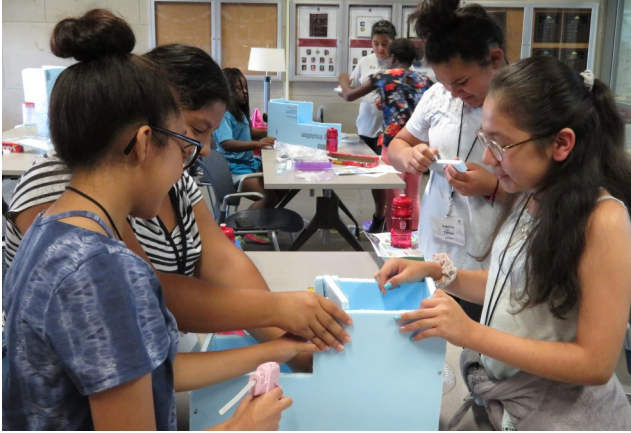


2018 MarTREC SUMMER OUTREACH



MarTREC hosted 15 fifth and sixth grade girls in July 2018 at our GirlTREC summer camp on the University of Arkansas campus. The camp focused on hands-on activities related to transportation engineering from roads to rail to waterways and was designed to build courage and interest towards studying STEM fields and considering a career in the transportation industry. Our interactive programs were taught by faculty at the University of Arkansas' civil and industrial engineering departments and included activities in bridge construction, social media data during disaster response, traffic control systems, and lock and dam operations.

The Mississippi Transportation Institute (MTI) aims at introducing a diverse group of motivated pre-college students to the transportation industry. During the three-week residential program, students will participate in academic and enhancement activities designed to improve their skills in Science, Technology, Engineering, and Mathematics (STEM) and leadership. The program's prime sponsor is the Mississippi Department of Transportation, and MarTREC is a co-sponsor.



The Gulf Coast Center for Evacuation and Transportation Resiliency hosted a session of hands-on activities for the LSU Recruiting into Engineering High-Ability Multicultural Students (REHAMS) summer camp on June 14, 2018 and the LSU Halliburton Xploration Camp Inspiring Tomorrow's Engineers (XCITE) summer camp on July 10, 2018. The REHAMS summer camp is offered every year to rising 11th and 12th grade students. The XCITE summer camp is also offered every year to rising 9th, 10th, and 11th grade female students. These summer camps provide an opportunity to explore,

create, and compete in a variety of engineering and college preparatory activities to encourage interest in a career in STEM. During the sessions, the students planned, designed and built a city using toothpicks and gummies. They also used paper roads to create a transportation system that provided accessibility and connectivity. To mimic the planning and design of real cities, the students were limited by design constraints, time, and resources. For example, students needed to design their cities around hypothetical lakes, rivers, wetlands, underground pipelines, street light poles, and trees. Their structures also needed to support the weight of a book without failing.