

## Workforce Development for Teachers and Scientists

### Overview

The mission of the Workforce Development for Teachers and Scientists (WDTS) program is to ensure that Department of Energy (DOE) has a sustained pipeline for the science, technology, engineering, and mathematics (STEM) workforce. Accomplishing this mission depends on continued support for undergraduate internships, graduate thesis research opportunities, and visiting faculty research appointments; administration of the Albert Einstein Distinguished Educator Fellowship for K–12 STEM teachers for the federal government; and annual, nationwide, middle, and high school science competitions culminating in the National Science Bowl® finals in Washington, D.C. These activities support the development of the next generation of scientists and engineers to address the DOE mission, administer programs, and conduct research.

WDTS activities rely significantly on DOE’s 17 national laboratories and scientific user facilities, which employ more than 30,000 individuals with STEM backgrounds. The DOE laboratory system provides access to leading scientists, world-class scientific user facilities and instrumentation, and large-scale, multidisciplinary research programs unavailable in universities or industry. WDTS leverages these assets to develop and train post-secondary students and educators in support of the DOE mission. The WDTS discovery learning-based STEM training programs enable highly qualified applicants to conduct research at DOE laboratories and facilities in support of the DOE workforce development mission.

### Highlights of the FY 2024 Request

The FY 2024 Request for \$46.1 million prioritizes funding for programs that place highly qualified applicants in STEM learning and authentic research experiences at DOE laboratories and expands training opportunities to students and faculty from Minority Serving Institutions (MSIs) and individuals from underrepresented, underserved groups. The Request increases support for the Reaching a New Energy Sciences Workforce (RENEW) initiative, which will significantly increase outreach to and workforce training opportunities for underrepresented and underserved groups, described further below. The Request continues strong support for undergraduate internships, graduate thesis research, and visiting faculty program to help sustain a skilled workforce pipeline. The Request increases support for the technology infrastructure modernization and evaluation activity, which is critically important for evidence-based management and evaluation practice to sustain the workforce training programs at DOE laboratories. It also prioritizes support for the DOE National Science Bowl®, a signature STEM competition testing middle and high school students’ knowledge in science and mathematics. By encouraging and preparing students to pursue STEM careers, these programs address the DOE’s STEM mission critical workforce pipeline needs required to advance science innovation and energy, environment, and national security.

**Workforce Development for Teachers and Scientists  
Funding**

(dollars in thousands)

	<b>FY 2022 Enacted</b>	<b>FY 2023 Enacted</b>	<b>FY 2024 Request</b>	<b>FY 2024 Request vs FY 2023 Enacted</b>
<b>Workforce Development for Teachers and Scientists</b>				
Science Undergraduate Laboratory Internship (SULI)	14,000	15,700	16,000	+300
Community College Internship Program (CCI)	2,000	2,200	2,300	+100
Visiting Faculty Program (VFP)	2,100	2,100	2,100	–
Office of Science Graduate Student Research (SCGSR) Program	5,000	5,000	6,100	+1,100
Reaching a New Energy Sciences Workforce (RENEW)	5,000	10,000	12,000	+2,000
<b>Internships and Visiting Faculty Activities at DOE Labs</b>	<b>28,100</b>	<b>35,000</b>	<b>38,500</b>	<b>+3,500</b>
<b>Albert Einstein Distinguished Educator Fellowship</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>–</b>
<b>National Science Bowl</b>	<b>2,900</b>	<b>3,000</b>	<b>3,100</b>	<b>+100</b>
<b>Technology Development and On-Line Application Evaluation</b>	<b>700</b>	<b>700</b>	<b>1,000</b>	<b>+300</b>
<b>Outreach</b>	<b>600</b>	<b>600</b>	<b>800</b>	<b>+200</b>
<b>Total, Workforce Development for Teachers and Scientists</b>	<b>35,000</b>	<b>42,000</b>	<b>46,100</b>	<b>+4,100</b>

## Program Accomplishments

**Science Undergraduate Laboratory Internship (SULI)** — In FY 2022, approximately 1,059 placements were supported, of which 20.4 percent were from MSIs and approximately 27 percent were women. Among the participants, more than 98 percent reported positive impacts to their educational and career goals, and 99.6 percent would recommend SULI to their peers. As in prior years, participants continue to make notable contributions to research projects as evidenced by co-authorship in peer reviewed journals, patents, and/or presentations at scientific meetings. In the Summer 2022 Term application period, the SULI program opened to freshman undergraduate students from 4-year institutions and community colleges. DOE national laboratories recommended the change, noting that other Federal undergraduate research programs are open to freshmen.

**Community College Internship Program (CCI)** — In FY 2022, 105 placements were supported, with 57.1 percent from MSIs. Among the participants, about 99 percent would recommend CCI to their peers and more than 98 percent reported positive impacts to their educational and career goals. Nearly 95 percent of participants reported that they would consider a job or career at their host DOE laboratory or facility.

**Visiting Faculty Program (VFP)** — In FY 2022, 63 faculty and 24 student placements were supported, and of these participants, 46.0 percent of the faculty were from MSIs and 23.8 percent from historically black colleges and universities (HBCUs). Among the faculty participants, 17.5 percent were Black or African American and 23.8 percent were women. All VFP Faculty participants reported a positive impact on their careers, and all expressed interest in continuing their research collaboration. All would recommend VFP to their peers.

**Office of Science Graduate Student Research (SCGSR) Program** — During FY 2022, the second solicitation of FY 2021 resulted in 80 new awards with nearly 40 percent going to female graduate students; the first of the two annual solicitations of FY 2022 was released, currently going through review and selection process, and the second solicitation is on schedule for release in August. In late FY 2022, the SCGSR program implemented an increase of the current monthly stipend of active awardees due to increasing housing and other general living costs. The increased stipend level will enable the SCGSR program to attract more diverse applicants, particularly those from underserved communities, and advance SC's diversity, equity, inclusion, and accessibility objectives for the energy sciences workforce.

**Reaching a New Energy Sciences Workforce (RENEW)** — In FY 2022, WDTS, in collaboration with DOE national laboratories, organized a total of 10 listening sessions with MSIs, community colleges, and underrepresented groups for understanding barriers that prevent underrepresented and underserved groups from participating in WDTS workforce development programs. In addition, WDTS, in collaboration with SC research programs, organized two webinars focused on HBCUs and Tribal Colleges respectively. Based on the feedback received, WDTS developed new activities to address major barriers in three areas: (i) coordinating the evaluation and assessment of the RENEW initiative with all SC research programs and DOE national laboratories; (ii) developing WDTS RENEW Pathway summer schools for high school and early undergraduate students at DOE national laboratories; and (iii) developing WDTS RENEW Pathway for faculty from higher education institutions underrepresented in research and STEM (including all HBCUs). The above efforts are ongoing and will inform the further development and implementation of the RENEW initiative.

**Albert Einstein Distinguished Educator Fellowship (AEF)** — In FY 2022, one of the six WDTS-sponsored AEF participants held a WDTS office appointment. The hosting Federal agencies included DOE, Library of Congress, Department of Defense, Department of Homeland Security, U.S. Geological Survey, National Air and Space Museum, and National Aeronautics and Space Administration. Upon the establishment of a Memorandum of Understanding (MOU), the Department of Homeland Security hosted their first Fellow in FY 2022. During the pandemic, the AEF participants of the 2021-2022 cohort engaged with their host federal agencies or Congressional offices remotely and actively participated in the program's professional development activities.

**National Science Bowl®(NSB)** — In FY 2022, more than 2,700 middle school students (from 504 schools) and 5,200 high school students (from 941 schools) participated in 108 regional competitions, with 46 middle school teams and 62 high school teams advancing to the virtual National Semi-Finals in May 2021. Forty-nine U.S. States, the District of Columbia, and Puerto Rico were represented at regionals. More than 2,000 volunteers also participated in the local and national

competitions. In early July 2022, the National Science Bowl® Championship Finals were successfully held at William F. Bolger Center in Potomac, Maryland, and feature a live web-streaming broadcast of the event to a broad public audience. The top 9 middle school teams and the top 8 high school teams from the semi-finals competed in 2022 NSB finals, which was the first in-person event since the COVID-19 pandemic. Despite the challenging circumstances, the NSB continued to inspire young students nationwide to continue striving for their high levels of academic success and encourage them to follow their passions in STEM, and hopefully, to consider a career to support the DOE mission.

**Technology Development and On-Line Application** — In FY 2022, the upgrade of the online platform was started and the transition of the existing online application system is expected to continue through FY 2023. The upgrade is long overdue and once completed, will significantly increase the cybersecurity and modernization of the online technology supporting all WDTS programs. New modules using the Data Analysis and Visualization (DAV) capability have been developed and have demonstrated their usefulness in providing annual program data summary reports to all host DOE national laboratories, compiling data for WDTS evaluation projects, and producing information to address inquiries from internal and external stakeholders. In FY 2022, the technical development for an improved NSB online registration system to better support regional and national participants was completed.

**Evaluation** — In FY 2022, WDTS, in collaboration with the evaluation experts at the Oak Ridge Institute for Science and Education (ORISE), continued its work plan for building and sustaining a comprehensive evaluation portfolio to support evidence-based management and evaluation of workforce development programs and initiatives in WDTS and SC. A set of evaluation projects based on pre- and post-survey were completed, including assessing how undergraduate internships affected participants on their STEM skills/knowledge, career goals, and diversity and inclusion, and outcome analysis of where they are. In FY 2022, WDTS completed the internal review of a proposed longitudinal evaluation study plan of the impacts of WDTS-sponsored undergraduate internship programs at DOE national laboratories and the external peer review is ongoing. An important evaluation activity is to coordinate with SC research programs on the assessment and evaluation for the RENEW initiative, leveraging the knowledge, infrastructure, and capabilities built through the evaluation activity and plan for the current WDTS programs.

**Outreach** — In FY 2022, in collaboration with ORISE, DOE laboratories, and higher education institutions, WDTS supported and co-hosted a series of virtual events (IGNITE Off, Virtual Internship Fair, Virtual Intern Panel and Networking, and Virtual Graduate Student Recruitment Fair) to actively engage MSIs and individuals from underrepresented groups, and to enable equitable access to workforce training opportunities by all. WDTS completed the update of a comprehensive MSI database that compiled the MSI designations, Carnegie Classification, institutional information from the Department of Education’s Integrated Post-Secondary Data System, and the contact information of key STEM leaders at all MSIs. The MSI database has been shared as a resource with all other SC programs and DOE national laboratories to support the engagement efforts with MSIs and to promote diversity, equity, inclusiveness, and accessibility to SC research and STEM workforce training opportunities. The outcome of the WDTS annual proposal call has resulted in a comprehensive set of outreach activities led by DOE host laboratories. They focus on: expanding model outreach practices “mini-semester” over winter break and training past participants to serve as WDTS program “ambassadors” on social media and at in-person events at their home institutions; introducing faculty from institutions historically underrepresented in the research enterprise to unique lab capabilities and facilities; creating pipeline programs for high school students to remain engaged with lab programming and receive support in applying for a SULI or CCI internship and raising awareness of SC and WDTS opportunities among the professional societies with a strong focus on underrepresented and underserved students, faculty, and institutions, including *The National Diversity in STEM of 2022 SACNAS* (Society for Advancement of Chicanos/Hispanics & Native Americans in Science)/*The 2022 National Conference of AISES* (Advancing Indigenous People in STEM), *The 49<sup>th</sup> Annual Meeting of NOBCCChE* (the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers) and *The 2022 National Convention of the NSBE* (National Society of Black Engineers).

## Workforce Development for Teachers and Scientists

### Description

#### **Activities at the DOE Laboratories**

WDTS supports activities such as the SULI program, the CCI program, the VFP, the SCGSR program, and RENEW. One of the primary goals of these programs is to prepare students to enter STEM careers that are especially relevant to the DOE mission. By providing research experiences at DOE laboratories under the direction of scientific and technical laboratory staff who serve as research advisors and mentors, these activities provide opportunities for participants to engage in research requiring specialized instrumentation; large-scale, multidisciplinary efforts; and/or scientific user facilities. WDTS activities are aligned with the STEM workforce training recommendations of the Federal Advisory Committees of SC's research program offices, the strategic objectives of the National Science and Technology Council's Committee on STEM Education (CoSTEM) Federal STEM Education 5-Year Strategic Plan, and the Administration's goals for educating and training a diverse and skilled U.S. workforce for the 21<sup>st</sup> century economy.

SULI places students from two- and four-year undergraduate institutions as paid interns in science and engineering research activities at DOE laboratories, working with laboratory staff scientist and engineer mentors on projects related to ongoing research programs. Appointments are for ten weeks during the summer term and 16 weeks during the fall and spring terms.

CCI places community college students as paid interns in technological activities at DOE laboratories, working under the supervision of a laboratory technician or researcher mentor. CCI provides dedicated technical training for community college students who are interested in technical careers and provides a pathway for those who plan to pursue further educational objectives beyond community college.

The VFP goal is to increase the research competitiveness of faculty members and students at U.S. institutions of higher education historically underrepresented in the research community, including MSIs. Through direct collaboration with research staff at DOE host laboratories, VFP appointments provide an opportunity for faculty and their students to develop skills applicable to programs at their home institutions. VFP helps increase the STEM workforce in DOE science mission areas at institutions historically underrepresented within the DOE enterprise. Appointments are in the summer term for ten weeks, and faculty may participate in the program for up to three terms.

SCGSR's goal is to prepare graduate students for STEM careers critically important to the SC mission by providing graduate thesis research opportunities at DOE laboratories. The SCGSR program provides supplemental awards for graduate students to pursue part of their graduate thesis research at a DOE laboratory or facility in areas that address scientific challenges central to the SC mission. U.S. graduate students pursuing Ph.D. degrees in physics, chemistry, materials sciences, non-medical biology, mathematics, computer or computational sciences, or specific areas of environmental sciences aligned with the SC mission, are eligible for research awards to conduct part of their graduate thesis research at a DOE laboratory or facility in collaboration with a DOE laboratory scientist. Research award terms range from three months to one year. SCGSR continues support of graduate research opportunities at DOE national laboratories in high-need SC mission areas for workforce development, such as basic research for clean energy, climate science, artificial intelligence/machine learning, quantum information science as well as convergence research areas to address workforce needs for SC's long-range vision on emerging frontiers in science discovery and innovation that increasingly require transdisciplinary approaches.

As an active participant in the SC-wide RENEW initiative, WDTS coordinates with SC research programs and DOE national laboratories to develop SC mission research focused training opportunities for undergraduate and graduate students from population groups and academic institutions not currently well represented in the U.S. S&T ecosystem. WDTS has a unique role to play by significantly expanding SC outreach to students and educators from underrepresented and underserved groups and enabling additional pathways to help them advance along the STEM workforce development pipeline. Additionally, WDTS will, in collaboration with DOE laboratories and SC research programs, continue to develop and implement strategies and mechanisms to remove barriers and facilitate increased application/participation by underrepresented and underserved groups, including experimenting with new training models or elements to enable

application/participation. Funding will also support DOE National Laboratory-based research or technical training experiences for preparing future scientists, technicians, and professionals to support DOE mission needs.

#### **Albert Einstein Distinguished Educator Fellowship**

The Albert Einstein Distinguished Educator Fellowship Act of 1994 charges DOE with administering a fellowship program for elementary and secondary school mathematics and science teachers that focuses on bringing teachers' real-world expertise to government to help inform federal STEM education programs. Selected teachers spend 11 months in a Federal agency or a Congressional office. WDTS manages the Albert Einstein Distinguished Educator Fellowship Program for the Federal government. DOE and other Federal agencies support these Fellows. SC sponsors placement opportunities in WDTS and in Congressional offices. Other Federal agencies sponsor placement opportunities in their own offices. Participating agencies include the National Science Foundation (NSF), National Aeronautics and Space Administration, the Library of Congress, the Department of Defense, the Smithsonian, the U.S. Geological Survey, and the Department of Homeland Security. The Fellows provide educational expertise, years of teaching experience, and personal insights to these offices to advance Federal science, mathematics, and technology education programs.

#### **National Science Bowl®**

The DOE National Science Bowl® is a nationwide academic competition testing students' knowledge in all areas of mathematics and science, including energy. High school and middle school students are quizzed in a fast-paced, question-and-answer format. Approximately 320,000 students have participated in the National Science Bowl® throughout its 32-year history, and it is one of the Nation's largest science competitions. WDTS manages the National Science Bowl® and sponsors the National Science Bowl® finals competition. Regional competitions rely upon volunteers and are supported by numerous local organizations, both public and private.

The National Science Bowl® regional winning teams receive expenses-paid trips to Washington, D.C. to compete at the National Finals in late April. Competing teams are composed of four or five students and a teacher who serves as an advisor and coach. WDTS provides central management of its regional events.

#### **Technology Development and On-Line Application**

This activity modernizes on-line systems used to manage application solicitations, review applications, and facilitate data collection, curation, and compilation to support evaluation for WDTS programs. A project to develop, build, and launch new online application and program support systems continues, with evolving new elements that improve accessibility to applicants, advance program oversight and assessment by WDTS program staff, and allow more efficient management and execution of programs by DOE laboratory staff. An important feature of the systems is the integration of a data analysis and visualization capability to support evidence-based management and evaluation of programs.

#### **Evaluation**

The evaluation activity supports work to assess whether WDTS programs meet established goals. This is accomplished through triennial reviews of its program performers, of WDTS itself, and of program performance. These reviews involve peer reviews and Federal Advisory Committee-commissioned Committee of Visitors reviews. In addition, as an important part of assessing STEM workforce training programs, activities are supported to measure short-term program outcomes and assess longer-term program impact. The supported activities include the compilation and analysis of data and other materials, including pre- and post-participation surveys, participant deliverables, notable outcomes (publications, presentations, patents, etc.), and longitudinal participant tracking/outcome analysis. WDTS is also tracking and reporting how its programs, and activities at DOE labs and SC scientific user facilities, fulfill program goals and objectives.

The evaluation activity is aligned with the Government Performance and Results Act Modernization Act of 2010, which emphasizes the need for federal programs (including STEM education programs) to demonstrate their effectiveness through rigorous evidence-based evaluation. WDTS works cooperatively with SC programs, other DOE programs, and other federal agencies through CoSTEM to share best practices for STEM program evaluation to ensure the implementation of evaluation processes appropriate to the nature and scale of the program effort.

In support of the RENEW initiative, the knowledge, infrastructure, and capabilities built through the evaluation activity for the current WDTS programs will be leveraged to help set the goals and craft strategies for assessing the new activities, in coordination with SC research programs and offices.

### **Outreach**

WDTS engages in outreach activities, some in cooperation with other DOE program offices and select federal agencies, to widely publicize its opportunities. The WDTS website (<https://science.osti.gov/wdts>) is the most widely used tool for prospective program participants to obtain information about WDTS, and it provides a gateway to accessing the online applications for the WDTS programs. To help diversify the applicant pool and provide equitable access, outreach is conducted via multiple venues, with intentional brand messaging, such as hosting panels for and giving presentations to targeted stakeholder groups, sharing information with professional societies, and using virtual platforms to host internship and career fairs. WDTS leverages SC's social media resources to amplify the program opportunities to a broad range of stakeholders, including SC research grantees, scientific professional societies, HBCUs and other MSIs, and community colleges with a focus on underrepresented and underserved groups.

WDTS also annually solicits proposals from DOE host laboratories and facilities to develop and execute outreach activities aimed at recruiting more diverse, equitable, and inclusive applicant and participant pools for WDTS laboratory-based programs, and to encourage WDTS program participants to pursue careers supporting the SC and DOE mission, including staffing needs at DOE national laboratories. Emphasis of laboratory outreach activities is on reaching potential applicants who are underrepresented in STEM fields, including building partnerships and targeted outreach to MSIs. Eligible DOE laboratories and facilities are those that host participants in the SULI, CCI, VFP, and/or SCGSR programs. Based upon reported outcomes of annually completed activities, a portfolio of model practices is evolving to help ensure that WDTS activities are fully open and accessible to all eligible students and faculty.

The Laboratory Equipment Donation Program (LEDP) is operated under Outreach and provides excess laboratory equipment to STEM faculty at accredited post-secondary educational institutions. Through the General Services Administration Energy Asset Disposal System, DOE sites identify excess equipment and colleges, and universities can then search for equipment of interest and apply via the website. The equipment is free, but the receiving institutions pay for shipping costs.

**Workforce Development for Teachers and Scientists**

**Activities and Explanation of Changes**

(dollars in thousands)

FY 2023 Enacted	FY 2024 Request	Explanation of Changes FY 2024 Request vs FY 2023 Enacted
<b>Workforce Development for Teachers and Scientists</b>	<b>\$42,000</b>	<b>\$46,100</b>
Activities at the DOE Laboratories	\$35,000	+\$3,500
<i>Science Undergraduate Laboratory Internship (SULI)</i>	<i>\$15,700</i>	<i>\$16,000</i>
Funding for SULI supports approximately 1,035 students with an increased allocation per participant. Over the years, the cost of supporting interns at DOE national laboratories has increased and the housing cost has more than doubled in many places. In addition, increased support is necessary to keep the program competitive in terms of the financial support (stipend and allowance for housing/travel) to individual interns in comparison to other internships programs (such as those supported by NSF and other agencies).	The Request for SULI will support approximately 1,054 students.	Funding will support 19 more students.
		+\$300

(dollars in thousands)

FY 2023 Enacted	FY 2024 Request	Explanation of Changes FY 2024 Request vs FY 2023 Enacted
<i>Community College Internship Program (CCI)</i> \$2,200	\$2,300	+\$100
Funding for CCI supports approximately 167 students with an increased allocation per participant. Over the years, the cost of supporting interns at DOE national laboratories has increased and the housing cost has more than doubled in many places. In addition, increased support is necessary to keep the program competitive in terms of the financial support to individual interns in comparison to other internships programs (such as those supported by NSF and other agencies).	The Request for CCI will support approximately 174 students.	Funding will support 7 more students.
<i>Visiting Faculty Program (VFP)</i> \$2,100	\$2,100	\$ —
Funding for the VFP supports approximately 66 faculty and 32 students with an increased allocation per participant. Over the years, the cost of supporting visiting faculty members at DOE national laboratories has increased and the housing cost has more than doubled in many places. In addition, increased support is necessary to keep the program competitive in terms of the financial support to individual faculty members in comparison to similar programs.	The Request for the VFP will support approximately 66 faculty and 32 students.	No change.

(dollars in thousands)

FY 2023 Enacted	FY 2024 Request	Explanation of Changes FY 2024 Request vs FY 2023 Enacted
<i>Office of Science Graduate Student Research (SCGSR) Program</i> \$5,000	\$6,100	+\$1,100
Funding for the SCGSR program supports approximately 190 graduate students. Targeted priority research areas will be informed by SC's workforce training needs studies.	The Request for the SCGSR program will support approximately 190 graduate students with an increased allocation per participant. Over the years, the cost of living to conduct graduate thesis research at DOE national laboratories has increased and the housing cost has more than doubled in many places. In addition, increased support is necessary to keep the program competitive in terms of the financial support to individual graduate awardees in comparison to similar programs. Targeted priority research areas will be informed by SC's workforce training needs studies.	Funding will support the same number of SCGSR participants due to the increased allocation per participant.

(dollars in thousands)

FY 2023 Enacted	FY 2024 Request	Explanation of Changes FY 2024 Request vs FY 2023 Enacted
<i>Reaching a New Energy Sciences Workforce (RENEW)</i>	\$10,000	\$12,000
<p>Funding supports continued implementation of the FY 2022 RENEW initiative and a planned growth of the existing workforce training programs/activities. Building upon the core science and technology capabilities at DOE national laboratories, the RENEW Pathway Summer Schools will enable equitable access to the best expertise and tools for discovery science driven learning in STEM. WDTS RENEW Pathways for faculty from underrepresented institutions will include 1) the expansion of the existing VFP program to non-summer terms for extended engagement for faculty capacity building in research and 2) the addition of a new parallel track for VFP with the goal of helping faculty enhance and innovate their STEM teaching at home institution for better STEM learning and preparedness in STEM. WDTS' RENEW pathways will build and strengthen partnerships between DOE national laboratories and MSIs, two-year colleges, and other colleges and universities nationwide.</p>	<p>The Request will support continued implementation of the RENEW initiative and a planned growth of the existing workforce training programs/activities. WDTS will continue support for the RENEW Pathway Summer Schools for High School and Early Undergraduate Students at DOE National Laboratories as well as the RENEW Pathways for faculty programs.</p>	<p>Funding will increase to support an increase in the number of awards at MSIs and for individuals from underrepresented communities.</p>
Albert Einstein Distinguished Educator Fellowship	\$1,200	\$1,200
Funding supports 6 Fellows.	The Request will support 6 Fellows.	No change.

(dollars in thousands)

FY 2023 Enacted	FY 2024 Request	Explanation of Changes FY 2024 Request vs FY 2023 Enacted
National Science Bowl® \$3,000	\$3,100	+\$100
Funding provides support to sponsor the National Finals and provide central management of over 110 virtual and in-person regional events, involving more than 14,000 students from all fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.	The Request will provide support to sponsor the National Finals and provide central management of over 110 virtual and in-person regional events, involving more than 14,000 students from all fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.	The new venue for the National Finals in Potomac, Maryland, will have increased costs for additional lodging, and transportation.
Technology Development and On-Line Application \$700	\$1,000	+\$300
Funding continues development and operation of the on-line systems and support new development to meet the evolving needs of the programs.	The Request will continue development and operation of the on-line systems and support new development to meet the evolving needs of the programs. The online application and review system is the backbone infrastructure for the application, review, laboratory placement, award/participation management, outreach, and evaluation of WDTS workforce training programs at DOE national laboratories.	An increase of funding is necessary to sustain WDTS programs and activities.

(dollars in thousands)

FY 2023 Enacted	FY 2024 Request	Explanation of Changes FY 2024 Request vs FY 2023 Enacted
Evaluation \$600	\$800	+\$200
Funding supports a comprehensive evaluation portfolio with short- and longer-term projects for assessing WDTS program performance and producing knowledge to inform evidence-based management and evaluation practice.	The Request will support a comprehensive evaluation portfolio with short- and longer-term projects for assessing WDTS program performance and producing knowledge to inform evidence-based management and evaluation practice. The evaluation activities are a key element directly in support of the Administration's priority for evidence-based management practice. A combination of program management assessments, regular short-term outcome measures, and longer-term program impact studies will provide vital knowledge on how well WDTS workforce training programs achieve their goals and guidance for working with DOE national laboratories to deliver better quality results.	An increase of funding is necessary to establish and execute a comprehensive evaluation portfolio in support of workforce development programs and activities.
Outreach \$1,500	\$1,500	\$ —
Funding supports outreach activity proposal solicitations from DOE host labs and facilities. WDTS will maintain support of activities such as those that promote diversity, equity, and inclusion; and/or prioritize recruitment of STEM students to DOE research and development workforce mission-relevant fields of study, and particularly to fields related to SC research programs. Support continues for the LEDP program.	The Request will support outreach activity proposal solicitations from DOE host labs and facilities. WDTS will maintain support of activities such as those that promote diversity, equity, and inclusion; and/or prioritize recruitment of STEM students to DOE research and development workforce mission-relevant fields of study, and particularly to fields related to SC research programs. Support continues for the LEDP program.	No change.