

**Welcome to
Tell It Like It Is:
Afterschool Communication**
Webinar for 21st CCLC State Coordinators



**NATIONAL PARTNERSHIP FOR
QUALITY AFTERSCHOOL LEARNING**

Advancing Research, Improving Education



Communication Tools

- Periodicals
 - Newsletter, E-newsletter
 - Magazine
 - Web log
- Print Material
 - Brochure, Pamphlet, etc.
- Audio/Visual Material
 - Infomercial, Video
- Word of Mouth

Periodicals: Managing the Task

- Tools
 - “Nuts & Bolts” (Template)
 - Content list
- “Nuts & Bolts”
 - Template Design
 - Layout (article here, picture there, logo here...)
 - Readability (font size & style, reader cues...)
 - Graphic Standards
- Content List
 - What do we say in this issue?

“Nuts & Bolts”

- Template: a “map” of each item’s place in the publication.
- Graphic Standards: many organizations have publication guidelines they want you to follow. Ask the communications (or equivalent) department.
- Media Release form: document giving permission to take and publish a photograph.
- 21st CCLC Logo: Not mandatory, but a good idea.



Template Resources

- Let them do the work for you:
 - Software programs (i.e. MS Publisher)
 - Microsoft Office templates:
<http://office.microsoft.com/en-au/templates/default.aspx>
 - www.templatesbox.com



Media Release Forms

- Legal Concerns
- Avoid the battle; get permission
- Many school districts have their own
- Have your own copy on file for program

Sample Media Release Form

SCHOOL: _____ STUDENT IDENTIFICATION NUMBER: _____

STUDENT NAME: _____ DATE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

Dear Parent/Guardian:

Throughout the school year, the media may visit your child's school to cover special events. Hillsborough County Public Schools may also wish to interview, photograph or videotape your child for promotional and educational reasons to utilize in publications, posters, brochures and newsletters; on the district web site, radio station or Cable TV channel; or other special district events.

Before your child can participate in any of the above activities, you must give your permission by signing and returning this page to your school. Thank you for your cooperation.

I give my permission for my child to be interviewed, photographed or videotaped for use in school/district publications, school district productions, or for use by the general news media for print or broadcast purposes; and for his/her name to be published in school/district publications and websites, and in news publications and broadcasts.

I do not give my permission for my child to be interviewed, photographed or videotaped for use in school/district publications, school district productions, or for use by the general news media for print or broadcast purposes; and for his/her name to be published in school/district publications and websites, and in news publications and broadcasts.

Parent/Guardian signature: _____ Date: _____

Parent/Guardian name (please print) _____

After you have read and signed the permission form, please return it to your child's school. The form will be retained at the school, with the student's records.

Targeting the Audience

- Who needs to know?
- What would interest them most?
- What do YOU want them to know?
- What is the desired outcome?
 - Awareness (of what)?
 - Engagement (how)?
 - Action (what)?
 - Support (how)?



Who wants to know?

Stakeholders:

School Board, Administrators, Day
School Staff
Students, Parents, Families
Policy Makers, Politicos, Chamber of
Commerce
Law Enforcement, Justice System
Other?

Potential Partners and Contributors



What Data Tells Us

What impact does the program have on student

Attendance?

Achievement?

Attitudes?

Other?

What impact does the program have on the

Families and community it serves?

Juvenile delinquency and crime?

Local economy?

How has the program been effective? For whom?

Types of Data (Information)

Quantitative

Objective, free from interpretation, opinion or perspective

Concrete and easily measured (black or white; present or absent; 1 or 0)

Examples: attendance data, standardized test scores

Qualitative

Subjective, dependent on interpretation, opinion and perspective

Anecdotal, abstract and difficult to measure

Examples: changes in behavior, character development, attitude

Content List

- By now you have identified:
 - Your target audience(s)
 - What THEY want to know
 - What YOU want them to know
 - What you want them to do with that information
- Based on that, make a list of topics (achievements, success stories, announcements, program needs and goals, other) and assign them a place on the template
- This list of general topics provides a series of prompts for every issue instead of a blank page

Sample Content List

- Target Audiences: Parents, Students, Staff
- Target Interests: Program Activities, Impact on Students, Announcements
- Goals: Program Support
- Content List
 - Program Activities (since the last issue)
 - Recognition (students, staff, other)
 - Upcoming Events (holidays, half-days, specials)
 - Student Work
- Consider clever names like “Star Students” or “Stories from the Field,” for example, to use as headlines

Remember

- Be brief: consider your time and that of your audience
- Get to the point: must capture attention quickly
- Use appropriate vocabulary while avoiding jargon
- Use reader cues like **BOLD** headlines

Where to Go From Here

- SEDL Contact:
Wendy Jones
Program Assistant
National Partnership for Quality Afterschool Learning
(800) 476-6861 x 6522
wendy.jones@sedl.org
- SUMA/Orchard: www.texas21afterschool.org
- www.howtowriteanewsletter.com