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# Girls STEAM Project Talladega County, AL

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*AAUW advances equity for women and girls through advocacy, education, philanthropy and research.*

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The Girls STEAM Project goal is to help seventh and eighth grade girls in Talladega County expand their horizons in STEM (science, technology, engineering, and math) with an Art component.

## **AAUW, CACC and Comer Museum Launch Girls STEAM Project, Phase I**

Isabel Anderson Comer Museum and Art Center collaborates with the American Association of University Women (AAUW) Birmingham (AL) Branch on the Girls STEAM Project. With the support of Central Alabama Community College (CACC), the first phase of the project will be launched with a STEM event at the Childersburg Campus on Friday, February 10, 2017.



In back, l-r, Audrey L. Salgado, Girls STEAM Project Director, AAUW Birmingham Branch; Alesia Williams, Assistant to Girls STEAM Project Director, AAUW Birmingham Branch; Linda Pearson, Comer Museum Assistant. In front, Shelley Wood, CACC Biology Instructor and STEM Coordinator; Donna Rentfrow, Comer Museum Executive Director. Photo: Don Smith, Home of Photography, Sylacauga, AL.

## Building a STEM Pipeline for Girls and Women




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***CACC STEM Event  
Childersburg Campus  
Friday, February 10  
Contact: 205 249-7788***

***For more information:  
[www.comermuseum.org](http://www.comermuseum.org)***

***Girls STEAM Project is  
funded in part by AAUW  
Community Action Grant***

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Our society tells girls and women that they don't belong in science, technology, engineering, and math (STEM) fields. As early as first grade, children have already developed a sense of gender identity, and most have developed unconscious bias associating boys with math. Toys still reinforce rigid, highly gendered stereotypes that [encourage only boys](#) to build or engineer. And even kids' clothing [still proclaims](#) that girls are bad at math.

At almost every step of the STEM education ladder, we see girls walk away. By seventh grade, many girls are ambivalent about these fields, and by the end of high school, fewer girls than boys plan to pursue STEM in college. Especially in engineering, physics, and computing, female college students are likely to be outnumbered by men in their programs. With some important exceptions, schools dedicate few resources to recruiting and retaining students in fields that are non-traditional for their gender. Women who do graduate with a STEM degree enter a workforce that is historically [unfriendly](#) to them. And once they get there, stereotypes, [gender bias](#), and [the climate](#) of academic departments and workplaces continue to [block women's participation and progress](#).

But the low number of women and girls pursuing STEM fields is not a status quo we can live with. It has significant implications for women's financial security, economic growth, and global innovation. (Source: [www.aauw.org](http://www.aauw.org))

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## Bureau of Labor Statistics Technology Projections

In 2014, the US employed 6.5 million tech workers. The average annual wage of those jobs was \$100,400, which is 102% more than the average wage in the private sector. The Bureau of Labor Statistics projects that number to grow by an average of 22% across all tech-related jobs by 2020. (Source: US Government)