

Great Science for Girls



STARTER KIT for INTERMEDIARIES

Tools to build the capacity of after-school centers to deliver programming that will broaden and sustain girls' interest in STEM.

**A Project of
The Educational Equity Center
at AED**

**Funded by
The National Science Foundation**

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INTRODUCTION

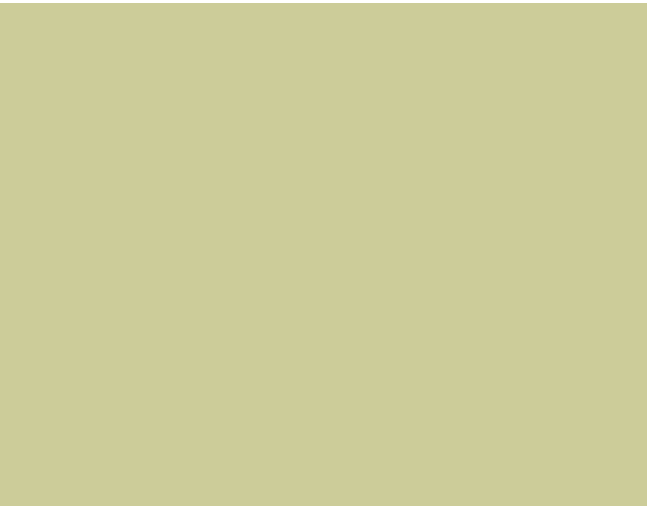
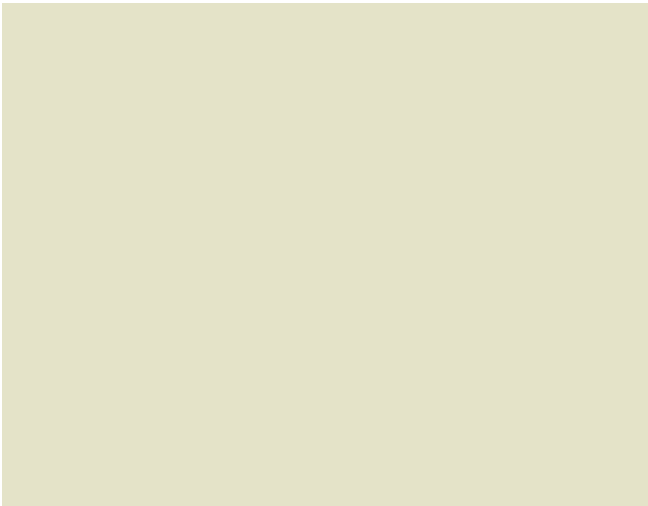


This “Starter Kit” was designed as a result of the January 18, 2007 Advisory Committee meeting of Great Science for Girls Extension Services for Gender Equity in Science through After-School Programs (GSG). The meeting, held by the Educational Equity Center at AED in New York City, brought together all partners of the GSG initiative: regional intermediaries, curriculum partners, AED partners, and the project’s evaluation partner.

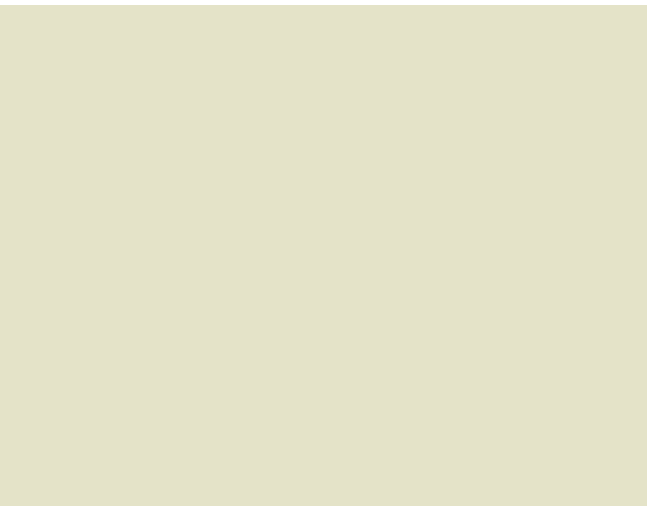
Intermediaries attending the meeting requested information to assist them in conducting outreach for GSG, understanding the project’s components and expectations, and securing additional funds to support the GSG work. Enclosed are materials to help in this effort.

The Starter Kit is available online for easy downloading of various documents, including the proposal template as a word document for editing.

We look forward to working with you and to receiving feedback on the tools provided in this kit.



Conducting Outreach





Great Science for Girls

With funding from the National Science Foundation, the *Educational Equity Center* at the Academy for Educational Development (EEC/AED) is leading a five-year initiative on *Great Science for Girls: Extension Services for Gender Equity in Science through After-School Programs (GSG)*.



Partners

- AED Center for School and Community Services (CSC)
- AED Center for Youth Development and Policy Research (CYD)
- Curriculum Partners
- Comprehensive Research & Evaluation Services

Regional Intermediary Organizations (list in formation)

- Alternatives, Inc.; Hampton, VA
- The Consultation Center, Inc.; New Haven, CT
- Chicago Area Project; Chicago, IL
- DC Children & Youth Investment Corp.; Washington, DC
- MCCOY, Inc.; Indianapolis, IN
- MCH After3; Martinsville, VA
- Partners in Out-of-School Time; Charlotte, NC
- San Francisco Unified School District Afterschool; San Francisco, CA
- The After School Corporation; New York, NY
- The After School Institute; Baltimore, MD

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Great Science for Girls: Extension Services for Gender Equity in Science through After-School Programs (GSG) increases the capacity of after-school centers to deliver programming that broadens and sustains girls' interest and persistence in science, technology, engineering and mathematics (STEM).

To reach a large national audience, *GSG* works with regional intermediary organizations that provide services to networks of after-school centers.

GSG provides:

- Professional Development Institutes
- On-going technical assistance
- A state-of-the-art interactive website, including research reports, resources, webcasts, and training tools
- Access to evidence-based STEM curricula

Through *GSG*, and the support of intermediaries, after-school centers across the country are providing a learning environment for girls that includes opportunities for leadership and engagement with fun, hands-on, inquiry-based science experiences. In its first three years, *GSG* has had an impact on more than 100 afterschool programs nationwide, reaching more than 5,700 children and youth participants, 3,256 of whom were girls. Girls reached are from the low-income population that traditionally has been most excluded from the STEM pipeline.

GSG is guided by an Advisory Committee of leaders in gender equity, science, after-school education, research and youth development.

If you are interested in being part of this initiative, please contact:

Linda Colón, 212-367-4572; lcolon@aed.org
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Advisory Committee

Jason Freeman, Consultant, Learn Science Everywhere; Lucy Friedman, President, The After School Corporation (TASC); Yolanda S. George, Deputy Director & Program Director, American Association for the Advancement of Science; Janet Kelley, Principal, Kelley Collaborative; Priscilla Little, Associate Director, Harvard Family Research Project; Dale McCreedy, Director of Gender and Family Learning Programs, The Franklin Institute Science Museum; Robert Meduna, Extension Educator, 4-H Youth Development; Harriet Mosatche, Vice President, Program Collaborations and Initiatives, Girl Scouts of the USA; Judy Nee, Former President, National AfterSchool Association (NAA); Ellen O'Connell, Associate Director of Regional & National Programs, Partnership for Afterschool Education (PASE); Bonnie Politz, Vice President & Sr. Technical Expert, AED; Jane Quinn, Assistant Executive Director, The Children's Aid Society and Board Member, Coalition for Science After School; Faedra Lazar Weiss, Research Associate, Girls Incorporated National Resource Center

Great Science for Girls



Frequently Asked Questions

What is Great Science for Girls: Extension Services for Gender Equity in Science through After-School Programs (GSG)?

GSG is a five-year project funded by the National Science Foundation to intentionally support girls' interest and persistence in science, technology, engineering and mathematics (STEM).

How does my organization benefit from participation in GSG?

- Your organization will contribute to knowledge development by participating in a national NSF initiative.
- Your organization will strengthen its role as an intermediary by bringing new resources to after-school centers.
- Your organization will have the capacity to offer technical assistance and to deliver training on evidence-based programs.
- Your organization will have access to a state-of-the-art interactive website.

What are the components of GSG?

- ✓ Professional Development Institutes
- ✓ Program Development Reunions
- ✓ Ongoing technical assistance, via website, telephone
- ✓ State-of-the-art interactive website
- ✓ Ongoing research reports via website, live webcasts
- ✓ Access to evidence-based STEM curricula
- ✓ Handbook of best practices
- ✓ Evaluation

What is meant by "evidenced-based" curriculum?

Evidence-based curriculum has been evaluated according to criteria, e.g. addressing equity, gender, national standards, best practices, cost-effectiveness, etc.

Are the evidence-based curricula for girls only?

GSG has selected seven curricula programs. After-School Science PLUS, Afterschool Universe, Girls at the Center, SciGirls, Techbridge, and Wonderwise 4-H are suitable for coed or girls-only settings; Girls Inc. Operation SMART is a girls-only program.

What are the goals of the Professional Development Institute?

- To provide interactive training about gender and other science equity issues
- To prepare participants to turn-key the training to their after-school centers
- To provide in-depth information about the evidence-based curricula
- To plan for implementation

What kinds of support are available on the GSG website?

- Resources
- Research reports
- Communication with other GSG implementation sites
- Webcasts
- Training Materials
- Evidence-based curricula
- Join the GSG Listserv

What resources are available to help me implement GSG?

- User friendly website
- Technical assistance around additional fundraising and partnering
- Ongoing access to the *GSG* team
- Professional Development tools

Who do I contact with additional questions?

- Maryann Stimmer, mstimmer@aed.org
- Linda Colón, lcolon@aed.org
- Anyone on the project team list

Great Science for Girls



Talking Points

The following summarizes key literature and research related to providing Great Science for Girls. This information can be used as "talking points" to provide evidence and rationale for the need and for the structure of Great Science for Girls.

What is inquiry-based science?

Science is an active process including skills such as observing, inferring, and experimenting. Inquiry is central to science learning. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. They identify their assumptions, use critical and logical thinking, and consider alternative explanations. In this way, students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills. Learning science is something that students do, not something that is done to them. "Hands-on" activities, while essential, are not enough. Students must have "minds-on" experiences as well (National Science Education Standards, 1996).

Why Science?

- ✓ Jobs requiring training in STEM will increase by 51% between 1998 and 2008. Unfortunately, American students are ill-prepared to go into STEM careers. Girls in particular are underrepresented in STEM degrees and careers and are missing out on the opportunity to participating in lucrative and growing STEM fields (Afterschool Alliance, 2006).
- ✓ As of 2006, NCLB mandates testing in science as well as reading and mathematics. Informal education delivered in afterschool programs can be a key mechanism in meeting the accountability measures of the "No Child Left Behind" (NCLB) Act (Coalition for Science After School, 2004).

Why Afterschool?

Afterschool has a positive impact on students

- ✓ There is significant research which shows that participation in afterschool programs is positively associated with better school attendance, more positive attitudes towards school work, higher aspirations for college, finer work habits, better interpersonal skills, reduced drop out rates, higher quality homework completion, less time spent in unhealthy behaviors, and improved grades (NIOST, 2003).
- ✓ A meta-analysis of 73 afterschool programs showed that effective programs had a positive impact on students' feelings and attitudes, social behaviors, and school performance (Durlak & Weissberg, 2007).

Based on these findings, researchers estimate that having effective programs would result in:

- 27% more youth with better grades;
- 37% more with higher achievement test scores;
- 35% more youth improving in positive social behaviors;
- 30% more demonstrating less problem behavior;
- 30% more who feel connected and bonded to their school, and
- 43% more who feel better about themselves and their abilities (pg. 28).

Afterschool can support learning in a way that school cannot

- ✓ The afterschool arena is uniquely well-suited to provide learning experiences that can help girls make a personal connection to science. Afterschool puts science in a different context—one that offers social and psychological supports that help overcome obstacles to participation in STEM careers (Walker, Wahl & Rivas, 2005). The less school-like nature of afterschool, where girls often identify with their instructors, has a positive impact on encouraging girls in STEM (Campbell, Storo & Acerbo, 1995).
- ✓ "Combining STEM learning with the youth development expertise of afterschool professionals has potential to revolutionize both fields by integrating each other's strengths. Afterschool programs are proven to teach communication, problem solving, and teamwork skills, which young people need for any career. Afterschool programs give students time to develop an interest in science, which is key to getting students into STEM careers" (Afterschool Alliance, 2006).
- ✓ Afterschool programs give students the time to investigate topics more deeply and participate in hands-on projects (Afterschool Alliance, December 2001).
- ✓ After school programs are typically more flexible than schools, allowing students to spend more time on investigation and engage in deeper inquiry (Coalition for Science After School, 2004).
- ✓ Afterschool programs take time to ensure that students understand how their math and science skills can be applied to real world situations and their everyday lives (Afterschool Alliance, December 2001).
- ✓ By providing an opportunity to learn about math and science in a fun and relaxed atmosphere, afterschool programs spark students' interest in these subjects, which carries over to the regular school day (Afterschool Alliance, December 2001).



Afterschool serves a diverse population of students that are underrepresented in STEM.

✓ A large proportion of students who attend afterschool programs are from low-income families, communities of color, and underserved groups (Halpern, 2002). These demographics correlate with those students who are underrepresented in STEM, making afterschool a logical focus of programs aimed at increasing participation in STEM education and careers.

Why a gender focus?

- ✓ Women are underrepresented in STEM degrees and careers. While girls and boys initially have similar interest in STEM content, girls' interest drops precipitously by upper elementary and middle grades (AAUW, 1992).
- ✓ Men earn far more degrees in computer science than women, and the gap is getting wider. In 2004, only 25% of degrees in computer science were awarded to women (NSF, 2007).
- ✓ Women accounted for only 22% of graduate students in engineering in 2004 (NSF, 2007).

Why do we need GSG? Why do youth need GSG?

- ✓ GSG presents an important opportunity to bring evidence-based inquiry science to this population of underserved students and to change attitudes about girls and science on the part of both girls and boys.
- ✓ Through GSG, afterschool centers will be able to provide a learning environment for girls (and boys) that includes opportunities for leadership; active, intelligent engagement with concerned adults and other students; inquiry-based, hands-on experimentation; risk-taking; challenges and problem-solving; cooperative learning and fun. All of these are essential factors in making science accessible and interesting to girls (Campbell and Steinbrueck, 1996; Hansen, Walker and Flom, 1995; Fancsali, 2002; National Science Foundation, 2003).

What about the boys?

- ✓ Experts agree that the high-quality science experiences promoted by GSG are beneficial to girls and boys in promoting interest and participation in STEM (Cahn, 2005).

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Great Science for Girls



(Intermediary Letterhead)

FOR IMMEDIATE RELEASE
CONTACT:

(Intermediary Name) JOINS NATIONAL INITIATIVE ON GREAT SCIENCE FOR GIRLS

(City, State, Date)--(Intermediary Name) has joined *Great Science for Girls*--a five-year National Science Foundation initiative to build the capacity of after-school educators to deliver programming that will broaden and sustain girls' interest and persistence in science, technology, engineering and mathematics (STEM).

(Intermediary Name) is one of the selected Intermediaries for this groundbreaking program which has the potential of reaching hundreds of after-school centers, thousands of youth workers, and hundreds of thousands of girls.

Through Great Science for Girls, (Intermediary Name) will provide support to after-school centers throughout (Intermediary's geographic region) to provide learning environments with the three ingredients necessary for student success in STEM -- engagement, capacity and continuity. Programs and activities will offer girls opportunities for leadership, active engagement with concerned adults, and inquiry-based experimentation.

Great Science for Girls stresses the use of inquiry-based science curricula that are hands-on and fun. (Intermediary Name) will have a major role in the implementation of *Great Science for Girls* and bringing evidence-based programming to the after school community.

The lead organization for *Great Science for Girls* is the Educational Equity Center at the Academy for Educational Development (EEC/AED), which is nationally known for its work in creating programs to bring underrepresented students into the science pipeline. Two AED centers with extensive experience in youth development, the *Center for School and Communities Services* and the *Center for Youth Development and Policy Research*, are collaborating with EEC/AED in this endeavor.

Great Science for Girls



Evidence-Based Programs

*Seven evidence-based programs have been selected to be part of the Great Science for Girls Extension Services: After-School Science PLUS, Afterschool Universe, Girls at the Center, Girls Inc. Operation SMART, SciGirls, Techbridge, and Wonderwise 4-H. **These programs have been professionally evaluated and have shown positive outcomes in relation to girls and STEM.** New programs that meet the following criteria will be added throughout the project.*

Selection Criteria

- Shows positive outcomes in relation to girls and STEM
- Uses inquiry-based, hands-on methodology
- Incorporates knowledge about girls' learning styles (cooperative learning groups, active learning, etc.)
- Involves students in decision-making, planning, problem-solving, risk-taking and reflection (higher-order thinking skills)
- Increases students' sense of self as learners
- Addresses the STEM standards through informal activities
- Has been piloted and field-tested
- Has a written curriculum or guide book that is user-friendly and accessible
- Uses affordable and easy to obtain materials
- Is adaptable for urban, suburban and/or rural settings
- Meets criteria for quality youth development as well as science content
- Adheres to NSTA safety guidelines
- Includes some level of parent involvement
- Shows awareness of other underrepresented groups

Great Science for Girls



After-School Science PLUS

Developed by: Educational Equity Concepts, Inc. with funding from the National Science Foundation Program for Gender Equity and a variety of local New York City funders

Target age group: 6-14 years old

Setting: Appropriate for all afterschool settings, with coed or single-sex groups

Time needed: Two-four hours per activity (11 activities in all)

Overview

After-School Science PLUS (AS+) includes eleven core activities that focus on inquiry-based science and literacy-through-science. It uses simple materials that are low-cost or free, readily available, and culturally relevant, e.g. recyclables, cooking oil, corn starch, beans, etc. *AS+* has a strong equity focus:

- Provides positive role models of female and male scientists from diverse racial/ethnic groups;
- Presents ideas about careers in science, math, and technology;
- Disperses stereotypes about who can do science; and creates opportunities for students to see science as part of their everyday experiences.

An *Activity Guide* provides all you need to know to conduct the activities, including step-by-step activity instructions, role model materials, family involvement letters in English and Spanish, and science/literacy resources. A *Planning-Guide* provides information about how to implement the program, including staff development, family outreach materials, and sample lesson plans.

Evidence

AS+ is based on the standards-based Playtime is Science in-school curriculum, which was named a "Promising Program" by the Gender Equity Expert Panel of the U.S. Department of Education in 2001. A comprehensive evaluation using a pre-post design revealed that after participating in *AS+* student attitudes about science became more positive and less stereotyped. Group leaders reported that as a result of *AS+* students:

- thought that science is fun
- wanted to do more projects
- discovered that science applies to everyone
- had more opportunities for hands-on science
- were more apt to say everyone does science
- became more positive and not at all stereotyped about girls who do science.

Training

The *Planning Guide* provides all the information a staff developer needs to conduct training to implement the *AS+* program. *AS+* staff development builds on the concept that group leaders already know more science than they realize, and reinforces confidence in their scientific abilities and interests. It includes training in how to conduct inquiry-based science activities; how to extend these activities for literacy programs; group management techniques; strategies for involving parents; and equity resources. Fee-for-service professional development also is available.

Cost

AS+ Program and Activity Guide, \$49.95 (additional Activity Guides available for 29.95)

Activity Materials— low-cost, readily available
Training— Basic costs for a full-day training for 30-45 people, with follow up technical assistance via phone or webcasts, are \$2,000, plus travel costs and materials. Flexible packages can be arranged based on the needs of the site.

http://www.edequity.org/afterschool_materials.php

Activities

Who Does Science? Creates awareness of the stereotypes about who does science and expand students' vocabulary and view of scientists.

Oobleck: Solid or Liquid? Work with a mysterious mixture to explore liquid and solid properties of matter, using senses, hypothesizing, experimenting, inferring, measuring, observing and concluding.

Creating a Mystery Bottle: Learn about solubility, density, and miscible and immiscible liquids by combining oil, water, and food coloring in recycled plastic bottles and observing the results.

Sink and Float: Investigate displacement, density, and viscosity by predicting, experimenting, and observing which objects sink and which ones float in water and other liquids.

Bubble Science: Explore the concepts of surface tension and develop skills such as observing and model-making through experimenting with bubble-makers.

Making and Tossing Bean Bags: Experiment with concepts of acceleration, force, gravity, and spatial relations, and gain math skills such as estimation, measurement, sorting, and counting.

Building with Wonderful Junk: Develop planning, balancing, problem-solving, mathematical, spatial relations, and social skills through a construction activity using "recyclables" from home.

Ramps, Force and Motion: Explore and understand the relationship between incline, speed, and distance, and learn about spatial relations, graphing, collecting and recording data, predicting, inferring, and measuring.

Discovering How it Works: Gain direct hands-on experience with technology and the use of tools by assembling and disassembling simple safe machines.

Inventors: Use planning, creative-thinking, decision-making, problem-solving, communication skills, and creativity just like scientists to plan, create, and test an invention.

The Mystery Science Visitor: Share information about a future that involves science. In this "guessing game" activity, a science role model gives an idea of what she does in her work and how she became involved in the field.

Great Science for Girls



Afterschool Universe

Developed and funded by: NASA. NASA worked closely with the DC Children and Youth Investment Trust Corporation (CYITC), a DC-based non-profit organization that supports afterschool programming, during both the development and testing phases.

Target age group: Middle-school students (rising 5th graders to 8th graders)

Setting: Appropriate for a variety of settings (astronomy days, summer camps, or year-long afterschool programming), with co-ed or girls-only groups.

Time needed: 45–60 minutes per session (12 sessions in all). The program is flexibly structured and can be implemented on a schedule that best suits your programming needs.

Overview

Afterschool Universe is an out-of-school-time astronomy program targeted at middle-school students. It explores astronomy concepts through engaging hands-on activities and takes participants on a journey through the Universe beyond the solar system. The goal of the program is to excite students about astronomy and science in general and to have a positive effect on attitudes about science.

Although sessions build concepts when attended sequentially, each session is intended to be freestanding as not all participants will attend every session. A comprehensive manual provides background information and detailed descriptions of how to conduct each activity. The manual has been written for leaders with little science background. A companion website provides additional information and resources for the program leader. Most of the materials required are common-household items, some are easily obtained at hardware stores.

Each session usually begins with a brief discussion led by the program leader, then moves into a hands-on activity that students participate in individually or as part of a group. It wraps up with a discussion of what was learned. All the activities are done “in the real world” and do not require the use of a computer. Suggestions for optional web-based activities are provided.

Evidence: Pilot studies and an external evaluation of Afterschool Universe show that participants perceived an increase in their knowledge of astronomy concepts and the study of astronomy. For example, positive responses to the statement “I know a lot about how scientists study stars and planets” increased from 48% to 70% in a pre/post survey of participants. In a pre/post survey of programs serving all girls, girls reported an increase in positive attitudes towards science, interest in science, and understanding that science has applications in the real worlds.

Training: Afterschool Universe requires participants to undergo a two-day training session before they can implement the program or turn-key training for afterschool program providers. They make exceptions for program implementers who can demonstrate a compelling reason for why the training is not necessary. Waivers from training are not available for those who wish to become trainers. The training is provided for free, but participants must cover their travel expenses if they need to travel to a training location.

Cost: The manual is free.

Descriptions of Sessions

Session 1 – Modelling the Universe: Students are challenged to create a model of the Universe. This is an introductory activity that helps students think about where we fit in the Universe, and allows them to model the size, shape, and relative position of objects in the Universe.

Session 2: Cosmic Survey: In this session, students are led through an interactive discussion of size and scale of objects. They are provided pictures of objects on Earth and in space, and asked to rank them in order of various properties, such as: How big? How far? How old?

Session 3: The Astronomer's Toolbox – Telescopes: This session is intended to teach students about one of the basic tools astronomers use --- a telescope. They build a simple telescope, learn what it is used for, and gain an overall understanding of how it works.

Session 4: Invisible light: Students are introduced to the electromagnetic spectrum and the notion that our eyes cannot see all the wavelengths of light. This session explores infrared and ultraviolet light as examples of “invisible light.” Students explore how invisible light can be detected, and also learn about transmitters and shields of light.

Session 5: The Astronomer's Toolbox – Spectroscopes: Students learn about additional techniques astronomers use to obtain data about distant objects using light. They build a simple spectroscope and look at light from different sources.

Session 6: Stars and Their Lives: This session discusses the fact that our Sun is a star and provides a basic understanding of how stars work. Students engage in kinesthetic activities reinforced by a follow-up discussion with visual aids.

Session 7: Stars and Their Lives (Part II): This session is an optional extension for those leaders who would like to go into more depth on some details of how stars work.

Session 8 – Our Cosmic Connection to the Elements: An interactive discussion of elements and compounds begins with the leader and students breaking down a substance into smaller pieces that still retain its identity. The discussion continues with the periodic table, common elements and compounds, and the astronomical origin of the elements we are made of.

Session 9: Galaxies: Students learn that a galaxy is a large collection of stars, gas, and dust and we live in a galaxy called the Milky Way. They create a model of our Milky Way galaxy and learn about the different shapes of galaxies. Finally, they build on the concept of light travel time.

Session 10: Black Holes: Students learn about black holes, the densest objects in the Universe. They explore some basic properties of black holes.

Session 11: Visit from a (Space) Scientist or Engineer + Making a Cosmic Quilt: This session presents an opportunity for the students to ask questions that may have built up over the course of the program. It also allows contact with a real scientist or engineer and the opportunity to ask questions about careers in science and engineering.

Session 12: Modelling the Universe - The Sequel: Students repeat the Session 1 exercise to create a model of the Universe, allowing everyone to see how their understanding has changed as a result of this program.

Additional resources in the manual include: Web resources at the end of every session; glossary at the end of the manual; materials checklist; and shopping information for specialty supplies.

Great Science for Girls



Girls at the Center (GAC): Girls and Adults Learning Together

Developed by: The Franklin Institute Science Museum in collaboration with Girl Scouts of the USA, with funding from the National Science Foundation

Target age group: 6-14 years old

Setting: Appropriate for a variety of afterschool and museum settings with girls in collaboration with adult partners; or potentially with younger and older girls working together

Time needed: Flexible - resource guide provides 1.5 hour workshops that can stand alone or be part of a sequence of activities, potentially linked by a theme, sustained across months or years. The original model engaged girls and their adult partners in science on a monthly basis during the school year by alternating events/workshops with "GAC Packs" - activity packets for home exploration.

Overview

The key features of *Girls at the Center (GAC)* are community and museum-based workshops that foster active science investigation, at-home science activities and special family events. *GAC* provides unique opportunities for girls to learn and practice problem-solving, independent thinking and leadership. The program is built around six basic standards-based science themes: communication, energy, habitats, structures, the science of sports, and water. For each theme, there are two workshops—one for girls ages 6-10, one for girls ages 9-14. *GAC Packs*, which are available on the Web (www.fi.edu/gac) in Spanish and English, provide activities on the same topics so that girls and their adult partners may extend the workshop explorations at home. Thematic "tabletop" activities are also provided for more informal needs. A *Guidebook* contains all the resources needed to conduct a successful *GAC* program: ideas for introducing *GAC*, directions for recruiting participants, complete instructions for implementing each theme unit workshop, samples of *GAC Pack* cards, and reproducible handouts in Spanish and English.

Evidence

A comprehensive evaluation, using written questionnaires, face-to-face interviews, focus groups, observations, and telephone interviews, was conducted over a five-year period. Comparisons were made between the responses of first-time participants and those who returned. Results showed that girls participating multiple times:

- reported an increase in their science interest
- consistently enjoyed their experience with science
- shared their experiences with others
- were more likely to aspire to science-related careers

- had a broader and enriched conceptual understanding of science
- more often perceived of themselves as scientists
- had a stronger grasp of how science relates to other parts of their lives

Training

In addition to providing information on building a successful *GAC* program, the *Guidebook* includes a section on training for workshop facilitators. Fee-for-service professional development also is available.

Cost

GAC Guidebook— can be ordered on-line for \$23.95
Activity Materials— will vary based on workshop and number of participants. Emphasis is on everyday materials.
Training— Basic costs for a full-day training for 30-45 people, with follow up technical assistance via phone or webcasts, are \$2,000, plus travel costs and materials. Flexible packages can be arranged based on the needs of the site.

<http://www.fi.edu/gac>

Activities

Unit: Communication

Sound Communication, ages 6-10: Design and modify phones to make discoveries about sound. *Communication Devices, ages 9-14:* Explore radio communication and build simple working speaker.

Unit: Energy

Conducting Electricity, ages 6-10: Learn about simple circuits and test materials for conductivity. *Circuits and Conductivity, ages 9-14:* Create a simple circuit and experiment with conductivity.

Unit: Habitat

Backyard Beast Bugs, ages 6-10: Explore the basic characteristics of insects and how they adapt to their surroundings. *Nature's Hidden Secret, ages 9-14:* Explore the wonders inside owl pellets to gain a deeper understanding of food chains and food webs.

Unit: Sports

Let's Have a Ball, ages 6-10: Design and test balls and explore the science in sports balls. *Skateboard Science, ages 9-14:* Determine how slope, weight, and surface affect ramp sports.

Unit: Structures

Building Bridges, ages 6-10: Build and test structures for the new "Paper Planet Amusement Park". *Amusement Park Structures, ages 9-14:* Design, test and modify bridge structures so people can get to the new Amusement Park.

Unit: Water

What's in the Water, ages 6-10: Learn about water pollution and use problem-solving skills to clean up a river. *Water and Pollution, ages 9-14:* Design filters to clean up the town's river and to protect it from future pollution.

Great Science for Girls



Girls Inc. *Operation SMART*[®] (Science, Math and Relevant Technology)

Developed by: Girls Incorporated[®] with funding from National Science Foundation, The Ford Foundation, The Carnegie Corporation of New York, The Coca Cola Foundation, CREW Foundation, General Motors Foundation, Verizon Communications, Lucent Technology Foundation, National Endowment for the Humanities and many others.

Target age group: 5/6-18 years old

Setting: Designed for use in collaboration with a Girls Inc. affiliate, with all-girl groups during or after school and in the summer

Time needed: A series of sessions that last at least one semester, or an intensive summer camp

Overview

Girls Inc. *Operation SMART* is an approach to engaging girls and young women in inquiry-based science, technology, engineering and math through hands-on, minds-on experiences. Publications and staff training help after-school programs empower girls to pursue science, math and technology careers. It is a program without walls, where girls interact with STEM professionals as well as after school professionals and volunteers to discover that math, science and technology are all around them. Program guides for all ages incorporate the four elements of the SMART philosophy: exploration, equity, empowerment, and fun. Through operation SMART, girls:

- engage in participatory experiences where they discover that math and science are fun
- inquire, predict, and take risks that make math and science an adventure
- build things, take them apart, and build them better
- ask questions, collaborate on ideas, and pursue their own answers
- interact with professional women in the field get motivated to pursue both math and science courses and extracurricular activities before, during and after school.

Facilitators can apply the Girls Inc. *Operation SMART* approach to their own activities. Components of *Operation SMART* with specific guidance for conducting sessions include: EUREKA!, Girls Dig It, and Thinking SMART.

Evidence

Results show that the more a girl participates in Girls Inc. *Operation SMART*, the more favorable is her attitude toward studying science and math. EUREKA!, a component of *Operation SMART*, uses sports and the opportunity to be on a college campus as “hooks” to attract girls in the middle grades to the sciences, focusing on girls of color and those from low-income families. Results show that girls who participated increased the number of mathematics and science courses they planned to take and were more interested in careers in science compared with a control group. Girls who attended Girls Inc. *Operation SMART* sessions have demonstrated increased confidence, competence, and comfort in science, math, and technology. An independent program evaluation showed that, after participation in *Operation SMART*, 75% of girls ages 6-11 reported that the program had a positive influence on their attitudes towards science. Parents rated *Operation SMART* highly (92% average) as a positive influence on their daughters’ attitudes towards science.

Training

Programs are offered through a network of 1,500 sites nationwide and in Canada and are facilitated by trained professional staff. To find a Girls Inc. site near you, visit <http://www.girlsinc.org>.

Cost

Inquire about arrangements with a Girls Inc. affiliate. <http://www.girlsinc.org>

Activities

EUREKA![®] brings middle-school-aged girls to an intensive four-week day-camp on a college campus, combining math and science with sports, health and career development. Participants continue to meet together over two or three years, with supplements during the school year, including college visits, preparation for standardized tests, and more interactions with math, science, and engineering professionals.

Girls Dig ItSM builds girls’ analytical and interpretive skills while they work alongside archaeologists, make exciting discoveries, unveil the past and present of their communities, and share their findings online. Girls Dig It OnlineSM enables girls to post their findings on a special website and to learn about archaeologists’ lives and careers.

Thinking SMART is a Girls Inc. *Operation SMART* program that links girls ages 12-14 with professionals (particularly women) in the fields of science, technology, engineering, and mathematics. The direct involvement of these individuals, known as “SMART Partners,” in the planning and delivery of a Thinking SMART program is key to achieving the intended goal of helping girls think *like* scientists by thinking *with* scientists.

Great Science for Girls



SciGirls

Developed by: Dragonfly TV, Twin Cities Public Television, with funding from the National Science Foundation Program for Gender Equity

Target age group: 6-13 years old

Setting: Appropriate for all after school settings, with coed or single-sex groups

Time needed: One hour and twenty minutes per activity; twenty minutes for an icebreaker, one hour for the activity (14 activities in each volume).

Overview

SciGirls includes 14 standard-based activities that cover a broad range of STEM content areas such as life, physical, earth and space science, technology, engineering, and mathematics. The program offers fun, inquiry-based science experiences suitable for use in a variety of afterschool settings -- camps, clubs, science centers, youth organizations, museums, and center-based afterschool programs. Girls use seven science inquiry steps in each activity: choosing a topic; developing a question; planning an investigation; predicting an outcome; experimenting and observing; interpreting results; and communicating findings. Each of the activities features two parts: a simple icebreaker activity followed by a full science inquiry investigation.

SciGirls materials include two program DVDs and Activity Guides. The DVDs showcase girls doing science investigations, and also include profiles of contemporary women scientists who are currently researching, exploring, and breaking barriers. The activities in the Guides relate to the science performed by the adult role models featured in the videos.

Evidence

A summative evaluation of *SciGirls* found that the curriculum: increased girls' confidence to participate in science, deepened their understanding of the inquiry process, broadened their perception that science is bigger than previously thought, increased their awareness of and interest in science careers, and/or showed them that science can be fun and exciting.

Several other independent studies of the *SciGirls* materials showed statistically significant increases for participants on key science skills and attitudes. For example, one study found:

- Increase in student understanding of how to design and carry out an experiment
- Increase in student interest in doing their own science investigation

- Increase ratings of the importance of charting one's findings in their investigations.

These findings held for both genders and for minority and non-minority students.

Training:

The activities in the guides are user-friendly and easy to follow. Full-day training is available for \$250 plus expenses. Training is recommended for those who are not familiar with teaching science or leading science activities.

Cost:

SciGirls, Volume 1 and 2 (Print activity guide and DVD) \$59.95 for each volume

SciGirls presents GEMS: A case study in science inquiry for girls (Best Practices DVD) \$29.95

Activities

Bogs: Observe how different materials decompose (or don't) when buried.

Dinosaurs: Discover how animal skeletons can help us determine what kinds of animals lived together in an ecosystem.

California Fish: Conduct research about how a fish's mouth type affects what and how it eats.

Music and Sound: Use various lengths of cardboard tubes to learn about pitch and make music.

Luge: Discover how to make a course that takes a marble 12 seconds to complete.

Doghouse Design: Discover what makes a doghouse stay cool when it's hot outside.

Earthquakes: Observe what land features can be seen from different aerial images.

Animal Ears: Experiment to find out how a pet responds to ear position signals.

Double Dutch: Experiment to find out whether it's more important to see or hear the rope while double dutch rope jumping.

Tug-of-War: Discover whether a few big kids or lots of smaller kids make a more successful tug-of-war team.

Soccer Kicks: Experiment to find the relationship between the length of your leg and how far you can kick a ball.

Forensic Science: Conduct an investigation to match the hairs from a "crime scene" to one of the "suspects."

Rabbits: Compare different rabbit breeds while conducting a "Rabbit Olympics".

Microgravity: Create a drop box to discover how ordinary things (e.g., a burning candle, a fizzing seltzer tablet) behave in microgravity.

Wacky Weather: Make a barometer and explore traditional "folk" methods of forecasting the weather.

Rollin' Robots: Design, build and program a LEGO Robot to perform specific tasks.

Great Science for Girls



Techbridge

Developed by: Chabot Space & Science Center, with funding provided by the National Science Foundation, the Gordon & Betty Moore Foundation, S.D. Bechtel, Jr. Foundation, Noyce Foundation, Chevron Corporation, Fitzpatrick Foundation and others.

Target age group: 10-18 years old

Setting: Appropriate for a variety of afterschool settings or other informal learning environments. Designed for girls during or after school and in the summer.

Time needed: Each program box has activities and icebreakers that last for approximately five to six sessions. One session is typically 90 minutes.

Overview

Techbridge was launched in 2000 by Chabot Space & Science Center in Oakland, California to expand the academic and career options of girls and to help address the shortage of women and underrepresented groups in technology and engineering. Since its founding, Techbridge has served over 2,500 girls in grades 5-12 through afterschool and summer programs with hands-on projects, career exploration opportunities, and academic and career guidance to expand girls' interests and options. Techbridge also offers professional development for teachers, role models and partners.

Techbridge curriculum has been developed with girls in mind, building on their interests and introducing activities they haven't had exposure to. The projects foster teamwork skills as girls learn to work together to problem-solve. Girls want to make the world a better place but may not see how science and engineering are compatible with these interests. This year, Techbridge is offering three curriculum units that have proven extremely popular and successful with engaging girls in science, technology, and engineering.

While hands-on projects can spark an interest, Techbridge research has shown that career exploration and role models help make that connection to careers in technology, science and engineering. The curriculum units include career exploration activities and resources to expand career options for girls. Included are also a resource guide and toolkit for role models developed by Techbridge to help corporations and role models host effective worksite trips and classroom visits.

Evidence

Techbridge carefully monitors its goals and objectives through rigorous evaluation methods, including pre-and post-surveys, focus groups and interviews with girls, teachers, and families and program observations. Girls who have been in Techbridge show increased proficiency in technical

skills, confidence, and interest in a career in technology, science or engineering. Techbridge has collected eight years of evaluation results demonstrating the program's success in several key areas:

- Development of technical skills and aptitude
- Increasing self-confidence
- Promoting greater career interest in technology, science and engineering

This year, results showed 95.5% of girls knew more about how things work, 92% learned that teamwork is good for solving problems, 94% feel more confident trying new things, and 94% know more about different jobs. A longitudinal study tracking the long-term impact of Techbridge on past participants shows that because of participating in Techbridge, 81% of respondents report a greater interest in a career in technology, science and engineering.

Training:

Training is offered for each of the curriculum units for a fee.

Cost:

Techbridge is offering reusable program boxes that include lesson plans, career resources and all non-consumable materials required to do the activities. Basic program boxes range between \$500 - \$1,000, and can be re-used multiple times. Consumable supplies can be ordered separately from Techbridge or purchased on their own.

Activities

Techbridge is offering three of its curriculum units as program boxes:

Green Design: Girls will learn about green design and develop science and engineering skills. They will construct their dream studio from start to finish – from brainstorming an idea, to creating a floor plan, to building with green materials. Through construction and planning, girls will explore and reflect on their energy usage in their home and consider ways in which they can change their habits to lessen their environmental impact. They will decorate their designs with recycled and green materials.

Toy Design and Engineering: This unit combines students' love of play and creativity with the engineering design process. To get the creative process started, students study and dissect toys they are familiar with. They work together in teams to brainstorm ideas, sketch their idea, and prototype their toy. Students will also have a chance to name their toy and make a marketing plan. Through this team process, children are inspired to create a product that gives them a sense of pride and insight into engineering.

Electronics and Circuitry: Girls will learn about electronics and circuitry through a series of hands-on investigations. They will begin with exploration of snap circuits, learn about basic electronic components and build different kinds of circuits. Rounding out this unit, the girls will learn how to solder and put their skills to action, making a project that they can take home.

Great Science for Girls



Wonderwise 4-H

Developed by: The University of Nebraska State Museum and Nebraska 4-H Youth Development with funding from the National Science Foundation and the Howard Hughes Medical Institute

Target age group: 8-12 years old

Setting: Designed for use in 4-H clubs, but appropriate for all afterschool settings, with coed or single-sex groups

Time needed: One hour per activity (five activities per kit; 9 kits in all)

Overview

The *Wonderwise 4-H* series of learning kits features contemporary women scientists as positive role models. Scientist are featured in their labs, out in the field, and with their families. Each kit contains: a 15-20 minute "virtual field trip" video profiling the scientist and her work; an interactive CD-ROM containing a biography of the scientist and downloadable and printable versions of the activity sheets in English and Spanish; and five hands-on, inquiry-based science activities related to the scientist's field of study, with assessment materials and links to National Science Education Standards.

Originally, the kits were developed for classroom use, and were thoroughly tested in formal classroom settings. In 2000, *Wonderwise* was redesigned into *Wonderwise 4-H* for use in informal educational settings, with the following goals:

- motivate 8-to-12 year old youth, particularly girls, to pursue and interest in science and an awareness of scientific activities and careers
- create a positive image of women and minority scientists
- offer materials that are inquiry-based, multicultural and tie science activities to the work of real scientists
- help youth connect agricultural topics and their underlying scientific principles enhance children's ability to use scientific reasoning.

Evidence

Results show that *Wonderwise* positively influences students' conceptions of scientists and their work. Adult leaders reported that as a result of *Wonderwise* youth:

- engaged in actual scientific activities
- increased their understanding of what science is
- broadened their view of scientists and their work
- became more confident and capable at scientific endeavors increased their understanding of the possibility of a science career.

Findings suggest that girls were more likely to imagine a woman scientist with positive intellectual/work-related and personality traits than boys. They were also more likely to envision their scientists with a lot of friends and as a parent.

Wonderwise has received the highest award from NEA for multi-media broadcast materials for children and was selected for the Nationally Juried 4-H Experiential learning Youth Development Curriculum Collection of 2003.

Training:

Information on how to use kits is available on the website, and there are suggestions in the material for the instructors. No additional training is necessary.

Cost:

Activity books— downloaded free of charge

Activity Materials— most are low-cost and easily accessible, more difficult-to-find items can be ordered from *Wonderwise* web site.

Kits— \$39.95 per kit plus 5% for shipping and handling.

<http://wonderwise.unl.edu>

Activities

Brenda Ballachey, Sea Otter Biologist: observe and record Sea Otter behavior, create a kelp forest community, learn about Exxon Valdez disaster and conduct an oil investigation, figure out how much food a sea otter pup needs.

Peg Bolick, Pollen Detective: learn about plant parts and pollination, dissect a flower, analyze a pollen sample, design and build flowers to attract pollinators, dig for ancient pollen in artificial rocks.

Jannalee Caldwell, Rainforest Ecologist: test the strength and fat content of nuts, design backgrounds to camouflage poison frogs, construct a rain forest tree, create a rain forest community.

Judy Sakanari, Parasite Sleuth: create a parasite classification system, made and dissect an Ascaris worm, examine a pet for ticks and fleas, solve mysterious diseases by finding the problem parasites, unravel the states of a developing tapeworm.

Fatimah Jackson, African Plant Explorer: discover the poisons in everyday foods, examine chemical properties of starch, follow world travels of common foods.

Carmen Cid, Urban Ecologist: use sampling transects to test the diversity of your environment, create a water bud and explore the effects of water pollutants, make a watershed to learn about toxic runoff.

Adriana Ocampo, Space Geologist: investigate how craters take shape, test the effects of weather on the surface of craters, and learn how to read the geological past.

Tolani Francisco, Vet Detective: learn how to make sense of bison's behavior, take your vital signs and compare data to the vital signs of other animals, compare animal digestive systems and simulate the process of digesting grass.

Cathy Burson, Genetic Counselor: explore your genetic features, discover what's different and the same about you and your group, complete a human chromosome chart, build a model gene and learn some secrets of DNA structures.

**Managing
Your
GSG Project**



Great Science for Girls



The GSG Unified Program of Change: What Does it Look Like?

Great Science for Girls provides a learning environment with the three ingredients necessary for student success in STEM.

- √ **Engagement:** awareness, interest and motivation.
- √ **Capacity:** knowledge and skills needed to advance in STEM disciplines.
- √ **Continuity:** opportunities and resources to support advancement in STEM disciplines.

In a GSG Community:

Local industry and business people support GSG by:

- Mentoring youth in science
- Providing opportunities for youth to see women in science
- Advocating for GSG
- Securing corporate sponsorship of GSG programming

Local media supports GSG by:

- Conveying positive and empowering messages to girls and about girls
- Covering the importance of girls' participation in STEM education and careers
- Publicizing GSG programming and efforts

Schools support GSG by:

- Partnering with afterschool centers to offer GSG programming
- Coordinating in-school and out-of-school programs
- Being aware of and promoting student participation in GSG programming
- Promoting family engagement and support for STEM and GSG

Parents support GSG by:

- Advocating for strong STEM-related instruction in school and afterschool programs
- Providing opportunities and experiences that support their child's interest in STEM

In a GSG After School Program:

- The program partners with schools and science-rich institutions
- Staff engage families
- Staff are knowledgeable about gender-equity issues and foster inclusiveness
- Staff model behaviors and attitudes that are gender equitable
- Programs and activities offer girls:
 - √ opportunities for leadership
 - √ active engagement with concerned adults
 - √ inquiry-based, hands-on science experimentation
 - √ risk-taking, challenges and problem-solving opportunities
 - √ cooperative learning environments
 - √ mentors and role models
 - √ books about women doing science
 - √ non-stereotyped messages about who does science
 - √ pictures and posters that convey the message that "science is for me"

GSG program participant outcomes are:

- Increased positive attitudes towards women and STEM
- Less stereotyped attitudes about science
- Increased STEM skills and content knowledge
- Increased science literacy
- Increased interest in pursuing STEM education and careers
- Increased awareness regarding education and career paths in STEM

Great Science for Girls



Partnership Expectations

GSG is a collaborative effort between intermediary organizations and after-school centers to deliver evidence-based programming to support girl's interest and persistence in STEM. To this end, the following describes the agreed-upon roles and expectations for each partner committed to this initiative.

Intermediaries

- Identify agency staff who will be responsible for providing staff development and technical assistance to after-school centers
- Conduct staff development on GSG model for after-school staff, and provide ongoing technical assistance
- Provide curricula options to after-school centers, and arrange for training
- Identify partners in local area to help sustain the work
- Build local community interest and support for *GSG*
- Integrate youth development principles into training and technical assistance

After-school Centers

- Identify and support the participation of staff in *GSG* training
- Commit to adapting existing youth programs to incorporate evidence-based STEM curricular activities as part of the *GSG* program
- Provide institutional support for trained staff to incorporate GSG activities within the center
- Encourage staff to participate in peer networks and other interactive website activities with the center and across regions, including contributing ideas, information, and resources
- Support the participation of new staff in staff development around GSG

Gender Equity Assessment*



Introduction: This assessment tool was created to help agencies assess their efforts toward providing a gender equitable and ‘girl-friendly’ environment. As an agency committed to working with and helping girls, we think this tool can help guide discussion among staff on the characteristics of a girl-friendly environment. It can also be used as a program planning tool, from which priorities and areas in need of additional resources can be identified. The survey was designed with the understanding that agencies may be at different stages in implementing these characteristics and that they may not be able to make all these characteristics a priority.

Gender Equity Indicators	This is not a priority	We are not working on this	We are learning about this	We are planning this	We are beginning to implement this	We have strong implementation of this
Programming						
1. Agency offers a wide variety of activities and programs for girls that meet different interests						
2. Agency offers some activities and programs targeted specifically to girls						
3. Agency offers mixed gender and girls-only programming						
4. Girls-only activities do not conform to gender stereotypes-e.g., girls’ programming does not focus on cooking, sewing, or decorating						
5. The agency has regular, scheduled times for girls’ use of the gym/recreational facilities and equipment						
6. Girls contribute ideas for projects, activities, etc. which are accepted and acted upon						
7. Programs encourage girls to think, probe and be inquisitive						
8. Programs and activities expose girls to non-traditional careers and encourage a wide view of women’s roles						

* This tool was adapted by Great Science for Girls from an instrument developed by Anita Baker, Cheri Fancsali, and Jodi Paroff for Girls Inc. of New York City (2002).

Gender Equity Indicators	This is not a priority	We are not working on this	We are learning about this	We are planning this	We are beginning to implement this	We have strong implementation of this
Staff						
9. Staff engages girls and boys equally in group discussions, interactions and activities, especially in mixed-gender programs						
10. Staff develops caring and trusting relationships with girls						
11. Staff models personal and professional behaviors and attitudes that are gender equity issues						
12. All staff are knowledgeable about gender equity issues						
13. All staff are knowledgeable about developmental needs of population served						
14. Staff maintains the same behavior standards for girls and boys						
15. Staff fosters inclusiveness among participants and celebrates girls' commonalities and differences (in terms of race/ethnicity, economic status, ability/disability, sexual orientation, culture, etc.)						
16. Staff addresses girls by their names, avoiding nicknames and terms of endearment such as "hon", "darling", and "sweetie"						
17. Staff does not assign tasks based on gender stereotypes-e.g., both girls and boys are asked to decorate, clean-up, perform secretarial tasks, carry or move things, climb ladders, make decisions and help fix things						
18. Staff compliments girls on their accomplishments rather than on their appearance or on being "nice" or "sweet"						
19. Staff has high expectations for girls, encouraging them to take appropriate risks, explore, ask questions and challenge themselves						
20. Staff encourages girls to be assertive, speak up for themselves, and take action						

Gender Equity Indicators	This is not a priority	We are not working on this	We are learning about this	We are planning this	We are beginning to implement this	We have strong implementation of this
Agency						
21. Girls have a separate space within the agency for their program activities						
22. The environment is physically safe for girls						
23. The agency conveys positive and empowering messages to girls in its displays and materials (e.g. posters, flyers, books)						
24. Women are in leadership positions at the agency						
25. The agency has clear policies about and consequences for sexual harassment (for staff and participants)						
26. The agency has clear policies about and consequences for bullying and teasing						
27. Staff maintain regular communication with parents						

Great Science for Girls Intermediary Readiness Tool

This self assessment is intended as a tool for intermediaries to determine readiness to participate in *Great Science for Girls*.
The instrument is intended as a guide for planning and technical assistance needs.

Please rate your level of readiness on the following intermediary tasks.

Task	Thinking About it	Working On It (Ready In 3 Months)	Working On It (Ready in 6 Months)	Already There!
Organizational Buy-in				
Secure board or governing body support for <i>GSG</i>				
Introduce <i>GSG</i> to intermediary staff				
Introduce <i>GSG</i> to provider network				
Incorporate <i>GSG</i> in annual work plan and budget				
Staffing				
Assign intermediary staff to coordinate <i>GSG</i>				
Identify <i>GSG</i> project team (intermediary staff, after-school staff, and contract trainers) to train and provide coaching and other technical assistance to after-school centers implementing one of the curricula and other <i>GSG</i> activities				
Develop Partnerships with After-school Centers				
Meet with after-school providers to engage their participation in <i>GSG</i>				
Secure a commitment from after-school centers to implement their tasks related to participating in the <i>GSG</i> program.				
Community Building				
Explore possible collaborations with organizations who are doing science/gender work				
Promote <i>GSG</i> among stakeholders in the community				
Fundraising				
Identify community stakeholders interested in funding the <i>GSG</i> activities				
Create a fund-development plan to launch and sustain the <i>GSG</i> work				
PD Institute & Reunions				
Identify staff to participate				
Implement annual reunions				
Training and T.A. Delivery				
Select curricula				
Train after-school staff				
Integrate youth development principles into training and technical assistance				
Participate in TA visits, conference calls, and cross-site community of practice				
Work with after-school centers to implement the curriculum				
Data Collection				
Participate in monthly evaluation activities				
Conduct local pre-and post-data collection				

Great Science for Girls



(INTERMEDIARY NAME)

Great Science for Girls APPLICATION

We are pleased to report that (Intermediary Name) has become part of *Great Science for Girls* (GSG), a 5-year national initiative of the Educational Equity Center at AED, with the support of the National Science Foundation. The goal of GSG is to build the capacity of after-school educators to offer evidence-based programs designed to broaden and sustain girls' interest and persistence in science, technology, engineering and mathematics (STEM). (Intermediary Name) is one of many agencies nationwide that will be participating in GSG. The attached press release and flyer will provide you with more information about the GSG initiative.

(Intermediary Name) invites you as an individual center, or as an agency with a cohort of after-school centers, to apply to become part of this groundbreaking initiative. Interested centers or agencies should assemble a GSG Team, including an administrator (center/agency director or education director) and program staff members. Please return a completed application for your team(s) to (Intermediary Name and contact person) **no later than September 1, 20XX.**

To become a GSG center/agency you will need to:

- Identify and support participants in GSG professional development
- Commit to integrating GSG curricular activities into your center's/agency's ongoing programming
- Encourage staff to participate in the GSG Online Community of Practice, interacting with GSG centers nationwide including contributing ideas, information, and resources
- Support the participation of new staff in GSG professional development opportunities, online and in-person

(Intermediary Name) will provide the support services listed below as part of this initiative:

- Support with selecting and securing evidence-based curricula that show positive outcomes in relation to girls and STEM
- Professional development for afterschool center staff
- Technical assistance in the development of a GSG implementation plan
- Access to a virtual support and interactive system, including online professional development and capacity-building resources
- Ongoing technical assistance

Please send the signature page below, along with the application and answered questions to: Intermediary Name, Contact Person, Address, and Telephone Number.

Attachments: Application Form, Commitment Agreement, Press Release and GSG Flyer

(Intermediary Letterhead)

Commitment Agreement

- √ Our center/organization is interested and will commit the time and resources to implement evidence-based science curriculum.
- √ Our center/organization staff will be available for staff development, planning and support.
- √ Our center/organization administrator will be available for planning, implementing and evaluating *Great Science for Girls*.

Signature: _____
Afterschool Center Administrator Date

Print: _____
Afterschool Center Administrator Date

Great Science for Girls



Contact List

GSG Team

NY TEAM

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Great Science for Girls



Website Virtual Support System

Visitors to the *GSG* website will be able to learn about the partners involved in this initiative, the importance of targeting girls in science, information on evidenced-based programs, research and other resources (articles, webcasts, websites for girls, etc.).

www.edequity.org/gsg

The screenshot shows the website's header with the GSG logo and navigation tabs: Home, About GSG, Curriculum, >> TAKE ACTION, and Resources & Research. A main banner features a quote from Jason Freeman and a photo of a girl with a jar. Below this are sections for 'Upcoming Events', 'For Families', and 'SUBSCRIBE TO LISTSERV™'. A 'FEATURED' section highlights a poster about making a difference with GSG.

GSG Great Science for Girls CONTACT US

Home About GSG Curriculum >> TAKE ACTION Resources & Research

Great Science for Girls helps children see that science is for everyone. Afterschool settings provide a wonderful space to experiment and have fun with science in new and exciting ways.

— Jason Freeman, Former Director Coalition for Science After School

The Educational Equity Center at the Academy for Educational Development (EEC/AED) through a grant from the National Science Foundation has developed **Great Science for Girls: Extension Services for Gender Equity in Science through After School Programs (GSG)**, to provide inquiry-based, informal science learning programs that will stimulate girls' curiosity, interest and persistence in STEM and break down the barriers of gender stereotyping.

Working with intermediaries (organizations that provide training and technical assistance to afterschool programs in their region) around the country GSG delivers curricula, research, and professional development and consulting services to help promote the concept that science is, indeed, a "girl thing."

If your organization is interested in becoming a GSG intermediary partner, please review the (PDF/ Word Doc). The next deadline date for the GSG application is February 26th, 2010.

Upcoming Events

- GSG Quarterly TA Meeting
- GSG All-Partners Institute

To submit an event listing, please email event name, date, time, location, and a brief description to [Linda Colon](#).

[Click here for Past Events](#)

For Families

Parents and other family members play a critical role in encouraging girls to understand the importance of STEM education and future career choices. [Click here](#) to find information and resources.

SUBSCRIBE TO LISTSERV™

The GSG listserv brings together all partners and friends of the GSG project to exchange best practices, resources and information related to the implementation of GSG. As part of the listserv you also will receive the GSG Newsletter. To sign on, enter your email below and click subscribe.

enter email address

Choose to Subscribe or Unsubscribe

FEATURED

To get your poster, tell us how you plan to take action around Great Science for Girls. Email lcolon@aed.org

Great Science for Girls is a project of the Educational Equity Center at AED
100 Fifth Avenue, 8th Floor, New York, NY 10011, 212-367-4572, www.edequity.org/gsg.

Looking For Funding



Great Science for Girls



Proposal Template

(Name of Intermediary) is seeking funding to participate in *Great Science for Girls: Extension Services (GSG)*, an exciting national project funded, in part, by the National Science Foundation. The lead organization for *GSG* is the Educational Equity Center at AED (EEC/AED), which is nationally known for its work in creating programs to bring underrepresented students into the science pipeline. Two AED centers with extensive experience in youth development, the *Center for School and Community Services* and the *Center for Youth Development and Policy Research*, are collaborating with EEC/AED in this endeavor.

The goal of *Great Science for Girls* is to broaden and sustain girls' interest and persistence in STEM education, through participation in inquiry-based informal science learning. To this end, *GSG Extension Services*, working in partnership with existing intermediary organizations, will build the capacity of afterschool centers to deliver evidence-based science programming to students in grades K-8 who attend these programs. *GSG Extension Services* will consist of: 1) Professional Development Institutes, 2) on-site consulting services, 3) a virtual support system of technical assistance, training, resources, and research, and 4) a handbook of best practices.

(Name of Intermediary) has been chosen to be one of the regional intermediary organizations to have a major role in the implementation of *GSG Extension Services*. As the field of afterschool education has grown and matured, the role of intermediaries has become increasingly critical. Throughout the country, intermediaries are providing multi-faceted technical assistance and support services for centers within their networks. In doing so, the field has followed the lead of the business community, whose partnerships and collaborative arrangements help to increase the pool of available resources. Intermediaries serving afterschool centers foster professional development and learning; help their constituents develop new initiatives; establish standards of quality and accountability; and help to leverage resources that are beyond the capacity of a single center.

A team from (Name of Intermediary) will participate in a Professional Development Institute, which will prepare us to implement the program within our region. Our representatives will become part of a "National Implementation Cadre" that will work closely with the *GSG Extension Services Team* to carry out the project. Follow-up on-site consulting and on-line technical assistance will be provided to us and to the centers we serve. Following participation in the Institute, (Name of intermediary) will provide implementation training and ongoing technical assistance in *Great Science for Girls* to after-school centers within our region. During each subsequent year of the project, our staff will extend the training and technical assistance for *GSG* to new centers within our region, and provide refresher training for centers already implementing the program. Through training and technical assistance (on-site and on-line) approximately 100 (or reasonable number depending on your size) centers in our region will be offering girls and other underrepresented groups a science-rich and gender equitable environment.

Funding Request

In order to participate in Great Science for Girls, (Name of Intermediary) will need: (List what you will need to add to your current resources, e.g.)

- Part-time staff person to serve as project liaison
- Resources for community meetings
- Additional time for trainers
- Other

The budget for our participation in this unique endeavor is \$\$\$ (see detailed budget)

Benefits:

Participation in GSG will enhance (Name of Intermediary's) capacity to deliver services to its clients by:

Providing staff development around gender equity

Providing access to evidence-based, equitable science curriculum suitable for use in coed or girl-only settings

Offering after-school centers in its region participation in a state-of-the-art, interactive website and myriad resources in the area of science equity

Opportunity to be an active participant in a national NSF project

(Name of Intermediary) is well qualified to participate in Great Science for Girls and view it as an opportunity to greatly enhance our capacity to serve our after-school clients.

Organizational Profile of Intermediary

Lead Organization

Educational Equity Center at AED

All of EEC/AED's afterschool programs are sensitive to the unique needs of the afterschool community, taking into account the time and financial constraints of the environment and the staff turnover faced by centers. EEC/AED is a well-known resource for networks serving the afterschool field. *GSG Extension Services* is based on EEC/AED's extensive experience in the field of science education, gender equity, and afterschool education. This includes 22 years as a separate national non-profit, known as Educational Equity Concepts, and now as EEC/AED. EEC's mission was (and as EEC/AED remains) to address equity comprehensively in order to decrease discrimination in education based on gender, race/ethnicity, disability and level of family income. EEC/AED is joined in this endeavor by two other AED centers that have deep roots and years of experience in providing services to the afterschool community.

Great Science for Girls



GSG and Workforce Development

Overview

It's the twenty first century – the era of the global economy, which requires an American workforce that is highly qualified in the area of science, technology, engineering and mathematics (STEM). Yet, at a time when huge shortages in a scientifically skilled workforce are looming, the number of U.S. engineering graduates *declined by 20 percent* while Chinese, Japanese, and Korean students greatly increased their number of graduates (National Science Foundation, 2004). Business leaders are warning of a critical shortage of skilled workers in STEM-related areas that is threatening our ability to compete in the global marketplace (National Association of Manufacturers, 2005).

Why is there such a critical shortage? One important reason is that until quite recently, the pipeline to careers in STEM has, for the most part, not been inclusive of girls, underserved minority students, and students with disabilities. *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology*, a 2000 report issued by the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, says:

Unless the SET (science, engineering, and technology) workforce becomes more representative of the general U.S. workforce, the nation will undercut its own competitive edge in the future.

However, increasing the flow and diversity of workers doesn't begin with adults —it begins at the K-12 level of education, which has not adequately prepared students, most particularly girls, minority students, and students with disabilities to fulfill current or future STEM workforce needs. And that's where *Great Science for Girls: Extension Services for Gender Equity in Science through After-School Programs (GSG)* enters the picture!

This research-based, national after-school initiative, funded by the National Science Foundation, promotes Engagement, Capacity, and Continuity – a triad of elements that research has shown to be key for success in science (Jolly, et al, 2004). *Great Science for Girls* uses evidence-based programs that foster the above mentioned triad by providing girls opportunities for leadership; active engagement with concerned adults; inquiry-based, hands-on experimentation; risk-taking,

challenges and problem-solving; opportunities for cooperative learning; access to mentors and role models; and nonstereotyped messages about who does science.

Why After-School?

After-school education is a burgeoning field. It is estimated that 6.5 million students currently attend after-school programs, with the field growing both in numbers and in terms of its educational value, and the demographics of students in after-school correlate with those students who are underserved in STEM (After School Alliance, 2001). Also, after-school programs play a key role in engaging youth in the learning process by providing opportunities to explore interest, gain competency in real world skills, solve problems, assume leadership roles, develop a group identity with similarly engaged peers, connect to adult role models and mentors, and become involved in improving their communities (Miller, 2003).

Regarding STEM, research has documented the role of after-school in fostering improved attitudes and enthusiasm among girls and other underserved groups. These include: greater confidence in science ability, improved performance in scientific subjects, persistence in the scientific pipeline, increased knowledge of and interest in STEM careers, change in course-taking behavior, improved problem-solving skills, and changes in perceptions of who can do science (Clewell and Darke, 2000; Crane et al, 1994). In a 2003 report on Science Gender, and After-School (Froschl et al, 2003), Beatriz Clewell states:

The schools are doing a much better job of getting girls to take higher level math and science courses and performing well in these subjects. But they are not doing a good job of sustaining girls' interest in STEM careers at the postsecondary level where a lot of the drop-off occurs.

In fact, women who are interested in science and engineering careers are lost at *every* (emphasis added) educational transition (National Academy of Science, 2007).

In the Science Gender and Afterschool Report, Clewell goes on to say that, "Afterschool programs have the potential to keep interest going. Additionally, early after-school programs have the potential to awaken the interest of very young girls in the physical sciences." Her statement underscores the opportunity that after-school



science programming presents as a venue to awaken the interest of girls' and other underserved students and keep them engaged in STEM.

Great Science for Girls – A Tool for Workforce Development

In addition to offering after-school programming to increase girls' engagement, capacity, and continuity in STEM, *GSG* supports workforce development in the following ways:

It involves local businesses in providing role models, job shadowing, center-based visits and field trips to introduce girls and other underserved students to career opportunities;

It provides avenues for articulation between schools and after-school centers serving the same student population;

It provides families with vital information about the importance of STEM to their children's future education and career choices;

It involves the media in public awareness about the importance of STEM and it supports outreach strategies to all community leaders to join after-school leaders in making high quality STEM a community-wide commitment; and

It provides unique ways to keep older youth engaged in after-school programming by connecting them to real-world STEM job and career options, diverse role models online and in-person, and STEM-related job-shadowing opportunities.

References

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National Science Foundation (2004). Science and Engineering Indicators, Appendix tables 2-34. Cited in *The Looming Workforce Crisis*.

Great Science for Girls



Funding Resources

From: Afterschool Alliance action kit:

<http://www.afterschoolalliance.org/ACTIONKT.PDF>

- www.afterschool.gov Check out “How to Get Money” for an extensive but easy to use database on government resources that support afterschool programs.
- www.afterschoolalliance.org Go to the “Program Tools” section of this site for funding information and links to additional resources.
- www.financeproject.org The Finance Project is a national initiative to improve the effectiveness, efficiency, and equity of public- and private-sector financing for education, other children's services, and community building and development. The site includes downloadable guides on after-school funding.

Below is a brief description and link to the Finance Project's resources:

- ***A Guide to Successful Public-Private Partnerships for Youth Programs***
This guide provides practical information on creating and maintaining public-private partnerships to improve and expand youth programs and initiatives in communities and states. The full report is now available online at: http://financeproject.org/publications/PublicPrivate_PM.pdf.
- ***Creating Dedicated Local and State Revenue Sources for Youth Programs***
This brief outlines strategies to create dedicated local and state revenue sources for youth programs, provides guidance and information on the capacity, funding, and community support required for these strategies, and profiles these strategies at work in different states and communities. This publication is available at: http://financeproject.org/publications/DLR_PM.pdf.
- ***Finding Funding: A Guide to Federal Sources for Youth Programs***
This guide provides policy makers, program developers and others with critical information about federal funding sources to support and sustain youth programs and initiatives. The publication is available at: http://financeproject.org/publications/findingfunding_PM.pdf.
- ***Thinking Broadly: Financing Strategies for Youth Programs***
This guide is intended to assist policymakers, community leaders and program developers by outlining an array of approaches to finance youth programs and initiatives. It presents general principles to guide the selection of financing strategies and considerations to help state and local leaders develop financing plans that closely align with their program goals, available resources and the political and economic environments in which they work. This publication is available at: http://financeproject.org/publications/Thinkingbroadly_PM.pdf.
- ***Profiles of Promising Practices***
These profiles highlight examples from around the country where youth programs and initiatives are using an array of financing strategies to expand and sustain their work. They are available at: <http://financeproject.org/irc/yp/profiles.asp>.

Great Science for Girls



Local Outreach and Funding

Outreach

Local outreach is about following leads and developing relationships. Here are some ideas for potential "leads."

- Biotech associations
- Math/Science/Tech Magnet Schools
- Math/Science/Technology Teachers
- Professional associations
- Science museums
- Software associations
- State Math Teachers Association
- State Science Teachers Association
- State Technology Teachers Association
- Technical Colleges
- University Departments (e.g., computer science, engineering, math, science, technology)

Funding Possibilities

Are any of the following in your local area?

- Technology companies (e.g. Intel)
- Math/science-related companies (e.g. Monsanto)
- Engineering companies (e.g. Lockheed, Boeing)
- Telecommunications (e.g. Microsoft)
- Banks (local and national)
- Local community foundations (might give small grants with discretionary funds for local projects)

Foundations and Corporations

The Foundation Center is a great resource for researching potential foundation and corporate funders. There are inexpensive user packages and an online tutorial. To search the data base, use key words such as girls, science, and equity, or you can search for local corporate offices and funders in your geographic region. www.foundationcenter.org