



# AAUW Fund Luncheon

October 24, 2020



### Presentation materials:

- Download the presentation from the AAUW California website home page.
- The meeting recording, a summary Q&A document and example documents will be posted following the meeting.

### Questions:

- Use the Q&A function to pose a question. We'll stop periodically to answer general questions.
- Chat has been disabled.

The screenshot shows a Zoom 'Question and Answer' window. At the top, there are two tabs: 'All questions (1)' and 'My questions (1)'. A red dashed arrow points from the text 'Check here for answers to all questions.' to the 'All questions (1)' tab. Another red dashed arrow points from the text 'Check here for answers to your questions' to the 'My questions (1)' tab. Below the tabs, a question is visible: 'Where can I download the presentation?' asked by 'You' at 09:45 AM. Below this, there is a section for 'Collapse all (1)' and a response from 'AAUW California' at 09:46 AM. At the bottom of the window, there is a text input field with the placeholder 'Type your question here...'. A red dashed arrow points from the text 'Type your question here.' to this input field. In the bottom left corner of the Zoom interface, there are two circular buttons: 'Chat' and 'Q&A'. The 'Q&A' button is circled in red. A text box on the left side of the window states 'Chat has been disabled. Use the Q&A function'. In the bottom right corner, there is a red 'Leave' button.



# Welcome and Introductions



**Judy Cavin Brown**  
Chair, AAUW California Fund Committee




**Dianne Owens**  
AAUW California President



**Heather Miller**  
AAUW Advancement Director, Planned Giving



# AAUW National Update



## OUR PRIORITIES



### **Removing Bias from Education**

Startling inequalities persist in American education. Gender, economics, race and ethnicity should not limit our opportunities.



### **Fighting for Fair Pay & Economic Equity**

It's time to close the pay gap and for the work world to embrace diversity, equity and inclusion so we can all thrive.



### **Advancing Women in Leadership**

Women make up more than half of college graduates and half of the labor force. But we're still not represented at the upper levels. We need equal representation.



# Fundraising

## How to Support AAUW's Mission

Thank you for promoting equity for women and girls by supporting AAUW's critical work! When supporting the following funds you give AAUW the ability to carry out its bold, strategic vision for the future.



### AAUW Greatest Needs Fund (9110)

Allows AAUW the flexibility to respond rapidly to new and emerging challenges facing women and girls and to utilize your gift where it's needed most. This fund ensures the strength, relevance, and viability of AAUW into the future.



# Fundraising

## How to Support AAUW's Mission



### Education and Training Fund (4450)

Addresses the barriers and implicit biases that hinder the advancement of women by championing equal access to education and ensuring that education at every level is free from sex discrimination.

### STEM Title IX Pathways to Jobs

*Examples of programs include:*  
Fellowships Alumnae Initiatives  
Fellowships and Grants  
Public Policy  
Research



### Economic Security Fund (4449)

Ensures livelihoods for women through achieving pay equity for women, providing training in salary negotiation, and deepening women's retirement security and quality of life.

### Pay Equity Title VII Retirement Security

*Examples of programs include:*  
Start Smart  
Work Smart  
Work Smart Online  
Legal Advocacy Fund



### Leadership Fund (4452)

Supports the effort to close the gender gap in leadership opportunities by bolstering the participation of and increasing the number of girls and women in leadership roles, particularly in education and nonprofit organizations.

### Career Workplace Training

*Examples of programs include:*  
Campus Action Projects  
Empower  
NCCWSL



# Thank you!

Heather Miller, Director of Advancement  
202-785-7766

# Becca Brunner



## Project Name

Defining Acoustic Space Along Streams  
and Strata: Implications for Amphibian  
Conservation

*UC Berkeley*

*Ph.D., Wildlife Conservation*

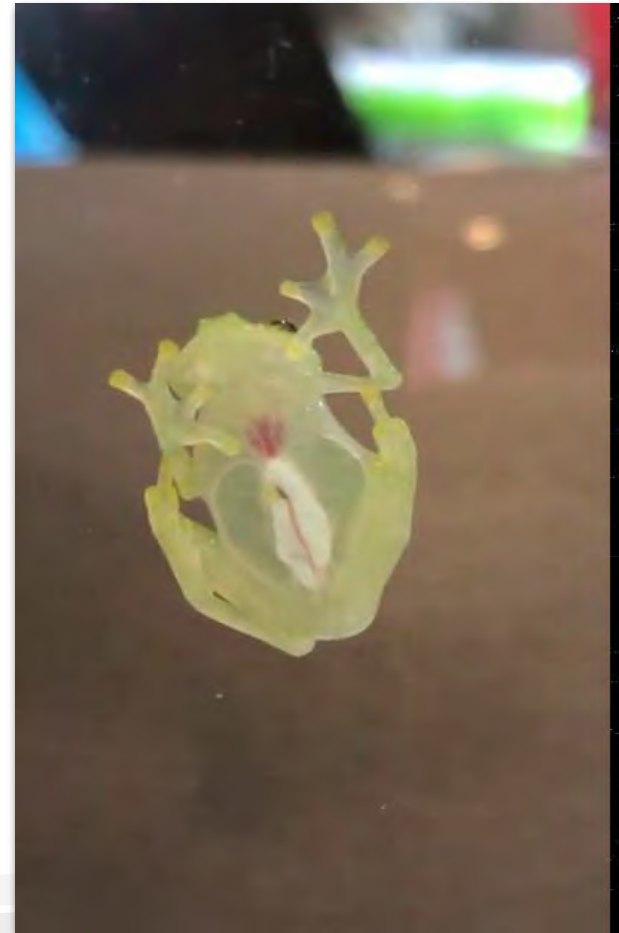


# From Cornfields to Jungles



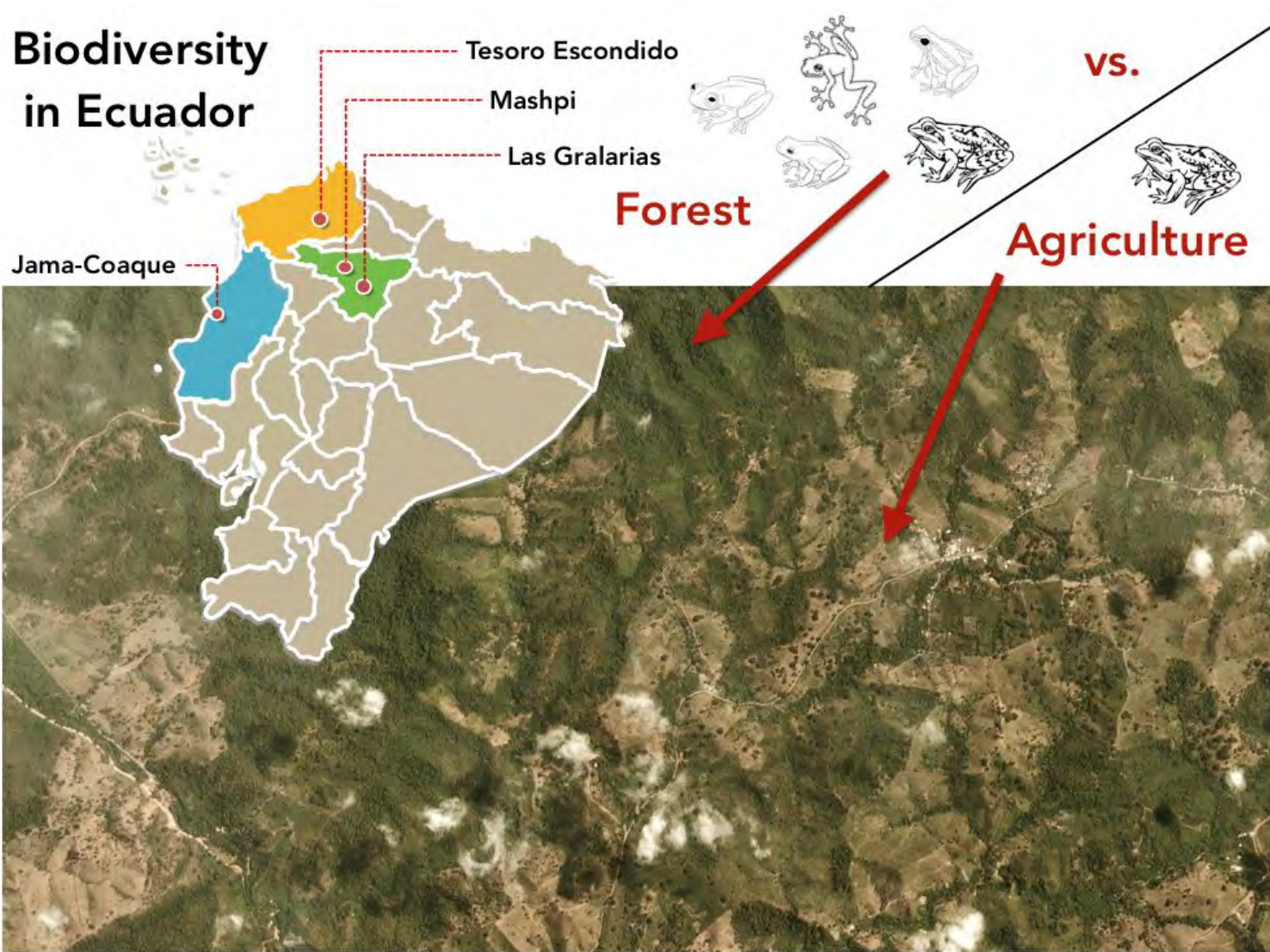


# Frogs: Important & Incredible



**Glass frog**

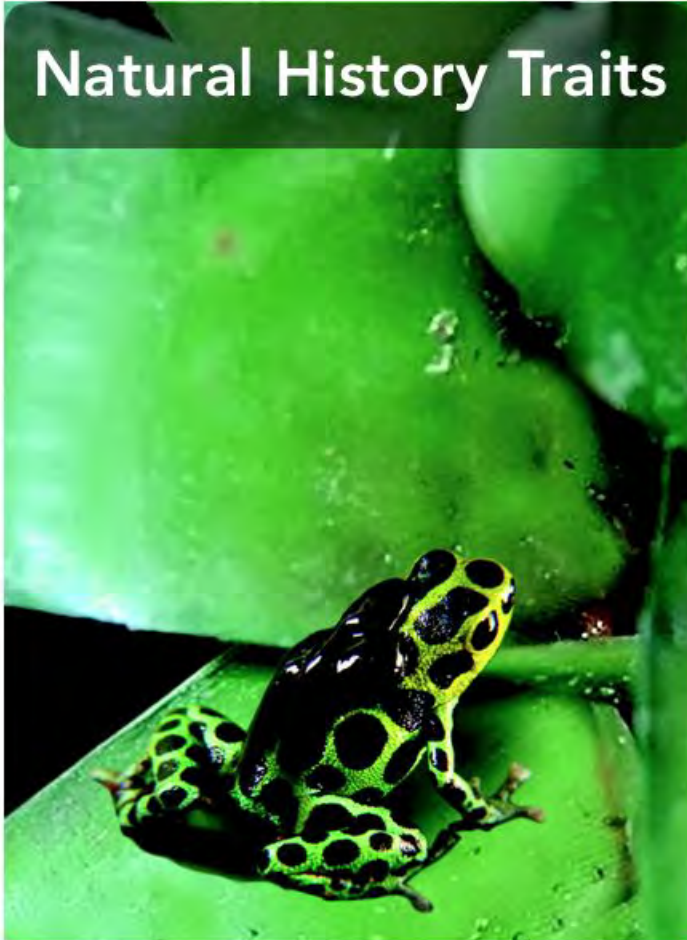
## Biodiversity in Ecuador



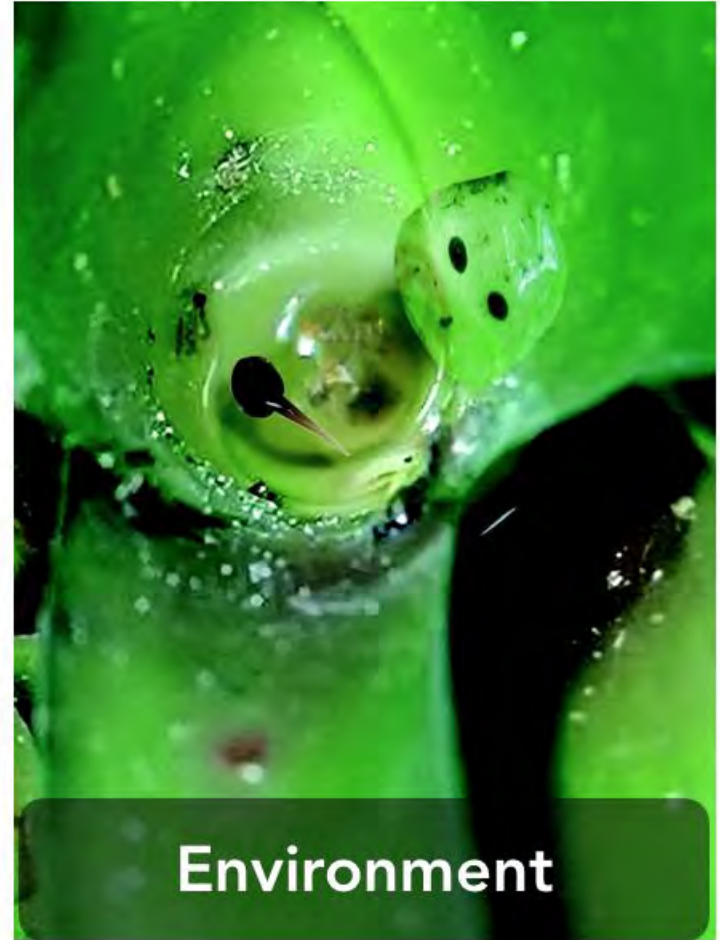


# Why are species found where they are?

## Natural History Traits



## Environment



# Why are species found where they are?



## Natural History

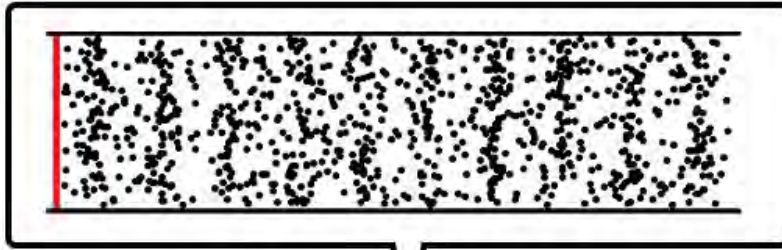
Body size  
Breeding strategy  
Coloration  
**Vocalizations**  
Phylogenetics  
Diet  
Disease susceptibility  
Dispersal ability



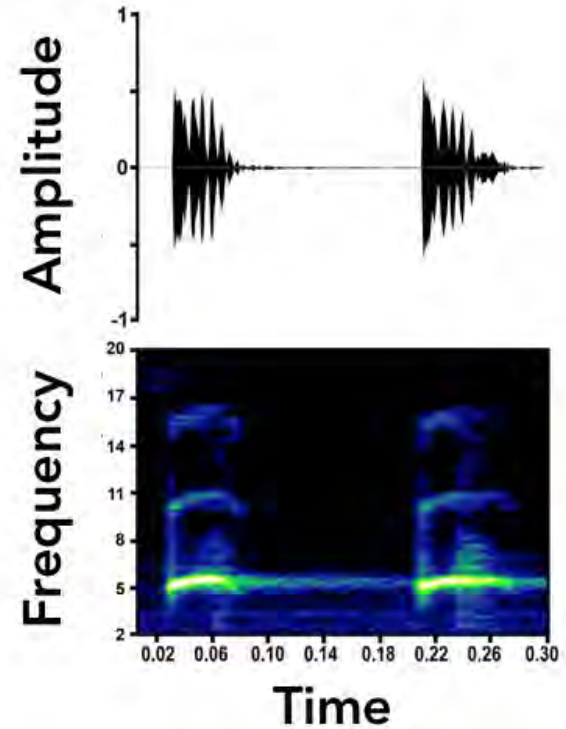
## Environment

Temperature  
Precipitation/Humidity  
Wind speed  
Canopy cover  
Vegetation structure  
Fragmentation severity  
Slope/Elevation  
Stream Type/Presence

# Males Call to Attract Females

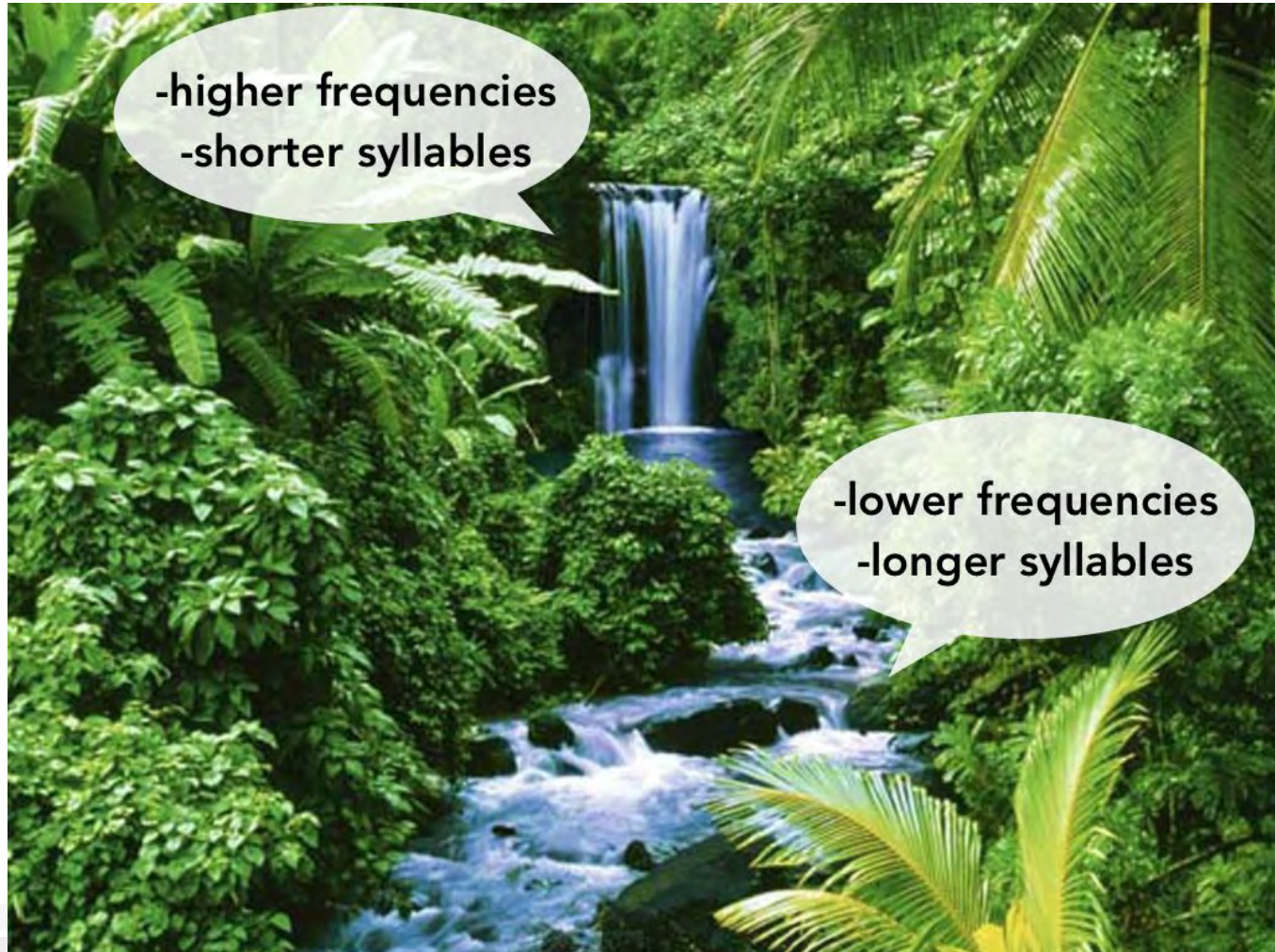


Emerald Glass Frog  
*Espadarana prosoblepon*





# Stratification by Sound





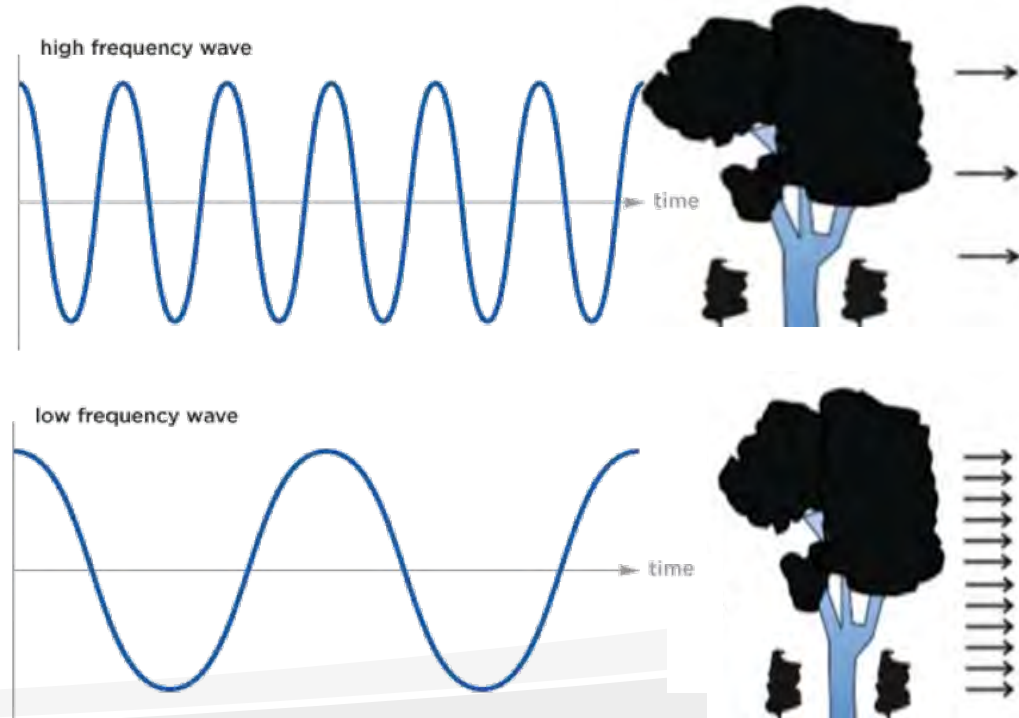
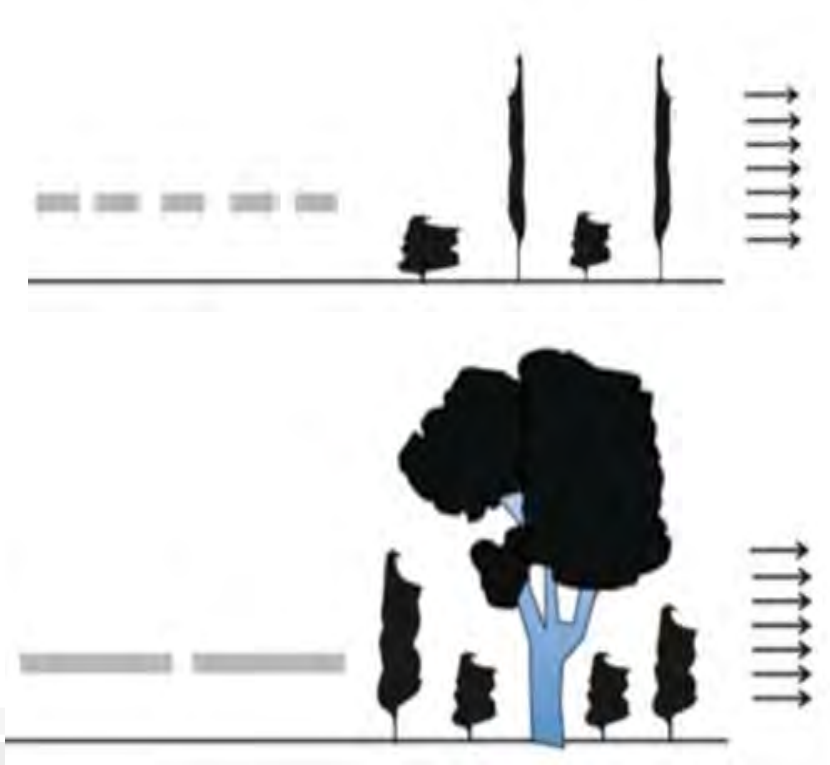
# Acoustic Space & Conservation



# The Behavior of Sound

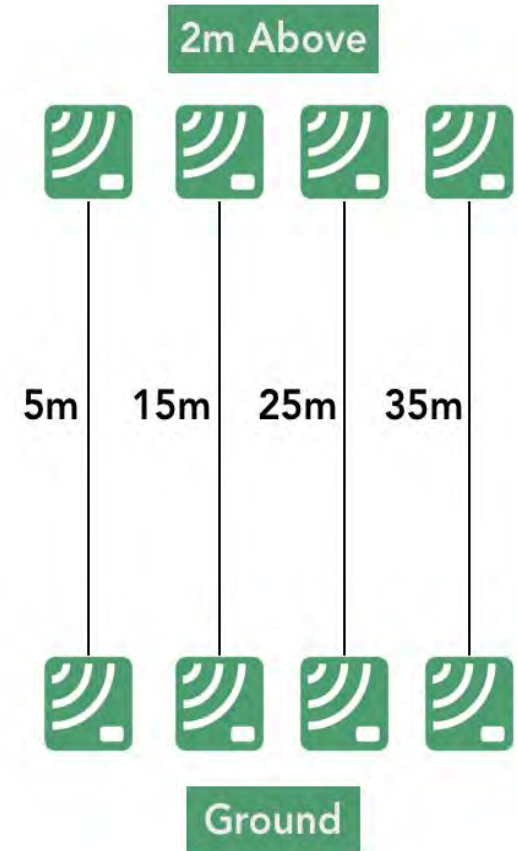
**Short notes travel well in open environments &  
long notes travel well in dense vegetation**

**Higher frequencies attenuate (degrade) faster**

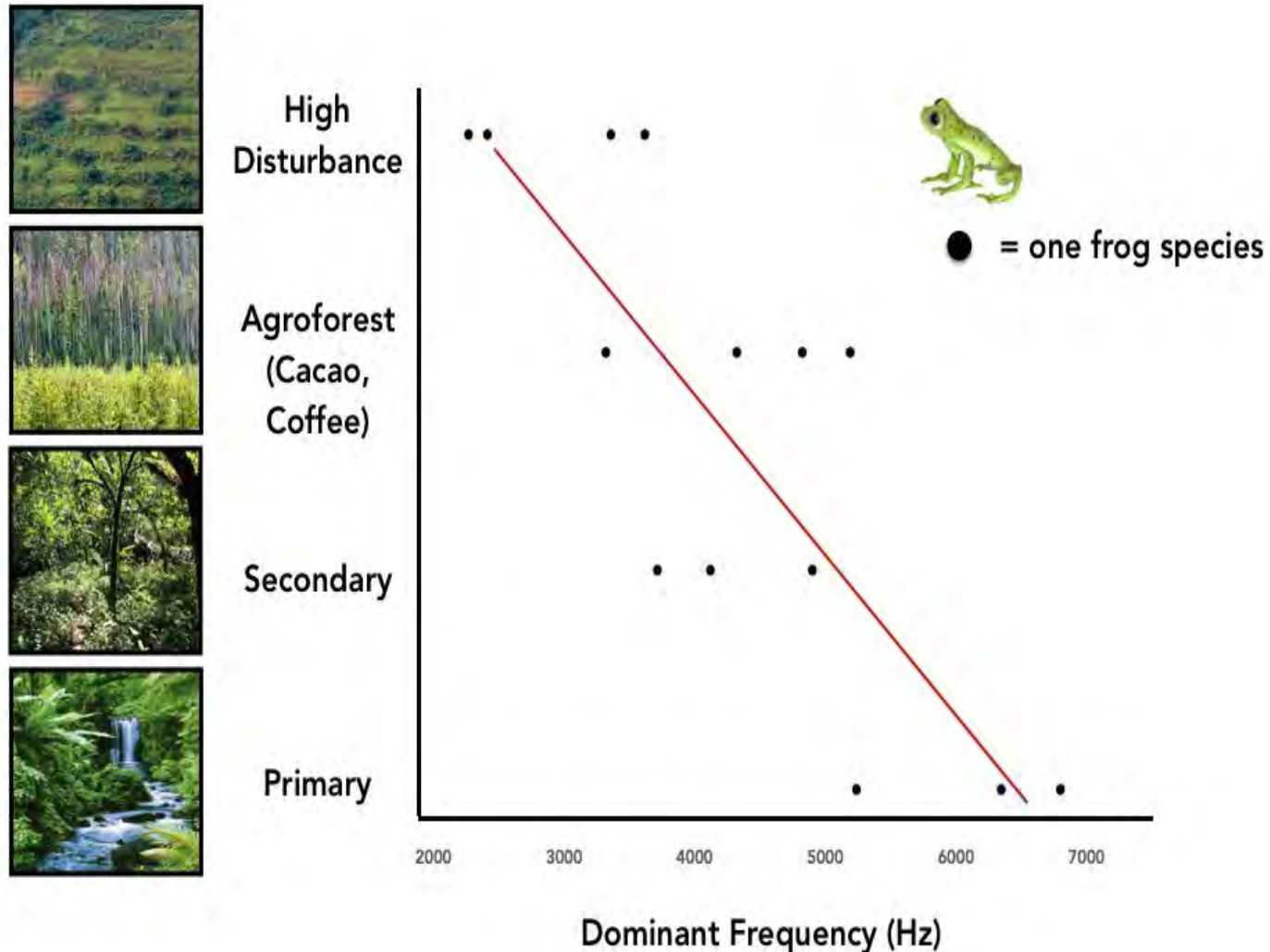




# Experiment: define differences in acoustic space



# Does the acoustic space in agriculture prevent the propagation of certain calls?



# Empowering the next generation of women





# *Hyalinobatrachium linda*



# Amie Campos



## Project Name

Territorial Conflicts, Industry, and  
State Formation in Chile's Southern  
Frontera 1866-1910

*UC San Diego, Ph.D.,  
Latin America*

# Constance Iloh



## Project Name

Exploring the College-Going Decisions  
and Trajectories of Low-Income Single  
Mothers of Color

*UC Irvine, Post Doc.,  
Anthropology*



# Exploring the College-Going Decisions and Trajectories of Low-Income Single Mothers of Color



CONSTANCE

ILOH

PH.D.

 @constanceiloh

American Association  
of University Women  
(AAUW)

October 24, 2020



**FOLLOW ME  
AND KEEP THE  
CONVERSATION  
GOING!**

**@constanceiloh**

# Educational inequities, college access, college choice, and educational opportunity

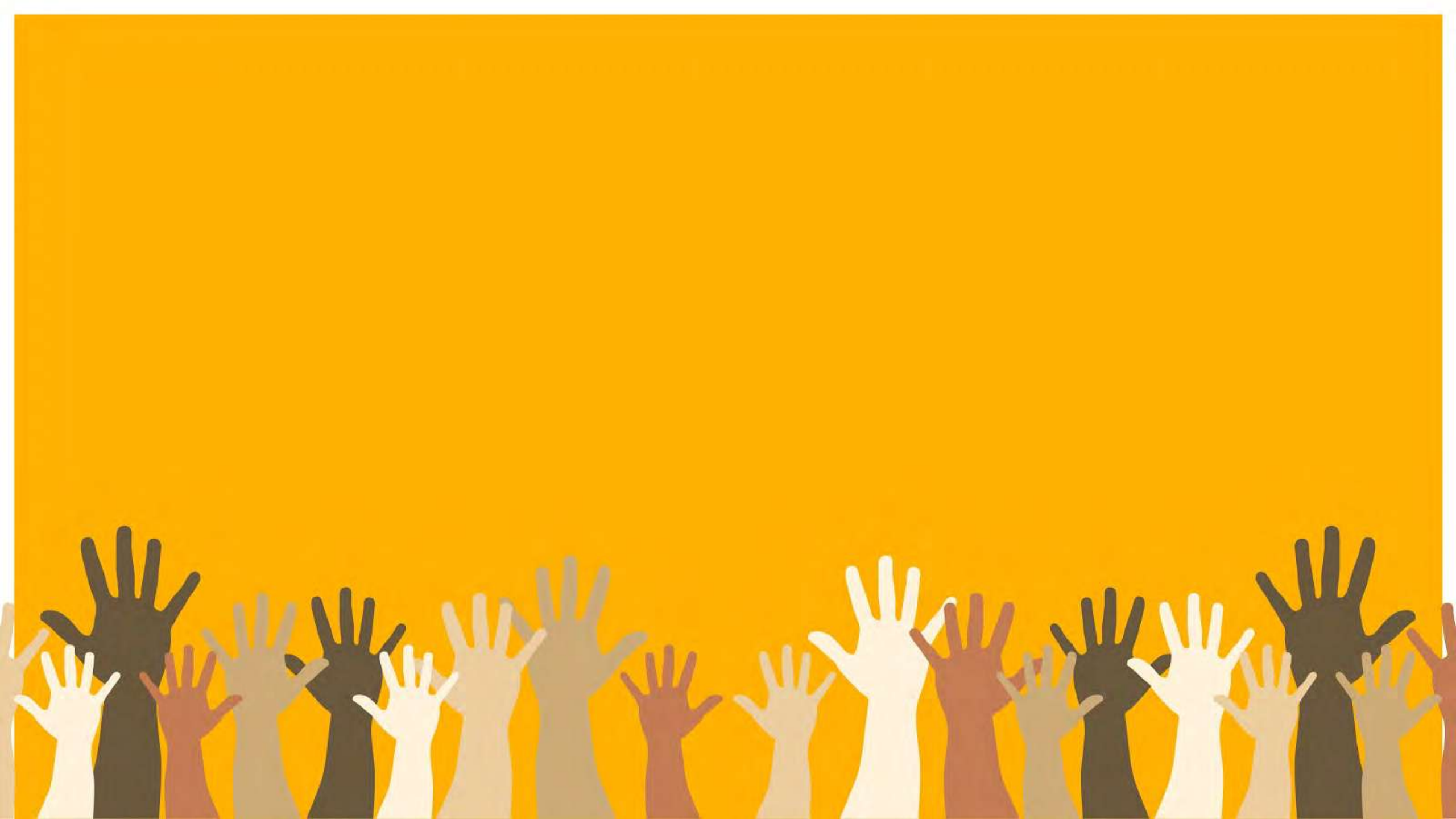




Educational inequities, college access, college choice, and educational opportunity

Educational narratives **hidden in plain sight**









# Iloh Challenges Concept of "Choice" in Higher Education

Friday, April 19, 2019 - 9:46am

Dr. Constance Iloh presented her research on the reality of college selection and access, highlighting the problems with assuming that college is accessible and that student enrollment is a choice on Wednesday, April 17.

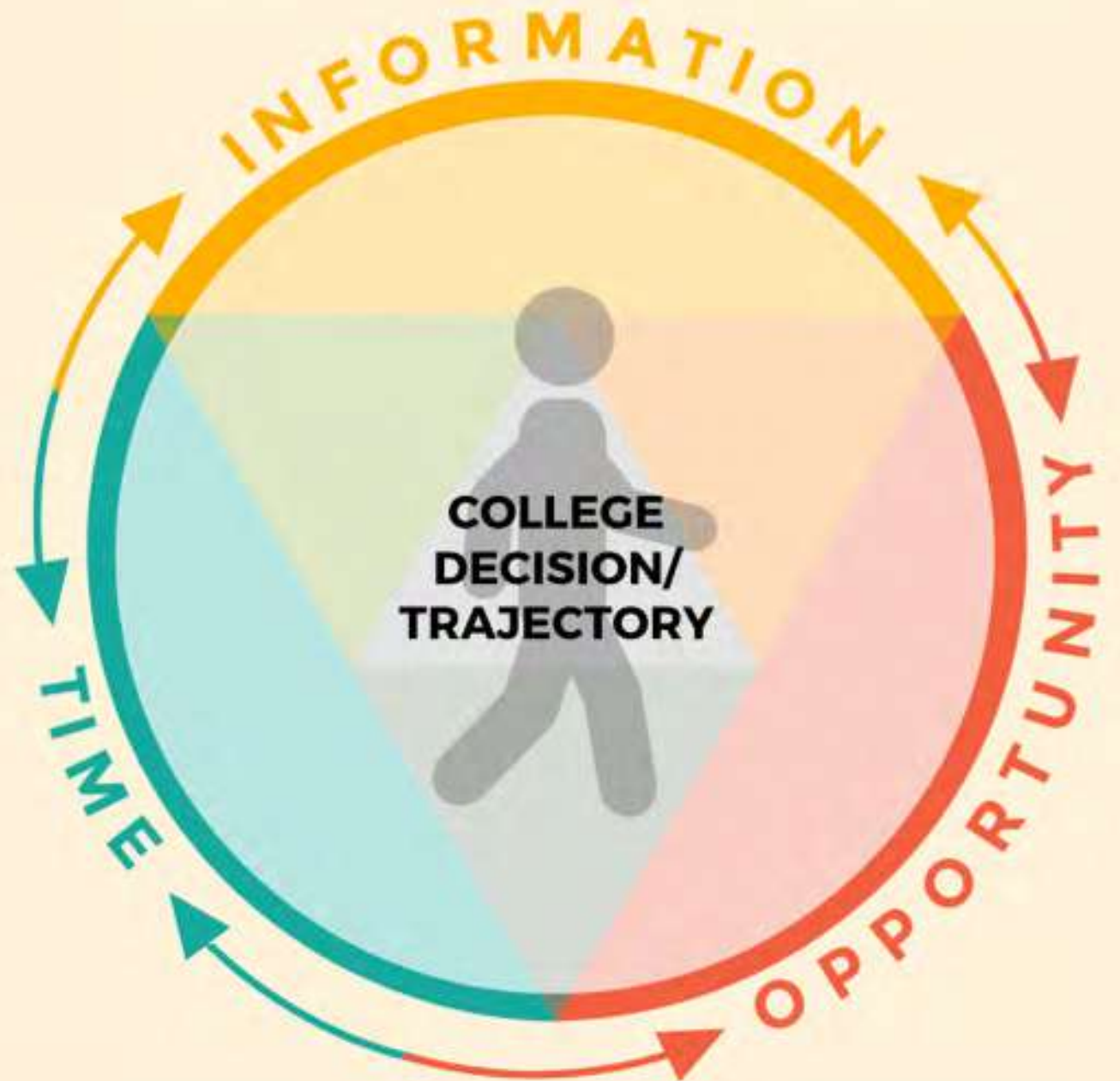
Her qualitative research methods tracked the narratives of students "hidden in plain sight." Through these interviews she determined that the theoretical framework posited by Hossler and Gallagher (1987) should be updated and expanded to more accurately provide a model of how a new generation of students make college-going decisions. The Iloh Model incorporates an environment that involves more for-profit and community college options, more students with adult responsibilities outside of the classroom, and more students engaging with higher education in an iterative progression. For many students, the decision to pursue a degree is not a one-time event but a trajectory that conforms to other life opportunities and responsibilities.

Drawing on her background as an anthropologist, she developed a model that incorporates the ecosystem surrounding the students and the interplay of various factors within the ecosystem. Rather than a linear progression, Iloh designed her model as a circle, which can be started from any of the three points: information, opportunity, and time. She highlights the importance of access to information, the quality of that information and the source. Time, she considers in three ways: micro (specific interactions), meso (immediate environment), and macro (larger societal contexts and movements). Opportunity, both perceived and real encompasses the supporting and restricting factors of technology, location, policies, and community.



@constanceiloh

THE  
ILOH  
MODEL OF  
COLLEGE-GOING  
DECISIONS &  
TRAJECTORIES



# RESEARCH PROJECT FOCUS

**...But what about low-income single mothers of color?**





# “SHARON”



# “SHARON”

- ❑ 33-year-old Filipina single mother on the west coast.
- ❑ Lives below the poverty level
- ❑ Has attended three institutions of higher learning already
- ❑ (One four-year public teaching college and two community colleges)

**HIGHER  
EDUCATION  
AS...**

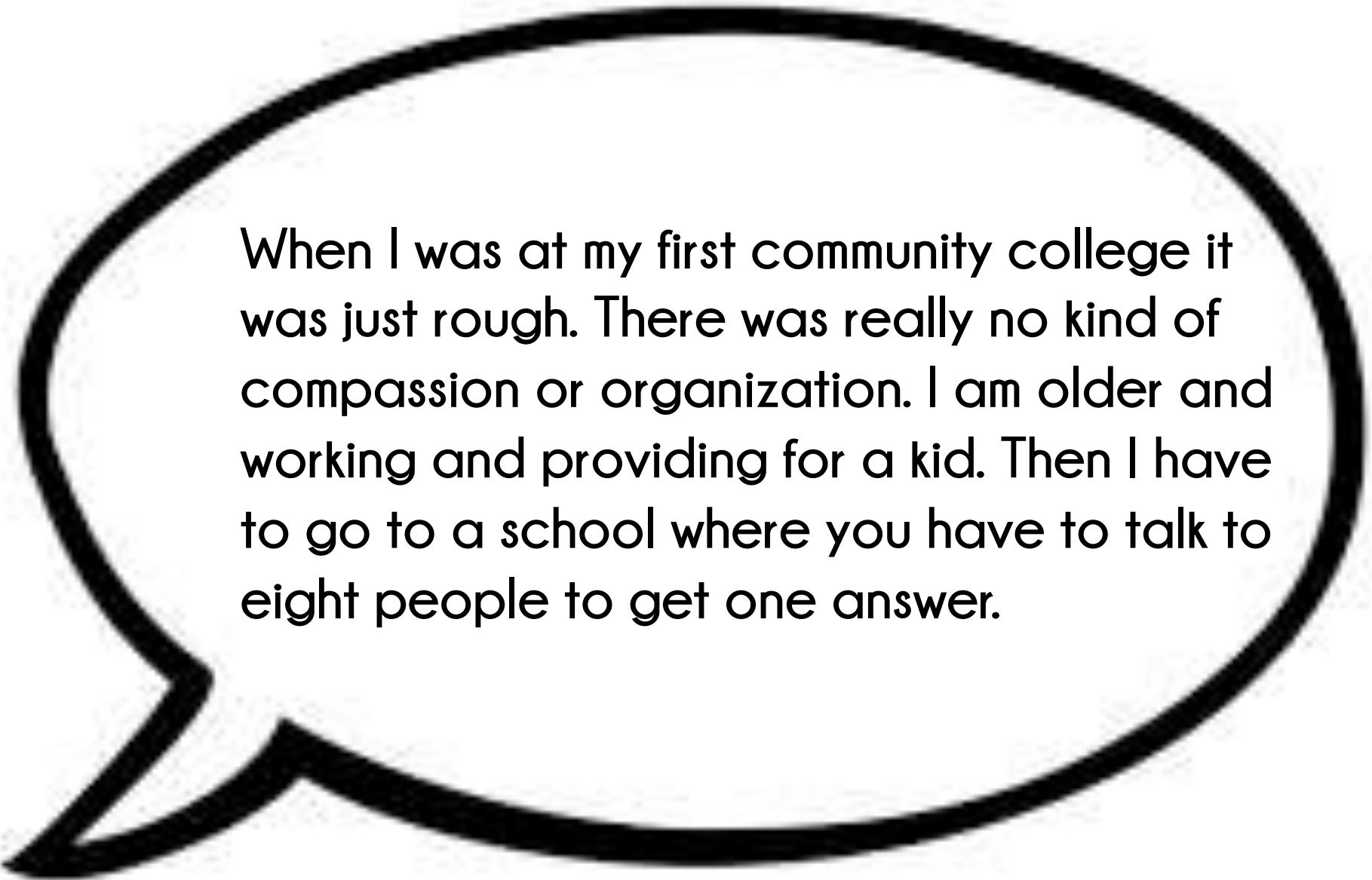




“

It hit me and this really resonates because I am a single mother. Each college I've been to is its own kind *dead-beat father*. Society has an idea about what fathers should be. The world has an idea about what college should be. But at so many points, that protection, that opportunity, that guidance, it failed me. I am honestly nervous to give any other place a try.

”



When I was at my first community college it was just rough. There was really no kind of compassion or organization. I am older and working and providing for a kid. Then I have to go to a school where you have to talk to eight people to get one answer.

**SHARON, PARTICIPANT**

**“...I was here when I was dealing with domestic violence. And for me this hurt because I am not asking college to be superman. I asked for specific resources. I mean I get it, but then I don't. With all the book smarts colleges have, they should know these situations are dire.”**

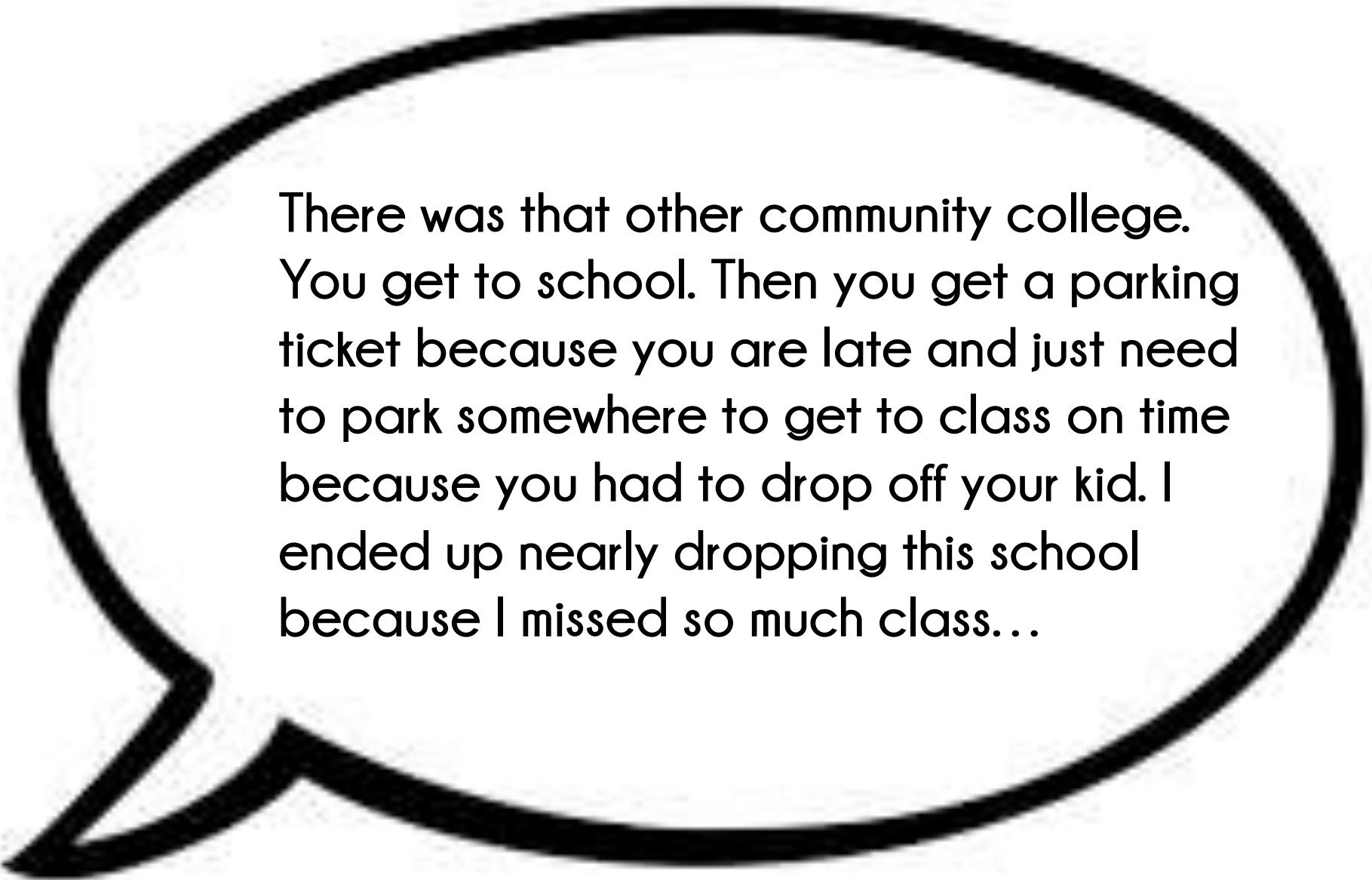
**- SHARON, PARTICIPANT**



“

**When I was in a four-year institution, I just sensed they could do something but just didn't. It would be too much of an inconvenience. Someone told me, “well if we provide this for you, then we have to do it for others.” And in my head, I trusted you and believed the hype. Like can I get a used book?**

”



There was that other community college.  
You get to school. Then you get a parking  
ticket because you are late and just need  
to park somewhere to get to class on time  
because you had to drop off your kid. I  
ended up nearly dropping this school  
because I missed so much class...

**SHARON, PARTICIPANT**



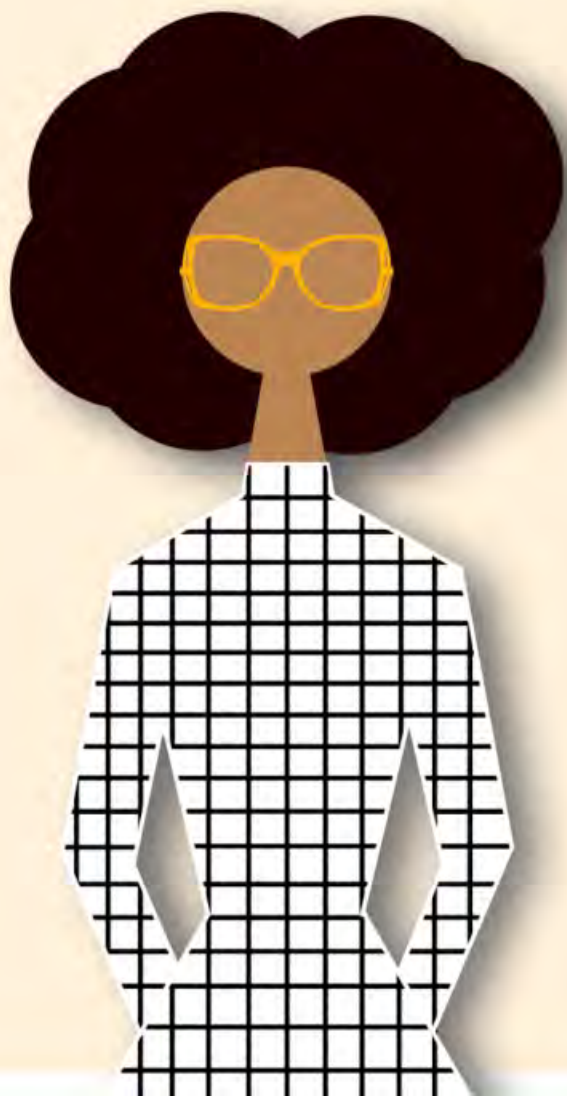


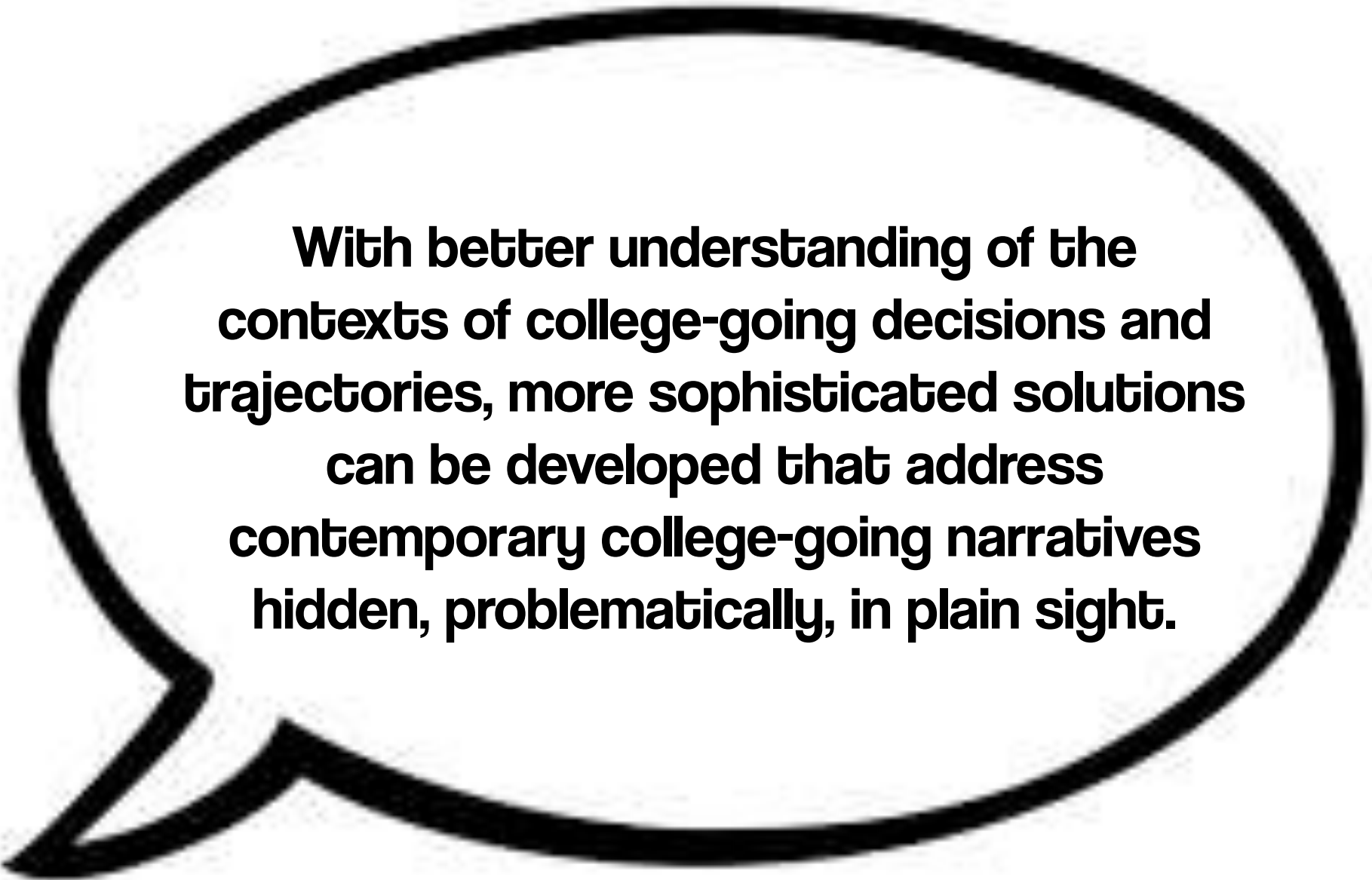


“

**Then I couldn't continue because my financial aid and credits didn't align. I went to get everything settled but they were withholding financial aid because of a technicality. It just made no sense. I told the lady I just need a break. No help. So many of us have these f\*\*ked up college stories and leave college and are terrified to come back.**

”





**With better understanding of the contexts of college-going decisions and trajectories, more sophisticated solutions can be developed that address contemporary college-going narratives hidden, problematically, in plain sight.**

**(ILOH, 2018; 2019)**








**THANK  
YOU!**

# STAY CONNECTED

CONSTANCE

ILOH

PH.D.

 [ciloh@uci.edu](mailto:ciloh@uci.edu)  [www.constanceiloh.com](http://www.constanceiloh.com)  [@constanceiloh](https://twitter.com/constanceiloh)



# Lizette Solorzano



## Project Name

DACA Precarity and the Incorporation  
Experiences of Latina(o) DACA  
Recipients in Los Angeles Before and  
During the Trump Era

*University of So. Cal, Ph.D.  
Sociology: Immigration*



# Background

- Family history of transnational migration across Jalisco, Mexico and United States since the 1960s



# Organizing to Save DACA

## Washington D.C.



Pictures by:  
Lizette S., Marta P., Miri N.



# Dissertation Research

**RQs:** How does “DACA precarity” —as semi-legal ambiguity in anti-immigrant federal context— shape the lived experiences of DACA beneficiaries along three ambits: belonging, political engagement, and healing? To what extent, if at all, does the greater Los Angeles context, as an integrative context, mitigate DACA precarity?

**Qualitative methods:** participant observation in an immigrant rights/social movement organization in Los Angeles since July 2017, 53 interviews with DACA beneficiaries, and collection of relevant documents.





# Rochelle McFee



## Project Name

Fungibility and Embodying Survival in  
Jamaica

*University of California, San Diego Ph.D., Ethnic  
Studies*

# Orientation to the subject

- Personal experience as a survivor of Childhood Sexual Violence
- Professional work in Gender policy and Advocacy
- Experiences with fractured feminist movement





# Laying the Groundwork

RQ: How do Jamaican Laws, Policies and Juridical Practices shape the legibility and illegibility of sexualized and gender-based violence?

Sites of analysis: Sexual offences Act (SOA) (2009) and the Offences Against the Persons Act (OAPA) (2005). I also look at legal procedures that inform witness preparation and strategies for cross-examination.





RQ2: How is illegibility and structures of violence (re)reproduced through narration

Sites of analysis: Traditional and social media (specifically news reports on sexual violence against women and girls and gender non-conforming persons)

Theoretical Framework: Hortense Spillers' *Pornotroting*, Audra Simpson's *Refusal* and Herbert Gayle's *Force Ripe*



# Ethical Movement Building

- On Tambourines, Hashtags and ReRooting / ReRouting Survivor Voice in Caribbean Feminist Movement Building
- Building Coalitions
- Toward a framework of Thrivance and Healing

# Maria Jose Navarrete



## Project Name

Biology. Ph.D. Ecology and Evolution

*UC Berkeley, Ph.D.,  
Ecology and Evolution*



# Diversity: Life everywhere

## Diversidad: Vida en todas partes



# These animals stole my heart

## Estos animales me robaron el corazón



Photos: Lucas Bustamante

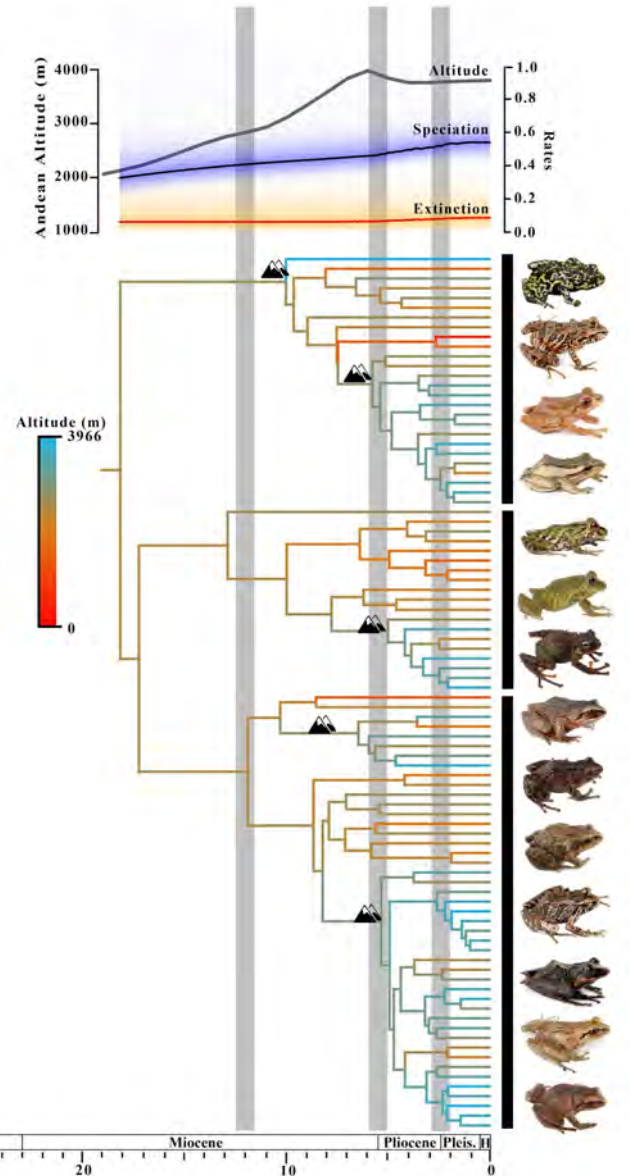


Did the Andean uplift play an important role in the diversification of amphibians?

El levantamiento de los Andes promovió la diversificación en anfibios?



Photos:  
J. Anhalzer  
J. Culebras





# Chemical defenses in amphibians: Tetrodotoxin

## Defensas químicas en anfibios: Tetrodotoxina



Photos: Jose Vieira, Jaime Culebras



# I was not prepared for this

## No estaba preparada para esto





# My duties Mis deberes



Maria Jose Navarrete





## Translate your work

TO THE LOCAL  
LANGUAGE

this helps to facilitate outreach to local communities  
for political and environmental decision making



© Jaime Culebras | Photo Wildlife Tours

Photo: Jaime Culebras



## Traduce tu trabajo

AL IDIOMA LOCAL

esto facilita la comunicación científica en las comunidades  
y promueve la inclusión de estas evidencias en la toma de  
decisiones políticas y ambientales



# The best environment to develop in: El mejor ambiente para crecer:



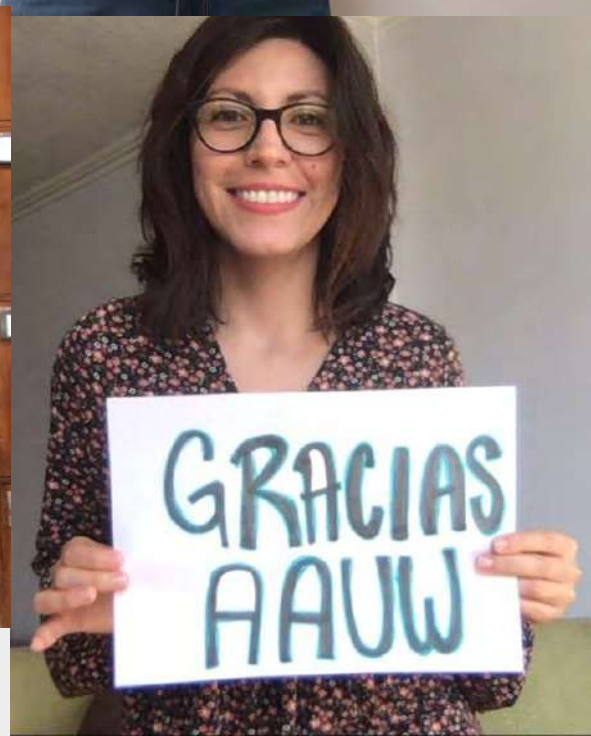
Berkeley  
UNIVERSITY OF CALIFORNIA



TARVIN LAB @ UC  
BERKELEY











Utopia lies at the horizon.  
When I draw nearer by two steps,  
it retreats two steps.  
If I proceed ten steps forward, it  
swiftly slips ten steps ahead.  
No matter how far I go, I can never reach it.  
What, then, is the purpose of utopia?  
It is to cause us to advance.  
E. Galeano





Mail: [mnavarrete@berkeley.edu](mailto:mnavarrete@berkeley.edu)

Twitter: @majonavarrete4

Instagram: @majonavarrete14

# Yvonne Zhang



## Project Name

Film. M.F.A., Directing

*American Film Institute, Los Angeles, M.F.A.,  
Directing*





# INCLUSION IN THE DIRECTOR'S CHAIR? EXAMINING 1,000 POPULAR FILMS

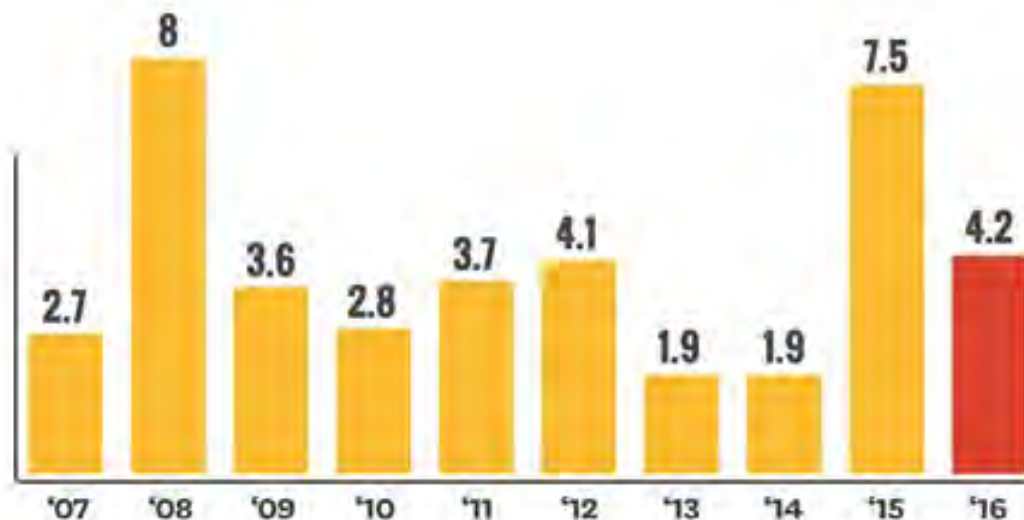
MEDIA, DIVERSITY, & SOCIAL CHANGE INITIATIVE

USC ANNENBERG

🐦 @MDSCInitiative

## FEMALES ARE GROSSLY UNDERREPRESENTED IN THE DIRECTOR'S CHAIR

PREVALENCE OF FEMALE DIRECTORS ACROSS 1,000 FILMS,  
*in percentages*



PERCENTAGE  
OF FEMALE  
DIRECTORS



RATIO OF MALES  
TO FEMALES

24 : 1



TOTAL NUMBER  
OF DIRECTORS

1,114

## THE DIRECTOR'S CHAIR IS WHITE AND MALE

ACROSS 1,000 FILMS AND 1,114 DIRECTORS...

**5.1%**

OR 57 WERE BLACK OR  
AFRICAN AMERICAN

**3%**

OR 34 WERE ASIAN OR  
ASIAN AMERICAN

Of the 57 Black or  
African American  
directors...

**54**

**3**

FEMALE

MALE

Of the 34 Asian or  
Asian American  
directors...

**31**

**3**

FEMALE

MALE

*Only one Latina worked as a director across the 1,000 top films from 2007-2016.*

SOURCE: RACHEL L. SMITH | CHARTS: PATRICIA J. AMIELA

**MEDIA, DIVERSITY, &  
SOCIAL CHANGE INITIATIVE**

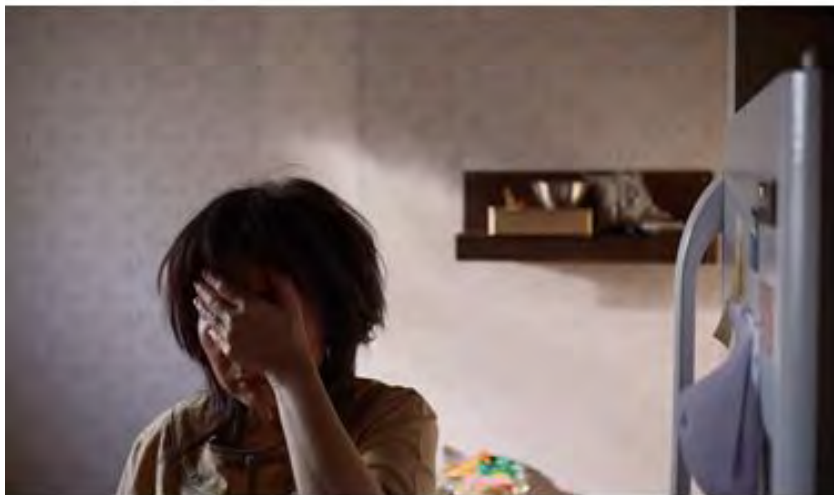
**USC**Annenberg







**Above:** Still from *Thank You Ground, F\*\*\* You System*, the first film I shot at AFI.



**Above:** Stills from *Home*, my second AFI film.







# Claire Breining

*Career  
Development  
Grant*

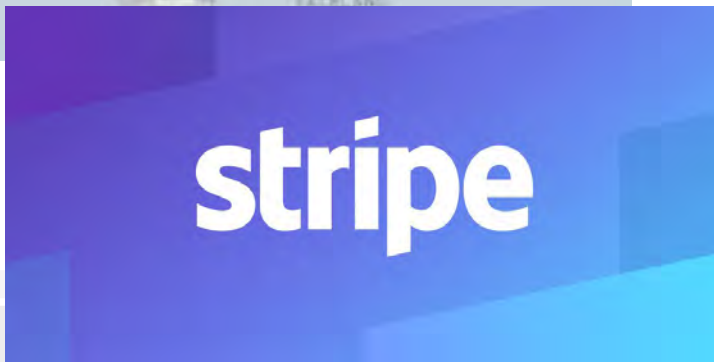


**Discipline**  
Health and Medical Sciences

**Degree and Specialization:**  
M.S.N., Women's Health Nurse  
Practitioner/Nurse Midwife

*UC San Francisco, M,S.N.,  
Women's Health Practitioner*

# A winding path to Midwifery





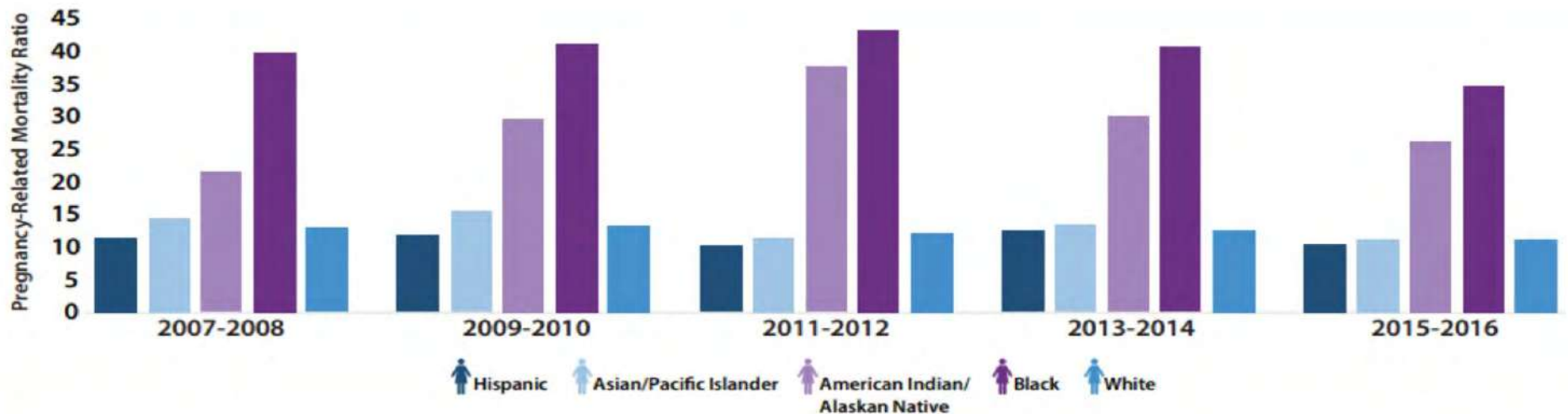


# US Maternity Care System

- Disproportionate/inappropriate distribution of resources
- High rising cost of maternity care related to inappropriate care
- Failure to implement evidence-based practice
- Lack of midwives
- Poor outcomes compared to countries similarly resourced with financial capital
- Marked race-associated health care disparities disproportionately burdening Black, Indigenous, and Latinx communities

# Racial/Ethnic Disparities in Pregnancy-Related Deaths — United States, 2007–2016

**Data confirms significantly higher pregnancy-related mortality ratios among Black and American Indian/Alaskan Native women. These gaps did not change over time.**



Division of Reproductive Health, National Center for Chronic Disease Prevention and Health Promotion, 2-4-20

**700**

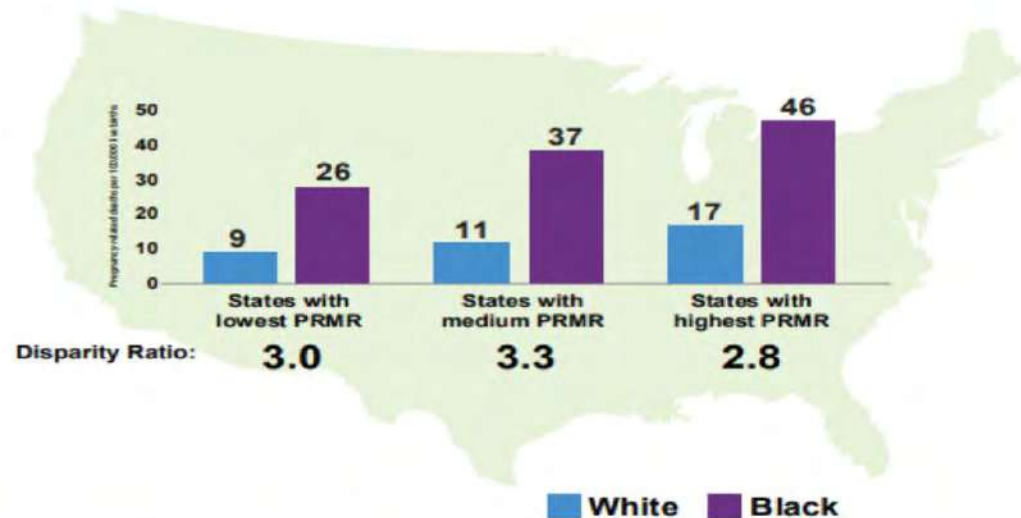
About 700 women die each year in the U.S. as a result of pregnancy or its complications.

**2-3x**

American Indian/Alaska Native and Black women are 2 to 3 times as likely to die from a pregnancy-related cause than white women.

## Disparities Across the Nation

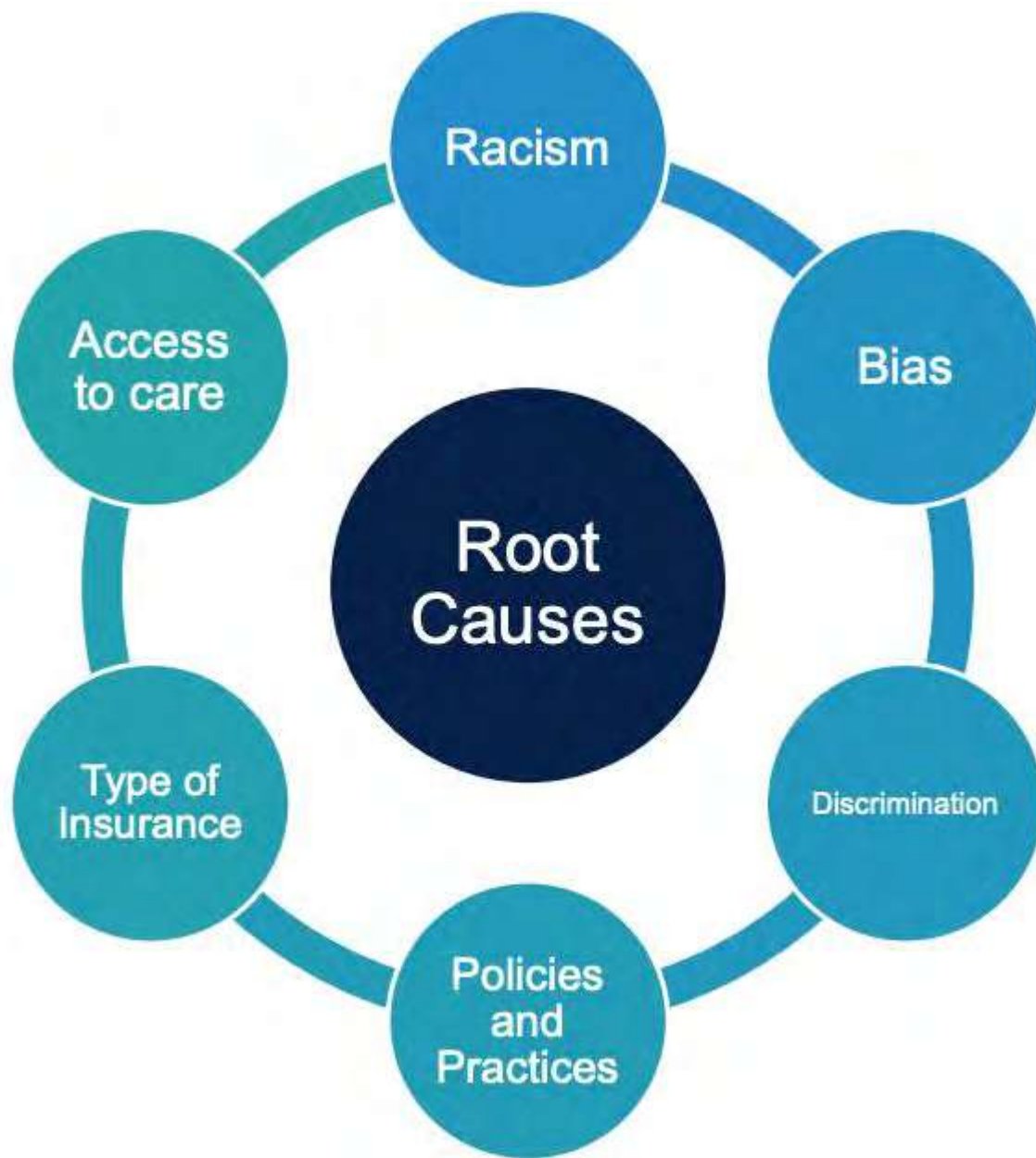
State Pregnancy-Related Mortality Ratios (PRMR) were placed equally into three groups (high, medium, low) and the PRMR was further calculated by race/ethnicity for each group. Even in states with the lowest PRMR, the PRMR for black women was about 3 times as high as the PRMR for white women.



Division of Reproductive Health, National Center for Chronic Disease Prevention and Health Promotion, 2-4-20

Adopted from Dr. Ifeyinwa V. Asiodu PhD, RN, IBCLC, 10/15/2020





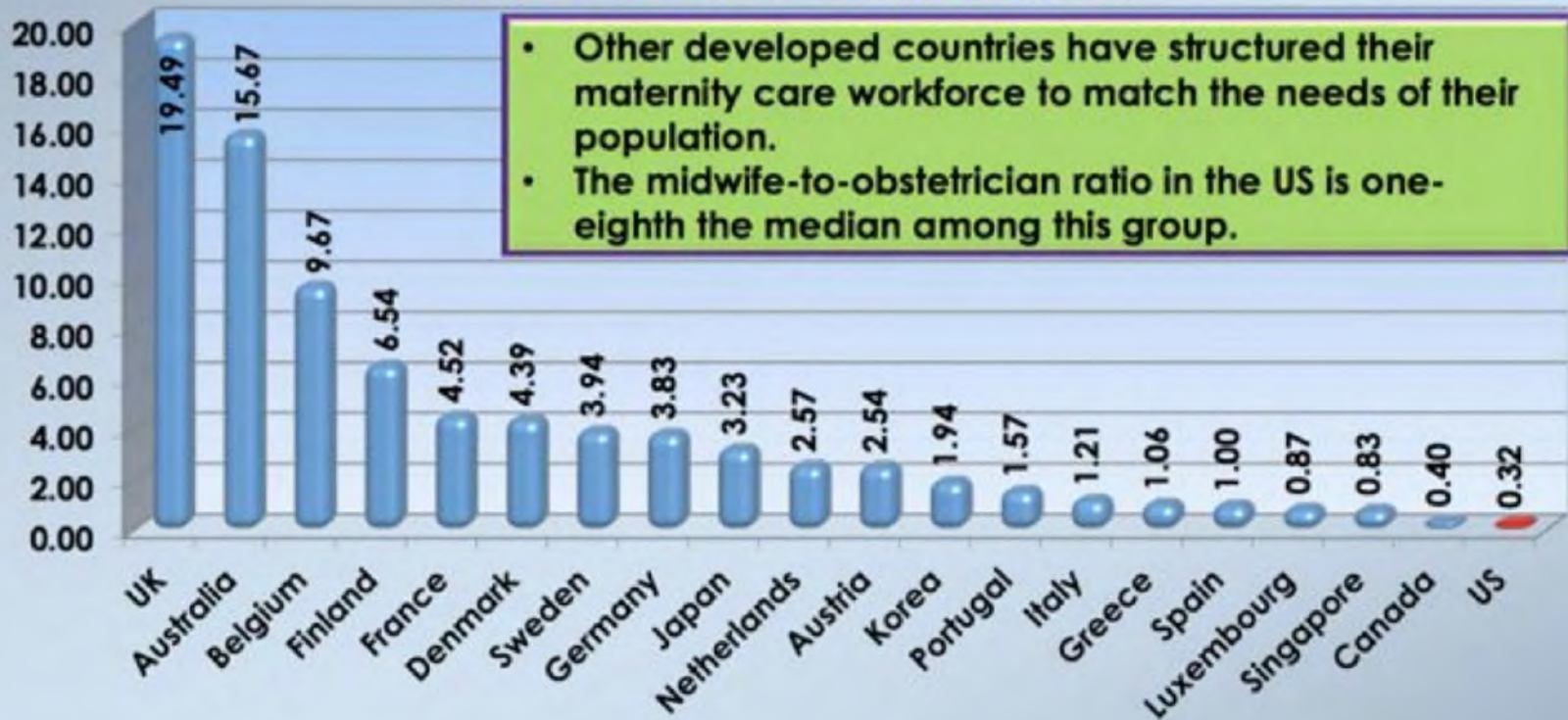


# What is Midwifery?

## Key ICM Midwifery Concepts:

- Partnership with women to promote self-care and the health of mothers, infants, and families;
- respect for human dignity and for women as persons with full human rights;
- advocacy for women so that their voices are heard;
- cultural sensitivity;
- a focus on health promotion and disease prevention that views pregnancy as a normal life event

## Maternal Care Workforce Structure in Several Developed Countries: Midwives per Obstetrician







# Goals for the Future

- CNM at a CA public hospital
- Open nonprofit, standalone birth center in an area that does not currently offer this option to birthing families.
  - Supportive, inclusive work environment for birth professionals
  - Volunteer doula program
  - Community resource



Thank You

# Feather Ives

*Career  
Development  
Grant*



**Discipline**  
Health and Medical Sciences

**Degree and Specialization:**  
M.P.H., Public Health  
Food Insecurity Among College Students

*University of Nevada, Reno, M.P.H.,  
Public Health*



# Stepping into Equity Work

## **Feather Ives**

2020-2021 AAUW Career Grant Recipient

Graduate Student, Master of Public Health - University of Nevada, Reno

Co-director, Merritt College Bioscience Department

**AAUW Fund Luncheon** October 24, 2020

# My Career Transition

- 2020-2021 AAUW Career Grant Recipient
- 2016 Entered Career Training at Merritt College (Career Transition)
- 2017 Completed two prestigious academic research internships at Gladstone Institutes & Chan Zuckerberg Biohub
- 2018 Research Associate in the Molecular Imagine Center at UCB
- 2018 Instructor's Assistant in the Merritt Bioscience Dept. (MBD)
- 2019 Started a Master of Public Health at University of Nevada
- 2019 Became an adjunct professor in the MBD
- 2020 Began planning a Food Security Resources Program for The Richmond Promise (Field Studies for MPH)
- 2020 Promoted to Histotechnician Program Director & co-director of the MBD

# Merritt Bioscience Programs

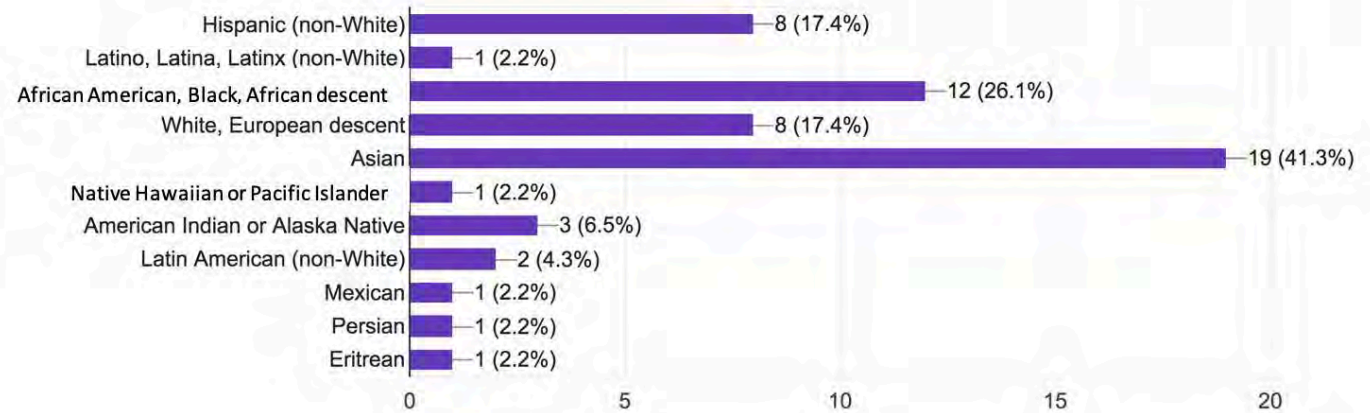
- Three programs
  - Microscopy
  - Histotechnology
  - Genomics
- Trainees go on to work in hospitals, academia, and industry
- Starting pay for our histotechnician trainees when hired as histotechnicians is \$65,000-\$90,000 depending on degree and if certified or non-certified
- Average research associate starting salary is \$50,000
- Entry-level lab assistants and techs start out \$18-\$22/hour
- Many of the trainees come to our program with Bachelor of Science degrees to receive technical hands-on training
- Other degree-seeking trainees get a full spectrum training which includes soft skills, presentation skills, and critical thinking



# Merritt Bioscience Program Demographics

How do you identify in terms of cultural, ethnicity, or race? You can check multiple boxes or enter in a more specific option not listed.

46 responses



What is your age range?

45 responses

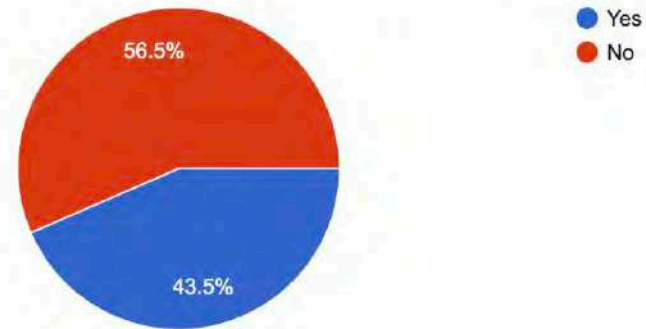


About **85%** of our incoming cohort of trainees identify as female.

# Equity Check-in with Trainees

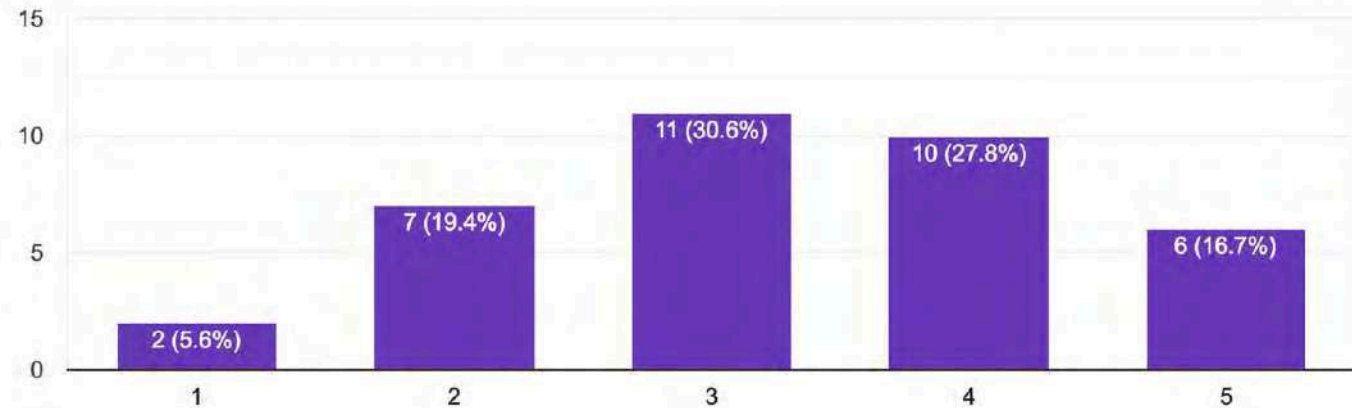
Are you the first generation in your family to attend college? Or would you be the first in your family to complete any higher education program?

46 responses



On a scale of 1-5, how much do you feel like a scientist? Optional

36 responses



# Basic Needs Equity in Crisis

Food Insecurity Amongst College Students



# The Problem

“While tuition has remained low at our community colleges, it is still difficult for most lower-income students to achieve their educational goals due to our state’s higher cost of living and the lack of adequate financial aid to cover non-tuition expenses, such as food.

Food insecure students, in particular, are more likely to indicate intention dropping out of school and less likely to feel confident in their academic abilities.

Therefore, they may be forced to delay their education to make ends meet –setting them up for a cycle of poverty that can be increasingly difficult to break.

A national effort is necessary to eliminate hunger as a barrier to student success and degree attainment.”

-Food for Thought Act 2019 (*H.R. 4065*)

# Mazlow's Hierachy of Needs



- It is difficult to achieve those needs at the top of the pyramid when those at the bottom are not met.

# My goals

- After interviewing students and other stakeholders, some of my goals include:
- Creating an early intervention program at The Richmond Promise that prepares students and helps them to navigate their basic needs resources on the campuses
- Normalizing utilizing resources - "CalFresh is just financial aid for food"
- Providing The Richmond Promise leadership with enough data and information to advocate for real policy changes at the local, state, and federal level.



# Acknowledgments



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# Denise Merino Mitchell



**Discipline**  
Biology

**Degree and Specialization:**  
M.S., Botany & Plant Sciences

*UC Riverside, M.S.,  
Botany and Plant Sciences*

# Brittany



## From *In silico* Protein Epitope Density Prediction to Testing *Escherichia coli* O157:H7 Vaccine Candidates in a Murine Model of Colonization

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Good Afternoon,

Just thought I would give you an update on Brit. She will be defending her dissertation on October 11th. She has accepted a position with Georgia Tech and will be moving there in November.

Thanks again for believing in her and getting her on the path to success. I will forever be grateful.

Sincerely,  
Terri Ross

Sent By: Terri Ross



# Ecuador



# UC Riverside - Then & Now



**Denise Mitchell**

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# Santa Margarita Ecological Reserve

## Mediterranean Shrubland



*Adenostoma fasciculatum*



*Artemisia californica*



*Erigonum fasciculatum*



*Malosma laurina*



*Rhamnus illicifolia*



*Salvia apiana*



*Salvia mellifera*



# Boyd Deep Canyon Reserve

## Desert



*Condea emoryi*



*Encelia farinosa*



*Fouquieria splendens*



*Justicia californica*



*Larrea tridentata*



*Parkinsonia florida*



*Senegalia greggi*

# James San Jacinto Mountains Reserve

## Mixed Evergreen Forest



*Abies concolor*



*Arctostaphylos pringlei*



*Calocedrus decurrens*



*Pinus coulteri*



*Pinus lambertiana*

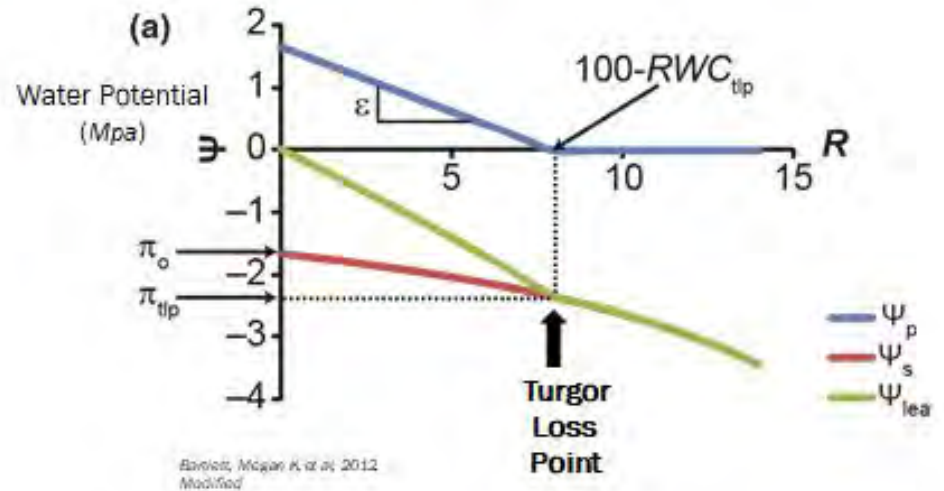


*Quercus chrysolepis*

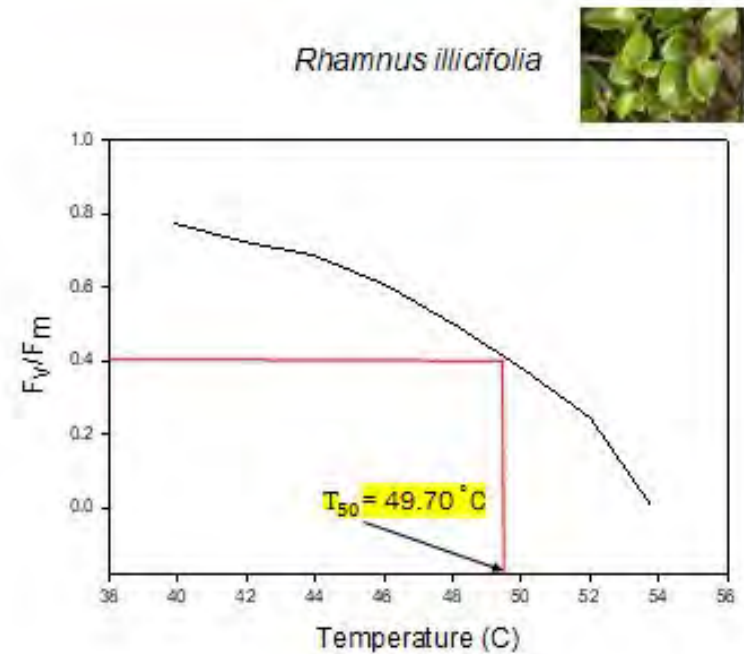
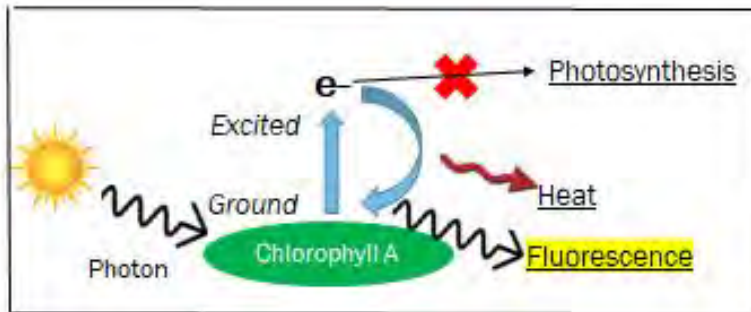


*Quercus kelloggii*

# Turgor Loss Point Determines Drought Tolerance



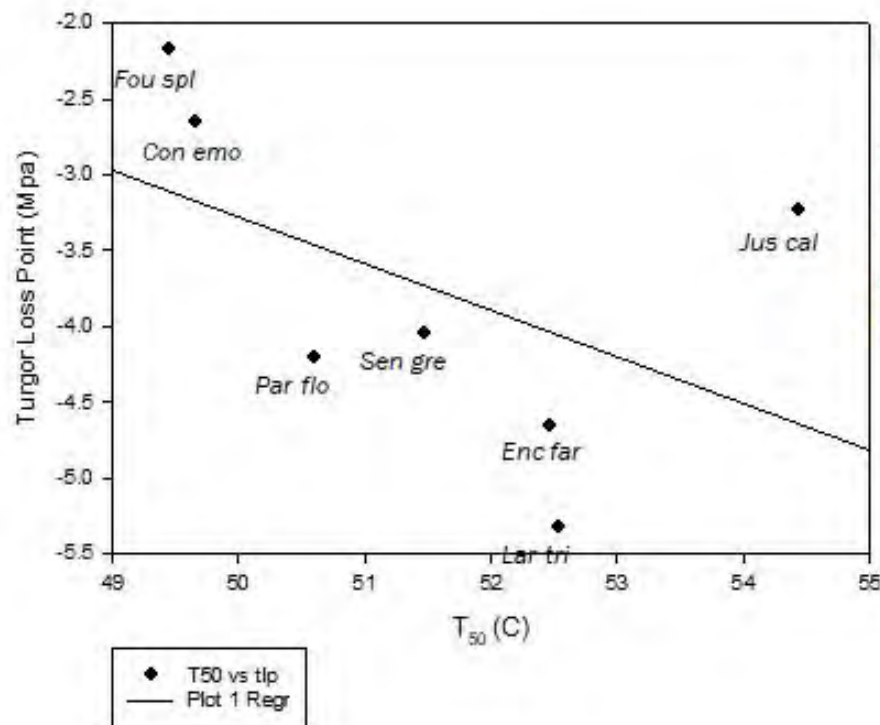
# T<sub>50</sub> Determines Heat Tolerance





# Turgor Loss Point vs T<sub>50</sub>

Desert (Dry Season)



Residuals:

1	2	3	4	5	6	7
0.5332	-0.6052	0.9454	1.4186	-1.2638	-0.7281	-0.3001

Coefficients:

	Estimate	Std. Error	t value	Pr(> t )
(Intercept)	12.0938	12.7146	0.951	0.385
x	-0.3076	0.2467	-1.247	0.268

Residual standard error: 1.075 on 5 degrees of freedom

**Multiple R-squared: 0.2372**, Adjusted R-squared: 0.08466

F-statistic: 1.555 on 1 and 5 DF, **p-value: 0.2676**

# Goals

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# “Our Home Was Not Limitless.”





# Acknowledgements

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## AAUW

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Dr. David Nelson

Laura McGeehan

Wesley Neher

Alexandra White

Bradley Lubich

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Dr. Tim Close

Dr. Exequiel Ezcurra

Christopher Tracy

Aldo De La Mora Rodriguez

David Lipson

Erika Bucior

Ariana Firebaugh Ornelas

Marc Arteaga

Lauren Jonker

Pia Van Meter

Mike West

Leann Iacone

Jamie Angulo

Justine Brown

Alyssa Mitchell

Roger Y. Merino







# Questions?

# Legacy Circle



**Charmin Goehring**  
Legacy Circle



# Upcoming Webinars

## **Why Public Policy Matters**

10/28/2020

This workshop is for branches whose members are doing no or little public policy work; who do not have a public policy chair or committee; and who want to learn how to encourage members to engage in public policy projects, how to garner ideas for projects, and how to use PP to attract new members.

## **Keeping in Touch With Your Tech Trekkers - and Why You Should**

11/9/2020

Many branches keep in touch with their former Tech Trekkers. Some former campers have even built their own “Keep in Touch” groups. In this workshop you will learn how to track down and guide these young women through high school and college and, even, into their careers. The workshop will introduce these ideas - and the people working on them. Keeping your former Tech Trekkers close allows them to help you at branch events, mentor new campers, and keep in the loop about junior and senior counselor positions. You will be surprised how much your branch and these young women can help each other.?

## **Work Smarter not Harder.**

11/18/2020

Quality collaborations will benefit your branch and increase your influence. A collaboration isn't just about sharing work. It's about sharing resources. By investing your branch's time in building good relationships now, you can make them pay off for years to come.