

Interview of Molly Baker  
Conducted by Ewan Dignon  
24 November, 2023

Molly Baker is an advocate for Reproductive Justice and was co-President of Students for Reproductive Freedom at Boston University. Earlier she worked on outreach with Planned Parenthood in Bridgeport, Conn. and now works for the nationwide organization in donor services.

EWAN DIGNON: I think that worked.

MOLLY BAKER: Yeah, it looks like it. I got a notification.

DIGNON: So anyways, again, thank you so much for taking the time to share some of your experiences with reproductive justice and students for reproductive freedom with me. I'm just going to review some of the ways I'm going to ask the questions. Stop me if you have any questions for me. Any questions I can answer about this whole process, I can find someone to answer for you.

BAKER: Okay.

DIGNON: All the content in this interview is yours. I'll upload the recording to a safe Dropbox and I'll transcribe it over the next week or so and send it back to you to review. And you can edit for accuracy and you can decide if there are parts you'd like to edit out completely. And then it'll be uploaded to the archive and it'll be available online. There will likely be things today you share today that are somewhat important and I don't know enough about them yet to form good questions, but I might need a little bit of time just to think of a good followup and stop if there's anything, just ask me to move on if there's a question you're uncomfortable answering.

BAKER: Okay.

DIGNON: That makes sense?

BAKER: Yep, sounds good.

DIGNON: Anyways, from what I understand you were involved with, students for reproductive freedom at BU<sup>1</sup>. Is that...?

BAKER: Yep.

DIGNON: How'd you get involved with SRF<sup>2</sup>?

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<sup>1</sup> Boston University

<sup>2</sup> Acronym for Students for Reproductive Freedom

BAKER: Yeah. I, in high school, worked at Planned Parenthood as a peer, like, educator, which was a really great experience for me, and so going into college, I knew that I wanted to be a part of a GenAction Club<sup>3</sup> if, if my college had one. And so I started going to the meetings and it was really great and all of the initiatives that they were working on sounded really interesting. It also provided me with a lot of community at college, which was important to me, so it was a great mix of feeling like I was working on the issues that I cared most about and also making friends with like-minded people.

DIGNON: Can I ask what it was like working at Planned Parenthood while still in high school?

BAKER: Yeah, I worked at the Bridgeport Clinic<sup>4</sup>. So growing up in Fairfield<sup>5</sup> I think that the biggest way that it impacted me was really having experience with the difference in sex education that we got to receive, you and I in Fairfield Public Schools, and what our peers in Bridgeport, one town over, were receiving. The program that I was part of was really like the first time some of them were receiving any sort of sex education. So that was eye opening for me in high school.

DIGNON: So you were mostly working on sex ed with Bridgeport residents?

BAKER: Yeah, it was a program for high schoolers with Planned Parenthood of Southern New England and so we would go in and kind of learn about different topics that we were then supposed to be able to share like correct information with our peers back at school. But we also were able to like supply our peers with safe sex supplies, like condoms, and every other month they would open up the clinic to just high schoolers for like two hours and high schoolers could come in and get any, like not any Planned Parenthood service, but most Planned Parenthood services, completely free of cost without having to share any insurance information or anything like that. So we would host that as well.

DIGNON: Really cool. Was there any like community pushback or anything like that that you came across?

BAKER: In high school?

DIGNON: With the Planned Parenthood office.

BAKER: No, I, it was a really great program. And I think most people just didn't even know about this type of thing. I'm not sure exactly what it was like for that to get started. I came into a pretty established program for high schoolers. So I didn't experience any of that.

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<sup>3</sup> Generation Action is a Planned Parenthood program to unite about 350 different campus organizations

<sup>4</sup> Referring to Bridgeport, Connecticut

<sup>5</sup> Referring to Fairfield, Connecticut, a higher-income town bordering Bridgeport

DIGNON: And you continued with some of the education stuff with SRF, right?

BAKER: Yeah, so that was a big part of our mission was advocating for sex ed and our weekly meetings often were to discuss different topics that, in my opinion, are should be included in sex ed, some of them weren't quite what you would think of as sex ed like today in schools, but pretty much everything was at least a little bit related to a sex ed topic and that's kind of what we all wanted to talk about, learn more about. And we would kind of rotate hosting the meetings based on what we were learning in school, or we'd have a professor come in or watch a movie, and those sorts of things so we were all learning together as a community. Also, as a GenAction club, which means that we were associated with Planned Parenthood League of Massachusetts, the Action Fund, part of that was to educate and distribute safe sex materials similar to what I did in high school.

DIGNON: Nice. Why do you think that education is important on a college campus?

BAKER: I think that sex education and education about healthy relationships is something that would make that would bring about a lot of equity and it would also empower women and LGBTQ folx to protect and understand themselves prior to going into college where sex is prevalent and sexual assault is really prevalent and I think that that is really missing on college campuses sometimes because, and also that we aren't all going into the same situation equipped with the same sorts of knowledge.

DIGNON: Can I ask how SRF's education meetings differed from what BU may have provided or what a normal high school education would have provided?

BAKER: Yeah. Well, first it wasn't, like, it wasn't professionals, like we were just students all trying to learn together. So that was really important for us to get across first. We also just were interested in learning more and they were very interactive, collaborative, some, you know, they, they had different structures, but that was kind of important. I think it was cool that we got to talk about what we wanted to talk about. And then I think that we went into a little bit more complex topics that overlapped with sex education because we all had an understanding that we, like, we all had kind of like the interest in it already, that we can, we could kind of grapple with what sex ed means in a much more broad way, so like a lot of what we talked about is like how reproductive justice intersects with like the justice system in America and how prison abolition intersects with reproductive justice. Also just about what reproductive justice means and how we were on a very white campus, part of a very historically white organization as a Planned Parenthood club and what that meant for our role in a reproductive justice movement started by Black women. So I think that those are things that people don't think about and aren't the basics for sex ed in high schools. It was just kind of what we were interested in. But we became a resource for connecting people to accurate information for those more basics which I think was important.

DIGNON: Yeah, with the reproductive justice framework, black women, are you talking

about SisterSong<sup>6</sup>?

BAKER: The SisterSong and... shoot. SisterSong and one other group, I think, but Sister Song was the primary one. We would look at their definitions and stuff is what we used.

DIGNON: Would you mind talking a little bit about the intersection of prison abolition and reproductive justice? I find that fascinating.

BAKER: Yes, I can. So... I think—I think that... Okay. It's kind of hard for me to talk about also, just because as a white woman, it's not something I have experience with. But I believe that the prison system in the US is just. I think that the liberation from it is needed to have full liberation for women and reproductive justice. And then I think that the way that we incarcerate black people in this country affects black families, which has a big impact on reproductive justice too, because reproductive justice is the right to raise a family or to not raise a family and the prison system takes that right away from Black and brown people in this country, which is an intersection of it. And I think that there are a lot of other ways that, yeah, like liberation and freedom and justice intersect heavily, both in reproductive justice and prison abolition. But I don't I'm not equipped to go into them today.

DIGNON: Don't worry about it. You also did mention how a lot of your workshops dealt with equity and reproductive justice, which is unusual for a predominantly white institution. Do you mind just talking a little bit about how the specific ways you dealt with equity through these educational frameworks?

BAKER: Yeah, I think that was really hard and we didn't perfect it and it was something that we talked about all of the time. We didn't have any people of color on our E-Board<sup>7</sup> for a very long time, didn't have any men or transgender people on our E-Board for a really long time too. So like, how do you, how can you be a club, right? That's like, for these people made up of only white women and like not have like this like white savior very plant, like Planned Parenthood 100 years ago vibe, like it's, it's doesn't feel right, right? Because like, especially when it's the thing you care about the most and that's why you're all there. You don't want to like, do it wrong, or speak for other people, or just like not acknowledge the fact that you're all white women. Which eventually, we started evolving slightly, but still pretty much just a very white club at a very white school because of Planned Parenthood and that sort of thing. I don't think that we could have expected to be a safe place for people of color when Planned Parenthood didn't have a good track record and so I think that just acknowledging it, acknowledging that it's not perfect and opening that conversation is something that a lot of places fail to do. And so I think that was kind of how we tried to go about it and just stay really open to what was going on and acknowledging our privilege and power and where we were and that was really important to us. But I don't think we really knew or perfected how to integrate that into all of our conversations. I think that would have been really hard for us. But by opening the conversation

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<sup>6</sup> The SisterSong Women of Color Reproductive Justice Collective released a framework for Reproductive Justice including the right to have children, to not have children, to parent the children in a safe community, and to have bodily autonomy.

<sup>7</sup> The Executive Board (leadership) of the club

with that, that idea out there helped us to, if that makes sense.

DIGNON: It does. It does. I was just thinking about even though it was a club mostly white women, it still did, based on what you've said, it still did kind of practice a different model from like the traditional white feminism, Planned Parenthood, which is still important, even if you didn't perfect it. But would you mind, do you have any examples of topics that were slightly more, perhaps LGBT inclusive or inclusive of people of color that may not be covered by traditional Planned Parenthood.

BAKER: Yeah. Um, yeah. We, like I said, since we were already interested in the topic of sex ed and that sort of thing, we were kind of able to be a little bit more adventurous, I guess, in what we got to talk about and a lot of that did include LGBTQ plus education and other types of diversity. We would have, there's this really great sex shop in Boston called Good Vibrations, and they were like one of the oldest sex shops in the country, it was like a boutique place, not like the scary warehouse places, but they would do like really informative workshops. So we got to learn about sex toys and kinks that were really inclusive of different types of communities and education that nobody gets ever that helps with other types of equity, like giving LGBTQ people sex ed. And yep, so that's really important. We did one specifically on body image, which I think is a really important conversation for women who are having sex, but also anybody who's having sex and particularly it was extremely inclusive for trans folx. So that was really cool. And then we also had different types of other workshops like we had a workshop about sex and disabilities. This activist, Andrew Gurza<sup>8</sup>, has pretty significant physical disabilities, is in a wheelchair. And he did a really great workshop for us about sex education disparities for people with disabilities and what sex looks like for those types of people. And then another speaker that we would have a lot, which kind of goes back to the prison conversation was a trans woman. I'm forgetting her last name now. Her name was Angie<sup>9</sup> and she was the first person to be transferred to a gender affirming prison by court order. So she suffered really bad abuse in the Massachusetts prison system. As a trans woman, she was pretty much fully transitioned, looked like a woman had, and was in a men's prison, so that was really terrible. Experienced abuse from prison guards, inmates. And so she was then successfully transferred to a women's prison where things weren't much better for her. But that was a really interesting conversation because it touched on so many things. It touched on injustice taking place in prisons, LGBTQ rights and abuse. So I think that that was, she was always a very moving and touching speaker for our club. Really encompassed a lot of the topics that we discussed.

DIGNON: Yeah, that takes, that's a big part of the bodily autonomy section of the Reproductive Justice framework, which makes sense. That's, you really covered a wide array of issues with SRF. Would you say these workshops were successful at reaching a lot of students?

BAKER: Yeah, obviously that's like one of the main things clubs try to do is get and retain members and offer things that people want to come to. I think like one thing that was like really

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<sup>8</sup> Andrew Gurza is a noted Disability Awareness Consultant

<sup>9</sup> Referring to Angelina Resto

cool about our club is like we had a lot of younger members who like really wanted to learn these things and by offering workshops that are interesting right like you don't usually get to like go learn about sex toys like in a really non-judgmental like learning type of setting where like you're not scared and so I think that that was really great and helped us reach a lot of people. And we tried to offer them during COVID, a lot of my college experience was during COVID. So I think we were able to expand who we got to bring in and who we got to, and who got to join based on our ability to do some remote workshops, which was really great. We also had, since we were a Generation Action, we were a member of Generation Action. We had like sister clubs, and in Boston that's really great because there's so many schools, so we could collaborate with Northeastern, which was just a 15 minute walk away. So that was really fun and opened up more possibilities for us.

DIGNON: That makes a lot of sense. The, were you in Fairfield for the book banning library<sup>10</sup>...

BAKER: Yeah.

DIGNON: ...thing? Yeah. It reminded me a lot of it with the conversation about toys in an open and judgment-free place.

BAKER: Yeah.

DIGNON: Did you do any outreach outside of the university community while in Boston?

BAKER: That's a good question. I think that, like, generally, no. Not usually. We would fundraise, not fundraise, but like do, well, sometimes fundraise, especially during COVID for women's shelters. Or we would collect like period products for shelters and other drives that collected that sort of thing, so that was important to us. And then our target audience for the Plan B<sup>11</sup> vending machine was obviously students, specifically BU students, but also a place where other students in Boston could know that it's there and use, but it was also really important to us that it was accessible to the most amount of people for like the most amount of hours in a day. And so it's in our student union, which is open most of the day into the night and is more accessible for the community, the outward community, than other places where only a student might be able to get in. And that was a conversation that we had, and it was intentional that that's where it needed to be, was a place that the whole community could benefit from, not just students at BU.

DIGNON: With the Plan B vetting machine, could you just talk a little bit of the process of working with the school to get that put in place?

BAKER: Uh-huh. So we'd worked on it for a really long time. The reason it took so long wasn't really because of pushback, it was more because of COVID and not knowing what we were doing and having to kind of learn it all. So pre-COVID we were getting really close to getting it

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<sup>10</sup> A public library hearing on removing a LGBTQIA+ sex-ed book from the Young Adult section

<sup>11</sup> The brand name of a commonly used emergency contraceptive also known as levonorgestrel

done. The main people we had to work with was the health center<sup>12</sup> because we needed a way to buy emergency contraceptives in bulk and that's not really something you can just do. You need to have a license for buying, like especially at-cost in bulk. You need to have permission to do that so we had to have a sponsor over at the health services. And then they ended up being able to like, just be our financial sponsor as well, because as students, we can't just like, buy things for like the school. Like we needed to transfer our funds officially to somebody at the school to make the purchase, so they also acted as that for us. And then we needed to work with Vending, who would be operating and installing the machine for us. So we went to them and they helped us. I believe later on, since we've gotten our machine, Vending put in an updated machine with the company that they use. And that was helpful for them because they have the parts to fix it. And like, maintain it more easily, which would have been nice to know before we got it at all. So I would definitely recommend asking about that. Just like something we had to learn, something nobody really thought to think about, I guess. Plus it like wasn't in our budget at first, and we had to purchase the first machine ourselves and then, what I think happened, although I don't know for sure because I graduated once they transitioned to the new machine, I think the school gave us that machine because we got so much positive attention and response. The school saw the need for it and that it was important to them to have the one that would be more sustainable for them to have for a long time. So cost was a factor. But yeah, so we talked to, sorry, that was a little bit of a tangent. We talked to Vending and Health Services because we needed somebody to install the machine for us and we needed somebody to buy the medication for us. We never, I don't think really got permission from anyone to do it. We didn't have to present anything. We just were like, "Will you help us?" and they were like "That's a good idea, sure." and so it just kind of started that way. And then eventually we were kind of getting stuck on it happening. So we needed to get like, Vending was like, "Yes, we'll do it, sounds good" Health services was like, "Yes, we'll do it. Sounds good." But then we'd be like, okay, like, let's do it. What else do you need from us? And like, there'd be like, stupid little things that they still needed from us, like, so tiny and didn't make any sense. So eventually I called the Dean of student activities at BU and I was like "Hey we're doing this but there's all these dumb things that still need to get done." and so he was able to help me in the end connect with the Head of Vending, who was able to approve all of the things we need to get approved for the vending machine to actually get installed, which was kind of a holdup for us before. So we did eventually have to get permission from someone higher up, but we didn't ask for it at first.

DIGNON: Yeah, that makes sense. Seems a little complicated, but I mean, it's there now. What, to you, is the difference between the vending machine and say just going to like a CVS or a Planned Parenthood clinic to pick up Plan B?

BAKER: Yeah, I think that one thing that became really apparent during COVID was how hard it was to get into health services and Planned Parenthood. There was one Planned Parenthood clinic in the whole city of Boston, which I thought was kind of nuts. And you couldn't get an appointment for like two weeks and you have to take Plan B within three days. So that was not helpful. Also, student health centers are closed on the weekends, so still not helpful. That's usually the time you need Plan B, is on the weekends. And going to CVS, even the generic, they

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<sup>12</sup> Referring to the Boston University Student Health Services

usually don't carry many options of generic brands for emergency contraceptives because—so we didn't, we didn't use Plan B brand. So you could have bought this like on Amazon or something and had it stocked up, but CVS doesn't carry too many off-brand ECs. So you don't have options for different price points. You have usually Plan B, CVS brand and that's it to choose from. And the Plan B in the vending machine is under \$10<sup>13</sup>. So the fact that it's open almost 24-7, I think it closes from like, I don't know, midnight to 5am or something. But besides that, it's always open. And to have the low price point makes it significantly more accessible to students who get into Planned Parenthood or the health center to get a free Plan B.

DIGNON And it was, it was well-used, the vending machine? Like it made it much more accessible for students?

BAKER: Yeah, we had great response. It was really cool to hear. We had a response from the media, we were in the Boston Globe, which was really awesome. And we also had great response from students. It was so cool to hear people get excited about it and like, just spread the word by mouth. Like you would hear people in class like spreading the word by mouth, which was really awesome. And I think like in the first month we'd had over like 600 pills bought and it was like in March. So one of the weeks was spring break. So it was like basically in three weeks of school that many emergency contraceptives were purchased. So it was really, really crazy and awesome.

DIGNON: Yeah, that's really cool and really effective. How do you think this could be applied to other schools, particularly in states that have started limiting access to this kind of reproductive care?

BAKER: I think it's like—that's like a hard question because I wasn't out of school even close to that. Like, BU is in a very liberal place where most people agree that access to birth control, emergency contraceptives, abortion, all of that is pretty widely accepted by BU, BU students, BU faculty, and also the city that we were in. So we were very privileged to have that. It made the process, I'm sure, much easier. I think that when talking to other students after this, who were at schools where they were worried about not getting approved, I think that like going the health services route is the smarter way because I think that having a vending machine like this in the health services building is less scary to people because they're already offering the service most of the time. Now if their Health Center was not offering emergency contraceptives for free I don't even know where you would begin. And that sounds like a really daunting, scary task. But like I said, we never really asked for permission. So maybe just talking with a health service representative who does think that access to medical, you know, attention is important, that reproductive health care is important, would be a good start. And then reaching out to local Planned Parenthood affiliates in your state would be a really great start because like I said, or like I've mentioned, being part of a GenAction club opened a lot of doors for us. There was a reason why we needed to stay as a GenAction Club. They really supported us in this work, financially especially, but also just to know what was going on at Planned Parenthood around us was really important. Planned Parenthood is always going to be one of the largest healthcare

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<sup>13</sup> Plan B typically costs about \$40-\$50 in drug stores nationwide



providers in a place, like in anywhere. And so they're going to have a pretty good idea of what's going on. And they'll also have a good idea of the laws around you, the wording and they'll support you with those things. They'll support you with whatever types of education resources you need. Also like legal and political advice questions. So I think starting at Planned Parenthood is another really good way if you think that your school wouldn't be super receptive. Planned Parenthood is really powerful.

DIGNON: You seem to have gone to a school that was very receptive though. Like did you, did SRF work closely with Planned Parenthood or was that not really necessary?

BAKER: Yeah, they helped us. Like I said, financially they, we used a lot of our funds, to do this Plan B vending machine. As a GenAction club, you have to propose your plans to Planned Parenthood, and then they'll allocate you with funds to help your initiatives take place. So that was really helpful. Also, they connected us with Brandeis who had had a machine before, and their GenAction club had completed their machine, so that was a really important way. But yeah, there's lots of weird laws. In Connecticut, you can't have drugs in a vending machine<sup>14</sup>. That's the law. So it's very, it's gonna be different state to state. Like in Connecticut is, you know, not a place where access to EC is limited generally. Not like other states who are trying to ban contraceptives and abortion, but like, that's a weird rule.

DIGNON: Oddly specific.

BAKER: Yeah, so I think the benefit of having a local Planned Parenthood affiliate is that they have, they've handled specific fights in that state where like I know the laws really well.

DIGNON: I know you said you worked at Planned Parenthood before going to school. Do you do any work with them now?

BAKER: Yeah I work at Planned Parenthood Federation of America now.

DIGNON: What do you do?

BAKER I work in donor services at the national office. Nice. So in fundraising.

DIGNON: What did you say? Sorry, I missed that.

BAKER: In fundraising.

DIGNON: Oh, nice.

BAKER: So the national—the national Planned Parenthood doesn't provide any medical.

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<sup>14</sup> Section 6 of Public Act 23-52

DIGNON: Yeah.

BAKER: This that's all local affiliates, we fundraise and do sex ed type of work and support the affiliates, obviously.

DIGNON: I don't know how long you've been a Planned Parenthood. But has any of that work changed in the past couple years after the *Dobbs*<sup>15</sup> decision?

BAKER: Yeah, so I graduated 2022. So that's when *Dobbs* was decided in June, so right after my graduation, and then I started working in July. So I guess like I haven't worked there, but like before, but I work in fundraising, so that was really effective. We saw lots of support. And it really motivated people to get involved once that happened. I think that a lot of people thought it couldn't or didn't wanna think about it happening. And so, yeah, it affects a lot of what we do. And yeah, it affects our work all the time. As do a lot of outside events, like you know we're very affected by the political climate in the country, what our work looks like every day. And you never really know what's gonna happen.

DIGNON: So, but you said fundraising's definitely gone up since *Dobbs*, like more support for Planned Parenthood.

BAKER: Yeah.

DIGNON: I'm sorry, just give me one second. How does the Planned Parenthood sex ed programs differ from the SRF? Like what you did for the BU students? I know you work in fundraising, but do you happen to know?

BAKER: Yeah. So I don't work too closely with the education program at the national office. I think that what the national office really tries to do, but I'm not positive. I know what they do a lot is try to offer sex ed and accurate information in the most widely available way. So you can always go on Planned Parenthood's website and have accurate sex information, which I think is really important for, especially young people who are maybe like looking things up that they don't really know what they're talking about, for them to happen across a Planned Parenthood website instead of a website with not accurate information or like the whole story is really important. And I think at SRF, we were talking more about like, you know, topics we were interested in rather than really focusing on widespread accurate information. So I guess that's like the biggest difference. But, you know, we needed to have education as one of our goals being associated with Planned Parenthood. It was just kind of, I guess it was like just educating a different, focusing on a different group of people was the biggest difference.

DIGNON: Could the more general education workshops you ran for students at BU be brought

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<sup>15</sup> *Dobbs v. Jackson Women's Health Organization* formally overturned the right to an abortion enshrined in 1973's *Roe v. Wade*

to a larger audience? To be honest, having gone through public schools, I can't imagine my health teacher talking about sex toys, but do you still think it could be brought to a larger audience?

BAKER: Yeah, and I hope that it is, and I think that sex ed needs to be more inclusive. We need to learn about gay sex in school. Like, we need to learn about what it looks like to like, what abuse looks like and what sexual assault looks like. Like, you know, we learn what consent is, but the concept of consent is so conceptual that when you're in a situation where you need to give consent, it's not always easy. And we should learn that before we go into college where people are partying and getting sexually assaulted. Like a conceptual idea of what might happen and how that might not be easy to just say no, you know? And also, what enthusiastic consent looks like for, you know, it helps perpetrators understand what they need to listen. Like, you know, like, like maybe if people understood what consent looked like from all angles, sexual assault would go decrease. So I think that those things are important. And then also like girls need to be taught that they can come and deserve to come. And that's just like, not like, like, women should know that they can orgasm. And they should be taught that in school, because it's about their body. And like, that's crazy that like we're not.

DIGNON: Yeah, it's honestly, I mean, I've been talking to people at school about their sexual education in high school. And some of them are heavy abstinence only. I was speaking to this girl in our high school. They took three pregnant girls from our class and brought them to the front and said like, this is what happens if you have sex. And I was just wondering how you thought about countering those kinds of cultural ideals towards abstinence.

BAKER: Yeah, I mean, it's just so crazy. Like it's so frustrating and crazy because like absence only sex education does not work and it's been proven to not work. And there's also so many other countries that do sex ed so much better and have lower pregnancy rates. It's just like so nuts that like people don't give a shit about like that type of data and I literally don't know how you like, I mean, you gotta have like, I don't know, someone smarter than me who knows a lot more about like, you know, integrating curriculums into schools needs to like focus on this. But like, how do you know? Like you know from like data and past experience what doesn't work and there's better options and like maybe nobody knows the perfect way to do this but like I don't understand how you could show somebody the facts and the numbers and the statistics and then be like yeah we're still going to do absence only like I it blows my mind like I don't have the answer like it's crazy to me.

DIGNON: Yeah it's quite bizarre. I think you get a lot of it in more, in communities where it's more culturally appropriate to not talk about sex in that way. And oftentimes I feel like these are lower income communities and I was just wondering if you thought there was any intersection there and how it impacted, how it impacts sexual health and reproductive justice.

BAKER: Yeah. I mean, when you aren't equipped with the tools to know how to not get pregnant, know how to raise a child, have access to healthcare to help you make those

decisions, then you have a disadvantage of, you know, like getting the education you need, getting healthcare that you need. If you are, you know, like, and so I think that obviously this affects low-income communities more. If you don't—I was like in high school when I was at Planned Parenthood, like Bridgeport Public Schools did not have sex ed. My high school boyfriend went to Aquaculture<sup>16</sup>. So that's a Bridgeport school that does Bridgeport things and has Bridgeport health. So I got to read his sex ed modules because they were only online. That's how Bridgeport's sex ed was. They don't have a sex ed teacher. And it was crazy, like, the difference in information and how he could just go through that. And he didn't know things because of it. Like, there were, like, I can't, I don't remember now. It was too long ago. But like, there were things that he didn't know about like sex ed that we would have from Fairfield. And like, it was kind of crazy. And so, you know, like I could physically see firsthand how much different it was in a high income school district versus a low income school district in my experience there. And yeah, like I said, it was one of the most eye opening things about the program and one of the things that I took away from it the most.

DIGNON: Yeah, that makes a lot of sense. Do you have any, I don't really have much more for you, I was wondering if you have any closing thoughts on any of your work with SRF, with Planned Parenthood, or with reproductive justice in general?

BAKER: Nothing major is coming to mind. I just think that, about the Plan B vending machine, I just think that it's really important to do work, especially like as a college student, to do work in your communities and know how impactful that work can be because sometimes when like the world is in a state that our world is in now, in a lot of ways that's like really overwhelming and daunting I think to like young people like the like how fucked up things are for us to like fix and like having to fix—I'm finishing up—sorry—and like how much—sorry that threw me off a little—I think that how much we have how much work we have to do in the world is overwhelming and knowing that you can make a direct impact in access for your community is really important, and knowing how much that work means is really important to do. Like impacting your community is doing the work. Yeah, even though it can feel overwhelming, starting small is really, really impactful and important. And yeah, I think that's how we're gonna be able to tackle these big world problems.

DIGNON: Great, thank you so much. Thank you for speaking to me. Thank you for your answers today. I'll have this transcript for you by December 1st for you to review and make any revisions to. I may reach out to see your preferences for various things about the transcription process. If you have any questions about anything, feel free to reach out, you have my phone number.

BAKER: Okay, perfect. Yep, sounds good.

DIGNON: And I'll end the recording

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<sup>16</sup> An optional public school where students spend half the time at their home high schools and half learning marine science

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