

A NEWSLETTER OF THE NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING



### RECOMMENDED *resources*

#### AFTERSCHOOL TRAINING TOOLKIT FOR LITERACY

<http://www.sedl.org/afterschool/toolkits/literacy/index.html>

#### NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING LITERATURE REVIEW ON LITERACY IN AFTERSCHOOL

[http://www.sedl.org/afterschool/toolkits/literacy/pdf/AST\\_lit\\_literature\\_review.pdf](http://www.sedl.org/afterschool/toolkits/literacy/pdf/AST_lit_literature_review.pdf)

#### NWREL PROFESSIONAL DEVELOPMENT IN AFTERSCHOOL LITERACY

<http://www.nwrel.org/ecc/21century/training/>



### AFTERSCHOOL *news*

#### What the Research Says About Talking and Playing in Literacy Instruction

How do you balance the restless energy of children who have already spent 7 hours trying to “be good” in school with expectations that their participation in afterschool will lead to higher test scores? If literacy is a component of your afterschool program, you will be interested in the Afterschool Training Toolkit for literacy, an online staff development tool created by the National Partnership for Quality Afterschool Learning.

Staff at Northwest Regional Laboratory (NWREL), a partner in the National Partnership, developed the materials in the literacy toolkit. They have also supplemented the toolkit with a series of staff development tools that are available online.

The staff development resources and the research on which they are based make it clear that literacy in afterschool is not simply an extension of the school day. Promising practices in literacy include book discussion groups and story dramatizations. Research has shown that discussing and enacting stories can improve student literacy. These types of activities can also lay the foundation for continuous improvement by creating a greater interest in reading.<sup>1</sup>

The next time you are faced with a talkative group of students who literally won't stay seated, remember that what first looks like mayhem can actually be a sign of student engagement in learning.

See Recommended Resources (above) for additional information.

<sup>1</sup> Winner, E., & Hetland, L. (2000, Fall/Winter). The arts and academic achievement: What the evidence shows. Executive summary. *The Journal of Aesthetic Education*, 34. Retrieved February 22, 2007, from [www.pz.harvard.edu/Research/Reap/REAPExecSum.htm](http://www.pz.harvard.edu/Research/Reap/REAPExecSum.htm); Spielberger, J., & Halpern, R. (with Pitale, S., Nelson, E., Mello-Temple, S., Ticer-Wurr, L., et al.). (2002). *The role of after-school programs in children's literacy development*. Chicago: University of Chicago, Chapin Hall Center for Children.



*“For afterschool literacy activities, think ‘stand-up-and-do,’ not ‘sit-and-be-told.’ Lively activities will reenergize and reactivate the children for learning.”*

RANDI DOUGLAS  
program advisor, NWREL

The National Partnership for Quality Afterschool Learning helps state education agencies and local practitioners develop high-quality programs for academic enrichment as well as youth development activities.



*"These are kids that had gone from being unable to answer a question to being able to interview classmates and teachers."*

NATHANIEL CARTER

## Sunset Neighborhood Beacon Center, After School Learning Center (ASLC) SAN FRANCISCO, CA

In the After School Learning Center (ASLC) at the Sunset Neighborhood Beacon Center in San Francisco, California, project-based learning is key to maintaining student interest. The program offers a menu of afterschool "clubs," many of which are based on technology. Students have a say in what clubs the program will offer, and they are able to choose what clubs they join. The curriculum for each club is also aligned with California State Education standards and school-day content.

Technology coordinator Nathaniel Carter mentions the newsletter as one of the activities that has more than one content area embedded in the work. Students master such programs as Microsoft Publisher, Microsoft Word, and Adobe Photoshop, and they learn how to search the Internet for story content. Through research and writing, students develop literacy skills.

The newsletter also supports another program goal: youth development. Carter noticed the transformation in the students who worked on the newsletter. "These are kids that had gone from being unable to answer a question to being able to interview classmates and teachers, participate in group conversations that would determine the direction of the paper, and lead groups of junior members in the development of [the newsletter's] column and structure," Carter says.

## IN YOUR *words*

**What creative ways have you found to use technology with the students in your afterschool program?**

*"One afterschool program lets the students bring their favorite CDs and copy them onto an iPod—after screening them for appropriateness. They use the speakers to play music the students want to hear. The students also learn to use the computer to copy music to the iPod."*

LUCIA BIANCHI

Region I Lead, After School Learning and Healthy Start Programs  
Ukiah, CA

*"This past summer we created a Dell TechKnow camp, which provided youth with the chance to learn how to disassemble and reassemble the hardware of a Dell computer, install software, and navigate the Internet. By completing the program, 258 youth across 18 sites earned the opportunity to take home their own free refurbished Dell computer."*

BETH-MARIE KURTZ

Assistant Recreation Supervisor  
Milwaukee, WI

### Next Month's Question

**What fun literacy activities have you done in your afterschool program that you might not be able to do during the regular school day?**

Send your answers to [afterwords@sedl.org](mailto:afterwords@sedl.org) with "February survey" in the subject line.

## TRAINING *tip*

**Use your afterschool newsletter to promote both student literacy and your program.**

Does your program send a newsletter to parents and community members? Increase readership by having students help. They can take pictures, write stories, and even lay the newsletter out with word processing software. Students will enjoy getting involved, and parents are much more likely to read the newsletter if their children have helped write or design it.

*Do you have a training tip you would like to share? E-mail us at [afterwords@sedl.org](mailto:afterwords@sedl.org) with "training tip" in the subject line.*

## EVENTS *calendar*

March 8–9 PEAK Afterschool Event: Literacy and Arts  
WHEELING, IL

March 21–23 National Afterschool Association  
Annual Conference  
PHOENIX, AZ

April 16–17 SERVE Center 2007 Linkages to Learning  
Afterschool Institute  
MYRTLE BEACH, SC

For more events, visit our calendar at  
[www.sedl.org/afterschool/training/calendar.html](http://www.sedl.org/afterschool/training/calendar.html).

## ANNOUNCEMENT

Registration for the 21st Century Community Learning Centers 2007 Summer Institute is now open. The Summer Institute will take place in Miami, Florida, July 17–19. For more information, go to [www.sei2003.com/21stcentury/](http://www.sei2003.com/21stcentury/).

### NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING

at the Southwest Educational Development Laboratory

