



## Summary Report 2022-2023 Fellowship Year



Prepared by the U.S. Department of Energy, Office of Science  
Office of Workforce Development for Teachers and Scientists  
<https://science.osti.gov/wdts/einstein>

# Albert Einstein Distinguished Educator Fellowship Program

## Program Overview

The Albert Einstein Distinguished Educator Fellowship (AEF) Program provides a unique opportunity for accomplished K-12 educators in the fields of science, technology, engineering, and mathematics (STEM) to serve in the national education arena. Fellows spend eleven months, beginning in September of each year, working in Federal agencies or in U.S. Congressional offices, bringing their extensive knowledge and classroom experience to education program and/or education policy efforts.

## Overview of the 2022-2023 AEF Fellows

2022-2023 AEF Participants	
Number of total AEF Fellows	15
Number of high school teachers	10
Number of upper elementary and middle school teachers	5
Number of states represented by the Fellows	14
Number of Fellows who have been teaching more than 10 years	12

Table 1. Summary of the 2022-2023 AEF Fellows

## Hosting Federal Agencies and Congressional Offices for the 2022-2023 AEF Fellows

Federal Agency Placements
U.S. Department of Energy (1 Fellow)
U.S. Department of Defense (3 Fellows)
U.S. Department of Homeland Security (1 Fellow)
U.S. Geological Survey (1 Fellow)
U.S. Library of Congress (1 Fellows)
National Aeronautics and Space Administration (1 Fellow)
National Science Foundation (2 Fellows)
Congressional Office Placements
Representative Suzanne Bonamici (OR-1)
Senator Jacky Rosen (D-NY)
Representative Raul Grijalva (AZ-7)
Representative Mark DeSaulnier (CA-10)
Education and The Workforce Committee under Representative Dr. Virginia Foxx (NC-5)

Table 2. Hosting Federal Agencies and Congressional Offices

\*AEF Congressional Office placements are sponsored by U.S. Department of Energy

## Program History

The AEF Program, now in its 33<sup>rd</sup> year with 367 alumni, operates under the Albert Einstein Distinguished Educator Fellowship Act of 1994 (Pub. L 103-382). The legislation states that the Department of Energy (DOE) administers the AEF Program including recruitment, application and selection, and overall management.

The AEF Program is designed to meet the following objectives identified in the legislation: 1) to provide outstanding elementary and secondary STEM education teachers the opportunity to bring to Congress and appropriate branches of the federal government the insights, extensive knowledge, and practical experience of classroom teachers; 2) to increase the understanding, communication, and cooperation between Congress and Federal agencies; and 3) to increase the understanding, communication and cooperation between the federal government and the STEM education community.

The Federal science agencies that host Fellows have as part of their goals to support STEM education to help ensure a future workforce is sufficiently prepared to contribute to the emerging science and technology fields. Fellows are placed in education offices where they provide insights during project conceptualization and assistance with established programs. The Congressional offices that host Fellows, sponsored by DOE, have either a strong STEM portfolio or want to increase their portfolios within their offices.

## **AEF Program Scope**

### **Fellowship Support**

All Fellows receive a monthly stipend of \$7,500, which is paid by the sponsor offices. Additionally, Fellows can request to receive up to \$5,000 for travel and fees associated with their professional development during the Fellowship. All current benefits for are available on the program website: <https://science.osti.gov/wdts/einstein/Benefits>

### **Application**

Interested educators can access the application from mid-August through mid-November. The on-line application is located on the DOE website at: <https://science.osti.gov/wdts/einstein/How-to-Apply>

The application consists of three sections:

- Questions highlighting educational background, professional experience, professional activities, awards, and publications;
- Five essay questions; and
- Three letters of recommendation, one being from a school district official.

The responses to the questions on the application are used to assess the eligibility of the application. While most of this information is fact-specific, it provides a way to make both a quick and qualitative evaluation when compared with the responses in the essays.

## **Application Review and Selection**

The application review, selection, and placement process is communicated in detail and posted on the AEF web page: <https://science.osti.gov/wdts/einstein/How-to-Apply/Application-Review-and-Selection-Process>

## **Positions Descriptions**

Host offices interviewing selected candidates, the semi-finalists, must have, in advance of the interviews, one-page position descriptions that detail the workload requirements and planned responsibilities within the office. The semi-finalists can then gauge their interests and capabilities in the positions and determine the best fit for their individual needs.

## **Contributions to the Host Offices**

Fellows are regularly recognized for making significant contributions to their host offices. Most of this is managed and guided by position descriptions under the guidance of host office supervisors.

The Fellows in each cohort are usually a collaborative group and are encouraged to share ideas and work together to expand upon tasks and inevitably deliver projects beyond expectation. Position accomplishments are observed by program management during the four required “reports and presentations” due throughout the Fellowship.

## **Fellows’ Professional Development**

Fellows are required to establish individual professional development plans designed around high-level goals that combine to advance the knowledge and skills of the Fellows. These plans help the Fellows identify goals and objectives and establish “actions” that will contribute to the achievement of the high-level goals.

The professional development resources available to Fellows from science agencies, STEM policy experts, advocacy organizations, and other STEM education stakeholders may not exist at this level at any other time in their career. The establishment of a plan with milestones will help ensure a valuable experience both within and outside their host offices and into the future.

## **Outcomes**

Fellows complete the AEF Program with a portfolio of opportunities to share with colleagues and students. The portfolios include information on undergraduate and graduate internships, scholarships, the national research infrastructure supported by the Federal government, how to compete for grants, the latest research on advancing STEM education, and opportunities that inspire students towards STEM careers.

The experiences gained are personally and professionally valuable, and subsequently shared with colleagues. By gaining a clearer understanding of educational issues at the national and local level, Fellows become recognized leaders for the ability to convey substantive information and influence the future of STEM education.

## Albert Einstein Distinguished Educator Fellowship Program Accomplishments of the 2022-2023 Fellows

Name	Background	Placement and Accomplishments
<p><b>Alfonso Garcia Arriola</b></p>	<p><b>Portland Oregon</b></p> <p>General Science, Middle School</p>	<p><b>U.S. House of Representatives, Office of Representative Suzanne Bonamici (OR-01)</b></p> <p>Alfonso led the effort to develop legislation to support convergence education. In this regard, Alfonso wrote a memo to Congresswoman Bonamici to establish a rationale for creating policy around convergence education. After approval from the Congresswoman, Alfonso met with the Congressional Research Service to gather information about best ways to start drafting a bill on convergence education. Alfonso then worked with the Legislative Counsel service to finalize the bill. The Expand Convergence Education and Learning Act of 2023 or the ExCEL Act of 2023 will hopefully be introduced in the coming weeks.</p> <p>Alfonso assisted with the development of the Bill of Rights for Students and Parents Resolution. The goal was to have Congress protect the civil rights of students and families, support inclusive, supportive, safe, and responsive public schools across the nation, promote meaningful parental involvement in schools and positive collaboration between parents and educators, and highlight the benefits of students receiving a well-rounded education.</p> <p>Alfonso aided in the development of the NEED Act, legislation that will set up the National Center for Advanced Development in Education, NCADE. The goal is to develop an education research base that can yield transformative educational tools, similar to the Pentagon’s famous hub for research and development, “DARPA”. As part of these efforts, Alfonso met with staff from the Institute of Education Sciences (IES).</p> <p>Alfonso led the reintroduction of the Respond, Innovate, Succeed, and Empower (RISE) Act. The RISE Act allows students to carry over IEPs, 504 plans, and other documents establishing a disability from high school to college by requiring institutions of higher education (IHEs) to accept such documents. He collaborated with representatives from the National Center for Learning Disabilities to find additional members of Congress as cosponsors for the RISE Act. Currently, the RISE Act has 5 Democrats and 5 Republicans as cosponsors of this legislation. Alfonso assisted with writing remarks for the Congresswoman for several events throughout the year, including the Golden Goose Awards, Champions of Science event, and the Einstein Fellowship Roundtable event.</p> <p>Throughout the year, Alfonso met with constituents and advocacy groups including the National Education Association, the School Superintendents Association, the National PTA, the Leadership Conference on Civil and Human Rights, Education Trust, and the National Parents Union. The purpose of these meetings was to gather feedback on policies and to hear concerns brought up by these groups.</p>

<p><b>Candyce Curry</b></p>	<p><b>Huntsville, Alabama</b></p> <p>Honors Biology, AP Biology, Earth &amp; Space Science, 6-12 Science</p> <p>STREAM Curriculum Specialist</p>	<p><b>United States Geological Survey: Youth and Education in Science Program</b></p> <p>Candyce created science curriculum content around data literacy, environmental justice, harmful algal blooms, local watersheds, and water quality for teachers to access on the USGS Youth and Education in Science webpage “Data in Schools,” which she also created and developed content. She shared and encouraged the Virtual Classroom Visits (VcV) Program to encourage equity in Earth Science classrooms by connecting USGS scientists with classrooms across the Nation, through virtual meeting technology. VcV allows USGS scientists to share with schools that are not just around the corner.</p> <p>She also championed the creation and contributed content for a web page she coined, “Following the Fellows” to publicize the outstanding lessons and activities that were created during their tenures. And she presented “Data in Schools” &amp; “Following the Fellows” webpages to the USGS Office of Science Quality and Integrity. She also observed several Research Grade Evaluations review panels for promotion potential USGS scientists. Candyce bridged the gap between the District of Columbia Public Schools and the USGS by creating lessons specifically for teachers within two of their schools and participated in classroom lesson implementation and outreach.</p> <p>Candyce also became an Anacostia Riverkeepers &amp; D.C. Department of Energy and Environment Certified Volunteer Citizen Science Water Quality Monitor and conducted weekly water quality testing of the Anacostia River in the Anacostia area watersheds. She was certified and facilitated multiple educational technology professional development opportunities for her peers in her district and nationwide (Apple Learning Coach, EdPuzzle Trainer, Nearpod Educator, Quizizz Educator, Google &amp; Pear Deck). She was successful in securing grants for two of her schools in her school district (Verizon Innovative Learning Schools/ST Math &amp; STEM Teacher Leadership Network. She presented her lessons, web pages and encouraged educational equity through various topics on local, state, national and global platforms through virtual and in-person presentations.</p> <p>She also served on several Interagency Working Groups, including the Urban Waters Federal Partnership, Ecosystems Mission Area DEIA, National Hazards Mission Area Coordination, Water Mission Area Coordination and Reservoir Partners Working Group.</p>
<p><b>Carla Neely</b></p>	<p><b>Cleveland, Ohio</b></p> <p>Middle school Science &amp; Computer Science</p>	<p><b>U.S. Senate, Office of Senator Jacky Rosen, Nevada</b></p> <p>Carla worked on STEM legislation that focused on equal and equitable opportunities in the classroom and careers for women and girls of color. She introduced the Women of Color in Tech Resolution designating March 24 as the day in which we honor the contributions that all women of color have made in technology. She also helped to organize the Senate’s Women in STEM Caucus Event, “A Briefing on Building the STEM Pipeline for K-8 Girls” in partnership with the Girl Scouts of the USA. Carla also hosted webinars and presented at summits and conferences pertaining to creating more equal and equitable educational opportunities for girls of color in STEM, specifically computer science and cybersecurity.</p>

<p><b>Danielle Taylor</b></p>	<p><b>New York City, New York</b></p> <p>High School, Biology, Chemistry</p>	<p><b>National Science Foundation (NSF), National Science Board Office (NSBO)</b></p> <p>Danielle supported the NSB’s Explorations in STEM K-12 Education working group (ESKE) and the Merit Review Re-examination Commission (MRX) by drafting talking points, presentations, meeting minutes, attending webinars, conducting research then creating and using spreadsheets to curate and analyze research, and utilizing interactive presentation software for use at various NSB meetings and retreats.</p> <p>Danielle researched and analyzed NSF-funded preK-12 STEM education related awards across NSF’s STEM Education directorate and presented findings to the NSB Policy Analysts. Her work will be used to inform the final ESKE report to be presented in future Board meetings.</p> <p>Danielle also assisted in the production of NSF’s listening session held at the Advancing Research Impact in Society’s Summit. She created the survey tool given to participants, analyzed the data generated from the listening sessions and presented the findings to NSBO. Her work will be used to inform the final MRX report to be presented in future Board meetings.</p> <p>Danielle attended multiple conferences throughout the year (AAAS Science and Policy Symposium, National Alliance of Black School Educators, Girls who Code CodeFair, EdWeek Leadership Symposium, Instructional Empowerment Building Expertise Conference). Danielle also served as a panelist on “Belonging: Bringing Identity and Equity through Story in the classroom” (AACT webinar) and at the 2023 Noyce Summit. Additionally, she was invited to EducationWeek headquarters to share about the challenges facing educators with reporters and editors.</p>
<p><b>Jaqueline Katz</b></p>	<p><b>Princeton, New Jersey</b></p> <p>High School Biology, Chemistry, Research</p>	<p><b>Library of Congress, Professional Learning &amp; Outreach Initiatives</b></p> <p>Jackie explored collections in various divisions of the Library of Congress to identify sources that would be relevant in the STEM classroom. She wrote about her findings in multiple “Teaching with Primary Sources” blogs and two NSTA articles. Jackie also conducted a series of three webinars to highlight innovative ways to utilize Chronicling America and the Sanborn Map Collection. She planned and facilitated in-person professional development at her home district, onsite at the LOC, and at several conferences (NSTA, NCSS, TPS). She was also able to curate a primary source set on ecology for the LOC’s teachers page. At each step, she was able to get feedback from colleagues and peers using the TPS Teachers Network.</p>
<p><b>Jennifer Childress</b></p>	<p><b>Anchorage, Alaska</b></p> <p>High School Physics, Advanced Placement Physics C: Mechanics; Project Lead the Way Principles of Engineering</p>	<p><b>Office of the Undersecretary of Defense for Research &amp; Engineering, Basic Research Office, DoD STEM</b></p> <p>Jennifer developed an understanding of the depth and breadth of the STEM outreach activities within the Department of Defense. She supported the DoD STEM FIRST Robotics grant efforts under the Defense STEM Education Consortium (DSEC), overseeing efforts which provide grants to more than 1,600 FIRST teams across the country. She served as the in-house subject matter expert for DSEC programs including the DoD STEM Ambassador program for educators and other DSEC teacher professional development programs across the K-14 grade levels.</p>

		<p>Jennifer served on the Inclusion in STEM Interagency Working Group (IWG) and the Convergence Interagency Working Group (IWG), both under the Federal Coordination in STEM led by the White House Office of Science &amp; Technology Policy.</p> <p>Jennifer presented at multiple national conferences and webinars including: National Science Teachers Association, Department of Education’s “You Belong in STEM”, ISTE, TIES (Teaching Institute for Excellence in STEM) Ecosystem Convening, and National Center for Women in IT (NCWIT). Jennifer supported the National Defense Education Program (NDEP) internal and external grant process including providing compliance checks, reviews and feedback on white papers and technical proposals.</p>
<p><b>Jessica Hexsel</b></p>	<p><b>Palo Alto, California</b></p> <p>High School Mathematics, Computer Science, Social Emotional Literacy &amp; Functionality (SELF), and Focus on Success (FOS)</p>	<p><b>Cybersecurity and Infrastructure Security Agency (CISA)</b></p> <p>Jess developed and reviewed documents related to the Needs Assessment, Request for Information (RFI), and Notice of Funding Opportunity (NOFO) for the Cybersecurity Education and Training Assistance Program (CETAP) cooperative agreement, which funds cybersecurity education and training for K-12 educators and students. Jess also reviewed and provided feedback on curriculum to the current cooperative agreement recipient, CYBER.ORG, through regular meetings. In this capacity, Jess also participated in events with CYBER.ORG and helped facilitate activities at events such as VA CyberSlam and a Loudoun County High School classroom visit. Traveling with the Director of CISA and other team members, Jess participated in the CYBER.ORG Cyber Range launch in Bossier City, Louisiana at the Cyber Innovation Center headquarters.</p> <p>Jess researched and presented at several conferences on cybersecurity education and CISA resources. These conferences included Association for Middle Level Educators (AMLE), National Initiative Cybersecurity Education (NICE) K12, and CYBER.ORG’s EdCon 23. Jess enhanced her own understanding of cybersecurity and computer science education by attending conferences and participating in webinars through NICE, CYBER.ORG, Computer Science Teachers Association (CSTA), Women in Cybersecurity (WiCyS), and RSA.</p> <p>Jess investigated and implemented new programs for CISA to expand its reach into K-12 by presenting to the entire regional staff, focusing on the Cyber Security Advisors (CSAs). After presenting at the CSA Summit, hosted at CISA Headquarters, Jess led individual listening sessions with different regions to share resources and activities, and to gather information about K-12 needs in the regions.</p>
<p><b>Laura Akesson</b></p>	<p><b>Richmond, Virginia</b></p> <p>High School Physics Biomedical Design Biomedical Engineering Mathematics</p>	<p><b>Department of Energy, Office of Workforce Development for Teachers and Scientists (WDTS)</b></p> <p>Laura researched and helped author a WDTS Reaching a New Energy Sciences (RENEW) Workforce Pathway Summer Institute for K-12 STEM Educators. For the 2023 National Science Bowl, Laura supported regional competitions; vetted, secured, and supported national lab scientists as speakers for Science Day; conceived, organized, and executed middle and high school teacher workshops and middle school enrichment activities; and reviewed competition questions. Laura visited six national labs, supporting K-12 educational programs, and seeking stories of science and scientists. She formulated a</p>



		resource of these diverse stories, organized by subject and heritage month, and education programs across the seventeen national lab complex. Laura reviewed and compiled NGSS-aligned tags for the WDTS STEM resources webpage. As a member of the interagency working group on convergence education (IWGC), Laura presented at two webinars, “Reimagining STEM Education,” sponsored by the Department of Education and “Why Convergence Education: Preparing for the Future of STEM,” sponsored by the National Science and Technology Council’s Subcommittee on Federal Coordination in STEM Education. She also attended and presented at multiple conferences (ASCD, AMLE, ISTE) on topics of play, inclusion, and transdisciplinary/convergence education.
<b>Luke Henke</b>	<b>Columbus, Kansas</b>  High School Mathematics	<b>National Aeronautics and Space Administration, Science Mission Directorate</b>  Luke integrated mathematical content and inspiration for the Science Engagement and Partnerships Division to grow positive perspectives regarding mathematics within and without NASA. He presented across NASA, worked with a Nobel Prize winner, organized and executed an internal video challenge, supported speakers, and sought strategic partnerships that would advance science to learners of all ages. Luke’s foundational efforts in mathematics activation for NASA will be continued and expanded upon for years to come.
<b>Michelle Strand</b>	<b>Fargo, North Dakota</b>  High School Physics, AP Physics 1, AP Physics C: Mechanics, AP Physics C: Electricity & Magnetism	<b>U.S. House of Representatives; Office of Congressman Mark DeSaulnier</b>  Worked on STEM legislation with a focus on helping students with disabilities get equal access to education. She created and introduced a bill to support K-12 teacher recruitment and retention.  Michelle orchestrated the beginning of the Congressman’s Educational Listening Tour and a Teacher Town Hall, giving K-16 teachers and students a chance to be heard. Attended several Education and the Workforce Committee hearings after preparing remarks and questions for the Congressman. And she presented at regional and national conferences on STEM teacher recruitment and retention issues and engagement strategies. Met with numerous state and national education organizations as a representative of Congressman DeSaulnier. Michelle also informed Congressman DeSaulnier on all education issues PK-16 by writing memos and hearing questions, and flagging education legislation for his support.
<b>Nicole Yemothy</b>	<b>Clemson, South Carolina</b>  Middle School Project Lead the Way: Flight & Space (6th) and Medical Detectives & Forensics (7th & 8th)	<b>Dept of Defense - Air Force &amp; Space Force K12 STEM National Office</b>  Nicole developed and wrote curriculum for an 8-hour hands-on STEM workshop program that would be implemented across the US as part of the DoD STEM Workshop series. She also designed, organized, and implemented professional development STEM focused workshops for educators utilizing a Dept of Defense NDEP grant. This resulted in the training of 453 K12 educators across the US in 10 states at 16 locations. The program provided each educator with approximately \$2000 in classroom supplies and equipment to implement their STEM training. It infused over \$770K for STEM education in public schools nationwide.

		<p>Nicole was in charge of planning, design, and logistics which spanned 3 months (Nov 2022 to Jan 2023). The implementation spanned 5 months (Feb to June 2023). In total over 30K miles were traveled by plane and car to 15 installations in 10 states. Funding from DoD, NDEP grant, and Air Force K12 National office covered travel costs, workshop series, and supplies. The workshop series has received reports of over 2K students already being impacted from the program and estimates upward of 18K students will be impacted in the 2023-24 school year.</p> <p>Nicole served on the White House Space Task Force Interagency Working Group and served as their Executive Secretary. She presented at various national and state educational conferences as well as various panels on behalf of Air Force &amp; Space Force K12 National STEM office and Department of Defense.</p> <p>Nicole performed community outreach with students in New Mexico for Kirtland AFB, locally in DC with Joint Base Andrews, Pickens School District Field Trip to DC, and MLK Community College of Chicago in DC. And supported various STEM focused events: Joint Base Andrews Air Expo, Mission to Mars, Robins AFB STEM Expo, US Naval Academy Educator STEM days, and DoD tours of various installations. Nicole was also Internationally selected as 1 of 23 educators for the Space Foundations Teacher Liaison Crew – Flight 23, and was nationally selected as 1 of 12 teachers to attend Space Camp Educator Academy – Expedition 36 in Huntsville, Alabama.</p>
<p><b>Thomas Jenkins</b></p>	<p><b>Enon, Ohio</b></p> <p>8th Grade Science, Computer Science, STEM (Engineering Design/Invention Education)</p>	<p><b>Department of Defense STEM @ Naval Surface Warfare Center, Carderock Division</b></p> <p>Tom revamped 18 units of United States Navy themed STEM curriculum for grades K-8 and worked with Carderock engineers to create 4 new units of STEM high school curriculum. There he created a series of virtual reality “Naval STEM Invention” Trading Cards and published a paper with Stephanie Klixbull and Penn State University focusing on Carderock’s Navy STEM in a Box.</p> <p>Tom served on the National Defense education Program review panel and provided feedback on Manufacturing Engineering Education Program white papers as well as technical applications. He also supported National Science Bowl, First Robotics, Joint Base Andrews Airshow, Noches De Ciencias, International Sub Races, Greenon Local School’s Navy STEM Day and many other educator and student STEM events. During his time he served as a Master Teacher of Invention and Intellectual Property Education Program at the United States Patent and Trademark Office and was the featured presenter during their monthly May webinar “Invention Education in Practice.”</p> <p>Tom presented on educational topics at dozens of meetings and national conferences on behalf of the Carderock, Department of Defense STEM, and the United States Patent and Trademark Office. He also supported Iowa State University’s National Science Foundation Research Experiences for Teachers program. And he secured a \$10,000 grant from the Lemelson Foundation as part of the InventEd Ecosystem Development Group that is working on ways to make invention education more accessible in k-12 education.</p>

<p><b>Tyler Dufrene</b></p>	<p><b>Raceland, Louisiana</b></p> <p>High School Advanced Placement Physics 1, Physics, and Chemistry.</p>	<p><b>U.S. House of Representatives, Committee on Education and the Workforce</b></p> <p>Tyler successfully oversaw various portfolios with the Committee on Education and the Workforce, including K-12 Education, Early Childhood Education, Child Nutrition, Child Care, Postsecondary Education, Criminal Justice, Workforce Development, and Older Americans issues. In addition, Tyler composed official letters and op-eds for the Chairwoman, held meetings with stakeholders, researched evidence-based practices, consulted with partners to collect appropriate data, drafted and summarized legislation, wrote speeches and talking points, analyzed data, budgets, and grants related to assigned portfolios, and led team members through the completion of various projects. Further, Tyler updated the Committee member handbook, drafted templates for hearings, created organization charts for all federal agencies the Committee works with, and introduced the Promoting Employment and Lifelong Learning (PELL) Act.</p> <p>Throughout the entirety of his fellowship, Tyler traveled to 21 states and the District of Columbia. To improve as a leader and STEM educator, as well as to address grand challenges in STEM education, Tyler presented at the Alaska Society for Technology in Education (ASTE) Conference, Louisiana School Boards Association (LSBA) Annual Convention,, International Society for Technology in Education (ISTE) Conference, Global Learning for an Open World (GLOW) Conference, Association for Supervision and Curriculum Development (ASCD) Leadership Summit, and the You Belong in STEM Coordinating Conference with the U.S. Department of Education. Tyler was also elected to serve as the District VII Director for the National Science Teaching Association (NSTA). The NSTA Awards and Recognition Committee unanimously voted for him to serve as the Chairman of the committee for the new term.</p>
<p><b>Vidalina Treviño</b></p>	<p><b>Fort Worth, Texas</b></p> <p>High School Pre-AP Algebra 2, Dual Credit College Algebra and Dual Credit Pre-calculus</p>	<p><b>National Science Foundation / National Science Board Office (NSB)</b></p> <p>Vida supported the NSB’s Explorations in STEM K-12 Education working group (ESKE), the Merit Review Re-examination Commission (MRX), and NSB Committee on Strategy by drafting talking points, presentations, meeting minutes, attending webinars, conducting research then creating and using spreadsheets to curate and analyze research, and utilizing interactive presentation software for use at various NSB meetings and retreats.</p> <p>At the NSB’s 483<sup>rd</sup> February meeting, she served on an educator panel to advocate for STEM teacher recruitment and retention. She served on an Einstein Fellows Panel to provide STEM teacher retention recommendations to the White House Office of Science and Technology Policy (OSTP) on their five-year STEM strategic plan.</p> <p>Vida researched and analyzed NSF-funded preK-12 STEM education related awards across seven NSF directorates and presented findings. Her work will be used to inform the final ESKE report to be presented in future Board meetings. She researched STEM talent investments related to NSF’s Committee on Science, Technology, Engineering and Mathematics Education (CoSTEM) Inventory. Her work was used to support an NSB STEM Workforce proposal delivered to key congressional leaders.</p> <p>Vida attended and presented at multiple conferences (ASCD, NSTA, ISTE, AAAS, EdWeek Leadership Symposium). Presentation topics included: “Using Values and Beliefs to Build Classroom Community” (ASCD), “Who’s Patient Zero? An Epidemiology Challenge”</p>

		<p>(NSTA), and “Converging STEM and Humanities Into Early Childhood Classrooms” (ISTE) (where she incorporated skills she honed from Improv!). She additionally was invited to EducationWeek headquarters to share about the challenges facing educators. She also supported Fellows in STEM-focused events: National Science Bowl and two 8-hour STEM workshops. Finally, Vida was able to realize her dream of belonging in the STEM ecosystem by experiencing Space Camp for Educators 😊</p>
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Table 3. 2022-2023 AEF Fellowship Accomplishments