telling stories and singing songs also encourage children's development of literacy skills.



Toddlers, like Mason (right), enjoy playing with books. He can answer questions about what is happening in the pictures.



Our preschoolers celebrated Dr. Seuss' birthday last week. They love when Ms. Tina (left) reads aloud to them from interactive books.

Some Early Learning Statistics

Children who are read to at least three times a week by a family member are almost **twice as likely to score in the top 25%** in reading compared to children who are read to less than 3 times a week

47.8% of children birth to age 3 are read to every day by their parents or other family members

10-15% of children with serious reading problems will drop out of high school

85% of juvenile offenders have problems reading

43% of people with low literacy live in poverty

Coalition for Kids

223 SE M Street

Grants Pass, OR 97526

541-479-1929 | fax 541-471-9403

Website:

www.cfk-gp.org

Gina Marie Agosta

Executive Director

gina@cfk-gp.org

You Can Help Us Improve Our Classroom Libraries

We are in need of high quality children's books (preferably hardback) appropriate for ages birth to five years old. Below is a list of specific titles to give you some ideas.

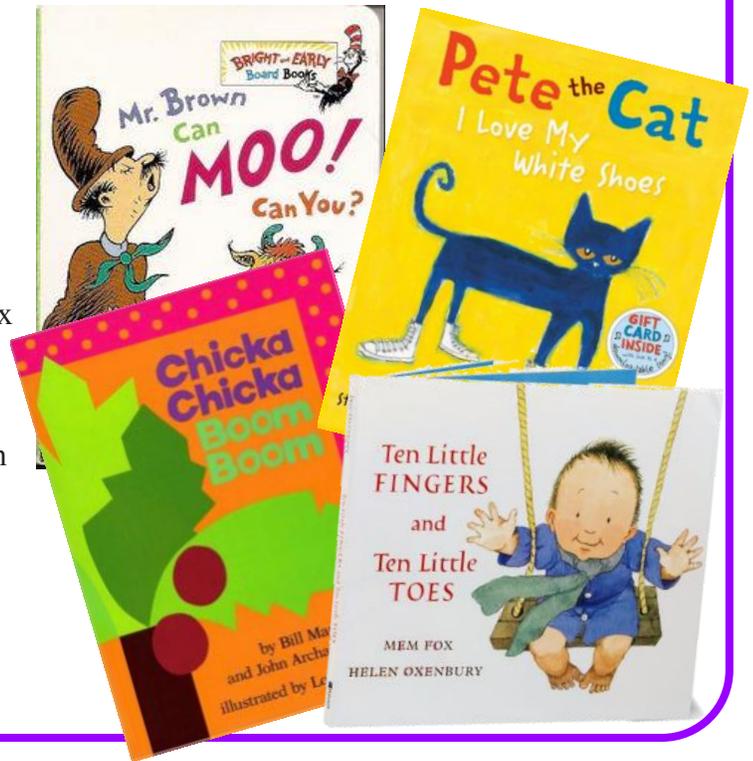
You can drop donated books off at our office or ship them to 223 SE M Street, Grants Pass, OR 97526.

Board Books

- "Moo, Baa, La La La!" by Sandra Boynton
- "Go, Dog. Go!" by P.D. Eastman
- "Mr. Brown Can Moo! Can You?" by Dr. Seuss
- "Baby Faces" by DK Books
- "Belly Button Book" by Sandra Boynton
- "Ten Little Fingers, Ten Little Toes" by Mem Fox

Picture Books

- "We're Going on a Bear Hunt" by Michael Rosen
- "The Happy Egg" by Ruth Krauss
- "Pete the Cat" series by Eric Litwin
- "Llama Llama" series by Anna Dewdney
- "Chicka chicka boom boom" by Bill Martin Jr.
- "That is Not a Good Idea!" by Mo Willems



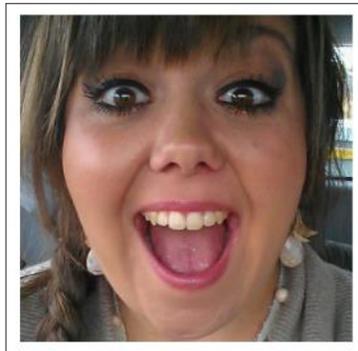
Meet our new AmeriCorps VISTA member — Jessica Ferretti

You may have already met Jessica out in the community, perhaps at the Library or the YMCA where she spends a lot of her free time.

She actually started serving at Coalition for Kids just before Thanksgiving and has been hard at work getting to know the community as she conducts a community needs assessment for us.

We are specifically interested in the needs of families with children ages 0-8 years old. Jessica has interviewed a host of agency leaders and service

providers, is currently working on a parent survey, and will be conducting focus groups later in the spring.



Once she has collected and analyzed all the data we'll have a report to help us as we develop a strategic plan for the next 3-5 years.

Jessica recently graduated from the University of Montana with a Geography degree.

As you can see from her picture, to the left, Jessica is very excited to be in Oregon. She appreciates the beauty of nature we have without all the snow there is in Montana.

She likes to hike, float the river, cook, dance, and especially to learn and experience new things.

Jessica will be serving with us through the end of November 2014. We hope you get the chance to meet her in person.



What You Can Do At Home to Support Early Literacy Development

Every time you interact with your child, or grandchild, he or she learns about communicating, listening and working with others. Make the most of everyday moments by talking to your child about what is happening and asking open-ended questions. Below are some more age-specific suggestions for what you can do at home with your child to help develop his or her literacy skills. Share this with other parents/grandparents you know.

Infants

Infants are learning to communicate by crying, cooing, and babbling as well as nonverbal communication such as facial expressions, gestures, and body language. Infants learn language and communication skills from their environment and the ways people around them communicate.

- Model language and help your child understand what is happening by talking to her during all routines, such as diapering.
- Encourage your child to vocalize by imitating and repeating the sounds he makes.
- Motivate your child to communicate by making eye contact when talking to her.
- Help your child learn and respond to his name by using his name often.
- Help your child learn vocabulary by reading to her often.
- Sing songs. Music is a fun and interesting way for infants to learn language

Toddlers

Toddlers are in an exciting stage of language development. They repeat and imitate what others say, understand more when spoken to, and begin to put words together into short phrases. Vocabulary development and comprehension are most important at this stage.

- Help your child learn language in a meaningful context by talking to her about what she is doing.
- Acknowledge your child's use of language by repeating the words and phrases he says.
- Help your child learn how to build on language she knows by expanding her words into phrases and sentences.
- Help your child learn the names of things by labeling objects in his environment.
- Help develop your child's vocabulary by reading a wide variety of books together.

Preschoolers

Most children expand their vocabulary from about 200 to over 1,200 words from age 2 to 5. They begin to understand words, repeat words, and put words together to form sentences. Literacy and language skills emerge rapidly, so it is important for children this age to be exposed to spoken and written language on a daily basis.

- Provide a wide variety of literature for your child; take a trip to your local library and invite her to select some books of interest.
- Use speech that is clear and simple for your child to model.
- Develop sight-word vocabulary by pointing out print in your environment, for example, on book covers, cereal boxes, and advertisements.
- Sing simple songs and recite nursery rhymes to show rhythm and patterns of speech.
- Exercise your child's imagination and listening skills by telling him stories without books or pictures.

