

March 25, 2020 STEM Effect Webinar Discussion

In what ways are the overarching questions relevant to you?

- **What elements of girl-serving programs offered by cultural organizations are effective in promoting the long-term participation and educational attainment of girls?**
- **What are effective strategies for supporting girls from non-dominant racial/ethnic groups in persisting on STEM career trajectories?**
- **What are effective strategies for collaboration between STEM-rich organizations that support girls' persistence in STEM over the long-term?**

Lou Ann Lathrop: There will continue to be a shortage of Engineers in the US workforce

Sara Kobilka (and child assistants) 2:I'm the mother of 2 girls who are joining me for this call and this could help me decide what type of programs to sign them up for when they're older.

Elizabeth: and a shortage of STEM educators

Susan Wheeler: Role models are very effective in attracting. There is a need for mentors to help girls with persistence.

Bonnie Oppenheimer: We host programs for high school girls. It would be nice to know if what we do with the girls is effective.

Jacqueline Johnson: keeping women in engineering has they have families

Nancy Coddington: Keeping STEM activities relevant and real world helps to keep girl

Shay Saleem: They are very relevant as I work with girls in my program at the Intrepid- through community building, establishing connections with students through family and providing events that encourage all to learn and grow and to incorporate SEL within long term workshops

Timothy Fowler: Answer to strategies for collaboration could help shape better practices, connections among organizations who could/should be working together

Caroline Appleyard: The second question is directly relevant to our program in helping girls and hispanics persist within the biomedical workforce whether it be in education, policy, research etc. WE use a lot of peer mentoring to try to help overcome obstacles.

Katie: I work in a library and I think the question that is most relevant to me is about supporting girls from non-dominant racial/ethnic groups. Libraries are available to everyone, so we can help support people no matter their background

Maren Roberts: Long-term mentor pairing

Marguerite Ponce:mentors, teachers in STEM

Lindsay Ellsworth:Q1: I would love to support marginalized groups of girls in STEM and am looking for ideas to do that. As a public teen librarian, I find it difficult to get the teens who hang out in the community to want to learn new things.

Bonnie Anderson: As we offer STEM programs, I want to know what elements are the most important. i.e. instructor led vs. Learning by exploration

Deyanira Salazar: Some of the important elements to keep girls interested in STEM is having a role model who can keep their interest. In my line of work, I try to keep my girls active in activities that promote STEM in Uvalde, TX.

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Sarah Clement: I work for a multi-day wilderness program, rather than a cultural organization, and I am curious to see what elements of girl-serving programs in cultural orgs promote long-term participation that translate to different program types

Agnes: This is relevant to me because I am a University Supervisor working with different levels. This is so needed for me while working with student teachers-- mentor Agnes

Linda Hargrove: I'm an African American woman engineer and my role model was an older white man. I wonder if it might be a good idea to tell girls that they might find role models who do NOT look like them. This lets them know that they have allies who don't share the same race or gender.

JGemell: Working in a Science Centre, and recently receiving a grant just for this topic, we have devoted a lot of resources to developing programs that target girls/women at different stages of the STEM career pipeline and trying to help them bridge those areas where we often lose girls/women

Nancy Coddington: Excellent point Linda!

Claudia Poglitsch: Developing a cohort of girls that can observe and support each other in ongoing STEM activities such as being a museum docent.

Babette Moeller: If you are running STEM programs for girls, how are you collaborating with other STEM-rich organizations to help create STEM pathways for girls?

Shay Saleem: It's important to also continue supporting the staff who are working with teens and communities, as communication and support is constant; sometimes outside normal business hours

Bonnie Oppenheimer: Ours is a Sonya Kovalevsky Day.

Melissa Frey: How to measure success in a way that can help win grants.

Dale McCreedy: Loved that Lynn's and my study could inform this work and as such...feel like the overarching questions are and have been at the heart of our work. I love the way you actually illustrate a series of examples or approaches that brings this to a concrete place.

Michelle Bunn: SDSU's College of Engineering and Cal Poly Pomona's Femineer Programs are part of both universities' Women in Engineering's K-12 STEM outreach efforts. It's important to strengthen the K-12 pipeline to provide a more diverse population in STEM majors and careers. Our WE and Femineer programs and events provide students with opportunities to get hands-on STEM experience and learn more about various STEM majors and careers through interactions and workshops led by STEM role models (both upper division undergraduate and graduate students and local industry partners).

Allison Wallace: Role models represent all types - just need to be caring, interested and helpful. We serve predominantly minority students (F&M) who are open to having caring, helpful adults to work and learn from.

Lynda Kennedy: Thank you Dale!

Deyanira Salazar: I agree with you, Allison! Yes, role models come from all over!

Sara Kobilka (and child assistants) 2: I think we need to be aware of how the current situation is only exacerbating the gap between the have and have nots

Allison Wallace: Given the world pandemic, I believe there will be more manufacturing opportunities in the future that may be viable employment with today's students.

Bonnie Anderson: Agree with Melissa- measurable outcomes are important for winning grants