



Summary Report 2023-2024 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 2023-2024 AEF Fellows

2023-2024 AEF Participants	
Number of total AEF Fellows	16
Number of high school teachers	8
Number of upper elementary and middle school teachers	8
Number of states represented by the Fellows	10
Number of Fellows who have been teaching more than 10 years	9

Table 1. Summary of the 2023-2024 AEF Fellows

Hosting Federal Agencies and Congressional Offices for the 2023-2024 AEF Fellows

Federal Agency Placements
U.S. Department of Energy (1 Fellow)
U.S. Department of Defense (4 Fellows)
U.S. Department of Homeland Security (1 Fellow)
U.S. Geological Survey (2 Fellow)
U.S. Library of Congress (1 Fellows)
National Aeronautics and Space Administration (1 Fellow)
National Science Foundation (1 Fellow)
Congressional Office Placements
Representative Suzanne Bonamici (OR-1)
Congresswoman Teresa Leger Fernandez (NM-3)
Representative Raul Grijalva (AZ-7)
Senator Ossoff (GA)
Representative David Trone (MD-6)

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 34th year with 382 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, either have 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 2023-2024 Fellows

Name	Background	Sponsor/ Host Office Accomplishments
Michele Adams	West Virginia Middle School Science	U.S. House of Representatives, Office of Congresswoman Teresa Leger Fernandez Michele worked in the office of Congresswoman Teresa Leger Fernandez (NM), where she was assigned the portfolios of K-12 education, veterans, postal, nutrition, and early childhood. Michele worked with numerous stakeholders within those portfolios, including Congressional liaisons, advocacy groups, Congressional offices, federal agencies, Congressional researchers, and constituents. Michele attended many briefings, panel discussions, and hearings, and she vetted policies and legislation in these portfolio areas. In the K-12 domain, several accomplishments include preparing the Congresswoman for hearings, composing questions for the Secretary of Education Miguel Cardona, and rewriting and introducing a bill: H.R. 8612- the Financial Fitness Act. Additionally, Michele built relationships with educators, superintendents, Bureau of Indian Education(BIE) and Tribally-controlled schools, and the Department of Education. She learned about the many policies and funding streams impacting education programs and systems. She worked to share the greatest needs of constituents with the Congresswoman to strive for solutions. In her other portfolio areas, Michele had an array of achievements. She wrote the Secretary of the Department of Veterans Affairs and secured signatures from members of Congress calling for relief for veterans facing foreclosure. She worked with the United States Postal Service and local entities towards replacing a post office in Chimayo, NM after a devastating fire in 2023. She started a new bicameral, bipartisan caucus for the Congresswoman- the Head Start to Congress Caucus- and planned and implemented a launch event for the caucus that included members of Congress, staffers, and students and parents from a local Head Start program. An overarching accomplishment for Michele was to use the knowledge she gained through her work in all portfolio areas to request appropriations for FY 2025. Michele developed and submitted these requests to the Appropriations Committees, and they included increased funding for dual-language educators, Native American educators, and BIE schools, as well as improved support for veterans and borrowers of federal student aid. Michele hopes these appropriation requests will be granted and enacted into law so the stakeholders and communities she has grown to know and love will be positively impacted by her Fellowship on Capitol Hill.

Melissa Thompson	Maryland Elementary School Environmental Technology; Engineering; Robotics; Life Science; Special Education	United States Department of Defense- Navy; Charlotte George This year, Melissa Thompson has made significant strides in her role with the Albert Einstein Distinguished Educator Program through her collaborations with the Department of Defense- Navy. Thompson began her year completing a 10-week high school engineering curriculum that Naval STEM has implemented nation-wide. Her involvement in this program has allowed her to leverage her expertise in STEM education to enhance curriculum and instruction. This curriculum has enhanced outreach at dozens of Naval institutions from coast to coast, as Thompson has trained Program Directors at various NAVSEA, NAVAIR, and other Navy sites. Thompson created the first collaborative partnership within Naval STEM to publish curriculum between the commands; a collaborative Laser lesson between NAVSEA and NAVAIR subject matter experts. Thompson has visited Naval Sites across the nation to include the Department of Defense's critical technologies into her lessons. She also created Higher Educational Partnerships Agreements with colleges such as Virginia Tech, Penn State, and more. Another key accomplishment has been the development and implementation of gamified STEM lessons that address the needs of special education students. By integrating accommodations and modifications into the Seaworthy STEM Curriculum, she has ensured that these programs are both engaging and educational, providing students with a window into future careers within the STEM space. Thompson has created career playing cards, standard aligned reading supplements, and is currently publishing children's books to accompany the Naval Seaworthy STEM curriculum. Thompson's work has been particularly impactful in the local DMV area. She has worked with Maryland, District of Columbia, and Virginia educational professionals to establish STEM program partnerships. Her reach includes every school district in the state of Maryland. She has also created outreach opportunities in library systems such as Enoch Pratt in Baltimore City. Thompson has been extending to more niche areas in education such as her partnership with Queen Anne's County Parks and Recreation as well as the Wicomico County Extended Summer Program. Focusing her work on rural communities as well as out of school niche programs has expanded the reach of Naval Programming. Thompson has attended various conferences, events, and programs across the nation to share her expertise. She was a Keynote Speaker at the IEEE International STEM Conference at Princeton University, where she presented on STEM Identity through Community Partnerships. Thompson was also a Panelist at MIT, speaking to inner city youth about the benefits of STEM passion and careers. Thompson has presented sessions at NSTA, DSEC Consortium, and Navy Fleet Week Media Coverage. She was featured on FOX 45 News during a Fleet Week STEM Demo Segment that aired on June 10, 2024. Overall, Melissa Thompson's accomplishments this year with the Albert Einstein Distinguished Educator Program, the Department of Defense, and the Navy have been exhilarating. It has led to the creation of the Maryland STEM Ecosystem, where Thompson sits as the Chief Academic Officer. The fellowship has also brought new opportunities to Thompson where she will begin her informal educator career with _____, providing outreach to the nation. By creating partnerships and providing professional development opportunities, Thompson has ensured that the impact of her work will be felt for years to come.
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Amy Szczepanski	New York Biology, Chemistry, Physics, Environmental Science High School	Department of Energy - Office of Science: Workforce Development for Teachers and Scientists During her time at the Department of Energy, Amy has worked on numerous projects and initiatives both personally, and with the Office of Science: Workforce Development for Teachers and Scientists. Within the office, played a significant role in the facilitation of the National Science Bowl. Her work in this area began in the fall of 2023, assisting in execution of virtual regional matches, coach workshops, and question and answer sessions. Upon the completion of regional competition, her focus pivoted to the National Science Bowl. She did extensive work on recruiting speakers from the National Laboratories, organizing volunteers and logistics, designing and delivering workshops, and providing event support. Amy's work and expertise was featured at multiple state and national conferences this year. She presented on a variety of topics and also received her first educational publication. She served as a STEM advisor for institutions such as NASA, Johns Hopkins, and Rutgers Newark. Through her participation in the AEF program, Amy has been privileged to visit and partner with multiple National Labs. Currently, she is working with InfOhio to create an open source database to allow greater access to public lab curriculum.
Ashley Benitez Smith	Maryland Computer Science and Cybersecurity High School	United States Department of Homeland Security - Cybersecurity and Infrastructure Security Agency Ashley Benitez Smith has accomplished much as an Albert Einstein Distinguished Educator Fellow. Ashley worked within the Academic Engagement Branch of the Stakeholder Engagement Division under Section Chief Ashley Pearce at the Cybersecurity and Infrastructure Security Agency (CISA). Ashley assisted in managing the Cybersecurity Education and Training Assistance Program (CETAP), a cooperative agreement between CISA and the awardee. This partnership is dedicated to providing foundational cybersecurity awareness and literacy, cybersecurity career exploration, support for K12 teaching of cybersecurity skills, and professional development and training for K12 stakeholders. Her responsibilities included overseeing various projects, such as collaborative efforts with the awardee, CYBER.ORG, and providing expert guidance on curriculum, professional development, and outreach for the program. She also led several projects and collaborative efforts involving data analysis and national cybersecurity education strategy projects. Ashley also researched emerging technologies, such as machine learning and artificial intelligence, and how they intersect with cybersecurity and computer science education. This research project will help CISA initiatives with artificial intelligence and cybersecurity, particularly cybersecurity education. Ashley led the development and curating of the new K12 Cybersecurity Education and Career Resource pages. Conveniently grouped by grade level, these resources are designed to be easily accessible for educators and feature resources from CISA and CISA partners. Additionally, she created templates for cybersecurity professionals and educators to use for cybersecurity career presentations. The presentations are scaled to each grade level, splitting the elementary presentations into K-2 and 3-5 grade bands and secondary between 6-8 and 9-12. This initiative is a testament to her dedication, as it allows future fellows to

		continue to add, curate, and update these resources based on the needs of educators in the cybersecurity K12 space and both agency and national initiatives. She has also started collaboration projects with other fellows that continue into the next cohort. Ashley also provided expertise and guidance to various K12 cybersecurity projects and a national initiative across CISA and collaboratively with other agencies. She has participated in national listening sessions and working committees from the Office of the National Cybersecurity Director (ONCD) and the National Institute of Cybersecurity Education (NICE). Ashley has also coordinated cybersecurity education outreach and regional partnerships and engaged K12 stakeholders by presenting at nationwide conferences. She was the lead presenter at AMLE at the National Harbor and ASTE 2024 in Anchorage, Alaska. Ashley also presented talks virtually at NICE K12 2023 and in-person presentations at the We_TeachCS Summit in Fort Worth, Texas, CYBER.ORG's EdCon 2024 in Orlando, Florida, and CSTA 2024 in Las Vegas, Nevada. Her presentations have allowed Ashley to talk to educators nationwide and provide feedback on their needs and concerns to the Academic Engagement Branch and national listening sessions. Ashley's time as the 2023-2024 Albert Einstein Distinguished Educator at CISA has impacted the agency and educators nationally and locally. She has lent her expertise to several projects at CISA and maintained local connections. She became the Western Liason for the CSTA Maryland Chapter, stepping into the leadership role, providing professional development, and collaborating with other Maryland computer science teachers. Ashley is also a steering committee member of the Maryland STEM Ecosystem, a collaborative effort with fellow AEF DoD Navy Fellow Melissa Thompson leading the way as the Ecosystem's Chief Academic Officer. She continues to share resources she has found during her fellowship with her home district of Frederick County Public Schools (FCPS MD) and other Maryland educators. Ashley looks forward to the next stage of her career as a computer science and cybersecurity educator. She hopes her contributions as the CISA fellow will positively impact the future of K12 cybersecurity education.
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Rebecca Grella	New York Science Research High School	Department of Defense, STEM Rebecca has achieved significant milestones under the leadership of Department of Defense STEM Director Louie Lopez. Notable accomplishments include serving on the writing committee for the White House Federal Strategic Plan for STEM "Engagement Pillar" and "Find Your Place in STEM," as well as contributing to the White House Space Council and NASEM GUIRR initiatives. Rebecca's expertise has been recognized through invitations to speak at the Department of Education "Find Your Place in STEM" and keynote at VEX Robotics. Rebecca engaged in presentations at NSTA conferences and AMLE. Additionally, Rebecca has authored numerous tech blogs on DoD technology, articles for NSTA and AAAS on STEM engagement and outreach. Rebecca's most recent accomplishment is a young adult book titled "Three Point Maven." Rebecca's achievements demonstrate the office's commitment to promoting STEM education and fostering the next generation of innovators.
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Denise Wright	South Carolina Middle Science Online High School Earth Science and Astronomy	Department of Defense: United States Air and Space Force , Elyse Lohrbach Denise worked in the Department of Defense's United States Air and Space Force K12 STEM Outreach Office, where she collaborated with a diverse range of scientists and engineers to prepare them for virtual engagement programs with K12 students across the United States. Before these programs, Denise conducted pre-meetings to discuss and review the types of questions and interests of the K12 students, aiming to peak their curiosity and align presentations with national science standards (NGSS). During the virtual programs, she served as the moderator, interacting with the scientists and engineers. In addition to her virtual work, Denise developed lesson plans focused on critical technology areas, including Artificial Intelligence, Engineering and Design, and Quantum Science. She visited the Air Force Research Laboratory in Rome, New York, to design a 360-degree virtual tour of its Quantum Science Laboratory. She also created lesson plans, classroom slide decks, and lab activities to support these units. Denise presented and designed virtual professional development sessions for the United States STEM to Space and STEM To Sky programs. She shared information about the United States Air and Space Force resources during webinars for the Society for Science and Association for Chemistry Teachers. In person, Denise represented the Department of Defense at several prominent events, including the National STEM Festival, National Science Teachers Association Conference, and STEM Career Fair at the University District of Columbia. She was also responsible for assisting with the United States Air and Space Force K12 STEM Education budget, collecting data on underrepresented groups in STEM education, STEM partnerships, and evaluating their STEM outreach programs. Finally, Denise established the Air and Space Force Teacher Leadership Council (TLC), a professional learning community for teachers to share and create valuable resources for the K12 Air and Space Force STEM Outreach program. Denise worked in the Department of Defense's United States Air and Space Force K12 STEM Outreach Office, where she collaborated with a diverse range of scientists and engineers to prepare them for viual engagement programs with K12 students across the United States. Before these programs, Denise conducted pre-meetings to discuss and review the types of questions and interests of the K12 students, aiming to peak their curiosity and align presentations with national science standards (NGSS). During the virtual programs, she served as the moderator, interacting with the scientists and engineers. In addition to her virtual work, Denise developed lesson plans focused on critical technology areas, including Artificial Intelligence, Engineering and Design, and Quantum Science. She visited the Air Force Research Laboratory in Rome, New York, to design a 360-degree virtual tour of its Quantum Science Laboratory. She also created lesson plans, classroom slide decks, and lab activities to support these units. Denise presented and designed virtual professional development sessions for the United States STEM to Space and STEM To Sky programs. She shared information about the United States Air and ce Force resources during webinars for the Society for Science and Association for Chemistry Teachers. In person, Denise represented the Department of Defense at several prominent events,
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Dorothy Holley	North Carolina Chemistry, Physics, Environmental Science, Forensics High School	U.S. House of Representatives, Personal Office of Representative Raul M. Grijalva (AZ-07) Dr. Holley carried a legislative portfolio of eight policy issues, including education, science, communication, women’s issues, children’s issues, gun violence, Arts/Humanities, and the Census. Through the Education & Workforce Committee, she interfaced with the oversight of federal education programs, initiatives, and grants. She specifically worked to advance bills supporting literacy, parent involvement, and dual language teacher training. She led the library letter during the appropriations funding cycle. In Tucson, Dr. Holley spearheaded a district roundtable to address funding impacts on teacher retention efforts. She attended briefings, met with constituents, and collaborated on policy initiatives.
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Samantha Willsey	Indiana Middle and High School Earth/space Science Biomedical Science Chemistry Biology	USGS: Youth and Education in Science (YES)-Office of Science Quality and Integrity. My work with the USGS Youth and Education in Science office has encompassed a range of impactful initiatives aimed at fostering environmental literacy and scientific engagement among young learners. I authored and published two field journals, "This Land is Your Land," encouraging students to practice scientific skills and understand the interconnectedness of our world. This work also included building partnership with YMCA of the USA. Many Y's will be using my created field journals during their summer camps. Furthermore, I built partnerships with the Smithsonian National Museum of Natural History and advised educational programs for the new Cellphone: Unseen Connections exhibit. My work with NMNH included public outreach about the critical mineral supply chain, creating DIY materials for classrooms and informal education settings, assisting in the facilitation of school programs, and bringing in USGS scientists as speakers for the "Expert is in" series. I led a team for the White House National Space Council's "Your Place in Space" project and developed a comprehensive toolkit to engage communities nationwide, showcasing the vast benefits of space for Earth. My contributions extended to the bioethics realm as an Advisory Committee member for the Johns Hopkins Berman Institute's podcast, Playing God?. At various national and international conferences, I presented on topics such as environmental literacy, globalizing STEM curriculum, and professional development for educators. My efforts also supported the organization of significant events such as the National STEM Festival, Earth Day at the National Academy of Science, and the Smithsonian Educator Summit, all aimed at advancing scientific education and highlighting excellence in STEM.
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Lachanda Garrison	DoDEA Georgia Elementary School - Mathematics	U.S. Senate - Office of Senator Ossoff As a Capitol Hill Fellow in the U.S. Lachanda's portfolios included education and military family portfolios. She utilized strategic and effective written communication to draft sponsorship, co-sponsorship, and briefing memos to support member priorities. Lachanda wrote weekly memos to communicate constituent meetings, project updates, and address any member follow-up questions. She met with over one hundred constituents, organizations, and institutions. She also helped prepare quarterly legislative memos to brief the senator on the status of projects, new project ideas, and to give feedback to focus on current member objectives and priorities. Lachanda led a project to draft legislation to support military-connected children and families in collaboration with staff members. She leveraged her knowledge of organizational procedures to plan, develop, and implement this new policy. She also built rapport and partnered with many military-affiliated organizations for endorsements of the draft legislation. Lachanda worked on Congressionally Directed Spending (CDS) projects related to K-12 and Higher Education. She vetted projects within this portfolio worth over millions of dollars. Projects came from state organizations, learning institutions, and nonprofits. Once projects were vetted, based on congressionally established eligibility requirements, she briefed the members on the projects and helped prioritize them based on member priorities for the State.
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Michael Stewart	Virginia Physics, Chemistry, Earth Science, Biology High School	National Science Foundation, Office of the National Science Board Michael presented at the Hawaiian International Conference on Education and National Science Teachers Association Conference on how teachers may incorporate systems to expand student voice and responsibility while reducing teacher workloads and stress. Michael formally and informally interviewed dozens of STEM and STEM education experts from across numerous Federal and State agencies, universities, and Nonprofits and was an interviewee on the Physics Teachers Podcast. Michael researched the USPTO patent application process and participated in a training from Defense Advanced Research Projects Agency (DARPA) researchers studying “Power Beaming,” which were major personal interests to Michael. Michael attended numerous NSF trainings and info sessions showcasing a wide spectrum of current NSF-funded research, numerous Teacher PD sessions at the US Naval Academy, University of Maryland, and University of DC, volunteered at STEM challenge events and AI institutes at Penn State University, and participated in various trainings which centered indigenous peoples. In the National Science Board Office, Michael began his Fellowship with updating and expanding the <i>Missing Millions</i> figure to include women and people with disabilities which was showcased in NSB’s biennial <i>Indicators 2024</i> and accompanying <i>Talent is the Treasure</i> reports. Michael further aided the delivery of these reports to Congress and to community partners. Michael participated in a Board retreat to Kentucky to support and build relationships with Board members as they visited and engaged with STEM and STEM education leaders across Kentucky University, University of Louisville, two regional community colleges, and State and local representatives. Michael served on the Merit Review Reexamination Commission and the Science and Engineering Policy Committee. In support of the Merit Review Commission, Michael, among other things, helped conduct and reported on a Listening Session with Big Ten Academic Alliance Universities and independently conducted a review of NSF internal documents (i.e. Committee of Visitor reports between 2011-2023) to analyze and inform the commission on community perspectives regarding the strengths and weaknesses of NSF’s Merit Review process. For the Science and Engineering Policy Committee, Michael primarily focused on exploring data sources related to K-12 STEM Education and related needs pertaining to Board member interests, priorities, and goals.
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Stacie Marvin	Howard County Public Schools, MD 7-12 Mathematics	Office of Representative David Trone (MD-06), Education/AI Policy Advisor Stacie was responsible for the evolution of Rep. Trone’s Education policy initiatives. She was instrumental in supporting his relationships with a wide range of advocacy groups in the education space and recommending bills for cosponsorship that represented the values and policy initiatives of the office. Specifically: • Evaluating, recommending and monitoring more than 200 individual pieces of legislation for cosponsorship, handling all aspects of communications inter- and intra-office. • Staffing Rep. Trone for all aspects of his education portfolio, involving meetings with key constituency groups in the district and in DC, writing briefing memos and meeting with the Congressman to prepare him for meetings. • Writing and introducing H.Res. 1214 Honoring the Resiliency of America’s Teachers During Teacher Appreciation Week. This was introduced with bipartisan support to the Education & Workforce Committee. • Introducing HR 8220 the Occupational Therapy Mental Health Parity Act. This legislation was introduced bipartisanship to committee. • Introducing and monitoring cosponsors for HR 6928 the CONNECT Act. Currently this legislation has 15 cosponsors. • Stacie was instrumental in the process of identifying two other key pieces of legislation that Congressman Trone will be co-leading. The first supports local and state school districts in their evaluation of effective practices for the use of cell phones in schools (The Focus on Learning Act), and the second amends the Social Security Act to allow all approved vaccines to be delivered in doctor’s offices, not just at pharmacies (The Medicare Coverage of Recommended Vaccines Act). These projects are on-going. • Monitoring the 2023 FAFSA implementation issues and supporting letter-writing campaigns to address issues surrounding those communities of students and families most affected by the problematic roll-out. During the on-going appropriations season, Stacie was instrumental in writing, editing and submitting the Labor-HHS appropriations letter to Rep. Trone’s committee. Stacie assumed responsibility for Congressman Trone’s AI portfolio and shaped his cosponsorship and letter writing efforts in this area to support the work of NIST, located in MD-06. Stacie was able to coordinate a site visit and several NIST briefings for the benefit of the other members of AE Fellowship. Stacie has become a leading voice in AI in education and had an opinion article published in Ed Week in October 2023, and another being considered more recently for publication in Ed Week as well. Ed Week is seeking her contributions for upcoming publications on the current and future of teaching mathematics. She has collaborated with a NASA data scientist to create complex student-accessible data representations on the effects of climate change. Stacie supported the fellowship by participating in a panel discussion for the National Board
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		for Professional Teaching Standards at their Annual National Board Academy entitled “Strengthening Your Advocacy Muscles Through Fellowships”. During this panel she was able to promote the efforts of the AE Fellowship, how it can shape the policy landscape and support best practices of teaching in the classroom from a federal level. In pursuit of her professional development objectives, Stacie traveled to San Diego to attend an AI in Education summit, and then to Stanford to attend a workshop on best practices in the teaching of mathematics.
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Jacquelyn B. Southerland	Maryland (Prince George's County) Middle School Physics, Chemistry, Biology, Environmental Science	U.S. House of Representatives- D.C. Office of Congresswoman Suzanne Bonamici (OR-01) Jacquelyn focused on education and workforce, childcare, child healthcare, and the science portfolio and appropriations. She worked with various stakeholders including Congressional liaisons, advocacy groups, Congressional office, think tank researchers, and constituents within those portfolios. Her work involved attending briefings, panel discussions, and committee hearings, as well as staffing the Congresswoman for committee hearings and markups. Jacquelyn provided unbiased research and consulting on policies within those portfolios while prioritizing the Congresswoman's agenda. In the education portfolio, Jacquelyn achieved significant accomplishments. She played a key role in modifying and preparing H. Res. 892, a resolution supporting a whole-child approach to education, for reintroduction. In addition, she conducted outreach to congressional offices for the National Board-Certified Teachers (NBCT) bipartisan resolution H.Res.977 and recommended the Congresswoman to co-sponsor several educational bills. Jacquelyn also built relationships with educational researchers, education unions, education policy analysts, and education advocacy groups. Leveraging these connections, she helped bolster the Congresswoman's leadership in Whole Child Education and Title IV, specifically Full-Service Community Schools. Furthermore, she worked on revising and reaching out in a bipartisan manner on educational appropriation letters on ESSA Title IV-A, Institute of Educational Sciences, State Assessment Grants, and National Endowment for the Arts. In her other portfolio areas, Jacquelyn focused on addressing the needs of the Congresswoman's constituents. She conducted research on legislation related to environmental issues such as increasing Tsunami awareness and improving the quality of Blue Carbon Research. She also investigated ethical problems related to AI in healthcare, business, national security, and personal data and property. Two standout accomplishments for Jacquelyn include finalizing the ExCEL Bill for introduction, which aims to provide competitive federal grants for convergence education pilot programs. The second accomplishment was setting up a student meeting with the Congresswoman and Oregon National History Finalist. Student finalists and parents shared their stories, interests, and curiosity with Rep. Bonamici and learned about the process of government from the Congresswoman. Jacquelyn hopes that this interaction encourages these students to deepen their knowledge of their local and state government and build their confidence in being present and informed to advocate for themselves
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Pamela Joslyn	Iowa Middle School Biology, Chemistry, Earth Science, Physics,	United States Department of Defense- Office of Naval Research Pamela made remarkable strides and accomplished notable achievements in her role as an Albert Einstein Fellow with Naval STEM. She interviewed scientists and engineers for the Naval Horizons video contest and visited several Navy labs throughout the nation. To facilitate a community of practice, Pamela established conventions for classroom visits for community partners for both visitors and educators. She created protocols for staffing the booth for Fleet Week. Additionally, she judged science fairs and created engaging activities for local Washington DC students. Throughout the year, Pamela actively participated in conferences and workshops, presenting at AMLE and NSTA. She also served as a panelist at MIT, inspiring inner-city youth to explore STEM careers within the Navy. As a Navy Ambassador for Iowa, Pamela is committed to opening doors for students and educators, showcasing the diverse opportunities within the Department of the Navy and other national agencies. Upon the completion of the Naval Horizons contest, Pamela analyzed the data and contributed to program recommendations that positively impacted nearly 3,000 students. Throughout the year, Pamela actively participated in conferences and workshops, presenting at AMLE and NSTA. She also served as a panelist at MIT, inspiring inner-city youth to explore STEM careers within the Navy. Pamela will continue to build partnerships with civilian community leaders outside the traditional Navy bubble who can present engagement opportunities made possible by their experience, connections, and audiences as a Navy Ambassador for Iowa. Upon returning to her district to teach computer science, Pamela will participate as a LEAD STEM fellow, focusing on strengthening leadership and building inclusive STEM ecosystems to drive positive changes in her community and the Midwest region.
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Sarah Slack	New York Science and STEM Middle School	USGS Office of Youth and Education in Science (YES) As an Einstein Fellow at the USGS, Sarah Slack used her experience working in a middle school STEM classroom as well as her background in climate science to develop resources for students and professional learning opportunities for educators that aligned with national science standards, relied on authentic data, and provided students an opportunity to engage in the work of scientists and engineers. Specifically, during her time at the USGS, Sarah created a unit plan titled “Investigating the Urban Heat Island Effect with Student Scientists.” This curriculum contains twenty separates but connected activities that will support students in understanding how satellites collect environmental data, using data to quantify change over time, and collecting ground-based data to create a more detailed picture of local conditions. To engage more teachers in using this curriculum, Sarah has worked with partner organizations to secure funding to purchase classroom supplies, conduct a multi-day workshop, and compensate teachers for their time. Sarah has led this workshop in New York City, Detroit, and Reston, VA. A large portion of Sarah’s time has also been dedicated to establishing and cultivating partnerships with organizations and individuals who can help to achieve the goal of making authentic science research available and meaningful to K-12 classrooms. One of the most rewarding of these was a connection to NASA’s STELLA program, which develops and builds handheld data collection instruments that could easily be replicated by students interested in observing their environment. Sarah has incorporated STELLA devices into enrichment activities in her unit plan and brought the STELLA engineers to an AEF professional development workshop to connect with Einstein fellows. She has also worked to expand the Geospatial Semester program, a dual enrollment program based out of James Madison University, which provides students with the skills and knowledge to use GIS to assess an interesting issue in their community. Sarah has met with representatives of numerous universities and local organizations to discuss ways to grow this program into new areas and has made significant leeway in New York City and Bozeman, Montana. Additional work has been done to connect with local schools, including Templeton Academy and Richard Wright Public Charter School in DC, to help engage students in authentic science investigations of their communities. Sarah has also been part of the team designing and building a module for the website Data in the Classroom, which will use USGS data to help students understand the urban heat island effect while simultaneously building their data literacy. Sarah presented at statewide, national, and international conferences, including the Mid-Atlantic Climate Change Education Conference and the National Science Teaching Association Conference. She has attended workshops, including the recent KidWind ReCHARGE Academy in Fairbanks, Alaska, to help improve her pedagogy and build her content knowledge. Lastly, she has worked to create the framework for a new partnership between Montana State University, the Crow tribe, and the USGS Water Science Center to use water quality data in curriculum at the tribal high schools and community colleges that future Einstein Fellows could continue to grow and implement.
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Kelsey Beeghly	Florida Life science, physical science Middle/high school	Library of Congress, Professional Learning and Outreach Initiatives. Kelsey conducted research in the Library's digitized collections to write several blog posts that featured teaching suggestions that elevate contemporary and historical stories of underrepresented groups in STEM. She also developed sessions focused on integrating historical primary sources to teach the nature of science and presented these to an audience of teachers at the National Science Teaching Association's fall and spring conferences. Kelsey curated a set of photographs to create the Library's free to use and re-use set centered around scientists and inventors. She wrote two publications, one for <i>The Science Teacher</i> which featured historic newspaper articles about AI, and one for <i>Music Educator's Journal</i>, which featured sources surrounding the rise of sound technology. She recorded a podcast for the ORISE featurecast to promote the work of past and present Albert Einstein Fellows at the Library of Congress. Kelsey also spearheaded a project between the Preservation and Research Testing Division and the Multimedia Group to film a series of three videos featuring scientists and their work. For each video, Kelsey co-wrote a blog post with the scientist for the Teaching with the Library of Congress blog to share teaching suggestions and ideas for students to explore the scientific concepts in the video. Additionally, Kelsey led the 23-24 cohort of Einstein fellows for a full day professional development session at the Library. She contributed to the curriculum development of another fellow by conducting research to provide primary sources to embed within the lessons.
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Kenji Nomura	Maryland STEM (Geometry, Algebra 2, Statistics, Computer Science, Astronomy, Robotics, 3D Design, and Project Based Learning I & II) High School	NASA, Science Mission Directorate - Science Activation Kenji Nomura played a pivotal role in connecting with SciAct projects to foster robust partnerships and spearhead effective STEM engagement strategies, emphasizing the inclusion of digital and physical resource efficacy. His efforts also extended to advising on best practices for STEM engagement with a strong focus on Diversity, Equity, Inclusion, and Accessibility (DEIA). Kenji created and evaluated digital educational resources. He co-led an action group dedicated to promoting data fluency which enabled meaningful collaborations with leaders in data science education and open science. Moreover, Kenji explored innovative STEM outreach opportunities, such as the total and annular solar eclipses, and co-led NASA science action groups focused on math engagement and data fluency. Additionally, Kenji aided in the effort to find alignment in the Science Mission Directorate's efforts with the Next Generation Science Standards (NGSS), and he developed a dedicated webpage for Science Activation's math learning resources. He also worked on assembling eclipse learning resources for the White House Space Council's "Find Your Place in Space Week." In addition to his NASA contributions, Kenji served on the Advisory Committee for the Johns Hopkins Berman Institute's podcast on bioethics, "Playing God?" He shared his insights on STEM identity at the National Council of Teachers of Mathematics and participated as a panelist on virtual learning. Kenji's involvement also extended to supporting NASA in major events like the National STEM Festival, Earth Day at NASA Headquarters, and engagements with the American Geophysical Union, underscoring his broad impact on the educational and scientific communities.
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