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Girls STEAM Project Talladega County, AL

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

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.

Nichols-Lawson Middle School to participate in the Girls STEAM Project at CACC on February 10, 2017

Central Alabama Community College (CACC) will provide STEM workshops for 96 Nichols-Lawson Middle School seventh grade girls on Friday, February 10, 2017 at CACC. The five workshops will feature 1) living organisms, 2) microbial presence and transfer, 3) exploring motors and circuits, 4) marshmallow building, and 5) a unique experience with Girls Spring Executive Director, Kristen Greenwood. To learn more about Girls Spring, go to www.girlspring.com.

CACC instructors who will be leading the STEM activities are Amy Collins – mathematics instructor, Childersburg campus; Adam Pinson – history instructor and division chair, Childersburg campus; Amy Waites – biology instructor, Childersburg campus; and Shelley Wood – biology instructor, Alexander City and Childersburg campuses, who also serves as the STEM Coordinator for the Girls STEAM Project.

“Art activities to change the stereotypes and biases towards STEM while demonstrating the value of art in this process will be held at Comer Museum and Arts Center,” said Donna Rentfrow, executive director of the museum. “Art experiences will be offered for these same girls on February 25, March 11, and April 8 at the museum.

The project is partially funded by an AAUW Community Action Grant supporting innovative programs that promote education and equality for girls in rural areas. A Girls STEAM Project fundraiser will be conducted soon to match grant funds to assure as many Talladega girls as possible will be empowered to achieve their highest potential in STEAM, Salgado said.

AAUW empowers girls to achieve their highest potential.

Women in Community Colleges: Access to Success

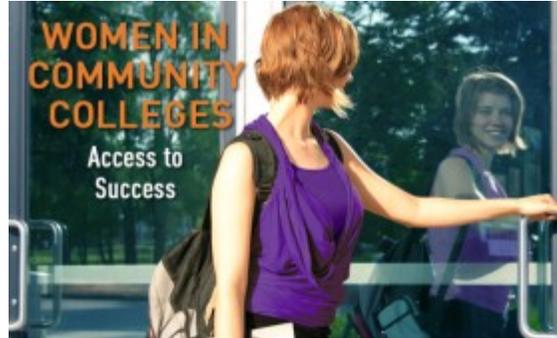
More women than ever before— upwards of 4 million — are relying on community colleges for higher education and workforce preparation. Women at community colleges represent all ages, races, and ethnicities; include more than a million mothers; and have a range of goals. The main goal for many women is to gain job skills to be more competitive in the workforce. Mothers are motivated to pursue their education so they can better support their children and families. And for women who want a bachelor’s degree, community colleges provide an affordable path to achieving that goal.

CACC STEM Event
Childersburg
Campus Friday,
February 10

Contact:

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Girls STEAM Project is
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Unfortunately, many women drop out before they can earn a certificate or degree or transfer to a four-year school. This report recommends policies and practices to help more women succeed in community colleges. Specifically, the report calls for increasing the availability of on-campus child care

to help parents stay in school and outlines how community colleges can increase women’s participation and success in nontraditional and high-demand science, technology, engineering, and mathematics ([STEM](#)) fields.

With increased attention and outreach to women students, the nation’s community colleges can build on their legacy of providing educational opportunity to all. While this report may be of particular concern to women at community colleges, improving outcomes for women will benefit everyone. (Source: www.aauw.org)

Alabama’s State Report Card on Community Colleges

While the report offers data at the national level on community colleges, the numbers at the state level tell their own stories. [See Your State’s Report Card on Community Colleges](#)

The AAUW report [Women in Community Colleges: Access to Success](#) is an overview of community college students today with a focus on women, who make up the majority of students at these institutions.



Community colleges offer a wide range of programs of study, but Alabama community college women, like women nationwide, earn the majority of degrees in the health professions and education but a small share in science and technology. In 2011, community college women in Alabama earned 25 percent of the associate degrees in computer and information sciences and 12 percent of the associate degrees in engineering technologies and related fields. (Source: U.S. Department of Education. (2011) Washington, DC.)