



Summary Report  
2020-2021 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 2020-2021 AEF Fellows

2020-2021 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 2020-2021 AEF Fellows

## Hosting Federal Agencies and Congressional Offices for the 2020-2021 AEF Fellows

Federal Agency Placements
U.S. Department of Energy (1 Fellow)
U.S. Department of Defense (3 Fellows)
U.S. Geological Survey (1 Fellow)
U.S. Library of Congress (1 Fellow)
National Aeronautics and Space Administration (3 Fellows)
Smithsonian National Air and Space Museum (1 Fellow)
U.S. Department of Interior (Hill fellow moved from Representative Haaland’s office to Secretary Haaland’s Office after confirmation)
Congressional Office Placements
Representative Alma Adams (NC-12)
Representative Raul Grijalva (AZ-7)
Representative Deb Haaland (NM-1)
Senator Jacky Rosen (NV)
Representative Marcia Fudge (OH-11), placement later changed to Representative Mark DeSaulnier (CA-10)

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 31<sup>st</sup> year with 342 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 2020-2021 Fellows**

AEF Fellow	Background	Placement and Accomplishments
<a href="#">Chanda Jefferson</a>	<b>South Carolina</b>  AP Biology, Life Sciences, STEM Lead: High School	<b>Office of Congressman Mark DeSaulnier, California’s 11th District</b>  Chanda served as a legislative assistant and policy researcher for several critical issues including early childhood, K-12, higher education, child nutrition, science and technology, telecommunications, civil rights, and race relations. She took an active role in developing and promoting legislation to address constituents' concerns related to the pandemic, most notably addressing issues regarding student loan forgiveness, providing funding for children and families with disabilities, safely reopening schools, and policy actions to dismantle systemic racism. Chanda prepared Representative DeSaulnier for many Education and Labor Committee meetings on various topics, including funding to support State-wide Family Engagement Centers, Parent Information Centers, K-12, and higher education institutions, expansion of childcare support and paid leave protections, mentoring programs, and food insecurity. She also briefed the Congressman on key committee priorities, including the Save Education Jobs Act and the Learning Recovery Act of 2021. As the manager of Representative DeSaulnier’s education portfolio, Chanda co-authored a letter about the Importance of Social and Emotional Learning for the California State Superintendent of Education, drafted remarks and questions for the Education and Labor Committee hearing with Secretary Cardona. She also garnered support for a letter from the California Congressional Delegation addressed to Governor Newsom in support of universal school meals, and authored a presentation entitled Coronavirus, Education, & Getting Children Back to School, which was adopted by the Education and Labor Committee. During FY22 appropriations season, she focused on managing the Congressman’s State and Foreign Operations portfolio, while soliciting collegial support for three federal education program letters led by the Congressman. Chanda worked to introduce two bills related to diversifying the teacher workforce and early childhood interventions for students with disabilities. She drafted legislation to champion community conversations about race and later introduced a bill to help schools provide healthy meals to students across the country.
<a href="#">David Lockett</a>	<b>Florida</b>  STEM, Computer Science: Middle School	<b>National Aeronautics and Space Administration (NASA) - Office of STEM Engagement</b>  David has built on and augmented the innovative work and ideas of informal educational institutions delivering content in a remote-learning environment, as part of the NASA Teams Engaging Affiliated Museums and Informal Institutions, amplifying and broadening the reach of innovative STEM engagement projects for youth in grades K-12 implemented in a remote delivery format. This innovative approach has increased access to NASA-themed STEM learning opportunities by helping youth in grades K-12 and those traditionally underserved in STEM across the digital divide. David also played a significant role in the NASA TechRise kick-off events implementing remote sensing and climate research, to microgravity experiments and technologies to explore the Moon to advance space exploration and enhance our knowledge of Earth. Through his work, David has been able to develop and collaborate with NASA OSTEM grantees, with NASA technical experts from projects like Artemis, Mars 2020, James Webb Telescope, X-flights, and others. David also serves as a MUREP Space Technology Artemis Research and Remote Opportunity Rapid Response reviewer for the NASA Solicitation and Proposal Integrated Review and Evaluation System.

<a href="#">Jennifer Stimpson</a>	<b>Texas</b>  Earth Science & Chemistry: Middle Grades	<b>Office of Alma S. Adams, PhD, US Representative covering Charlotte, North Carolina</b>  Dr. Stimpson served as a legislative assistant to advise the office on federal initiatives surrounding STEAM education. She consulted with Historical Black Colleges and Universities (HBCU) leaders to align priorities to the science network for underrepresented racial/ethnic populations and women. Jennifer regularly managed the K-12 portfolio, STEM portfolio, and science portfolio for work assignments. During her time, she coauthored legislation for the Kira Johnson Act on Black Maternal Health. Jennifer also worked with her team to develop the legislation to introduce the HBCU IGNITE bill on HBCU Infrastructure. She drafted the AKA Sorority Resolution in honor of VP Kamala Harris. Notably, she authored the Women and STEM resolution, the first in Congress. Among her many accomplishments in the office that will have a legacy, Dr. Stimpson created the first-ever podcast in Congress that solely centers and addresses the voices of the African American experience from the HBCU perspective.
<a href="#">Kama Almasi</a>	<b>Oregon</b>  Biology, Environmental Science, Chemistry, Integrated Science, Anatomy & Physiology, STEM, Algebra, MS Math: High School & Middle School	<b>United States Geological Survey</b>  Dr. Kama Almasi served with the Youth and Education in Science Team at the U.S. Geological Survey (USGS). She evaluated online USGS educational materials, wrote curriculum, represented USGS while working with elementary and middle school students, mentored interns, and served on several committees. After reviewing and evaluating some of the educational materials at USGS, Kama wrote a series of lessons for upper elementary students on the science of water. These lessons, collectively entitled Water Boot Camp, cover a variety of water science topics, connect students with USGS data, and emphasize meaningful, relevant activities that actively engage students in their regions. Kama also created three curriculum units on wildland fire science for middle and high school levels. These lessons incorporate real-time data, original USGS research, place-based learning, Indigenous Fire Stewardship, and the complex relationship between changing climate conditions and wildland fires, especially in the western United States. Throughout the year, Kama also mentored two college interns in the Virtual Student Federal Service internship program and served on several internal and interagency committees. As a USGS fellow, Kama taught an eighth grade class about the geology and natural hazards of their state, she spent three weeks in a virtual, fifth-grade classroom facilitating place-based water science education, and she taught a group of USGS scientists and outreach specialists about the Next Generation Science Standards.
<a href="#">Kathleen Lanman</a>	<b>Georgia</b>  STEM Science: Middle Grades	<b>Office of Senator Jacky Rosen, US Senator from Nevada</b>  Kathie served as a legislative assistant for issue areas including STEM, education, science, and veteran education. She wrote background and questions for the senator to use during hearings in these areas, attended meetings with constituents and interest groups, and attended briefings covering relevant subjects. In addition to these tasks, Kathie also worked on writing and introducing (and reintroducing) bipartisan legislation in the senate. She worked on several bills related to STEM including STEM RESTART, Rural STEM, Teach Computer Science, Computer Science for All, and MSI STEM. Much of her time was spent communicating with staffers in other senate offices to find co-leads for legislation. She also drafted text for two original pieces of legislation. The first is an expansion of dual enrollment for CTE (Career/Technical Education). The second is to form a committee to investigate best practices in teaching learned during the pandemic year. Her favorite legislative experience was to hand-deliver bills to the cloakroom for introduction on the senate floor.

<a href="#">Kelly Day</a>	<b>Indiana</b>  Mathematics: Middle School	<b>U.S. Department of Energy (DOE) in the Office of Science - Workforce Development for Teachers and Scientists (WDTS)</b>  Kelly has been an advocate for math and STEM education throughout her career, and during her time at the DOE she has grown as a STEM educator and leader. Kelly has taken on many leadership roles within the WDTS office, including developing resources for and helping organize the various elements of the National Science Bowl®. Kelly has been a pivotal part of this highly esteemed nationwide program that provides thousands of students the opportunity to pursue their passions for science. Because The National Science Bowl® has shifted to an online format due to COVID restrictions, Kelly has helped create the digital resources and training content for the 100+ regionals across the country. Kelly has also hosted several online training sessions for coaches, volunteers, and regional coordinators to help everyone around the nation with the virtual transition. Through her work with the Science Bowl, Kelly has been able to develop relationships with STEM education leaders at several of the DOE National Labs and has also been working with other STEM Education personnel to develop K-12 lessons/curricula. Kelly also serves on the Interagency Working Group dedicated to pursuing convergence education in STEM while promoting transdisciplinary learning across several federal platforms.
<a href="#">Laura Larkin</a>	<b>California</b>  Mathematics: High School	<b>Department of Defense - Office of the Undersecretary of Defense, Research &amp; Engineering, Defense Laboratories &amp; Personnel/DoD STEM</b>  Laura provided an educator’s perspective in the evaluation of proposals, programs, and personnel in the DoD’s k-16 STEM education, outreach, and workforce development portfolio. For the National Defense Education Program (NDEP), she reviewed proposals for the external Call For Proposals and as part of the internal NDEP team, she revised the proposal evaluation rubric, performed compliance checks, assigned reviewers, analyzed scores, assisted in award announcements and provided grant monitoring. She evaluated personnel for the STEM Advocate of the Quarter (SAQ) and scholarship applications for the SMART program. A major part of Laura’s efforts were with the Defense STEM Education Consortium (DSEC) program where she evaluated DSEC partners’ teacher professional development offerings. Laura also provided program liaison support for the DoD’s partnership with FIRST robotics and monthly professional development planning for the DSEC STEM Ambassador program. She attended DSEC-sponsored conferences and webinars, providing feedback for the office. Laura’s expertise provided curriculum review and input for an Army cyber course. Laura represented the Department of Defense on the Interagency Working Group - Inclusion in STEM (IWGIS) and the Interagency Working Group - Computational Literacy (IWGCL) where she categorized responses from a Request for Information (RFI) from the public. She serves as the Executive Secretary for IWGIS where she is responsible for minutes, agendas, correspondence and assisting with presentations.
<a href="#">Machin Norris</a>	<b>Colorado</b>  Greeley-Evans School District 6 Middle School Integrated Science	<b>Smithsonian National Air and Space Museum</b>  While at the Smithsonian National Air and Space Museum (NASM), Machin was afforded the opportunity to work with the education team, exhibits teams, and become a contributing member of the DEAI employee resource group for NASM alongside making contributions to the Smithsonian cross- institutional DEAI working group (C3). While the bulk of her work, in conjunction with her mentor, was focused on creating a meaningful remote experience for

	<p>7th and 8th</p> <p>High School STEM Capstone, Junior WBL, Principles of Information Tech, Agriculture, Physics, Animal Science, STEM integration specialist, student interventionist.</p>	<p>the Teacher Innovator Institute (TII), opportunities arose to develop relationships with outside resources such as PocketLab, aerospace curators and explainers, collaborative efforts to improve instructional delivery of materials to the general public, and the development of authentic units specific to TII submissions for their summer project. While completing these duties, Machin also sought out activities that were outside her comfort zone yet specific to her overall desire to think through experiential learning for adverse student populations. After becoming Color Code certified, she completed a blog posting for Color Code specific to classroom management, grouping, and rocketry. Extending a former relationship with Envision, Machin participated in a "Behind the Biography" podcast for the organization. Machin also has taken a leap into working towards a transformational science and behavioral science learning opportunity to incorporate a "Train Like an Astronaut" dive program, a similar offering at Space Center Houston, specific to students with differing emotional and physical abilities. To support this she is working towards full completion of her PADI in October and collaborating with dive experts in developing her program. Norris also completed course offerings with National Geographic and STARR Trauma and Resilience. She will continue to bridge that work alongside future work in the area of behavioral psychology and experiential education.</p>
<p><a href="#">Michael Guarraia</a></p>	<p><b>Maryland</b></p> <p>General Science, Physics, Engineering, and Computer Science</p> <p>Middle School and High School</p>	<p><b>National Aeronautics and Space Administration (NASA) - Science Mission Directorate (SMD)</b></p> <p>Michael's work focused on broadening participation in STEM. Primarily, Michael was responsible for developing curricular resources for (and with) Historically Black Colleges and Universities (HBCUs) to accompany existing NASA Citizen Science projects. This included collaborating with NASA subject matter experts (SMEs) and university administrators and professors to develop resources that met the needs of the university, while also contributing to NASA science. The resources were piloted and are now available for wider distribution. Michael also contributed to an effort to align the work of NASA science divisions with the Next Generation Science Standards. These documents will ultimately be used by a variety of constituents including SMEs and curriculum developers. Lastly, Michael worked with AEF colleague Rachael Arens (originator) to co-plan and co-host the 3D Thursday Webinar for Rural Educators. Each month, the pair brought science education topics of interest to educators around the world to build community and address topics important to them.</p>
<p><a href="#">Michael Vargas</a></p>	<p><b>Arizona</b></p> <p>Physics: High School</p>	<p><b>Department of Defense-Office of the Undersecretary of Defense for Research and Engineering Manufacturing Technology Program</b></p> <p>Mike's duties for the past few months have included nothing less than taking a crash course in all things workforce development and becoming a subject matter expert in the Department of Defense manufacturing industry institutes. Mike attended numerous meetings, workshops, and training in regards to the MII institutes, and the EWD ManTech Team. The purpose of the 9 military manufacturing institutes is to work together to streamline their efforts in order to make it easier for workers to train and get recruited to work in their specific industries. This type of collaboration can range from best practices to sharing regional workforce data. The best way to describe this effort is to think of ways we can all - work together, still stay autonomous, and yet stay competitive. Mike worked at helping BEST (Building Engineering and Science Talent) on getting the last round of data collection on the MIIs sorted and categorized in such a way that work could begin on creating a narrative that will further</p>



		<p>promote collaborative touchpoints within the consortium and get projects off the ground more quickly and smoothly. The goal being to “understand” the problems in order for them to become “actionable problems” for later regional interventions. Along with working on the collaboration network with the MIIs, Mike was assigned to multiple working groups with the goal of finding solutions to problems affecting EWD issues. These WGs include the following: Partnerships, Equity, Alliances, and Talent. Each WG is responsible for looking deep at their topic and finding ways to engage the rest of the institutes in these efforts that can help everyone.</p> <p>Upon completion of the DOD strategic framework for manufacturing technology (December 2020), Mike was involved with the communications strategy that is being developed to help get the word out on the need for EWD programs and the efforts underway by the MIIs. Mike participated in the Strategic Partnerships Interagency Working Group, where he contributed to Federal strategies to enhance STEM Ecosystem efforts and increase student participation in Work-Based-Learning experiences, such as internships and apprenticeships. Mike also served as reviewer for the DoD National Defense Education Program (NDEP) grant proposals, as well as participated in (DESEC) Defense Science, Technology, Engineering, and Mathematics (STEM) Education Consortium meetings. Along with Mikes work at DOD ManTech, he also worked part time for the new Air Force K-12 STEM Office. His role there was to help with getting the program up and operational starting with the basic needs of founding a new organization. Lastly, Mike was tapped to help lead the Space Force’s first annual educational outreach mission “DeSTEMber” event which involved all 50 states and over 15K students across the country. Mike had a pivotal role in organizing and connecting guardians to teachers across the country in one-on-one classroom engagements.</p>
<a href="#">Peter DeCraene</a>	<p><b>Illinois</b></p> <p>Math and Computer Science: High School</p>	<p><b>Library of Congress, Professional Learning and Outreach Initiatives Office</b></p> <p>Peter wrote numerous blog posts, most connecting primary sources to mathematics topics. The post receiving the most comments however, centered around researching the owner of a textbook used at Peter’s school one hundred, forty years ago. Peter also presented (virtually) at several conferences including the AFT’s Share My Lesson Conference and the National Council for History Education Conference on how graphs and charts may be used as primary sources to connect math and history. Peter wrote a short piece for the National Science Teachers Association journal on historical maps and energy production, and a longer article for the National Association for Music Educators on studying acoustics using Chladni plates. Peter worked on a project with a Science, Technology, and Business Librarian identifying historical arithmetic texts and related sources, and another project with LC Labs about using datasets as primary sources. Peter compiled a set of charts and graphs into a new primary source set, and wrote the accompanying documentation. (These materials may be published to the Library’s website soon.) Peter also enjoyed the chance to satisfy his curiosity (and raise new questions) on topics such as stereoscope projections, 19th century parlor games, and something called a “porcineograph.”</p>
<a href="#">Rachael Arens</a>	<p><b>Nebraska</b></p> <p>AP Environmental Science, Anatomy</p>	<p><b>National Aeronautics and Space Administration (NASA) - Science Mission Directorate (SMD)</b></p> <p>Rachael Arens’ work focused on NASA’s outreach to rural communities across the nation. She developed and co-hosted a 3-D Thursdays Webinar Series for Rural Educators with fellow AEF</p>

	<p>&amp; Physiology, Horticulture: High School</p>	<p>NASA SMD colleague Michael Guarraia. This monthly series connected rural educators and students to NASA SMD resources, professional development, and citizen science opportunities. Rachael Arens also co-led the NASA Rural Action Committee to facilitate a learning and collaborative space for NASA Science Activation awardees. Rachael and her colleague have been creating a Science Activation guide for projects wishing to connect with rural audiences. They collect data and stories on the various contexts of rural learning and how Science Activation can connect to the breadth of experiences and values of rural communities while adding value to their needs.</p> <p>Rachael also had the opportunity to expand her leadership roles by leading sessions throughout the NASA Science Activation yearly conference. Lastly, Rachael Arens has contributed to the NASA SMD’s website modernization project and the effort to align the NASA science divisions and resources to the Next Generation Science Standards to assist subject matter experts and curriculum developers.</p>
<p><a href="#"><u>Rachel Benzoni</u></a></p>	<p><b>Nebraska</b></p> <p>Honors and Advanced Placement Chemistry, ESL Science Foundations, Forensic Science, Fire Science, Environmental Science,</p>	<p><b>Office of Congressman Raúl M. Grijalva, Arizona’s 3rd District, U.S.</b></p> <p>Rachel served as a legislative assistant for Congressman Raúl Grijalva, advising the Congressman in issue areas including: early childhood through higher education, science and technology, financial services, arts and humanities, telecommunications and data privacy, children’s issues, supplemental social insurance, and gun control. She took meetings with interested groups and constituents as well as attending relevant briefings in those issue areas. Additionally, Rachel prepared Mr. Grijalva for hearings in his role on the House Education and Labor Committee by drafting statements for the congressman to deliver, questions for him to ask, briefing him on the nature of the event and witnesses, and staffing him during virtual hearings and bill markups; most notably during the passage of the American Rescue Plan.</p> <p>Rachel worked to reintroduce three bills for the Congressman in the 117th Congress: the first providing support for the academic achievement of middle-level learners, the second supporting the literacy of families learning English with their children, and the third to support bilingual education in low-income communities. During the process of reintroduction, Rachel solicited feedback from interest groups, updated bill language to be more inclusive and address pandemic-related issues, secured group endorsements, and convinced other members of Congress to cosponsor the bills. Rachel also assisted with the development, drafting, editing, and introduction of the Border Business COVID Rescue Act, which addressed the particular losses felt by businesses on the northern and southern U.S. borders. During the election, Rachel researched and drafted a document with potential questions from constituents wishing to vote on Election Day. She also began the development of legislation to recruit and retain teachers and healthcare workers from marginalized communities and worked to plan a roundtable listening session for Mr. Grijalva with local education professionals to discuss the particular challenges and opportunities of the school year and how the legislation he introduced could address those.</p>
<p><a href="#"><u>Shakiyya Bland</u></a></p>	<p><b>Kansas</b></p> <p>Instructional Learning Coach, District Mathematics</p>	<p><b>Office of Representative Debra Haaland, New Mexico 1st District Department of the Interior, Office of the Secretary</b></p> <p>Shakiyya served as a Policy Fellow for issue areas including: education, poverty task force and welfare, science and technology, civil rights/liberties/law enforcement/gun control, women and children, and disability rights. She oversaw writing, reviewing, drafting "Dear Colleague"</p>

	Curriculum Coach: Secondary	<p>letters to members of the House requesting cosponsors to join the Member's legislation, drafting "One Page" documents communicating a summary of the bills to share with organizations for endorsements, researching through meetings with the National Native American Boarding School Healing Coalition and the National Coalition of Native American Language Schools and Program. Shakiyya worked on the "Truth and Healing Commission on Indian Boarding School Policy in the United States" bill that was introduced in September 2020 and lead the development of the House companion bill in November, "Native American Languages Resource Center Act". Towards the end of 2020, her legislative responsibilities involved acting as the liaison to the Vice-Chair of the Democratic Women's Caucus (DWC), where she was able to collaboratively prepare Executive Action Letters communicating legislative priorities to incoming executive leadership and the newly elected cabinet officials. Additional legislative/policy office tasks include meeting with Senate Offices who co-lead bills such as, H.R.3315 - Universal Child Care and Early Learning Act to develop strategies for bicameral and bipartisan support.</p> <p>In February, Shakiyya transitioned the Office of the Secretary at the Department of the Interior assuming the role of Political Appointee. There she collaborated with the Office of Diversity, Inclusion, and Civil Rights to strategically design an implementation plan for the Executive Orders on advancing equity.</p>
<a href="#">Suzanne Otto</a>	Missouri  Chemistry, Physics: High School	<p><b>Department of Defense, Naval Surface Warfare Center, Carderock Division</b></p> <p>Suzy has worked in the Carderock STEM and Outreach office, providing an educator's perspective for DoD regional efforts to expose, inspire, and prepare k-12 students for STEM success. As part of the STEM team, Suzy's primary focus has been on developing a framework and piloting content for an enhanced STEM-in-a-Box program. This initiative provides area teachers with professional development and access to materials to increase the use of hands-on STEM activities in their classrooms. Accessible, standards-linked activity sets have been curated to encourage deep conceptual understanding for a variety of Naval-relevant topics. Suzy has also played a significant role in the planning and implementation of Carderock's high school (SEAP) and college level (NREIP) virtual internship programs. She served as a Team Lead for NREIP interns in both Fall 2020 and Summer 2021, facilitating community-building, assisting with presentation preparation, and providing resume reviews. Working with interns was directly aligned with Suzy's involvement with the Strategic Partnerships Interagency Working Group, where she contributed to Federal strategies to enhance STEM Ecosystem efforts and increase student participation in Work-Based-Learning experiences, such as internships. Suzy was also a reviewer for DoD National Defense Education Program (NDEP) grant proposals, collaborated monthly with a regional NAVSEA STEM and Outreach cohort, participated in Naval Academy STEM workshops, and co-taught a January-term STEM/engineering short course at a local high school.</p>

Table 3. 2020-2021 AEF Fellowship Accomplishments