

## Project Summary

NPASS is a professional development program led by Education Development Center, Inc. (EDC), in Newton, Mass., funded by the National Science Foundation from 2005–2009. NPASS's mission is to improve the quality and quantity of hands-on science (STEM) programming in out-of-school time (OST) programs by making ongoing professional development available to OST program staff and other informal educators.

NPASS aims to create a new cadre of professional trainers from science centers, extension agencies, and state OST networks to provide training and support to OST programs that wish to offer high quality science projects for their children.

During 2009, NPASS will lead seminars and training institutes that showcase our approach to professional development and demonstrate how to establish networks of support for high quality OST science.



## The NPASS model features:

- High quality science engineering projects for children that align with school-based learning standards.
- National and state-based institutes twice each year that prepare and support NPASS OST Science Trainers.
- Mentors who support OST Science Trainers at the state level.
- Regular workshops and follow-up for OST staff conducted by certified NPASS Science Trainers.
- Training that incorporates best practices in youth development, with a focus on science “process skills”.
- Guidance for OST administrators on integrating science projects into their regular programming.
- Advocacy at state and national levels for improved access to science projects in OST.

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# NPASS

*National  
Partnerships for  
AfterSchool  
Science\**



Leading the way in providing training for hands-on science projects in Out-of-School Time

EDC  
CENTER FOR *Science Education*

## *The NPASS Model for Out-of-School Time Science\* Training*

Professional trainers from science centers, extension agencies, or other OST support organizations lead monthly, half-day workshops, over a period of at least one school year, for front-line out-of-school program staff and administrators who are committed to improving the quality of informal science available to their children.

At each workshop, trainers present a new hands-on science or engineering project and model strategies for successfully implementing the project with children. Trainers stress best practices in youth development and informal science learning and focus on making science enjoyable and accessible to all children.

OST administrators commit to paying their staff to attend NPASS workshops, and recruiting a committed group of children (the “Explorers Club”, for instance) to engage in the science projects at least once a week.

Trainers provide each OST site with a project guide, a materials list, and (where possible) a materials kit for each project. Trainers offer site visits and other support between trainings.

\* By “science” we mean to include Science, Technology, Engineering, and Math [STEM]

## *Taking NPASS to Scale (NPASS2)*

EDC has requested funding to prepare and support a new cadre of OST Science Trainers in California, Georgia, Maryland, Minnesota, Missouri, Ohio, New Hampshire, New Jersey and Wisconsin over the next five years.

During 2009, NPASS will hold seminars or training institutes in many of these states. Check our website for details:

<http://cse.edc.org/NPASS>

### **NPASS Curriculum Suggestions**

NPASS Trainers have used projects from these research-based curriculum series in their training and support of OST science:

**Design It!** *Design Engineering in Afterschool Programs*. EDC, Newton, Mass.

**Explore It!** *Science Investigations in Out-of-School Programs*. EDC, Newton, Mass.

**GEMS** (*Great Explorations in Math and Science*). Lawrence Hall of Science, Berkeley, Calif.

**4-H Y.E.S. Project** (*Youth Experiences in Science*). University of California Cooperative Extension Service, Davis, Calif.



### **Feedback from the Field**

*“[Our] outside evaluator was genuinely impressed with what she saw. She ended up staying far longer than scheduled because each minute she saw something else that impressed her. At one point she commented that “all [afterschool] programs should look like this”. Everything that you and your staff point out to us at trainings concerning the approach to the session, questioning techniques, time allotment, reporting out etc. was noticed by the evaluator and commented favorably upon. She noted that it was obvious that the leader was well trained and seemed very comfortable in her role as leader”*

Jane Blanchette, Director  
21 CCLC Pawtucket, RI

### **NPASS2 Partners:**

- Boston Children’s Museum, MA
- California School-Age Consortium, CA
- Georgia Afterschool Investment Council, GA
- LA’s Best, Los Angeles, CA
- Minnesota School Age Care Alliance, MN
- Missouri After School Network, MO
- Ohio Child Care Resource and Referral Agency, OH
- Rutgers University Cooperative Extension, NJ
- Science Museum of Minnesota, MN
- St Louis 4 Kids, MO
- St Louis Science Center, MO
- The After School Institute, MD
- U. California Cooperative Extension, CA
- U. New Hampshire Cooperative Extension, NH
- U. Wisconsin Cooperative Extension, WI



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