2012 EVENT REPORT

PRESENTED BY:

Society of Women Engineers

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APRIL 20, 2012

COLORADO CONVENTION CENTER
EXECUTIVE SUMMARY

The 2012 Girls Exploring Science, Technology, Engineering, and Math event was yet again a resounding success. The Rocky Mountain Section of the Society of Women Engineers (SWE-RMS) brought 961 middle school girls from 40 different schools in the Denver metro area to the Colorado Convention Center where they attended three 45-minute hands-on workshops. Participants were split into groups of 11-12 girls, each group was led by one of 85 volunteer guides through each of their workshops. An additional 20 volunteers helped with registration and logistics at the event. Between the 2nd and 3rd workshop sessions, GESTEM guides ate lunch with their students and discussed their career experiences. The day began with a keynote address by Congresswoman Diana DeGette, who emphasized the importance of STEM careers to the US economy as well as the intrinsic benefits for individuals.

During the second workshop session, the 84 chaperones (teachers, counselors, and parents who accompanied the girls to the event) were invited to attend an adult influencer track with speaker Dr. Jackie Sullivan of the University of Colorado at Boulder. Three exhibitors shared information about programs or resources for girls. The exhibitors included: Rocky Mountain PBS, Colorado Association of Black Professional Engineers and Scientists, and KidsTek.

Fundraising efforts by the planning committee raised $41,250 from 14 organizations and individuals. Expenses totaled $40764.39. Funding sponsors include: Exxon Mobil (SWE Program Development Grant), Lockheed Martin, Raytheon, TerumoBCT, Encana Oil & Gas, Xcel Energy, Merrick & Co., Ball Aerospace, Zachry Engineering, Burns & McDonnell, and Scanlon Szynskie Group. The unused portion of the Exxon Mobil Grant will remain with SWE to be allocated for future program grants. Several organizations, including the Colorado Convention Center, Junior Achievement, URS and Gates Corporation, provided in-kind services valued at over $8,000.

There were 31 unique workshops with a total of 88 presentations given led by 116 volunteers. Presenters came from industry, government, academia, and non-profit organizations including: Lockheed Martin, Raytheon, TerumoBCT, Xcel Energy, Zachry Engineering, Covidien, Siemens Industry, McREL, Felsburg Holt & Ullevig, Extreme Ultraviolet Engineering Research Center, College in Colorado, Colorado State University, University of Colorado at Boulder, University of Colorado at Denver, University of Denver, DeVry University, CU Science Discovery, NCAR, Bureau of Reclamation, Central Federal Lands Highway Division, Groundwork Colorado, City of Boulder, and the Denver Museum of Nature and Science.


We had over 1500 registration requests received; due to funding and space constraints we had to turn over 1/3 of those interested away.
GESTEM WOULD NOT BE POSSIBLE WITHOUT THE GENEROUS SUPPORT OF:

TITANIUM SPONSORS ($8000+)

ExxonMobil

Taking on the world's toughest energy challenges;
Sponsor of SWE Program Development Grant

GESTEM WOULD NOT BE POSSIBLE WITHOUT THE GENEROUS SUPPORT OF:

GOLD SPONSORS ($5000+)

Raytheon

TERUMO BCT

Unlocking the Potential of Blood

SILVER SPONSORS ($2500+)

Xcel Energy

Merrick & Company

BRONZE SPONSORS (up to $2499)

Ball Aerospace & Technologies Corp.

ZACHRY

Burns & McDonnell

Scanlon

Szymskie

IN KIND SUPPORTERS

Junior Achievement Washington Division

URS

COLORADO Convention Center

Gates

INDIVIDUAL DONORS

Sara Bury  Noelle Cochran  Gina Holland  Sarah Monzyk

THANK YOU FOR YOUR HELP IN MAKING GESTEM 2012 A SUCCESS!!
GESTEM PROGRAM DESCRIPTION

Goals

GESTEM 2012 aimed to grow the engineering profession by introducing hundreds of middle school girls to the exciting possibilities in STEM careers through a half-day event on April 20, 2012 that included 3 hands-on workshops, an inspirational opening speaker, and interaction with engineering and technical professionals. This outreach event started as GESET (Girls Exploring Science, Engineering, and Technology) in 2003. The event was renamed GESTEM in 2009 to leverage the increased recognition of the STEM acronym. Over the years the scope of the event has fluctuated with available resources and the economy, but the goals have remained the same:

- Introduce female students to real world aspects of science, technology, engineering, and math (STEM) and to the many diverse fields available
- Help students see a clear connection between the skills that STEM classes offer and real life careers and motivate them to take these classes in high school
- Provide female middle school students, their parents, teachers and counselors a chance to interact with engineering and technical professionals to see how STEM careers can be fulfilling and fun.
- Introduce networking and mentoring basics to female middle school students
- Provide an opportunity for local corporations, their employees and the community to come together and support students to succeed in STEM subjects

Program Features

- Held on a school day as a field trip. This allows us to reach students who may otherwise have never dreamed of the possibilities in STEM careers that we would not reach with an extra-curricular program.
- Free for participants, many of whom are eligible for free/reduced lunch programs. Only cost to the schools is transportation to/from the event.
- Hands-on workshops engage the girls and get them excited about STEM careers.
- Event is held at the Colorado Convention Center. This is the only venue in the area with enough meeting rooms to allow us to serve this many girls without increasing the size of our workshops
- Girls are split into groups, led by industry volunteers. We had no more than 12 girls for every adult guide, and worked to mix the girls from different schools.
Changes/Enhancements from the previous event:

- Increased number of girls served by 30% (from 750 to nearly 1000).

- Added an adult influencer education track for the teacher and parent chaperones (while girls attend workshops with GESTEM volunteers)

- Revamped training for our 150+ volunteers to include “Changing the Conversation” materials for effective outreach messaging

- Added additional opportunity for volunteer/student interaction over lunch.

- Returned to stand-alone event format with 3 workshop sessions. For the previous 3 events, GESTEM partnered with the local STEMapalooza. Our girls would attend one GESTEM workshop, and spend the remaining 2 time blocks in the STEMapalooza exhibit hall. This kept our costs to 20% of the stand-alone event because we only needed 1/3 the meeting space and we walked the girls to a different venue for lunch. However, it was too difficult to move the girls to the lunch venue and all participants (girls, chaperones, volunteers) agreed that the workshops were more valuable than the exhibits.

- Moved event to spring semester from the fall. This time frame makes it easier for both our volunteer planning committee and teachers to plan for the event. This meant there was no GESTEM in calendar year 2011, but we did not skip an academic year.

Event Planning

There were 6 key individuals on the planning committee who worked for several months prior to the event. Their roles were:

- GESTEM Event Chair: Lead the committee, report to SWE-RMS Executive Council.

- Corporate Liaison: Primarily responsible for fundraising.

- Logistics: Catering, A/V, Participant give-aways, and Exhibitor Coordination

- Workshop Coordinator: Point of contact for all presenters at GESTEM

- Registration: Point of contact for program participants. Assigns girls to groups for the day, coordinates registration.

- Volunteer Coordinator: Solicits, trains, and manages all day-of volunteer guides and helpers.
## Event Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 9:00 am</td>
<td>Registration and Volunteer check-in</td>
</tr>
<tr>
<td>9:00 am – 9:30 am</td>
<td>Welcome and Keynote by Representative Diana DeGette</td>
</tr>
</tbody>
</table>
| 9:40 am – 10:30 am | Workshop Session 1  
Students attend one of 30 workshops with their GESTEM guides.  
Chaperones may visit exhibitor booths or stop in on a workshop. |
| 10:40 am – 11:30 am | Workshop Session 2  
Students attend one of 30 workshops with their GESTEM guides.  
*Educator/Chaperone Session: Dr. Jackie Sullivan, PhD – Associate Dean for Inclusive Excellence at CU-Boulder: “Who Belongs in Engineering: Strategies to Broaden Participation”* |
| 11:40 am – 12:10 pm | Lunch Break  
Students, presenters and GESTEM guides eat lunch in their Workshop 2 room.  
Chaperones, exhibitors and all other volunteers eat in the Ballroom, with small group round-table discussions. |
| 12:20 pm – 1:10 pm | Workshop 3  
Students attend workshops with their GESTEM guide.  
Chaperones may visit exhibitor booths or stop in on a workshop. |
| 1:20 pm – 1:30 pm | Closing  
GESTEM guides bring the students back to the ballroom, where they re-group with their chaperone. |

A brief description of the workshops presented can be found in Appendix A.  
Chaperone activity descriptions are found in Appendix B.

### Measured Results:

#### What participants said about GESTEM:

“It was a fun way to think about your future.” – 6th grader from STEM Magnet Lab

“It was a great event and I was happy to be a part of it! I really think that it is important to get girls involved in STEM fields and when I think about some of the things that got me into it, many of the activities were showcased at this event. It won't stick with everyone, but with some it will make a lasting impression and that's what we want!!” – Volunteer GESTEM Guide

“I can't believe how well organized the event is! With over 1000 girls, you would expect the girls to get lost but I knew at all times where every girl was. So cool!” – Middle School Teacher

“I learned a lot and had fun…that is hard!” – 6th grader from Stone Mountain Elementary
Student Survey Responses

To encourage the girls to provide feedback on the event, raffle tickets for door prizes were exchanged when they returned their surveys following the last workshop session. 607 surveys were returned (63% response rate). Surveys included demographic questions, questions about the workshops they attended, general attitudes toward school and STEM careers, and specific responses to the event itself.

Respondent Demographics

Respondents were primarily 6th and 7th graders, with an almost even split. 56% of those surveyed indicated being an ethnic minority; the largest percentage of these are Latine/Hispanic.

General attitudes about STEM and school:

55% of students agreed that they felt confident they would enjoy a STEM career, with only 13% of students disagreeing with this statement (the remainder were neutral or did not respond). Recognizing that women are under-represented in STEM fields, we asked the girls their thoughts on taking a class with all boys. Encouragingly, 55% responded they would take the class as the only girl, 38% said they would take the class under certain conditions, and only 7% said they would not take it or only take it if their parents made them.
The answers to questions about the GESTEM event indicate both that the event is positively received by the girls and that we are meeting our objectives of garnering their interest in STEM careers and the high school classes necessary to lead into them.

66% of survey respondents indicated they would recommend the workshops they attended to a friend, with an additional 29% responding that they “possibly” would do so.

69% of students said they saw a clear connection between skills learned in high school STEM classes and real-life careers.

Additionally, 57% of students indicated that attending GESTEM made them want to take more STEM classes in high school.
This was an open-ended question, but the same themes appeared often.

Generally positive reviews of the event are reflected by the answers to this question. 28% offered no suggestions for improvement, and 12% wanted more workshops and/or a longer event. 11% wanted to be with friends/people from their schools, a comment we anticipate. However, past experience shows better participation when the students are not distracted in their workshops by their friends. While we made every attempt to place the girls in a pod that attended at least their first or second workshop choice, the assignment of workshops was also an issue the girls wanted to see improved. Anecdotally we learned that although we ask the teachers to poll their students for workshop selection, there are some teachers who randomly choose on behalf of their students and others who select the same three workshops for all of their students, either in an attempt to align with a lesson or just in an attempt to keep their students in a group together (despite the fact that we emphasize repeatedly our intention to split the girls up).

**Adult Survey Responses**

The adult survey was available online for 2 weeks following the event. All adults (chaperones, presenters, volunteers). filled out the same survey. 101 responses were received

<table>
<thead>
<tr>
<th>Role</th>
<th>Number responses</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaperone</td>
<td>24</td>
<td>28.6%</td>
</tr>
<tr>
<td>Presenter*</td>
<td>20</td>
<td>60.6%</td>
</tr>
<tr>
<td>Guide</td>
<td>57</td>
<td>67.9%</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

*Since lead presenters were the ones emailed with the survey link, we assume the allowable number to be the 33 unique workshops rather than the full 116 people who aided in presentations.

Generally, the event was very well received by the adults in attendance. 82% rated their overall experience Great or Very Good, with 16% as Neutral and 2% Not Very Good. The chart on the following page shows ratings for specific aspects of the event.
Most of the N/A responses to these questions were by the workshop presenters who did not feel they should be rating their own performance.

LESSONS LEARNED AND FUTURE PLANS:

Though GESTEM 2012 was a great success, a few changes will be implemented for future years.

Grow the planning committee

A very dedicated group of just six people did 99% of the planning for this event. Though they did an excellent job of getting everything accomplished, “many hands make light work.” Additional roles for 2013 will include Adult Influencer Track Coordinator and Survey Coordinator at a minimum.

Keep strict deadlines for event preparation

Fundraising commitments were sluggish for this year’s event, and when registration opened pledges only allowed for 500 girls to attend the event. Enough pledges were received to open the event to 1000 girls, but not until 10 days prior to the event. The planning team was so enthusiastic to allow the maximum number of girls to attend that things got very hectic in the days leading up to GESTEM. So although we were ecstatic to hold the event at capacity, we
recognize that for event quality it will be better to limit the event by the pledged funding, number of volunteers, and presenters that we have confirmed 4 weeks prior to the event.

**Step up volunteer recruitment & interaction**

It was always the intention to have 30 girls per workshop. However, we only had enough volunteer guides to have 12 girls per group. This meant that some workshops had 24 students, but some had 36! Though our presenters were great about accommodating the increase, the plan for 2013 will be to work more closely with our large corporate partners to increase the number of volunteers to keep the student:guide ratio to 10 or fewer.

Though the webinar training leading up to the event was well received, in 2013 we plan to implement a welcome and refresher for the guides first thing on the event day. This has the added benefit of giving these volunteers something to do while the chaperones and students get their registration packets.

Additionally, to help kick-start the day, we plan to replace the keynote speaker with an ice-breaker activity for the guides to do with the girls in their group. Since we do not intend to change our practice of splitting up girls from different schools, this type of activity should help the girls feel more comfortable with their group for the day.

**Survey improvement**

A lot of great feedback was provided for the 2012 event. However, the implementation of the surveys can be much improved. Survey creation was rather last minute. The schedule at the end of the event was very tight, which made it difficult to collect the surveys from the girls and draw for door prizes. In an effort to keep the girls’ surveys to a single page, data entry from the surveys became very time consuming (too many free response questions). Streamlining the questions to ease data entry will be a priority.

In 2013 we will have separate surveys for the different groups of adults that participate in our event (chaperones, guides, and presenters). To improve the response rate of the chaperones, a prize drawing for completing the survey could be held for this group as well as the girls.

**Continued emphasis on interactive presentations**

Feedback from students and adults indicated that a few of the presenters may not have taken the requirement of hands-on activities enough to heart when designing their workshops. We are considering adding a webinar training session for presenters similar to what we do for the guides, to help with messaging and overall experience.
## APPENDIX A: Workshop Sessions offered at GESTEM 2013

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Company/Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Space Science</strong></td>
<td>McREL</td>
<td>Re-create the solar system and discover some of the most cutting-edge space science!</td>
</tr>
<tr>
<td><strong>Ready, Step, Launch!</strong></td>
<td>McREL</td>
<td>What are those bright lights in the sky? Help build a model of the solar system and transport an asteroid safely through!</td>
</tr>
<tr>
<td><strong>Art and Science</strong></td>
<td>McREL</td>
<td>Think you have to study math or science to work in space? Think again! Explore images arriving on earth from NASA missions and how art backgrounds are useful in science!</td>
</tr>
<tr>
<td><strong>Animal Crossings</strong></td>
<td>Felsburg Holt &amp; Ullevig</td>
<td>How can you make sure the animals that live around your road can still find food? Experience road planning in a whole new way!</td>
</tr>
<tr>
<td><strong>Astrobiology: The Search for Life</strong></td>
<td>Lockheed Martin</td>
<td>What do you think aliens look like? Hear some expert opinions, then create your own idea!</td>
</tr>
<tr>
<td><strong>The Game of Life</strong></td>
<td>College in Colorado</td>
<td>Ever wondered why studying math and science is so important? Compete with the rest of your class in this simulation of the future to learn why!</td>
</tr>
<tr>
<td><strong>Bouncing Laser Light</strong></td>
<td>Extreme Ultraviolet Eng. Research Ctr</td>
<td>Target practice! Test your light bouncing skills while aiming for targets behind walls and other obstacles!</td>
</tr>
<tr>
<td><strong>Math Moves You</strong></td>
<td>Raytheon</td>
<td>What does math have to do with fashion? Learn about the connection and other surprises that math has in store for you!</td>
</tr>
<tr>
<td><strong>Biomedical Engineering and Lipgloss</strong></td>
<td>CSU</td>
<td>Discover emulsion and other biomedical principles by creating your own lipgloss!</td>
</tr>
<tr>
<td><strong>Doggy DNA - A Recipe for Traits</strong></td>
<td>UCD</td>
<td>Discover the DNA recipe for your perfect pet!</td>
</tr>
<tr>
<td><strong>Water Jeopardy</strong></td>
<td>Bureau of Reclamation</td>
<td>Test your knowledge on water! Why does water matter to the earth, the human race and you?</td>
</tr>
<tr>
<td><strong>Eggstraordinary Lander</strong></td>
<td>Lockheed Martin Space Systems</td>
<td>Protect that egg! Test your mechanical engineering skills by building a safe capsul for your egg-o-naut!</td>
</tr>
<tr>
<td><strong>Get Energized at CSU</strong></td>
<td>CSU</td>
<td>Build a rechargeable battery and solar cell from components you could buy at the store!</td>
</tr>
<tr>
<td><strong>Defending and Protecting the USA</strong></td>
<td>Lockheed Martin</td>
<td>Whose missile will make it? Half of the group will design the target missile and the other half will design the interceptor missile, may the best team survive!</td>
</tr>
<tr>
<td><strong>Heart Smart</strong></td>
<td>Denver Museum of Nature &amp; Science</td>
<td>Glimpse the life of a cardiologist during this dissection experience!</td>
</tr>
<tr>
<td><strong>Gum Drop Bridges</strong></td>
<td>Xcel Energy</td>
<td>Build a unique bridge out of gumpdops! Think your bridge can hold the most weight? Let’s find out!</td>
</tr>
</tbody>
</table>
## APPENDIX A: Workshop Sessions offered at GESTEM 2013, continued

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Company/Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Chaserz Robotic Car</td>
<td>DU</td>
<td>How does the car know where to go? Discover sensors and how many devices depend on them!</td>
</tr>
<tr>
<td>The Engineering Behind Roads</td>
<td>Central Federal Lands Highway Division</td>
<td>Discover the processes involved in making a road! Together we'll examine &quot;Rock Coring Cake&quot; and create a batch of &quot;Asphalt Cookies&quot;!</td>
</tr>
<tr>
<td>Now You See It, Now you Don't:</td>
<td>CU Boulder</td>
<td>Figure out how to make the invisible, visible and vice versa!</td>
</tr>
<tr>
<td>The Power of Fluids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy Efficiency - Are YOU in</td>
<td>CU</td>
<td>We all use energy, but do we use it wisely? Explore lighting fundamentals and help brainstorm solutions to conserve energy in your own community!</td>
</tr>
<tr>
<td>&quot;The Know&quot;?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting to Know Your Water</td>
<td>City of Boulder</td>
<td>Where does the water come from when you turn on the tap? Find out and explore how it works!</td>
</tr>
<tr>
<td>Hovercraft</td>
<td>Zachry Engineering</td>
<td>Build your own hovercraft!</td>
</tr>
<tr>
<td>Broken Bones</td>
<td>Covidien</td>
<td>Think you know how casts work? Find out by competing to create the strongest cast for your broken chicken bone!</td>
</tr>
<tr>
<td>Tackle the Tower</td>
<td>Covidien</td>
<td>Think you can build the strongest tower? Test your engineering skills by building a tower that can hold a cup of pennies on top.</td>
</tr>
<tr>
<td>Discovering Dinosaurs</td>
<td>CU Science Discovery</td>
<td></td>
</tr>
<tr>
<td>Shedding Light on Blood</td>
<td>Terumo BCT</td>
<td>Ever heard of a blood transfusion? We take blood from a healthy person and give it to something who needs it, but first, help us figure out how to clean the blood!</td>
</tr>
<tr>
<td>Intro to Game Development</td>
<td>DeVry University</td>
<td>Ever thought about designing your own video game or virtual world? Get started today!</td>
</tr>
<tr>
<td>Separating Blood to Save Lives</td>
<td>Terumo BCT</td>
<td>Discover all the pieces and parts in blood! If you thought blood was a simple thing, think again!</td>
</tr>
<tr>
<td>Take Charge! Student Energy</td>
<td>Groundwork Colorado</td>
<td>What can you do to help the coming energy crisis? Find out about other energy sources and what you can do to make a difference!</td>
</tr>
<tr>
<td>Education and Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have what it takes?</td>
<td>Siemens Industry</td>
<td>Do you think you have what it takes to succeed in math and science? Test it out with our special scientific experiment!</td>
</tr>
<tr>
<td>Weather in a Bottle</td>
<td>NCAR</td>
<td>Make your own cloud!</td>
</tr>
</tbody>
</table>
Appendix B: Description of Chaperone Activities

The goal of the chaperone activities this year was to provide tools and resources for educators and parents such that they can continue to promote STEM fields to their students outside of GESTEM. These activities included a guest speaker, exhibitors from partner organizations, and round table discussions over lunch.

Educator/Chaperone Session: Dr. Jackie Sullivan, PhD
“Who Belongs in Engineering: Strategies to Broaden Participation”

During workshop 2, Dr. Sullivan spoke on the topic of young women in engineering fields, including:

- What IS engineering? (It’s not what most Americans think!)
- Who chooses engineering now, and who belongs in engineering – why do we need a diverse profile of students?
- Effective engineering messaging for young women
- Suggestions for educators regarding self-efficacy and stereotype threat
- Who should be counseling into engineering?

Jacquie Sullivan is associate dean of the College of Engineering and Applied Science at the University of Colorado at Boulder where she is responsible for recruitment and retention of women, minority and first-generation students attending engineering college through her leadership of the Broadening Opportunity for Leadership and Diversity (BOLD) Center, the Engineering GoldShirt Performance Enhancing Year Program and many other diversity-focused initiatives. She is founding co-director of the award-winning Integrated Teaching and Learning Program, focused on integrating hands-on engineering throughout the K-16 learning experience for ~4,200 undergraduate and 2,000 K-12 students annually. She received her PhD in environmental health physics and aquatic toxicology from Purdue University and brought 14 years of industry engineering and leadership experience to the higher education environment. At CU, Dr. Sullivan served for nine years as the director of an interdisciplinary water resources and environmental engineering simulation and optimization research center prior to changing her focus to the K-16 educational mission. Sullivan leads the multi-institutional initiative that created TeachEngineering — an NSF-funded online, searchable, standards-based, digital library collection of 950+ K-12 engineering lessons and activities. Sullivan led the 2004 founding of ASEE’s K-12 and Precollege Engineering Division, served as a member of two recent NAE committees—Engineering in K-12 Education and Changing the Conversation: Messages for Improving Public Understanding of Engineering— and served on the Engineering Directorate Advisory Committee at NSF. She is a founding board member for the Denver Schools of Science and Technology—a network of highly-successful public middle and high schools that immerse diverse urban students in a liberal arts STEM-focused college preparatory education. She has published broadly, from Science magazine to NAE’s The Bridge. Dr. Sullivan received the 2005 Lifetime Achievement Award from the ASEE K-12 Engineering Division and received the 2008 NAE Gordon Prize for Innovation in Engineering and Technology Education.
Appendix B: Description of Chaperone Activities, continued

Exhibitors

**KidsTek: “Reach Higher through Technology Education”**
The mission of KidsTek is to increase the technology literacy of students at Colorado's highest-needs schools through our innovative programs. KidsTek provides an extensive technology curriculum for our host schools with the goal of providing the tools for long-term academic and career success. [www.kitdstek.org](http://www.kitdstek.org)

**Colorado Association of Black Professional Engineers and Scientists/CABPES**
CABPES, an after school enrichment program, will present the Junior Engineers Tomorrow’s Scientists (JETS), the Math Enrichment Program (MEP) and the SAT/ACT College Prep program to young ladies interested in pursuing a collegiate and professional career in STEM relate fields. They will talk about how CABPES can help advantage students through their participation in one or more of these CABPES’ programs. [www.cabpes.org](http://www.cabpes.org)

**Rocky Mountain PBS**
The mission of Rocky Mountain PBS is to enrich the lives of Coloradans through engaging and essential programs, services and community partnerships that inform, enlighten and entertain. At GESTEM, Rocky Mountain PBS will invite attendees to watch great PBS STEM programs like NOVA, as well as Cyberchase and Fetch. RMPBS will also have a drawing for “400 Years of the Telescope” dvds, books and star guides. [www.rmpbs.org](http://www.rmpbs.org)