

- PARTNER COMMITMENTS -

Partner	Commitment
2030 STEM	<p>2030STEM is a unique and catalytic initiative working to create full inclusion and leadership pathways for STEM early and mid-career researchers and practitioners from historically underrepresented communities. Equity and inclusion in STEM is not a "feel good" moment, it is imperative to advancing science innovation and is an economic imperative to achieving the full scope of native talent required to meet the growing STEM demands of 21st century work and life. Driven by experience and evidence-based strategies, 2030STEM's founders and leadership team apply their culturally diverse expertise in a broad spectrum of STEM and STEM education fields, to advocate for, advise, and advance the careers of underrepresented individuals in STEM. We partner with leaders and organizations to accelerate the pace of culture change in the STEM ecosystem using an interdependent strategic focus on: (1) people: advancing the career and leadership pathways for underrepresented early and mid-career STEM researchers and professionals and (2) institutions: leveraging effective practices in and research proven to advance systemic changes in STEM across institutions of academia, industry and policy. 2030STEM will accomplish its goals through a wide-reaching, community driven Champions and Fellowship network, and a convening and communications advocacy process to identify and scale institutional cultural changes that will sustain an inclusive STEM enterprise. From 2023 to 2025, 2030 expects to double the size of its network to 2,000 members and to welcome its first 50 fellows.</p>
3M	<p>As part of its commitment to support 5 million STEM and Skilled Trades learning experiences for underrepresented individuals by the end of the 2025-26 school year, 3M will invest in programs and initiatives that increase awareness of STEM careers, improve academic outcomes in science and math, and provide scholarships, fellowships and support services for students pursuing STEM degrees. This includes expanding the reach of its Science Encouragement programs, investing in hands-on learning opportunities for students, and providing scholarships and summer preparation programs for incoming STEM majors at HBCUs and HSIs.</p>

<p><b>Albert Einstein Distinguished Educator Fellowship Program</b></p>	<p>For 33 years, the Albert Einstein Distinguished Educator Fellowship Program has recruited, retained, and prioritized a commitment to the development of K-12 STEM educators. Educators who enter the Fellowship are provided the opportunity to create individualized professional development plans along with a stipend of travel and educational funding with one of the goals to address the STEMM teacher shortage on the national level. Focused goals of the Einstein Fellowship for the next five years will ensure that outreach efforts and priority of funds to recruit Albert Einstein Distinguished Educator Fellows into the program reflect Black, Latinx, Indigenous, Asian American and Pacific Islanders; LGBTQ+ persons, and educators who teach those who are adversely affected by persistent poverty. At the end of the Fellowship, educators continue with a renewed passion for education, ready to make significant contributions to the STEMM community.</p>
<p><b>Alfred P. Sloan Foundation</b></p>	<p>The Alfred P. Sloan Foundation will become a funding partner of the STEMM Opportunity Alliance, while advancing the foundation's Creating Equitable Pathways to STEM Graduate Education initiative. This initiative supports educational pathways from minority-serving institutions (MSIs) to STEM master's and doctoral degree programs at universities across the country. Since its 2021 launch, the initiative has awarded more than \$10 million in support of pathway activities at over 100 institutions.</p>
<p><b>American Association for the Advancement of Science (AAAS)</b></p>	<p>AAAS will expand its SEA (STEMM Equity Achievement) Change initiative, which catalyzes and sustains institutional change through evidence-driven programs, policies, and structures to support equity and excellence in STEMM. With a new \$1 million investment, SEA Change will expand to engage Biomedical institutions and a process for STEMM departments, growing the number of SEA Change institutions from 27 to over 100 by 2026. With support from Tiger Global Impact Ventures, AAAS will increase LGBTQ+ access and success in STEMM by developing a robust postsecondary infrastructure for sexual orientation and gender identity (SOGI) data. This new initiative will scale opportunities for the ethical collection and use of SOGI data and provide a framework for all colleges to better support LGBTQ+ students and scholars in STEMM.</p>

<p style="text-align: center;"><b>American Chemical Society</b></p>	<p>The American Chemical Society (ACS) is committed to building a diverse, equitable, and inclusive STEM ecosystem. We develop and disseminate programs, products, and services that promote excellence and equity in STEM globally. In the US, the ACS Project SEED provides more than 350 paid research opportunities annually, for high school students with diverse identities and socioeconomic backgrounds; more than 11,000 students have participated since the program's inception more than 50 years ago. The ACS Scholars Program awards renewable scholarships to undergraduate students from historically underrepresented groups in the chemical sciences, majoring in chemistry-related disciplines, and intending to pursue chemistry-related careers. Since 1999, over 3,500 students have received funding from the ACS Scholars Program. The ACS Bridge Program (ACS-BP) is an effort, launched in 2019, to increase the number of chemical science PhDs awarded to students from underrepresented groups in STEM.</p> <p>In 2022, ACS launched two new strategic initiatives, designed to further address equitable participation in the chemical enterprise. The Skilled Technical Workforce initiative is designed to communicate the availability and value of technical professional careers and to foster partnerships between industry and educational institutions that promote recruitment and engagement of people with associate's degrees in STEM. Additionally, ACS is focusing on collaborative partnerships with other scientific societies around the United Nations Sustainable Development Goals (SDGs) through Chemistry Enterprise Partnerships (CEPs). These partnerships will focus on Quality Education and Gender Equality.</p>
<p style="text-align: center;"><b>American Geophysical Union</b></p>	<p>AGU will launch two new Diversity and Inclusion Awards that will recognize exemplary efforts made by an individual or team for developing programs, systems, or networks that have led to the advancement of diversity, equity, and inclusion within the Earth and space sciences community (ESS). Science is society, and these new union-level awards elevate recognition of work towards a more inclusive ESS to the same level as all of AGU's highest honors. Nominations will be accepted starting in February 2023 for first awards to be granted in December 2023. Each award comes with a \$10K prize and two such awards will be granted each year. Membership in AGU is not a requirement for award nomination or recipients.</p>

<p style="text-align: center;"><b>American Indian Science and Engineering Society</b></p>	<p>Since 1977, the American Indian Science and Engineering Society (AISES) has been committed to increasing the representation of Indigenous people in science, technology, engineering, and mathematics fields. Our vision is for the next seven generations of Indigenous people to be successful, respected, influential, and contributing members of our vast and ever-changing global community. AISES supports Indigenous PK-12 and college/university students and professionals because we understand the beneficial impact that Indigenous people will have on all communities, tribal and global industries, and be instrumental in solving some of the world's greatest challenges. One of AISES' focus areas is to create diverse, equitable, inclusive, and accessible educational institutions and workspaces for the betterment of Indigenous and all people. AISES is expanding the scope and scale of its programming to better reach and serve PK-12 and college/university students and professionals from the First Nations, Metis, and Inuit populations in Canada.</p>
<p style="text-align: center;"><b>American Institute of Physics</b></p>	<p>The American Institute of Physics will work with partners to help double the number of African American students earning physics and astronomy bachelor's degrees annually by 2030, through its program TEAM-UP Together. TEAM-UP is led by the American Institute of Physics, the American Association of Physics Teachers, the American Astronomical Society, the American Physical Society and the Society of Physics Students. This initiative provides a scholarship program which offers financial assistance and supportive services and provides funding for physics and astronomy departmental efforts that prioritize and support successful outcomes for African American undergraduates leading to systemic change.</p> <p>The American Institute of Physics' Statistical Resource center will help lead in providing data on education, careers, and diversity in physics, astronomy and other physical sciences – where past research has studied the representation of women and racial and ethnic minorities in physics, the impact of harassment and discrimination in astronomy, and the impact of COVID-19 on students. The Institute is also leading efforts to develop and implement a DEI strategic plan to guide and support the work of its 10 Member Societies.</p>
<p style="text-align: center;"><b>American Institutes for Research</b></p>	<p>The American Institutes for Research (AIR) is committed to reducing bias and advancing equity in science, technology, engineering, mathematics, and medicine (STEMM). We strive to achieve this goal by generating and sharing evidence that meets the diverse needs of all students while preparing them for thriving careers in STEMM-related fields. For example, we review, summarize, and disseminate research on STEMM participation among those who are historically underrepresented in the field, including women, those who are Black or Hispanic, and persons with disabilities. For the National Science Foundation, we are conducting a meta-analysis of research on the impact of children's STEMM gender stereotypes on girls' and women's access to opportunities and performance in STEMM education and career opportunities. The project pays particular attention to child</p>

	<p>demographics and contexts and to measurement differences, including bias. AIR generates and shares evidence that can be used to provide equitable STEMM opportunities in education, the workforce, and the military. For example, we are the evaluation partner for the Defense STEMM Education Consortium (DSEC), a collaborative partnership between academia, industry, not-for-profit organizations, and government that aims to broaden STEMM literacy and develop a diverse and agile workforce to power the U.S. defense infrastructure. AIR engages people and partners from marginalized communities to increase access to education and employment opportunities in STEMM-related fields. We are working to better serve and support diversity among research communities through the NSF Education Core Research Hub (ECR Hub). A key component of this work includes proactive efforts to reach scholars and institutions underrepresented in the current ECR portfolio through targeted workshops, webinars, and communities of practice. For 75 years, AIR has worked with our partners locally, regionally, nationally, and internationally to improve and increase the equity of educational, economic, and societal opportunities for all. Our future commitments include intense focus on areas such as computational thinking and the use of artificial intelligence for building individuals' and organizations' capacity for contributing to and participating to a more equitable and sustainable future.</p>
<p style="text-align: center;"><b>American Museum of Natural History</b></p>	<p>The AMNH, located in Manhattan, NY, was founded in 1869 with the mission to discover, interpret, and disseminate information about human cultures, the natural world, and the universe. The Museum strives to increase equity in STEMM through its institutional commitment to building and sustaining a diverse and inclusive community, including addressing barriers to full inclusion of historically underrepresented groups. Recognizing that multiple voices and perspectives enrich our work, we embrace a broad definition of diversity and are dedicated to ensuring an environment where differences are valued and respected and where all members of our community are full and engaged participants in our mission. The AMNH Masters in Teaching Earth Science Residency program focuses on recruiting and retaining highly qualified Earth science teachers from diverse backgrounds (including by demographic, age, and career status/changers). To date, AMNH has graduated 152 highly-qualified Earth science teachers, reaching approximately 68,000 students and contributing 564 teaching years in high-needs schools in New York and nationally. The Museum commits to preparing 44 highly qualified Earth science teachers to teach in high needs schools over the next 2 years. In addition, the museum will serve at least 900 teachers per year across New York City through the Urban Advantage program over the next 1-3 years. During the 2021-22 school year, Urban Advantage served nearly 90,000 students and 930 science teachers in nearly 300 public schools. AMNH also commits to serving 60 diverse students per year through the Science Research Mentoring Program (SRMP). The SRMP Consortium has 28 sites around New York City, serving primarily low income or students of color, and has provided mentored research opportunities for over 600 New York City high school students over the past decade.</p>



<p style="text-align: center;"><b>American Physiological Society</b></p>	<p>The American Physiological Society (APS) will create tools and resources for its members to further diversity, equity and inclusion within the discipline, and build partnerships to advance DE&amp;I within the broader scientific community. Additionally, through the Porter Physiology Development Fellowship, which aims to encourage diversity among graduate students in physiological science fields, APS annually supports up to eight graduate students from underrepresented backgrounds through a stipend-supported fellowship opportunity, which includes mentoring, coaching, career development activities, and leadership support.</p>
<p style="text-align: center;"><b>Amgen Foundation</b></p>	<p>The Amgen Foundation has committed \$43 million to support LabXchange at Harvard University, a global science classroom that makes high-quality science education accessible to all curious minds, particularly those from underrepresented groups, and gives learners and educators tools to chart meaningful paths in STEMM at no cost. Through free educational content, digital authoring tools, and professional development opportunities, LabXchange empowers teachers to deliver meaningful learning outcomes in equitable teaching environments. Since launching in 2020, over 27 million learners, educators, and STEMM professionals worldwide have engaged with the content library, learning features, and webinars.</p> <p>LabXchange aims to serve 50 million users through its platform by 2025.</p>
<p style="text-align: center;"><b>Arizona Science Center</b></p>	<p>Arizona Science Center's mission is to inspire, educate and engage curious minds through science. For nearly 40 years, we've provided Arizonans with exciting and impactful learning experiences through hundreds of hands-on exhibits, world-renowned exhibitions, documentary films, planetarium presentations, special events, educational programs, professional development, and outreach initiatives that promote an understanding of science, technology, engineering, mathematics, and medicine (STEMM) fields.</p> <p>Arizona Science Center is dedicated to ensuring equitable access to high-quality STEMM education. Our commitment involves addressing long-standing disparities by providing free programming to low-income and underserved students and teachers throughout our state. To support the more than 70% of Arizona's Title I students who are Hispanic, Native American, Asian or Black American, we design culturally-relevant programs, produce multilingual communications, and foster partnerships with tribal and other communities. In addition, we actively seek to deliver cutting edge exhibits and exhibitions using the latest technologies (such as AI) and other offerings (such as partnering with NASA to promote special missions) to provide exceptional and relevant learning experiences every time. Moreover, we proactively work to eliminate barriers and elevate diversity by: providing free programs and professional development to low-income students and teachers, promoting multilingual signage, videos, collateral, and other communications, designing culturally-relevant curriculum and programs for Latinx and Native American communities, collaborating with initiatives to promote female</p>

	<p>diversity in STEMM, building partnerships with tribal communities, and modifying our offerings to better accommodate visitors on the autism spectrum.</p> <p>In the next few years we aim to expand our reach to all corners of Arizona by providing statewide accessibility creating a more skilled and competitive workforce. Our statewide presence, in turn, will positively impact personal growth, economic development, and cultural inclusivity by providing visitors access to exhibits that enhance understanding of STEMM by integrating cultural perspectives and heritage, fostering a deeper connection between STEMM and diverse communities. Finally, we plan to expand the CREATE maker space concept across the state and establish similar spaces in other Arizona cities and rural areas. The expansion will allow individuals to engage in hands-on STEMM activities and innovation, which will go a long way in promoting scientific and technological advancement.</p>
<p>Arizona State University (ASU)</p>	<p>ASU is leading the state of Arizona’s New Economy Initiative to build expertise in vitally important new economy fields. This effort includes five Science and Technology Centers to expand impact in key regional technology areas and conduct world-class research through partnerships with industrial organizations and other public and private entities. ASU has diversified the population of students enrolled in STEM degrees while simultaneously improving student achievement and decreasing equity gaps, increasing enrollment of full-time, first-time freshmen in undergraduate natural science and engineering degrees 3.6-fold from 1,229 to 4,459 students between 2004 to 2020.</p>
<p>Association of American Medical Colleges</p>	<p>The Association of American Medical Colleges (AAMC) remains committed to advancing its mission, vision and Strategic Plan, as implemented through 10 Action Plans. Annually, the AAMC invests roughly \$1 million to help increase diversity in Science, Technology, Engineering, Math and Medicine (STEMM). The AAMC is a founding member of the Societies Consortium to Address Sexual Harassment in STEMM, is one of three associations funded by the NIH to support post-docs and junior faculty from diverse backgrounds through its MOSAIC Program, and offers academic medical institutions and its leaders the data, tools, training, promising policies/practices to create inclusive, equitable, anti-racist, and safe learning and workplace environments. In addition, the AAMC has developed a suite of professional faculty and leadership development programs targeting historically excluded and under-represented groups in STEMM including Minority Faculty Development seminars and Early and Mid-Career Faculty Leadership Development seminars.</p>

<p><b>Association of American Universities</b></p>	<p>Association of American Universities (AAU) works in partnership with our member universities to collectively help shape policy for higher education, science, and innovation; promote best practices in undergraduate and graduate education; and strengthen the contributions of leading research universities to American society. AAU formed an Advisory Board on Racial Equity in Higher Education to identify strategies to mitigate structural barriers to equity in different aspects of the life of leading research universities – undergraduate and graduate education; faculty recruitment, advancement and tenure; as well as campus infrastructure and climate. AAU and its member campus endorsed a set of principles on preventing sexual harassment in academia, including sexual and gender-based harassment and related retaliation. AAU’s initiatives in undergraduate and graduate education work to create more student-centered educational environments by identifying and dismantling inequitable structures and practices. They are designed to address the multiple parts of the ecosystem that surround department-level educational innovations. In addition, they acknowledge the faculty rewards system as a powerful lever for change.</p>
<p><b>Association of Public Land-Grant Universities (APLU)</b></p>	<p>APLU, a public research university association, leads two major faculty diversity initiatives. The NSF INCLUDES Aspire Alliance, co-led with the University of Wisconsin-Madison, is a \$10M effort to diversify the STEM Faculty and is currently over 2,072 participants, 175 partners, and over 127 colleges and universities (AspireAlliance.org). Modernizing Scholarship for the Public Good, in partnership with the University of Michigan and supported by the Kavli Foundation, Rita Allen Foundation, and Burroughs Wellcome Fund, focuses on supporting scholars through rewards and recognition related to research and engagement, with special attention to the ways that diversity, equity, inclusion, and justice are integral to this work.</p>
<p><b>Association of Science and Technology Centers</b></p>	<p>ASTC is committing over \$1M in new funding to scale its Community Science Initiative which builds capacity for community members to collaborate to conduct and leverage scientific research and technology innovation to advance community priorities. ASTC is launching three new funding opportunities, building new toolkits, creating trainings, and strengthening evaluation frameworks in support its network of over 400 community-based science engagement organizations throughout the U.S. in facilitating collaboration among communities and with researchers—many of whom are already tackling local and global issues that include monitoring and reducing pollution, increasing climate resilience, and guarding against loss of biodiversity. This scaled-up program will create more opportunity for all people and communities to be equal participants in contributing to and benefiting from science and technology.</p>



<p style="text-align: center;"><b>Association for Women in Science</b></p>	<p>For over 50 years, the mission of the Association of Women for Science (AWIS) has been to champion the interests of women in science – across all disciplines and employment sectors – so they may reach their full potential. With over 30 chapters and over 6000+ members, AWIS provides professional development from the bench to the boardroom supporting students to senior career scientists. Scholarships support the educational pathways of undergraduates, doctoral scholars, first-generation university students, and women re-entering the workforce. AWIS leadership training and volunteer opportunities help advance women’s careers, create a sense of belonging in frequently male-dominated spaces, and help retain women in STEM. AWIS educates the general public about successful, diverse, and historical women scientists through our Summer of Science social media campaign, and our pioneering women in science database. AWIS also helps organizations celebrate and support the women in their organizations, increase inclusive behaviors, and acquire and retain women by supporting women in employee resource groups. In addition, AWIS advocates for systemic change to fight gender and racial biases, prevent sexual harassment and bullying, and support the careers of women in science. Creating inclusive environments where all candidates thrive will enable a strong and innovative workforce and nation.</p>
<p style="text-align: center;"><b>Beyond100K</b></p>	<p>Beyond100K will increase the number of organizations around the country making commitments to preparing and retaining 150K new STEM teachers, especially for schools serving majority Black, Latinx, and Native American students. Beyond100K will support those organizations to prepare teachers who reflect and represent their students and to cultivate workplaces and classrooms of belonging, creating the conditions for all students to thrive in STEM learning.</p> <p>That’s how we will make progress toward ending the STEM teacher shortage with equity, representation, and belonging. Our commitment builds on our successful effort to prepare 100,000 excellent STEM teachers in ten years, drawing and expanding on tried-and-true strategies while developing new ones that our new goal demands. It mirrors the commitment we made to US ED’s YOU Belong in STEM initiative.</p>
<p style="text-align: center;"><b>Biogen</b></p>	<p>Biogen will launch the Community Lab 2.0, expanding its first-of-its-kind laboratory classroom program where middle and high school students engage in hands-on biotechnology experiments and interact with scientists and other biotech professionals. Community Lab 2.0 will include an enhanced neuroscience curriculum, a newly founded Community Lab Alumni Network, and increased global reach. To build on its legacy of support for STEMM equity, Biogen is setting a new goal to reach a total of 90,000 students by 2025, with a hyper-focus on underrepresented and underserved students.</p>

<p style="text-align: center;"><b>Biogen Foundation</b></p>	<p>The Biogen Foundation has invested \$10 million over 4-years for its STAR (Science, Teacher support, Access &amp; Readiness) Initiative as a catalyst to encourage collaborative contributions from other corporate partners. The Foundation will invest another \$3.5 million over 2-years to continue to build a STEMM equity ecosystem. The initiative addresses educational inequities by bringing together six high-performing nonprofits and two school districts in a coordinated network to serve students in grades 6-14 who have been historically underrepresented in STEMM college and career pathways, including students of color, economically disadvantaged students and English language learners. STAR will enable grantee organizations to increase and deepen their capacity to help these students develop and sustain their interest in STEMM, gain necessary STEMM exposure and enrichment opportunities, and successfully transition into postsecondary education in pursuit of STEMM careers.</p>
<p style="text-align: center;"><b>Black in Cardio</b></p>	<p>Black in Cardio seeks to promote Black people in the cardiovascular fields and raise awareness about issues related to the cardiovascular health of Black communities. Including Black researchers in the conduct of cardiovascular research is important because they bring unique perspectives that are often lacking in teams trying to solve complex problems. In addition, there are huge racial inequities in cardiovascular diseases and cardiovascular health while less than 5% of cardiologists in the U.S. are Black, and only 2.3% of life scientists with a doctorate are Black. This lack of representation in academia and medicine negatively affects Black communities.</p> <p>At Black in Cardio we promote greater participation in cardiovascular fields through a range of efforts. Our main event is Black In Cardio Week, which begins with a roll call in which Black scientists and professionals introduce themselves and meet one another. The roll call fosters community and increases networking opportunities by promoting the representation of Black people in the cardiovascular field. The roll call also demonstrates to Black scientists that they are not alone. Black In Cardio highlights individuals for their contributions to cardiovascular science at both early and senior stages of their careers. Participants in Black In Cardio events also make important scientific contributions, including on topics of racial and ethnic disparities in academia and research. For this reason, in 2023, United Negro College Fund (UNCF) Ernest E. Just Life Sciences Society recognized Black In Cardio for our outstanding leadership in life sciences. In the next year, we are working to launch an in-person Black In Cardio conference and organize seminars with organizations like NHLBI. Within the next 3 years, we anticipate establishing a Black In Cardio fellowship/scholarship.</p>

<p style="text-align: center;"><b>Black Innovation Leaders of Florida</b></p>	<p>Black Innovation and Leaders of Florida (BILF) is a non-profit organization committed to long-term, sustainable change that tackles the historical disparities and barriers Black individuals face within STEMM disciplines. Our efforts are designed to address these issues at their roots, fostering an environment where Black talent can flourish. We do this by focusing on five pillars: Capital, Talent, Education, Procurement and Public Policy. BILF oversees a range of programs and services across these pillars. We create connections among organizations and educational institutions focused on innovation, public policy improvement, access to capital, education, procurement opportunities, and talent development across the state to enhance innovation and advocacy through collaboration and knowledge. We co-sponsor events to promote innovation for children to adults. We facilitate sharing resources among member organizations to expand knowledge, effective practices, and expertise across the innovation ecosystem. BILF also provides support in connecting member organizations with corporate resources, fostering growth, and facilitating opportunities for black-owned businesses, talent, and leadership. BILF assists non-innovation organizations in implementing programs that support innovation and tech companies. It also helps individuals create nonprofit organizations to execute their vision for supporting the innovation community. Our network continues to grow as we engage with students, professionals, educators, organizations, and community leaders dedicated to advancing Black excellence in STEMM. To date, around 15 organizations across Florida have engaged with this initiative. Over the next 1-5 years, we anticipate significant impacts, including increasing the number of Black individuals pursuing and thriving in STEMM careers, enhancing the diversity of perspectives in research and innovation, and contributing to a more inclusive society.</p>
<p style="text-align: center;"><b>Black Sisters in STEM</b></p>	<p>Black Sisters In STEM (Black SiS) proudly stands as the preeminent marketplace for Black women in the STEM field, boasting a community of over 10,000+ women spanning across 30+ countries. Our vision is to forge a world where Black women experience equal opportunities. Alarming data highlights a paradox where Black women exhibit one of the highest rates of labor participation, yet suffer from one of the lowest rates of pay—essentially working the most but receiving the least compensation.</p> <p>At Black SiS, we are fervently rewriting this narrative by dismantling the barriers to success that disproportionately affect Black women. Our commitment extends to reshaping the trajectory for Black college women aspiring to pursue STEM careers. Through strategic initiatives such as portfolio building, mentorship, and large-scale technical upskilling, Black Sisters in STEM aims to unleash the global brilliance of Black women in STEM. We provide comprehensive support to ensure women have everything they need for success. Black SiS is not just a marketplace; it is a transformative space where Black women can authentically become everything they dream of being in the world of STEM.</p>

<p style="text-align: center;"><b>Boston Scientific</b></p>	<p>Boston Scientific is dedicated to transforming lives through innovative medical solutions that improve the health of patients around the world. We are passionate about inspiring a global and diverse future generation of innovators through STEM education by working with schools and organizations to increase student aspiration, ability and access. At Boston Scientific, we strive to advance science for life, which includes inspiring the next generation of STEM professionals who will help shape the future of health care. Using a combination of hands-on experiences and classroom education, our 20 global employee-led STEM councils helped more than 70,000 young people explore STEM careers in 2022 – and hundreds of thousands of students since our STEM councils began. We take a “cradle to early career” approach, focused primarily on reaching and encouraging populations historically under-represented in STEM careers. Through strategic partnerships with schools and nonprofit organizations, Boston Scientific provides financial assistance to access best-in-class STEM curriculum, classroom speakers, onsite tours, robotics team mentoring and sponsorships, tutoring for low-income middle and high school students, scholarships, career exploration, and more. In addition, we support local and regional efforts to collaborate with other STEM leaders, such as the new Minnesota STEM Ecosystem.</p>
<p style="text-align: center;"><b>Brown Girls Code</b></p>	<p>Brown Girls Code (BGC) trains underrepresented girls, ages 7-18, year-round in the areas of computer science, cybersecurity, robotics, artificial intelligence and other S.T.E.A.M. related fields. In doing so, BGC will ensure that students, teachers, workers, communities, and others have adequate support to participate in and contribute to science and technology throughout their lifetimes. Brown Girls Code entered a five-year educational partnership with the National Security Agency/Central Security Service (NSA/CSS). The partnership provides outreach opportunities for vetted civilian employees to engage in STEM (Science, Technology, Engineering and Mathematics) enrichment activities while helping Brown Girls Code train more girls in computer science and cybersecurity. Over the next 5 years, BGC will support 1,000 underrepresented girls so that they have access to a premium computer science education. Brown Girls Code recently launched BGC Cyber Academy to create a pathway to IT certifications for underrepresented students in high school. By 2025, BGC will launch 5 more academies in the areas of Math, Digital Arts, Entrepreneurship, Gaming and New Technologies to promote specialization for black and brown girls in its afterschool, hybrid, and virtual programs.</p>
<p style="text-align: center;"><b>Brown University</b></p>	<p>Launched in 2016, Brown University’s Pathways to Diversity and Inclusion: An Action Plan (DIAP) has engaged in concrete, actionable steps to create a more diverse and inclusive campus community in order to fully realize our vision of academic excellence. Stewarded by the University’s Office of Institutional Equity and Diversity, this initiative creates shared accountability and commitment across all academic and administrative units towards the overall goal of equity and inclusion on campus. In 2021, Brown University engaged a renewed focus on historically underrepresented groups (HUGs) and women in STEM as part of</p>

	<p>its DIAP by investing in STEM inclusion initiatives such as STEMJazz, a cross-disciplinary inclusive innovation and networking hub; expanded collaboration with the Leadership Alliance and Brown-Tougaloo Partnership to support diverse diversity and inclusion among Ph.D. students; expanded initiative to maximize student development (IMSD) across STEM Ph.D. programs; the expansion of a Presidential Postdoctoral Fellowship to create a pipeline of faculty candidates committed to diversity, equity, and inclusion in academia; creation of Provost’s STEM Postdoctoral Two-Year Fellowship; and many other initiatives such as the School of Engineering-led efforts to increase diversity in biomedical engineering faculty in collaboration with other university engineering schools. By expanding on these DIAP initiatives, Brown University is creating a nationally-recognized model for inclusive STEM education in an R1 university.</p>
<p><b>Building Engineering and Science Talent (BEST)</b></p>	<p>BEST is a public-private partnership that has supported and served as a thought and practice leader for STEM diversity, equity, inclusion, and accessibility (DEIA) in the Office of the Secretary of Defense since 2007. Our virtual team organized the first-ever DoD STEM Diversity Campaign, which paved the way for a 26 member DoD-funded consortium to conduct collaborative, frontline programming for historically underrepresented and military-connected students in diverse underserved communities across the country. We are committed to contributing to both the consortium and managing a \$5 million-dollar DoD DEIA initiative to build US workforce capacity in advanced manufacturing.</p>
<p><b>Burroughs Wellcome Fund</b></p>	<p>The Burroughs Wellcome Fund will become a funding partner of the STEMM Opportunity Alliance, and over the next five years will invest an additional \$19 million in grant awards that span across its diversity in STEMM programming. This will include scaling up its investment in its Postdoctoral Diversity Enrichment Program (PDEP), which aims to increase the number of underrepresented scientists within the biomedical and medical research and education community through career enrichment and mentoring support.</p> <p>Through PDEP, the Burroughs Wellcome Fund has made \$9 million in grant awards to more than 140 underrepresented minority scientists with 70 percent of the awardees moving into academic faculty positions at the end of their postdoctoral fellowship.</p>
<p><b>Chan Zuckerberg Initiative</b></p>	<p>Chan Zuckerberg Initiative’s Accelerate Precision Health program will advance genomics research by investing \$46 million in funding over the next five years to the nation’s four Historically Black Medical Colleges (HBMCs) — Charles Drew University College of Medicine; Howard University College of Medicine; Meharry Medical College; and Morehouse School of Medicine. The partnership will help accelerate precision health for everyone, particularly Black people and other people of color. Through the partnership, the HBMCs will expand research opportunities for undergraduate, graduate, and post-doctoral students, and support the creation of a new Master of Science program in Genetic Counseling.</p>



<p style="text-align: center;"><b>Chicago Council on Science and Technology</b></p>	<p>The Chicago Council on Science and Technology’s (C2ST) mission is to inspire and engage all segments of society about science and technology and their contributions to society. The C2ST motto is "Science is for Everyone!" We are continually improving the way we reach out to all communities and neighborhoods in the Chicagoland area and online. We provide free programs for all age groups so that people have a trusted resource for relevant and timely science information. Each program that we do is curated with the audience that we are trying to reach in mind. Our work in our communities is done in partnership with organizations that are embedded in those communities and can guide our outreach and program efforts. We also survey our attendees to get feedback on our programs and ask what they would like to see us bring to their community, so that each time we can improve.</p>
<p style="text-align: center;"><b>Chicago Pre-College Science and Engineering Program</b></p>	<p>Chicago Pre-College Science and Engineering Program (ChiS&amp;E) is unique among informal STEM providers in its commitment to equitable access to Algebra by eighth grade and Calculus by twelfth grade—a critical issue, as only 59% of public schools provide Algebra in eighth grade, and only 24% of public-school students in eighth grade take Algebra. ChiS&amp;E supports both students and families in building math skills through a K-12 approach. In grades K – 3 (“Little Engineers”) and grade 5 (“Little Mathematician”) students and parents attend side by side, exploring Algebra and other STEM concepts together. We include Algebra in our fourth grade “Little Structural Engineer” class (WestPoint Bridge Designer), in a newly designed sixth grade class, in our seventh grade Physics/Algebra class, and in our ninth and tenth grade class, “Algebra topics for Calculus.” Further, we provide two Algebra, Engineering, and Computer Science summer programs that annually serve 60 students. ChiS&amp;E accelerates math learning in students both in high schools that offer Calculus and in those that do not. Proof that our commitment to Algebra and Calculus is having an impact: 80% of ChiS&amp;E graduates enter college in STEM fields. ChiS&amp;E will serve more than 400 K-12 students from over 80 Chicago schools this school year. We are committed to expanding our services and sharing our model for expanding access to Algebra with the STEMM Opportunity Alliance partners.</p>
<p style="text-align: center;"><b>Code Savvy</b></p>	<p>Code Savvy is a nonprofit organization focused on inclusive computer science education. Our mission is to interrupt and counteract existing gender, racial, and socioeconomic gaps in computing by equipping youth and educators with the knowledge, skills, and support to create with technology. Our entire organization and all its programs revolve around increasing diversity and access to experience in the fields of technology and computer science. We believe that ensuring access to computational and design thinking skills for all students (and teachers) is critical to the infrastructure of our society in the future. In 2024, Code Savvy will work toward providing services in even more counties throughout the state of Minnesota, reaching more communities in need and bringing learning opportunities to both the students and educators in those areas. We will continue to build partnerships and provide our accessible, inclusive programming to encourage computational and design thinking skill</p>

	<p>development for those who have been historically underestimated and underrepresented in the fields of computer science and technology.</p>
<p><b>Community Share</b></p>	<p>CommunityShare is on a mission to ignite civic engagement and a passion for learning by transforming communities into thriving learning ecosystems that give students equitable access to people and opportunities to realize their unique potential. As a pioneer in community-engaged learning, <a href="#">CommunityShare</a> provides a unique digital matching platform and programs that activate the wisdom and lived experiences of educators, students, and community members who co-create meaningful real-world learning experiences. CommunityShare’s digital platform or “library of human books” enables PK-12 educators in schools and out-of-school settings to connect with diverse STEMM professionals, who serve as in-person and virtual project collaborators, mentors, job shadow hosts, guest speakers, and more. Through these community-engaged learning experiences, every year tens of thousands of students develop career readiness, durable skills, and demonstrate increased achievement and engagement in their schools and communities. CommunityShare partners with school districts/networks, out-of-school organizations, coalitions, and civic agencies across the country.</p>
<p><b>CreateMPLS</b></p>	<p>CreateMPLS focuses on removing the three primary barriers to Minnesota students gaining access to tech learning opportunities—knowledge, transportation, and cost. We focus our efforts to remove these barriers by supporting students and schools who do not have access to technology learning, with an eye toward taking a students and school centered approach to developing creative learning solutions and providing quality professional and educational training. It’s clear that there is significant opportunity to provide engaging tech learning to over 10,000 K-12 urban students in the next 3 years based on the overwhelming requests for support we continue to receive. Over the next three years createMPLS will nearly double its capacity to support over 75 schools.</p>
<p><b>Creating Pathways and Access for Student Success (CPASS) Foundation</b></p>	<p>The Creating Pathways and Access for Student Success™ (CPASS) Foundation was created to attract, encourage, educate, guide, and increase the number of promising, yet underrepresented Illinois students in science, technology, engineering and math (STEM) related professions. We are committed to providing a holistic educational foundation and exclusive access to career development resources for students to pursue and persist in STEM careers. We have programs of our own and those that we fund to advance STEM education for BIPOC students, which range from 4th grade through medical school. Over the next 5 years, we will invest over \$4.5M to provide STEM programming and career preparation for over 800 students per year. This will be realized by implementing our 5-year strategic plan to expand our Mini Medical Schools locations, launch our own residential STEM program, and extend the curriculum of our Chicago Area Health and Medical Careers Program.</p>

<p style="text-align: center;"><b>Desert Research Institute</b></p>	<p>The Desert Research Institute (DRI) is a recognized world leader in basic and applied environmental research. Committed to scientific excellence and integrity, DRI faculty, students who work alongside them, and staff have developed scientific knowledge and innovative technologies in research projects around the globe. Since 1959, DRI's research has advanced scientific knowledge on topics ranging from humans' impact on the environment to the environment's impact on humans. DRI serves as the non-profit research arm of the Nevada System of Higher Education. The mission of DRI's STEM Education Program is to foster scientific and engineering talent and literacy through education and workforce development. We meet needs for economic diversification and science-based educational opportunities inside and outside of Nevada.</p> <p>DRI's STEM Education Program is dedicated to fostering STEM equity and excellence across Nevada. We are deeply committed to ensuring that high-quality, impactful, and meaningful STEM opportunities are accessible to all individuals, from preK-college students, educators, and community partners alike. Our primary focus is to level the playing field in STEM engagement. To achieve this, we provide free access to top-notch STEM resources and programs. We are particularly attentive to underserved and diverse communities, actively engaging with them in the development of our STEM initiatives. By amplifying the voices that are often overlooked and involving these communities, we strive to create programs that represent the diversity of the populations we serve.</p> <p>DRI's ambition is to lead in STEM education. To accomplish this, we believe in elevating all voices, expanding access, and crafting programs that reflect the unique needs and perspectives of our diverse audience. Our commitment to STEM equity and excellence is not just a statement; it's a driving force behind everything we do.</p>
<p style="text-align: center;"><b>Design Connect Create</b></p>	<p>Founded in 2015, Design Connect Create is a nonprofit STEM program for girls in Texas. Our existence stems from the recognition that there is a significant lack of representation for women in crucial STEM professions. For women to take the lead in these roles, it is essential that girls are granted equal opportunities from an early age to delve into the world of STEM and uncover their inherent potential. This is especially critical for girls of color living in underserved communities. Our unwavering commitment is to create a secure and supportive environment where girls can both learn and flourish as they embark on their journeys exploring careers and prospects in STEM (Science, Technology, Engineering, Mathematics, and Medicine). Through hands-on experiences and exposure, we ensure that girls have access to role models and mentors who share their backgrounds. These mentors are instrumental in guiding them through the intricacies of overcoming disparities and challenging the misrepresentations they might encounter. Since 2015, we have worked with over 1,600 girls and we expect to serve over 2,000 in the next three years.</p>

<p style="text-align: center;"><b>Discovery Engineering</b></p>	<p>Discover Engineering (DiscoverE) is a non-profit coalition providing every student with a STEM experience and the resources, programs, and connections to improve the understanding of engineering through a united voice and a global distribution network. Our organization is the backbone organization behind some of the earliest and most broadly adopted STEM and engineering programs available. We believe a shared STEM experience with an engineer, educator, and student can transform the world, that none of us is as strong as all of us, and that the engineering design process brings out the engineer in each of us. Our organization provides global resources, programs, and connections between K-12 students and engineers and STEM professionals. We have a special focus on reaching girls and underrepresented and underserved students.</p> <p>DiscoverE supports equity and excellence in STEM in a number of ways. We are one of the founders of the first STEM programs in the US, Engineers Week, which occurs every year. DiscoverE has built an active community of organizations, volunteers and educators who use our free programs and services. It is our intent to remain no cost, true to our guiding principle of Access for All. By 2030, DiscoverE will create 10 million additional K-12 engineering experiences, with a focus on ensuring 5 million are underrepresented students. We will accomplish this bold goal through:</p> <ul style="list-style-type: none"> <li>- Engineers Week - a year-round commitment to celebrate engineers, technicians, and technologists and to engage millions of students around the world in STEM.</li> <li>- Introduce a Girl to Engineering Volunteers - educators, and others act as role models, facilitate STEM activities, and show 500,000 girls how engineers change our world each year.</li> <li>- Future City - an international engineering and tech competition where 67,161 middle school students strengthen their STEM skills to imagine, research, design, and build cities of the future.</li> <li>- Chats with Change Makers - monthly high school student host interviews STEM professionals, which has reached over 186,000 viewers (live and on-demand) from classrooms, after-school programs, libraries, and homes.</li> <li>- World Engineering Day - with partners UNESCO and WFEO, DiscoverE leads the international movement to celebrate engineers' achievements and improve the public understanding of engineering and technology.</li> </ul>
<p style="text-align: center;"><b>Doris Duke Foundation (DDF)</b></p>	<p>DDF will provide key seed investment for the STEMM Opportunity Alliance to support its initial years of work. In 2021, DDF launched, with its own \$4.4 million, a \$12 million co-funding initiative to reduce barriers that may hinder biomedical researchers with family caregiving responsibilities. This investment will be followed by at least \$15 million in investment next year as part of its work to reimagine biomedical research for equity.</p>

<p style="text-align: center;"><b>Dupont</b></p>	<p>DuPont’s statewide public-private STEMM partnership with the Delaware Department of Education, Discovery Education, and local non-profits has inspired thousands of teachers and tens of thousands of students in its first year. DuPont will continue to support this partnership for the next several years and into the future. In addition, through its partnership with the American Chemical Society’s SEED, GOLD, and Scholars programs, DuPont will support historically underrepresented students to attain their career goals through annual contributions and engagements.</p>
<p style="text-align: center;"><b>Education Development Center</b></p>	<p>Education Development Center, since 1958, Education Development Center’s (EDC) mission has been to improve health, education, and economic opportunity around the world. In our 65 years as a PreK–16+ STEM education and workforce development leader, EDC has built deep relationships with STEM industry leaders and STEM educators. Across the U.S., we work collaboratively to break down barriers to high-quality STEM learning, reach underserved communities, and improve coordinated services. EDC will expand our educational R&amp;D, evaluation, and professional development focused on advancing preK-16 STEMM equity. We will scale EDC initiatives that tackle inequitable access to high-quality STEMM learning, including Young Mathematicians (350+ teachers, 5,000+ children and families reached to date) and Math For All (1085+ teachers, 19,800 students reached to date). We will also advance knowledge of how effective afterschool STEMM experiences can promote equitable and successful STEMM learning.</p> <p>EDC will work to address the STEMM teacher shortage by continuing to engage teachers as our respected co-designers of STEMM educational equity initiatives. We will also co-publish with teachers, provide high-quality professional development opportunities and free resources to teachers, and research and disseminate strategies to support STEMM teacher recruitment and retention.</p> <p>EDC will support use of our “Equity Systems Change Compass” to propel the identification, analysis, and eradication of discriminatory power structures, programs, and practices. We will also work with educators and employers to create equitable pathways to STEMM apprenticeships and careers to increase the diversity of the STEMM workforce. This will include launching and leading an equity-focused Massachusetts Data Science Workforce Challenge that will provide Data Science Literacy and Pathway professional development to 300 middle and high school teachers serving 17,000+ students statewide.</p>
<p style="text-align: center;"><b>Frontiers of Flight Museum</b></p>	<p>The Frontiers of Flight Museum’s mission is to improve society through the power of Aerospace through our AERO-SPACE STEM educational and workforce readiness programs and curriculum, exhibits, partnerships and collections. We preserve and showcase the rich history of aviation and space exploration. Equity and excellence in STEMM are integral to our organization's values. We recognize that diversity in these fields enhances innovation and contributes to a more robust and inclusive aerospace industry. By promoting equity, we aim to break down barriers and unconscious bias that may limit access to education and opportunities in</p>



	<p>STEMM, ensuring that individuals from all backgrounds can contribute to and benefit from advancements in aviation and space.</p> <p>We manage an array of initiatives at the museum that seek to increase equity and excellence in STEMM. We develop and implement educational programs that reach out to a diverse range of students, providing them with hands-on experiences, training, events, mentoring and exposure to STEMM fields and their leaders, and possible employers. Our organization actively engages every year with 152,000 children, young adults, adults and seniors from underrepresented and championed communities through local, state, and national outreach initiatives, encouraging interest and participation in aviation and space-related activities, lectures, tours and programs. In addition, we collaborate with educational institutions, industry partners, museums, nonprofits, tourism agencies, the media, and community organizations to create pathways for individuals from all backgrounds to pursue careers in STEMM, volunteer or join our mission. Over the next 1-3 years, we aim to significantly expand our outreach efforts and educational programs. By reaching more schools and communities, we anticipate a substantial increase in the number of individuals exposed to and inspired by STEMM. Our goal is to see a measurable rise in the diversity of individuals pursuing STEMM education and careers, with a focus on fostering long-term interest and sustained engagement. This commitment statement reflects our dedication to promoting equity and excellence in STEMM, aligning with our overarching mission to inspire, educate, and create opportunities for all in the exciting realms of aviation and space exploration.</p>
<p>Great Minds in STEM</p>	<p>Great Minds in STEM devotes its resources to (a) inspire and motivate underserved students to pursue careers in Science, Technology, Engineering, Math, and Medicine (STEMM), (b) enlighten and engage families, educators, communities and employers to assist underserved students pursuing STEMM careers. (c) inspire our nation through recognition of the achievements of Hispanics and other student and professional role models in STEM, (d) enable and leverage Hispanic and other STEMM talent to play leadership roles, and (e) collaborate and cooperate nationally within the STEMM community.</p> <p>Since our inception in 1998, we have provided enrichment activities to more than 146,000 middle and high school students in 21 states, granted more than \$5.5M in undergraduate scholarship and graduate fellowship funds to more than 2,000 students from underserved populations, highlighted promising undergraduate and graduate students drawn from underserved populations via poster sessions as well as design/build competitions, and recognized more than 1,270 eminent role STEMM professionals, the vast majority from underserved populations, as role models via a peer-review process.</p>

<p>{G}Code</p>	<p>G{Code} invests in bringing underrepresented communities into the tech industry by providing access to training, mentorship, and networking opportunities. In the next three years, we will equip over 450 Black, Brown, and Indigenous women and nonbinary people who are transitioning into the tech workforce with hands-on guidance and support through introductory tech programs. Our new intro to data analytics program was created to alleviate the significant lack of diversity in the field of data analytics and meet the demand for skilled data professionals. By increasing the diversity of professionals working in this field, we can help to ensure that insights are generated by a more representative group of people, leading to more equitable and effective solutions.</p>
<p>Girlstart</p>	<p>Based in Austin, Texas, Girlstart is a national, female-led organization, offering year-round out-of-school STEM (science, technology, engineering, and mathematics) programming for girls in grades 4-8 in Texas, California, Massachusetts, and other locations across the country. Our programming is designed to empower, increase confidence, and introduce STEM careers to girls furthest from opportunity by providing meaningful, hands-on STEM programming. After School, Summer Camp, and other Girlstart programs are led by Girlstart’s STEM CREW (Creative, Resourceful, Empowered Workforce), a teaching corps of pre-professional college students and recent graduates. They provide participating girls with high quality STEM education, consistent mentorship, and accessible, diverse role models. Girlstart programs are designed to build participants’ skills, knowledge, confidence, and interest in STEM topics, activities, and careers. Over the next three years we will support approximately 12,000 girls in grades 4-8 to thrive in STEMM through Girlstart After School, Summer Camp, and Girls in STEM Conferences.</p>
<p>Henry Luce Foundation</p>	<p>The Henry Luce Foundation will become a funding partner of the STEMM Opportunity Alliance. For thirty years, the Clare Booth Luce program has supported more than 3,348 women to pursue careers and schooling in STEMM fields via more than \$220 million in grants. To supplement this work, the recently launched STEM Convergence Program will help to shift the narrative and elevate voices of women, particularly women of color, in STEM fields.</p>
<p>Heising-Simons Foundation</p>	<p>The Heising-Simons Foundation will become a funding partner of the STEMM Opportunity Alliance, and anticipates spending roughly \$7 million a year on STEMM equity initiatives over the next six years, totaling \$42 million by 2028. In 2023, this will include committing \$7 million to programs that seek to broaden participation of and support underrepresented groups in physics and astronomy. The foundation will also fund efforts to increase scientific excellence by forming a professional network of students, postdoctoral researchers, and professors from four different institutions and diverse areas of expertise.</p>

<p style="text-align: center;"><b>High Tech Kids</b></p>	<p>High Tech Kids is committed to the work of the SOA (STEMM Opportunity Alliance) and their work in furthering STEMM Equity and Excellence. We believe in the power of partnerships in developing STEM interest and skills and are excited about the national work being done to identify challenges and opportunities for a more STEMM skilled workforce. Since our inception, High Tech Kids has focused on making sure we can reach students of all races, genders, and income levels. Our current fee structure is designed to make it affordable for all students and we have a dedicated team scholarship fund to make sure all can participate in our programs. We have been successful in growing our numbers of low income, students of colors, girls, rural and urban students each year and growing those percentage of our participants as well. We have strong partnerships with our urban school districts and provide specialized professional development to those educator coached teams. These districts have their own events, located in their own communities and provide bussing. We have made a concerted effort to highlight the diverse students in our programming so that every student can see someone "who looks like them". Each year, we serve approximately 7,500 Minnesota students, most of which spend over a hundred hours designing, building and programming a robot. Our nonprofit now is seeing the fruits of our labor, as many of those same students return to volunteer with us, to give back to the same organization that they credit for their own interest in STEMM. Many of our alumni now work for our funders and sponsors and can share the enthusiasm for project-based learning in a fun team-based environment where learning is celebrated.</p>
<p style="text-align: center;"><b>Howard Hughes Medical Institute</b></p>	<p>HHMI will establish a new non-degree-granting post-baccalaureate program for promising college graduates who have demonstrated commitment to diversity and inclusion in science. Through this program, HHMI will provide 200 individuals who hold bachelor's degrees with employment and training in HHMI research labs to strengthen their preparedness for and commitment to pursuit of a PhD in the life sciences. As part of this effort, HHMI will establish several new partnerships including with historically Black colleges and universities, Hispanic-serving institutions, and tribal colleges.</p>
<p style="text-align: center;"><b>Icahn School of Medicine at Mount Sinai</b></p>	<p>The Icahn School of Medicine at Mount Sinai and the Mount Sinai Health system are committed to creating an equitable, inclusive, innovative, and anti-racist learning and research community. This includes several current and ongoing initiatives and commitments, including the Center for Scientific Diversity, which aims to increase the research success and equitable advancement of underrepresented faculty investigators and trainees, and the NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) program, which works to transform academic culture to build a self-reinforcing community of scientists committed to diversity and inclusive excellence.</p>

<p style="text-align: center;"><b>Illumina</b></p>	<p>Illumina is committed to deepening our impact around genomics to reach 5 million learners by 2030. By sparking curiosity in the life sciences through our DNA Day: Future is Bright program or igniting a passion for exploring careers they didn't know existed through hands-on and virtual lab training.</p> <p>Through Illumina Genomic Discoveries, we prioritize and promote equitable representation and support for vulnerable communities to support students in becoming the next generation of scientists, engineers, and innovators. Foundational to building a diverse pipeline of talent is to support, train, and equip teachers with a curriculum aligned with industry standards, no-cost resources to students between K-Career and educator, and student scholarships to support prioritizing learning and career readiness.</p> <p>At Illumina, we understand that when you continuously turn ideas into innovations, the possibilities are everywhere, and the future is what you make it.</p>
<p style="text-align: center;"><b>Jobs for the Future</b></p>	<p>Jobs for the Future (JFF) leads various initiatives across the United States to advance equity in STEM. With support from Comcast, Capital One and Walmart, JFF has recently launched a new initiative through our Center for Racial Eco Economic Equity to develop and scale targeted services to increase the share of Black learners and workers accessing and completing programs associated with high- growth, high-demand STEM careers.</p>
<p style="text-align: center;"><b>Johns Hopkins University</b></p>	<p>Johns Hopkins University (JHU) is launching the new Vivien Thomas Scholars Initiative (VTSI), a \$150 million effort supported by Bloomberg Philanthropies devoted to addressing historical underrepresentation in STEMM. The initiative seeks to strengthen pathways for students from historically Black colleges and universities (HBCUs) and other minority-serving institutions (MSIs) to pursue and receive PhDs in STEMM fields by providing permanent funding directed at nurturing, mentoring, and connecting talent to graduate education. The VTSI will expand research-intensive summer undergraduate and post-baccalaureate program experiences in STEMM for students from HBCU and MSI institutions and will add sustained cohort of approximately 100 PhD students in JHU's more than 30 STEM programs.</p> <p>JHU will hold an annual DEI Summit to publicly share the progress made on the goals in its recently released Strategic Roadmap.</p> <p>Additionally, the University's academic and operational divisions have developed individualized goals to address DEI matters specific to their areas. Both Roadmap and divisional goals will be publicly available to the JHU community, along with annual updates on progress made or yet to be fully realized. JHU also invests in opportunities to advance equitable access to STEMM within the community through programs like the STEM Achievement in Baltimore Elementary Schools (SABES) program, which seeks to improve STEM curriculum and delivery in grades K-5.</p>

## Johnson and Johnson

As the most diversified and only healthcare products company dedicated to maintaining a portfolio that blends its strong Pharmaceuticals and MedTech capabilities, Johnson & Johnson is committed to profoundly impacting health for humanity --- reflecting a commitment outlined in Our Credo: "We are responsible to the communities in which we live and work and to the world community as well." In order to harness the power of diversity to improve the health and well-being of people around the world, Johnson & Johnson is taking groundbreaking action to advance positive change for young people in STEM ecosystems around the world.

To address the needs of young people seeking careers in STEM and/or healthcare, the Company has created two specific programs to inspire and prepare students for college and career.

In 1992, Johnson & Johnson launched the Bridge to Employment (BTE) <https://www.bridge2employment.org/> initiative to inspire young people (ages 14-18) from underserved communities to stay in school, excel academically and elevate their career aspirations. BTE helps young people residing in under-resourced communities, the majority of whom are girls and/or people of color, build solid futures. BTE helps young people build bridges to brighter futures. The program's goals are to:

- Increase the number of students who enroll in post-secondary education
- Increase the number of students interested in pursuing careers in the Science, Technology, Engineering, Mathematics, Manufacturing, Design (STEM<sup>2</sup>D) or Healthcare sectors.

In 2015, Johnson & Johnson launched WiSTEM<sup>2</sup>D: Women in Science, Technology, Engineering, Mathematics, Manufacturing, and Design. Johnson & Johnson seeks to cultivate interest in STEM<sup>2</sup>D at an early age and help girls and young people in marginalized populations continue to grow and develop in these areas, preparing and positioning them to pursue higher education and careers in STEM<sup>2</sup>D. With this foundation, they are primed to make valuable contributions to their communities, companies, and the world in the decades ahead.

Led by a network of volunteers from across Johnson & Johnson and its local operating companies, this ambitious initiative involves:

- Youth programs: Sparking enchantment with STEM<sup>2</sup>D subjects in young women and girls through creative problem solving and play.
- University programs: Inspiring career paths, by partnering with select academic institutions to develop high-impact strategies for recruiting, retaining, and engaging women leaders.
- Professional programs: Tapping into the power of diversity through reimagined recruitment and retention of the world's best technical female talent.

To advance student outreach further, Johnson & Johnson



	<p>partnered with leading nonprofit organizations FHI 360, JA Worldwide, Smithsonian Science Education Center, and Girl Scouts of the USA to develop a youth STEM<sup>2</sup>D resources and website. This site <a href="https://www.stem2d.org/">https://www.stem2d.org/</a> contains STEM<sup>2</sup>D activities that can be completed at home, in a classroom, or in other small and large groups. Through this partnership, Johnson &amp; Johnson has reached six million girls since 2015.</p> <p>In addition, building a diverse STEM<sup>2</sup>D community is just one approach Johnson &amp; Johnson is taking as part of a broader effort to accelerate the development of women leaders and to support women at all stages of their life to improve global health and well-being and drive sustainable economic growth.</p> <p>Looking forward, through Our Race to Health Equity and other commitments, our Company seeks to reach even more young people in communities of color to engage them in STEM by building enduring alliances with existing partners, as well as through new collaborations with other companies, NGOs and government.</p>
<p>The Journal of Science Policy and Governance</p>	<p>Established by senior leaders and young scholars in S&amp;T policy, the mission of the Journal of Science Policy and Governance (JSPG) is to catalyze the engagement of students and early career researchers in science policy and governance debate through policy research and writing. This includes a strong commitment to prioritize diversity, equity and inclusion in all of the journal's efforts, from submissions, to events, to staff, editors, ambassadors and advisors, in order to ensure a brighter future for STEM and the field of science policy. JSPG provides opportunities to under-represented communities and international trainees through educational events and other efforts to increase representation across the various branches of the journal. A core value of JSPG is that everyone should have access to STEM and science policy opportunities. We have made conscious efforts to work with organizations that exemplify our commitment to diversity, equity and inclusion, and recruit staff, editors and ambassadors from all over the world and from many backgrounds. The journal's Certificate Program in science policy and advocacy in collaboration with UC Irvine's GPS-STEM program and other partners seeks to provide opportunities for STEM trainees from specific countries or local communities that have few options for science policy engagement. JSPG has also partnered with UNESCO to bring together many cultures to talk about and publish on open science practices internationally. In the next 1-5 years, the journal will continue to expand outreach into other countries, partner with organizations that have a strong focus on diversity, equity and inclusion, and continue providing opportunities to trainees from all over the world to publish in, learn from and engage JSPG for their own professional development.</p>

<p><b>Kansas State University College of Education</b></p>	<p>Kansas State University, College of Education, will develop new pathways for diverse student populations to experience STEM instruction delivered by diverse science teachers, focused on belonging in STEMM. Actions include STEM modeling for K-16 students, collaboration between diverse STEM teachers and pre-service candidates, and online STEM teacher engagement across school districts within the United States, and international regions. A key feature is the selection process for STEM teachers based on interviews, observations of STEM instruction, and student recommendations.</p>
<p><b>Kapor Center</b></p>	<p>The Kapor Center continues its longstanding commitment to equity by launching three new initiatives, all aimed at expanding diversity throughout the technology ecosystem. The Equitable Tech Policy initiative identifies a framework for systemic change that outlines nine core technology policy areas that call for expanded access to technology pathways, increased tech accountability and worker protections, and greater investment in infrastructure and innovation. The Equitable Tech Apprenticeship Toolkit offers actionable guidance for tech companies to develop racially and educationally equitable standards in apprenticeships for high-paying career paths, such as software engineering and product design. Finally, in collaboration with the NAACP, the recently released State of Tech Diversity: The Black Tech Ecosystem report highlights the lack of progress in closing racial equity gaps and identifies a set of solutions needed to close racial equity gaps; increase Black representation, inclusion, and retention across the technology ecosystem; and create a more equitable future.</p>
<p><b>Lasker Foundation</b></p>	<p>The Lasker Foundation will partner with Research!America to do a landscape analysis of communications training programs for scientists in the US, to help identify gaps and to design initiatives to fill those gaps. This initiative is aimed at helping to create a diverse cadre of communicators who will reach out widely to engage the public with science and scientists, as part of efforts to increase public trust and support for science.</p>
<p><b>Last Mile Education Fund</b></p>	<p>The Last Mile Education Fund will build a \$60 million investment fund to identify and support 30,000 striving tech and engineering students by 2031, generating \$3 billion in earnings for low-income students by 2035. This work is focused on investing in low-income students who are at the precipice of attaining a technical degree. Last Mile’s funding and connections to social support resources enable these students to persist over the last mile to graduation and into a career.</p>
<p><b>L'Oréal USA</b></p>	<p>L’Oréal USA will continue to support equity in STEMM through its For Women In Science fellowship program. Each year, the company awards five postdoctoral, women scientists with grants for their contributions in Science, Technology, Engineering and Math (STEM) fields and commitment to serving as role models for younger generations. The FWIS Fellowship program attracts talented applicants from diverse STEM fields, representing some of the nation’s leading academic institutions and laboratories. An extension of the international L’Oréal-UNESCO For Women in</p>

	<p>Science program, the program was created out of a simple belief: the world needs science and science needs women, because women in science have the power to change the world. Since 2003, the U.S. program has awarded 95 postdoctoral women scientists \$4.9 million in grants and 100% of FWIS fellows are still working in science-related fields.</p>
<p><b>Lyda Hill Philanthropies</b></p>	<p>STEMM Opportunity Alliance supporter Lyda Hill Philanthropies will invest in STEMM equity initiatives for at least the next two years to help break down barriers and advance opportunities for transformative change. This includes through its IF/THEN initiative, which has launched an Emmy-nominated television series, Mission Unstoppable, created the IF/THEN Collection, the world’s largest free resource library of photos and videos of diverse women in STEM, and launched the #IfThenSheCan – The Exhibit, an installation of 120 life- sized 3D-printed statues of real women STEM professionals.</p>
<p><b>Manufactures Association of NY State</b></p>	<p>Partners for Education &amp; Business, Inc. (PEB) is a 501(c)(3) non-profit organization and the K-16 arm of the Manufacturers Association of Central New York (MACNY) Workforce Development Team. We believe workforce development begins well before high school graduation, and we are committed to closing the gap between education and industry. Our team accomplishes this through engaging local employers across industry sectors in work-based learning programming for schools through facility tours, job shadows, internships, professionalism workshops, and guest speakers. We also collaborate with partners to facilitate larger events and initiatives to foster an interest in the STEM career pathways in our community. We strive to spark interest in STEM careers, especially among underrepresented and minority populations.</p> <p>Through direct support of youth and adults in programs such as Pathways in Technology Early College High School (PTECH), Real Life Rosies, and Advance 2 Apprenticeship we serve underrepresented and underserved minority populations, women, and individuals with developmental disabilities. We are committed to helping individuals gain the skills they need to step into high growth industries that are both stable and lucrative, with the ability shift the narrative of generational poverty in our community. MACNY over the next 1-5 years will continue to expand this critical work into other regions across the state. Our team will continue to seek out opportunities to align education, industry and the community to collectively address local and regional workforce demands of our member companies.</p>

<p style="text-align: center;"><b>Merck</b></p>	<p>Merck, in collaboration with the Association of Clinical Research Professionals (ACRP), will launch the Early Talent Training Program (ETTP), which introduces high school and community college students to the clinical research profession. Starting in February 2023, 50 high school and community college students will participate in the first ETTP program. Merck, along with over 50 leading companies, also has committed to OneTen’s mission of hiring, promoting and advancing one million Black Americans who do not have four-year degrees into family-sustaining careers over 10 years.</p>
<p style="text-align: center;"><b>Mexican American Opportunity Fund (MAOF)</b></p>	<p>The mission of MAOF is to provide for the socio-economic betterment of the greater Latino community of California. This mission is accomplished through programs in early childhood education and family services, job training and career development, immigration support, and senior lifestyle development throughout the multicultural communities served by MAOF. We directly serve the community in Los Angeles, Orange, San Diego, Monterey, Kern, San Bernadino, Ventura, and Riverside Counties. Our outreach and service activities reach an estimated 125,00 individuals annually. Our organizational values include education, excellence, innovation, advocacy, culture, integrity, and partnerships. We accomplish these goals by providing services that empower the community to be personally and economically resilient.</p> <p>Over the next year, we will focus on strengthening our PK-20 pipeline, emphasizing STEMM. We are working on these goals in four ways and will continue to build these partnerships along the way. Our current efforts include:</p> <ul style="list-style-type: none"> <li>• Redeveloping our PK curriculum to be dual language STEAM-focused. When the new curriculum is launched, it will impact over 4000 PK children in CA.</li> <li>• Reenvisioning our National Latina Women’s Conference to focus on STEAM-related topics. We hosted more than 350 Latina high school and community college students and expect to host more than 500 in 2024.</li> <li>• Joining a local STEM-focused partnership that includes Southern California Gas, Netflix, Nvidia, and many Hispanic-serving institutions in California.</li> <li>• Partnering with UnidosUS as a funded partner for their tech career training program. We will train more than 50 individuals in this program over the next 18 months.</li> </ul>
<p style="text-align: center;"><b>Micron</b></p>	<p>The Micron Foundation and National Science Foundation (NSF) announce a new \$10M partnership, building on a prior collaboration between Micron and NSF, through which the Micron Foundation will invest \$5M to accelerate the preparation and training of new STEM teachers, support the retention of existing STEM educators, and advance the overall aim of increasing diversity and equity in the STEM teacher workforce.</p> <p>Micron will partner with the NSF to identify programs, including the Robert Noyce Teacher Scholarship (Noyce), to further cultivate</p>

	<p>development of K-12 teachers in STEM who are interested and prepared to teach individuals of all races, ethnicities, and backgrounds across the nation – including within some of the most distressed and under-resourced K-12 communities. These programs aim to address the critical need for recruiting, preparing, and retaining STEM teachers in high-need and under-resourced school districts. Micron Foundation funds will be used to scale evidence-based pre-service and in-service teaching strategies, building on effective local, state, and regional ecosystems that have and/or continue to increase, while retaining, a diverse STEM teacher workforce.</p> <p>Priority of funds will be used to train new skilled and qualified STEM educators; to develop facilitated networks and communities of practice for new and experienced STEM educators, teacher mentors, and teacher leaders; to provide necessary classroom resources to cultivate innovation, investigation, and hands-on and virtual experimentation; and to build the capacity of local, state, or regional ecosystems to support STEM and workforce education.</p> <p>Micron’s funds will support districts and schools particularly where there is a lack of STEM teachers in and from populations that have traditionally underserved and underrepresented in STEM and STEM career fields (including women, people of color, rural communities, and veterans), as well as in districts and schools where students have experienced the most significant achievement gaps due to severe educator shortages. Funds will also be applied toward increasing exposure for classroom teachers to the critical technologies of the future, and promoting their ability to inspire and nurture greater awareness of STEM career pathways to classroom students.</p>
<p>Microsoft</p>	<p>Microsoft is supporting the diversification of the US cybersecurity workforce by 2025 by equipping 250,000 people, especially from underrepresented groups, with necessary skills and trainings.</p> <p>Microsoft also helped establish 18 partnerships with HBCUs to provide \$8 million in funding in the past two years.</p>
<p>Morgan State University</p>	<p>Morgan State University, a historically Black high research institution, has encouraged thousands of black students to pursue careers in STEM fields and will continue its work to strengthen its institution to provide greater STEM opportunity for its students. In 2022, the University launched three new research centers, and intends that the research conducted at the new centers will propel Morgan to the next echelon in Carnegie Classification research rankings. The University will also engage the community residents and officials in the application of understanding and policy analysis derived from faculty and student research.</p>



<p>The Museum of Science and Industry, Chicago (MSI)</p>	<p>The Museum of Science and Industry, Chicago will expand three initiatives this year to support schools and communities. The Whole School Science Improvement initiatives are an in-depth professional development program designed to provide teachers, staff, and principals with the knowledge, skills, and tools to transform STEM learning at their schools. The MakeX program will continue to support the development and operation of custom makerspaces in local schools and extend to the school district level. The new STEAM Neighborhood project is an initiative that provides meaningful connections for MSI-supported schools, community-based organizations, parks, and libraries to develop STEAM based hyper- local “micro-ecosystems” for youth, families, and educators in Chicago’s diverse communities.</p>
<p>The National Center for Women &amp; Information Technology (NCWIT)</p>	<p>The National Center for Women &amp; Information Technology (NCWIT) is the farthest-reaching network of change leaders focused on advancing innovation by correcting underrepresentation in computing. Research shows that diverse teams are more creative and better at solving complex problems. Women, girls, non-binary, and genderqueer individuals represent a largely untapped talent pool that can help address the shortage of tech talent. NCWIT’s overarching goal is to promote systemic change to ensure that technology education and careers, especially on core creative teams, are inclusive of all people, regardless of their intersecting identities. To achieve this goal, NCWIT offers programs and initiatives that span the computing ecosystem, removing barriers and creating opportunities. As indicated in peer-reviewed journal articles and evaluations, NCWIT has achieved strong outcomes by leveraging a community of more than 1,600 member organizations to make meaningful impact through our programs and free, research-based resources to support reform at every level to help individuals implement change, raise awareness, and engage and inspire historically marginalized populations. For example, NCWIT continues to grow its Aspirations in Computing (AiC) Community. AiC provides encouragement, enables persistence, opens doors, and changes lives for women in technology from K-12 through career. AiC uses prestigious awards, scholarships, internships, and professional opportunities to amplify voices, build identity, reward persistence, and recognize fortitude as women increase their technical, entrepreneurial, and leadership skills. The largest community of its kind with more than 23,000 current members and thousands more entering each year from across the U.S., the program uses research-based methods to diversify the face of technology. AiC serves all 50 states, as well as the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, and all U.S. military bases overseas.</p>

<p>The National Girls Collaborative Project (NGCP)</p>	<p>The National Girls Collaborative Project (NGCP) brings together organizations committed to informing and encouraging girls to pursue careers in science, technology, engineering, and mathematics (STEM). The National Girls Collaborative Project is a network of networks. While NGCP programs and partners are in every state, there are 33 Collaborative Leadership Teams in 41 states, which facilitate collaboration between more than 42,500 organizations who serve over 20.2 million girls and 10 million boys. NGCP focuses on building the capacity of programs and organizations to more effectively engage and support girls in STEM, positively impacting girls' interest in confidence in STEM, and increasing girls and women's participation in STEM education and careers. We accomplish these goals by facilitating collaborations among organizations, sharing exemplary practices, providing professional development opportunities, and offering research-based resources that promote gender equity, diversity, and inclusion in STEM. In response to a documented lack of progress, over the next two years, NGCP is specifically focused on catalyzing collective action to support the systems that engage girls and other historically excluded populations in STEM.</p>
<p>National Math and Science Initiative (NMSI)</p>	<p>NMSI will expand its New Teacher Academy, an induction program for new Black, Latino, and Indigenous teachers, to serve over 1,300 teachers. NMSI's New Teacher Academy provides professional development, school-year mentorship, and professional learning communities for early-career STEM teachers to combat isolation, improve practice, and foster a stronger teacher-identity. Black, Latinx, and Indigenous STEM teachers will see success faster and stay in the classroom longer—resulting in higher rates of retention, teacher job satisfaction, community connections, and STEM teacher diversity.</p>
<p>National Postdoctoral Association</p>	<p>Representing the 70,000 postdoctoral researchers and more than 240 academic and research institutions where they are housed across the U.S, the National Postdoctoral Association (NPA) is celebrating its 20th anniversary in 2023. The mission of the NPA is to improve the postdoctoral experience by supporting a culture of inclusive connection. At the individual, organizational, and national levels, we facilitate enhanced professional growth, raise awareness, and collaborate with one another in the postdoctoral community. Excellence and equity are both critical to the success of members of the postdoctoral community and the NPA. Through our work at the NPA, our vision is an inclusive community where all postdoctoral researchers are empowered, valued, recognized, and supported in their current and future endeavors. More than 80 percent of postdoctoral researchers work directly in STEMM, while many in other fields contribute to STEMM success. We promote excellence in many ways, such as through developing national institutional policies and practices that create improved working environments to achieve scientific and research success.</p> <p>The NPA supports equity through efforts such as its IMPACT Fellowship Program, currently in its third year. IMPACT provides opportunities for personal and professional achievement for exceptional early-career researchers from underrepresented</p>

	<p>communities. We also are committed to greater understanding and discussion of critical issues arising in the postdoctoral space through annual equity summits, which we have held in areas of gender, race and ethnicity, and nationality. We remain committed to promoting excellence and equity in STEMM going forward, from creating educational opportunities and exploring modes to increase equity for early-career researchers to advocating for policies that enhance science and research at institutions across the U.S. We look forward to collaborating with fellow members of the Alliance to accomplish these aims.</p>
<p><b>The National Q-12 Education Partnership</b></p>	<p>The National Q-12 Education Partnership (Q-12) works across the quantum and STEM ecosystems to achieve a diverse, quantum-ready workforce and increase public literacy in quantum information science and engineering (QISE). Q-12 was spearheaded in 2020 by WHOSTP and NSF, and members are drawn from industry, professional societies, academia, K-12 educational organizations, and government. In 2020, we committed over the next decade to work with America’s educators to ensure a strong quantum learning environment, from providing classroom tools for hands-on experiences to developing educational materials to supporting pathways to quantum careers. By expanding access to materials and quantum technologies through this partnership, educators in classrooms and other settings will be able to develop programs, courses, and activities to introduce students to the field and open opportunities for quantum careers. Together, we can prepare America’s next-generation workforce with the tools to succeed in the industries of the future. In the next 1-5 years, we plan to expand from a footprint of 500 K-12 educators engaging in QISE to 50K educators and to further infuse quantum information science and engineering topics into STEM subjects at the middle and high school levels.</p> <p>Q-12 has four primary domains of activity that are designed to scale equitable access to quantum education and quantum technologies, with a focus on K-12 educators and learners. The domains are: (1) Develop QISE Career Awareness, (2) Design and share tools and resources to learn QISE (both informal and formal), (3) Empower and support teachers seeking to bring QISE into their classrooms, and (4) Expand the quantum education community. These focus areas were chosen based on existing gaps in the ecosystem, coupled to the fact that quantum-enabled technologies are developing quickly without diverse teams. Starting early, supporting teachers, and infusing into formal education is one way to ensure that students from all economic backgrounds, races, genders, and ethnicities have a way to learn about this area, access the technology and career opportunities, and gain mentorship.</p>

<p style="text-align: center;"><b>National Science Policy Network (NSPN)</b></p>	<p>As part of the NSPN’s efforts to create, support, and grow a diverse community of early career researchers engaged in science policy, we are committed to developing and growing opportunities for historically underrepresented groups to (1) learn about science policy and STEM policy careers, (2) develop skills to be competitive applicants for jobs and fellowships at the intersection of science and society, (3) create space and build connections with one another in an inclusive, welcoming community, and (4) support their leadership development to power a diverse, equitable society and a resilient, sustainable planet. NSPN will accomplish these goals by investing in targeted programming like the HBCU/MSI Science Policy College Tour, which creates a point of access into the field of science policy at HBCUs and other Minority Serving Institutions. Across the organization’s other programs, consistent audits, reflections, and evaluations about diversity, equity, inclusion, and accessibility will help us continue to eliminate barriers, grow diverse cohorts of program participants, and create more points of entry into science, technology, and health policy fields for those looking for a supportive community that will help advance their personal and professional goals.</p>
<p style="text-align: center;"><b>National Science Teaching Association (NSTA)</b></p>	<p>NSTA will develop the NSTA Lesson Plan Library with 250 lessons and 24 storylines that help make science accessible to all students. This will include lessons that are culturally relevant for Black, Latino, and Native American students. In addition, NSTA will also complete the initial Pathways to Success program of 250 Professional Learning Units, which are bite-sized, self-paced, asynchronous short courses that educators can use to improve their practice, enrich students’ learning, and increase equitable participation in the classroom.</p>
<p style="text-align: center;"><b>National University</b></p>	<p>National University, partnering with the Institute for Learning-Enabled Optimization at Scale (TILOS), will work to develop career-relevant technology courses for adult STEM learners from historically excluded communities. By 2024, TILOS aims to support 2,000 students in earning badges, credentials, or degrees that lead to gainful employment in STEM fields. This includes developing new courses that will focus on computing, AI optimization, robotics, networking and chip design, while providing a community outreach element to raise awareness and encourage interest in AI-related careers.</p>
<p style="text-align: center;"><b>New America</b></p>	<p>New America's new Initiative on the Future of Work and the Innovation Economy is focused on ensuring that equity is centered in the efforts to meet the emerging technology workforce development needs, catalyzed by the CHIPS and Science Act, among other topics. Below is the description of our Initiative. The role of community colleges in innovation ecosystems and the innovation economy is an area where we have especially deep expertise and would like to contribute.</p> <p>Now more than ever, we need to align policy approaches to science, technology, and innovation and workforce development ; to ensure that generative AI is implemented in work, education, and training in a way that leverages its potential to build</p>

	<p>competencies and narrow skills gaps, respects worker and learner voice, and improves worker well-being and career outcomes; and to ensure that regional innovation ecosystems not only flourish but contribute to an equitable rebuilding of the American middle class through the strategic inclusion of community colleges and the workforce; among other issues of today and tomorrow.</p> <p>Rising up to meet that challenge, the Center on Education and Labor at New America (CELNA)'s Initiative on the Future of Work &amp; the Innovation Economy tracks and explains how the innovation economy, AI and emerging technologies, and public policy can shape a better, fairer world of education and work for all. We conduct research, contribute to policy debate, convene communities, and tell the stories that equip policymakers, educators, labor organizers, community leaders, and the media with a nuanced understanding of the ideas and precautions we must focus on to realize the promise of family-sustaining work in America in an era of rapid technological and social change. Our goals are to forge a more honest and holistic approach to confronting the challenges and seizing the opportunities generated by technological innovation and to equip the workers and learners of today and the future with the knowledge, skills, and confidence to thrive in the 21st century.</p>
<p><b>New York Hall of Science</b></p>	<p>The Partners in STEM Equity program provides opportunities for 1,200 Pre-K through college students from Queens, New York from historically excluded communities to participate in sustained programs of ambitious STEMM learning. This investment leverages the science-themed preschool that NYSCI opened on its Queens campus in fall 2022, in partnership with the NYC Department of Education. Over the next decade, NYSCI is committing to aiming to ensure 80 percent of the young people who participate in its Partners for STEM Equity program pursue STEM careers.</p>
<p><b>Novartis</b></p>	<p>Novartis is expanding its Beacon of Hope initiative, launched last year, from \$33.7 million to \$50 million in planned grantmaking. The initiative is a 10-year collaboration with Morehouse School of Medicine, 26 other historically-Black colleges and universities, the Thurgood Marshall College Fund, Coursera and the National Medical Association. The effort includes scholarships to 120 STEM students each year, grants to faculty, and support for centers of excellence dedicated to improving diversity in clinical trials, eliminating racial bias in clinical data standards and algorithms, and to solving climate change and disproportionate health impacts.</p>
<p><b>Oak Ridge Associated Universities</b></p>	<p>ORAU is a consortium of 153 universities that collaborates with government agencies, national laboratories, foundations, and industry to promote scientific research, education, and workforce development solutions. The Center for Next Generation Talent (CNGT) at ORAU is dedicated to enhancing diversity in the STEMM workforce through the formation of public-private partnerships. CNGT collaborates with partners on joint research projects, evaluate and assess programs, develops innovative learning environments and unconventional student recruitment strategies. Our efforts aim to foster diverse thought in science and engineering and address critical societal challenges by establishing</p>



	<p>regional innovation hubs to support interdisciplinary research, education and training in the STEM Fields. Working with over 35 federal agencies, ORAU places nearly 10,000 students, postdocs, and faculty each year in internships, fellowships, and other programs, with an emphasis on advancing opportunities for diverse populations. Through our ongoing investments and programs, we aim to cultivate a diverse and sustainable national STEM workforce of the future.</p>
<p>Olin College of Engineering</p>	<p>Olin College is developing The Mirror, a center for Pathways to STEM efforts that involve collaboration among local high school students, college students, faculty, and a variety of partners. The center will be located in an urban setting with proximity to both underserved communities and high-tech companies. The College is also engaged in a year-long DEI Champions to engage 10 percent of faculty and staff in a cycle of learning, action, and accountability to bring the tenets and practices of racial equity work to Olin.</p>
<p>Oregon STEM</p>	<p>Oregon STEM, a 501(c)3 nonprofit organization established in June 2020, promotes equitable access to STEM opportunities across Oregon by working closely with the thirteen regional STEM Hubs. Our mission is to elevate and advance Oregon's STEM vision, foster collaboration, and ensure equity for all learners. We aim to create a prosperous future through strategic leadership, coordination with state agencies and partners, advocacy, and resource development. Our strategic plan for 2023-2026 focuses on four cornerstone strategies: raising awareness and broadening the definition of STE/A/M, facilitating collective impact through data-informed priorities, strengthening system alignment for equitable pathways, and forging regional partnerships for access and prosperity.</p> <p>By fostering regional partnerships between education, industry stakeholders, and community-based organizations, we serve as a conduit for targeted funding to expand quality STEM learning experiences. Over the next five years, our goal is to revolutionize education, empowering learners from diverse backgrounds and regions, ensuring their success, and unleashing their potential in STEM fields. Oregon STEM is fully committed to an inclusive, equitable, and transformative educational landscape, using cutting-edge technologies and data-driven strategies to ensure every student thrives in STEM and contributes to a diverse and prosperous society.</p>
<p>PA Alliance for STEM Education</p>	<p>PA Alliance for STEM Education (PASTEM) supports the implementation of best practices for science learning within an evidence-based STEM curriculum for students that is culturally sensitive, inquiry-oriented and standards-based. PASTEM emphasizes hands-on design learning that is problem-based, constructivist, and involves meta-cognition. These psychological and neuroscientific approaches have led to successful engagement for a wide variety of students affiliated with PASTEM in out-of-school time (OST) programs at middle and high school levels. PASTEM promotes hands-on learning for students in underserved schools using VEX robotics kits and lesson plans from HowToSmile.org. working within the context of OST urban education. Other examples are the consultancies provided to</p>

	<p>Longwood Gardens, a Pennsylvania horticultural garden, that developed an in-person (and now hybrid) learning strategy for environmental education, and the Girls in Science and Technology education program at the American Helicopter Museum that has hosted a special Girls in Science Expo.</p> <p>In the next 3-5 years PASTEM will form a partner network to provide shared information and linkages between secondary and post-secondary partners for educational staff development. Through videoconferencing, database management, and online training, PASTEM will facilitate virtual collaboration between Pennsylvania STEM ecosystem regions. Educators can stay up-to-date on STEM news and events with PASTEM's webinars and online resources. To aid educators in navigating the complex STEM landscape, the network will also provide support and mentoring. PASTEM will also provide a platform for educators to share ideas and best practices. Using the PASTEM platform, K12 STEM programs would be designed to connect skill development to critical educational pathways leading to academic and vocational <a href="https://pastem.org/careers">https://pastem.org/careers</a>. A shared database will facilitate a continuous improvement process for K12 education and professional training so they are reflective of the changing needs of the workplace. Data from this system will be utilized to evaluate STEM programs and graduates' career paths. A gap analysis and a strategy for addressing them could also be developed. Students would be equipped with the skills and knowledge they need to succeed in these STEM programs based on this data.</p>
<p>Project Lead the Way (PLTW)</p>	<p>Project Lead the Way (PLTW) provides PreK-12 students and teachers with hands-on interdisciplinary STEM-based curriculum that uniquely prepares students to thrive in life beyond the classroom. We must ensure that these impactful experiences are inclusive and equitable for all. Diversity, equity, inclusion and belonging must be part of our internal culture and daily efforts to advance our mission of empowering millions of students across the U.S. to unlocking their potential. Over the next 10 years, Project Lead The Way's goal is to drive annual double-digit percentage growth in our reach to U.S. PreK-12 students in schools and beyond. Fifty percent of PLTW students will be in our nation's highest need schools. PLTW will continue to award grants to these highest need schools, last year granting \$17.6M through generous partnerships. Additionally, PLTW commits to maintaining an internal DEIB advisory council to accelerate DEIB efforts for our team members and partners through contracts with external experts in the field. Lastly, PLTW is committed to curriculum enhancement using the DEIB validation tool throughout all PLTW programs. Seventy-five (75) Units/Modules/Courses were recently enhanced using this tool.</p>

<p>Regeneron</p>	<p>As a company founded and led by scientists, Regeneron is committed to fostering the next generation of scientific innovators who can help solve society’s greatest challenges through our philanthropic investments, employee volunteerism, and diversity, equity and inclusion work. Regeneron significantly invests in STEM education programs that drive exposure and access, strengthen skills-building and reward top talent in order to increase representation and foster inclusion across our organization, make better medicines for all, and improve the lives of underrepresented groups. Since 2020, Regeneron has provided inclusive STEM experiences to nearly 1.7 million students as part of its five-year goal to impact 2.5 million students. It will reach this goal through its investments, including but not limited to the Regeneron Talent Search and Regeneron International Science and Engineering Fair, the Regeneron DNA Learning Center at the Cold Springs Harbor Laboratories, and the Regeneron STEM Academy (a partnership with Troy High School in NY’s capital region).</p>
<p>Research America!</p>	<p>Research! America’s mission to “advocate for science, discovery, and innovation to achieve better health for all” requires diverse and equitable voices at every table throughout STEM fields. Our organization’s values statement explicitly calls out this goal: “We embrace diversity, equity &amp; inclusion in all we do.”</p> <p>In addition to the diversity of talent we feature in our programs and discussions, we have cultivated programs that align with our commitment to diversity, equity, and inclusion (DEI). The impact we are working towards, over the next several years, will see (1) increased STEM participation among diverse populations, (2) scientists empowered with skills in communication, public policy and public engagement necessary to engage with diverse stakeholders, and (3) the advancement of welcoming environments where STEM professionals advocate for, and can articulate the importance of, equity and inclusion.</p> <p>In partnership with the Lasker Foundation, we recently launched a national database of training programs in public engagement which we are continuing to build out. Our Louis Sullivan Fellowship has welcomed two cycles of post-doctoral scholars focused on advancing STEM diversity, equity, and inclusion in the K-12 and postsecondary ecosystems. Our Civic Engagement Microgrant Program, on its sixth cycle, has doubled down on an outreach strategy aimed at engaging graduate students and post-docs in STEM at minority serving institutions (MSIs). These microgrants are designed to help small graduate and post-doctoral teams create dialogue and sustainable partnerships between the public, academia, community leaders, and public officials around issues of common concern.</p>

<p style="text-align: center;"><b>Rockhurst University</b></p>	<p>Rockhurst (RU) is a comprehensive university and a supportive community that forms lifelong learners in the Catholic, Jesuit, liberal arts tradition who engage with the complexities of our world and serve others as compassionate, thoughtful leaders. The university encourages students to pursue a variety of careers in STEM fields and will continue to broaden and strengthen existing support mechanisms to provide even greater success. In 2020, Rockhurst University (RU) merged with Saint Luke’s College of Health Sciences to include health and health-science related academic programs into one college called Saint Luke’s College of Nursing and Health Sciences. This more robust organizational structure appeals to a more diverse student population and works to strengthen our commitment to advancing education for the next generation of medical professionals. RU supports underrepresented scholars in STEM via a recent NSF S-STEM grant which offers scholarships to low-income students pursuing bachelor’s degrees in several STEM fields. This grant leverages and expands existing support mechanisms for students including faculty and peer mentoring; those mentors will have training in mental health and DEI to help support diverse student learners and to assist in increasing retention and graduation rates for these student populations. Rockhurst collaborates with Kansas City area K-12 science organizations to recruit low-income students into STEM. In addition, our core curriculum is optimized to provide a robust liberal arts background rooted in the Jesuit mission that seeks to build life-long learners who contribute to their local and global communities in a meaningful way. Our institutional core values encourage STEM students to be successful in their chosen career in STEM.</p>
<p style="text-align: center;"><b>St. Jude Children's Research Hospital</b></p>	<p>St. Jude Children’s Research Hospital (\$542,173): St. Jude Children’s Research Hospital opened in Memphis, Tennessee on February 4, 1962, becoming the first fully integrated children’s hospital in the segregated South. Patients of many races and ethnicities shared the same hospital rooms and dining facilities. In most Southern hospitals at the time, Black employees, even those with university degrees, normally worked in service areas. St. Jude hired these pioneering men and women as doctors, researchers, and nurses. Today, St. Jude continues the mission to advance cures and means of prevention for pediatric catastrophic diseases through research and treatment. As we accelerate this progress globally, we believe our legacy of diversity, equity and inclusion is foundational to our success.</p> <p>St. Jude is translating its commitment to equity and excellence into meaningful actions and changes to ensure the St. Jude culture, leadership approaches, and talent processes are equitable and culturally responsive. As part of these efforts, St. Jude has established the St. Jude STEM Education and Outreach Program. The purpose of this program is to provide career training and enhancement from kindergarten to 16 in areas related to science, technology, engineering, math, and medicine (STEMM). This program is committed to addressing issue of equity in STEMM pK-12 education through target programming, which includes</p>

	<p>curriculum collaboratives to address a lack of STEMM in grades K-5 classrooms, afterschool clubs, and high school and undergraduate research immersion experiences.</p>
<p>Science for Society</p>	<p>Since 1921, the Society for Science (Society) has been dedicated to informing the public through creating accurate and engaging science journalism, cultivating the nation’s top science talent, and igniting a passion for science in generations of students. Science News and Science News Explores are vibrant and trusted sources of concise and comprehensive science journalism, reaching 130,000+ print subscribers, 5.8 million students with classroom access, and an average of 30 million visitors to our websites annually. The Society’s world-renowned STEM research competitions have captured the imaginations and nurtured the dreams of young scientists, innovators, and entrepreneurs, with more than 75,000 alumni including 15 Nobel Laureates and 27 MacArthur Fellows. In addition to Science News Media Group and our science research competitions, STEM equity is a significant pillar of the Society’s work, reflected in a suite of Outreach &amp; Equity programs. These programs work at every level of the STEM talent pipeline to provide equitable access to high-quality educational content and experiences, and to increase participation of students from underrepresented and low-income communities in STEM research, degree programs, and careers. These programs include:</p> <ul style="list-style-type: none"> <li>- Science News Learning, which provides more than 5,800 middle and high schools (more than 60% Title I eligible) with equitable access to Science News Media Group journalism, digital lesson plans, and professional development workshops.</li> <li>- Advocate Program, a year-long professional development program that supports teachers and mentors who are working to increase the number of students from traditionally underrepresented race/ethnicities and low-income households who enter STEM research competitions.</li> <li>- High School and Middle School Research Teachers Conferences, which provide professional development for high school and middle school teachers.</li> <li>- STEM Research Grants, which provide support to middle and high school teachers engaging their students in authentic scientific research.</li> <li>- STEM Action Grants, which bolster and support community-driven nonprofit organizations that are working to enhance the public’s understanding of science and to increase participation of underrepresented populations in STEM fields.</li> </ul>



## SciTech Institute

SciTech Institute is a nonprofit organization dedicated to supporting and strengthening science, technology, engineering and mathematics (STEM) by enhancing and promoting STEM awareness and engagement in Arizona and beyond. The SciTech team strives to connect the STEM community and inspire individuals to engage in STEM and pursue STEM-related educational and career pathways. Strong connections with civic and community organizations, business and industry and K-16 educational institutions allow SciTech Institute to serve as a catalyst for cultivating a world-class ecosystem of STEM communities. The advancement of science relies on the collective skills and knowledge of the whole human experience. To this end, STEM programs and workplaces must represent this diversity and be inclusive and equitable to all people with marginalized identities, including women, Black, Indigenous and People of Color (BIPOC), LGBTQIA+ people, and people with disabilities. This is one reason why SciTech Institute's purpose - to provide everyone access to the world of possibilities in STEM - is so important. Only by including people of all backgrounds and identities in the scientific endeavor can we look toward a bright future of innovation and discovery by the people, for the people. Many of our projects prioritize partnerships with Title I schools, minority-serving organizations, and rural regions. The SciTech Institute conducts dozens of in-person school visits, it impacts over 1,500 students and over 40 STEM professionals through Digital STEM Career Days, supports over 130,000 people through SciTech Signature, and provides leadership development to over 1,000 high school students through its Chief Science Officers program.

## Scratch Foundation

The Scratch Foundation is the philanthropically supported 501c3 organization that manages the resources and programming for the Scratch applications, Scratch and ScratchJr. The mission of the Scratch Foundation is to provide young people with digital tools and opportunities to imagine, create, share, and learn. This mission is realized through Scratch and ScratchJr coding platforms, moderation and management of a global online user community, and the facilitation of educator professional development resources and communities of practice. Scratch is one of the most widely adopted engines of creative learning, In the United States in 2022, Scratch and Scratch Jr reached over 2.8 million children across all 50 states, predominantly youth between the ages of 5 and 16.

We believe that all children—especially those from historically underrepresented communities—deserve the opportunity to imagine, create, share, and learn through creative learning and creative coding. At the Scratch Foundation, supporting the development of creativity, communication and technological literacy are central to what we do—so children everywhere can become prepared for the future as creative thinkers. The Scratch Foundation’s focused work will allow Scratch Foundation to center its impact on serving youth from communities impacted by systemic inequities, invest in its online community, develop the team, scale its infrastructure, and improve data privacy, interoperability, and the in-school experience. The Scratch Foundation will commit to active participation in the SOA by providing input on the SOA National Strategy, agreeing to engage in the implementation process of the SOA National Strategy as it aligns with Scratch Foundation work, and committing to share the Scratch Foundation’s efforts to advance STEMM Equity and Excellence. Additionally, the Scratch Foundation is committed to all five key areas for action the SOA has outlined for partners and stakeholders to break down barriers and advance opportunities for transformative change in STEMM. Leveraging Scratch Foundation’s strengths, we feel we can have the biggest impact on the following areas for action:

- Ensure that students, teachers, workers, communities, and others, have adequate support to participate in and contribute to science and technology throughout their lifetimes;
- Scale solutions that root out bias, discrimination, and harassment in the classroom, and workplace; and
- Promote accountability across the science and technology ecosystem.

<p style="text-align: center;"><b>Simons Foundation</b></p>	<p>The Simons Foundation will scale up its investments in STEM equity initiatives over the next six years, including over \$50 million to support the Stony Brook Simons STEM Scholars program, which provides full scholarships to underrepresented students interested in STEM; \$12.5 million to support the recently launched Team-Up Together Initiative at the American Institute of Physics, which provides financial support to African American students in physics and astronomy departments; and \$2.5 million to support the Meyerhoff Scholars Program at the University of Maryland Baltimore County, which supports diverse students who pursue advanced STEM degrees.</p>
<p style="text-align: center;"><b>Smithsonian Science Education Center</b></p>	<p>In collaboration with the Department of Defense, the Smithsonian Institution, through the Smithsonian Science Education Center, recently launched instructional resources along the high-touch to high-tech Technology Spectrum that integrate computational thinking into standards-aligned STEM lessons (STEM+CT) for grades 3-</p> <p>5. This initiative will upskill educators in 9 rural communities near military bases in 3 states in the Midwest, and will include studying the impact of STEM +CT on 300 low-income students where broadband is limited. These free high-touch to high-tech resources will then be scaled nationally.</p>
<p style="text-align: center;"><b>The Societies Consortium on Sexual Harassment in STEM</b></p>	<p>The Consortium will prioritize work in several areas focused on producing model policies, guidance, and operational tools to guide STEM professional societies as they seek to advance ecosystem-wide equity, diversity, and inclusion, and eliminate sexual, gender and intersecting racial harassment. As part of this work, the Consortium will focus on developing case studies, an ethical transparency tool, and other resources on the policies and actions needed to prevent and respond to harassment.</p>
<p style="text-align: center;"><b>SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science)</b></p>	<p>SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science) is an inclusive organization dedicated to fostering the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in STEM. With over 9,000 members and 144 chapters across the United States and territories, SACNAS is committed to expanding STEM networks and communities, impacting STEM career development and representation through expanded awareness, access, and resources, and influencing diversity, equity, and inclusion in the STEM enterprise.</p> <p>SACNAS has taken a radical approach to lead with culture and identity as the means to achieve true diversity in STEM. We understand that diverse voices bring creative solutions to our world's most pressing scientific problems. That's why we are building a national network that is innovative, powerful, and inclusive. Through strategic partnerships with higher education institutions, government agencies, private businesses, and nonprofit organizations, SACNAS ensures its premier National Diversity in STEM (NDiSTEM) Conference provides access to the opportunities and connections to equip, empower, and energize</p>

	<p>participants for their academic and professional paths in STEM. Over the course of the event, college-level through professional attendees are immersed in innovative STEM research, professional development sessions, motivational keynote speakers, and the Graduate School &amp; Career Expo Hall, as well as multicultural celebrations and traditions, and an inclusive and welcoming community of peers, mentors, and role models.</p>
<p><b>Society of Hispanic Professional Engineers</b></p>	<p>The Society of Hispanic Professional Engineers (SHPE) will commit to increasing its outreach and surpassing the 10,000 participants number during our National Convention. This is the largest gathering of Hispanics in STEM (science, technology, engineering, and mathematics), which presents several life-changing opportunities for students and young professionals from all over the country and U.S. territories. This annual event ensures that SHPE maximizes its resources to support its current and new members in their journey to obtain a meaningful and successful career in STEM.</p>
<p><b>Southern Regional Education Board</b></p>	<p>The Southern Regional Education Board’s postsecondary office will convene groups to study critical issues and identify and recommended policies, practices and programs that will increase student success in higher education, especially for historically underserved populations. This includes practices that can increase the completion of credentials that help students fulfill their goals., To accomplish this, Southern Regional Education Board will create a host of collaborative groups and programs to increase student access, affordability, support, retention, and success across higher education sectors.</p>
<p><b>Spelman College</b></p>	<p>Spelman College’s Center of Excellence for Minority Women in STEM (COE-MWS) recently launched the STEM Equity Research Hub, the initial component of a national repository for the dissemination of research, data, and curriculum focused on the recruitment, retention, experiences, and advancement of Black, Latina and Indigenous women in STEM. The Hub will support Spelman faculty in completing projects and publications that highlight Spelman’s effective practices, fund Spelman students to develop research projects and conduct research at the intersection of social justice and STEM, and offer opportunities to faculty and students to enhance their knowledge about conducting research on STEM equity.</p>
<p><b>STEM Center of Excellence</b></p>	<p>The STEM Center of Excellence, Inc. seeks to reach the “Not-Yet-Reached” citizens who are unaware of the opportunities and options that become available with a STEM education. Its mission is to focus on bringing STEM learning; STEM programming; and STEM skilled employment, opportunities to the communities where the “Not-Yet-Reached” live. Because of past actions to exclude populations of US Citizens from participating in STEM learning programs, we have large parts of communities, neighborhoods, and cities that have no exposure or awareness of the existing STEM opportunities. Until we reach the Underserved Communities, we will continue to have underrepresentation in the workforce. STEMM equity means reaching out to unreached communities. STEMM excellence means finding the hidden and prohibited</p>

	<p>innovative ideas and concepts resting in the minds of the historically excluded and bringing these innovations to the table where there is representation and thought-sharing from all cultures of America.</p> <p>STEM Center of Excellence, Inc. (STEM CoE) is committed to bringing STEM Gyms into communities to provide Educational and Career advancement opportunities in STEM. Through the inclusion of industry partners, STEM Gyms give corporations the opportunity to cultivate local talent and demonstrate a commitment to social responsibility. We look to stand-up STEM Gyms in facilities that can support corporate tenants in need of participants in the STEM Gym programming. By collocating industry partners and our STEM gym programming, we are directly mitigating crime and causing a social transformation in every community we serve by diverting youth towards stimulating STEM-based life alternatives. The participants and partners in every STEM Gym become beacons of hope and role models for how to transform a community through collaboration. We are committed to having 3-7 STEM Gyms established by 2026 and the expansion of BmoreSTEM, the Baltimore City STEM learning Ecosystem, into the statewide Maryland STEM Education to Employment Ecosystem (MSE3).</p>
<p><b>STEM Next Opportunity Fund</b></p>	<p>By 2025, STEM Next Opportunity Fund will commit more than \$15 million to support increasing access to high-quality out-of-school STEM learning to ensure that more young people – especially girls, young people of color, and young people growing up in poverty – have access to the STEM experiences they want and deserve. Out-of-school STEM learning is a powerful tool to support a sense of belonging for young people in STEM.</p>
<p><b>Students for the Exploration and Development of Space</b></p>	<p>SEDS, the Students for the Exploration and Development of Space, is the nation's largest student-led nonprofit organization focused on the space industry, boasting over 8,000 members and 85 collegiate chapters nationwide, with a few high school chapters. SEDS stands out for its emphasis on fostering the next generation of leaders in the space industry, promoting interdisciplinary exploration alongside diversity, equity, and inclusion. Through various initiatives and programs, including the annual conference SpaceVision, SEDS encourages members to explore a wide range of opportunities in space, empowering them to carve out successful careers. Notably, SEDS' focus on providing access to top-tier industry events for underrepresented students, along with its 'How to Pitch Yourself' workshops, reflects its commitment to nurturing professional skills- to this day, SEDS has provided over \$56,000 in conference sponsorship for over 250 students. Additionally, the organization's provision of chapter grants for diverse interdisciplinary projects have accumulated to a running total of \$100,000 impacting over 8,000 individuals, which include stargazing events, space medicine courses, liquid and solid rockets, microgravity experiments, and many more, further exemplifies its dedication to driving innovation and technical prowess within the field.</p> <p>SEDS' impact extends beyond students' university years, as the organization actively engages its alumni in mentoring and advising</p>



	<p>roles. The establishment of the first professional chapter, SEDS at Blue Origin, demonstrates its commitment to creating a supportive network for young professionals in the space industry. By offering scholarships and funding for students from underrepresented backgrounds, SEDS not only ensures inclusivity in its programs but also fosters a cycle of continuous improvement through the experiences and contributions of its alumni. SEDS' dedication to excellence and equity has led it to join the STEMM Opportunity Alliance, positioning the organization as a vital voice within the alliance, contributing to the advancement of equitable practices in the STEMM fields. With a vision to achieve both equity and excellence, SEDS remains an exceptional and influential force in shaping the future of space exploration and research.</p>
<p>Teaching Institute for Excellence in STEM (TIES)</p>	<p>The STEM Learning Ecosystems Community of Practice, with its designer and operator TIES, is working to advance equity in STEM through the 105 communities that are affiliated with the initiative. STEM Learning Ecosystems provide the needed architecture and infrastructure for STEM opportunities to take shape and form. By bringing together stakeholders from various sectors, including business and industry, K-12 education, higher education, non-profits, after-school providers, government and others, STEM Ecosystems are able to harness needed resources to meet communities' shared STEM goals and needs. STEM Learning Ecosystems operate at the local, regional and state levels and consist of cross-sector partners who work as a community rather than in siloes to empower learners with the knowledge, engagement and skills to create our next innovative STEM workforce. As part of its commitment to advance equity in STEM and to create meaningful STEM learning opportunities for all, TIES will develop concentrated opportunities for STEMM Opportunity Alliance affiliates to share their resources with STEM Learning Ecosystem leaders.</p>
<p>Techbridge Girls</p>	<p>Techbridge Girls will invest \$3 million to create equitable extracurricular STEM learning environments for BIPOC girls who experience economic insecurity. The STEM Equity Learning Community intensive training program will equip 250 managers, administrators, teachers, and site directors of out-of-school-time (OST) programs to foster more equitable learning spaces for 6,000 girls and gender-expansive youth, especially Black, Indigenous, and Latina girls, across the U.S. This program will also help build a national network of OST leaders committed to building equitable STEM learning spaces.</p> <p>Techbridge Girls will aim to create and promote nuanced data that reflects the intersectional identities and experiences of Black, Indigenous, and Latina girls living in economic insecurity. To reach one million girls by 2030, the organization's STEM Equity Blueprint will leverage data, girl and educator voices, and 22 years of experience to raise awareness, tell stories, and build out research specifically focused on the intersectional identities and experiences of Black, Indigenous, and Latina girls living in economically insecure communities across the U.S.</p>

## Tech Accountability Coalition

The Tech Accountability Coalition (TAC) is committed to fostering rapid change towards equity by championing collective action within the technology industry. As technology profoundly influences every aspect of our lives, we prioritize key areas for intervention through Working Groups to drive cross-industry progress. We serve as a catalyst for collaboration, offering subject matter expertise and promoting accountability among organizations, enabling them to collectively achieve what they cannot accomplish individually in the pursuit of a more equitable future. The TAC supports STEMM equity by addressing biases and shallow representation in STEMM careers from an early age. The Coalition partners with both companies and communities to shift the narrative, creating broader pathways into the tech industry and dispelling the notion of a "one-size-fits-all" background for tech roles. The TAC also advocates for the reexamination of traditional requirements, such as four-year degrees and narrow job histories, through an inclusive lens, thus expanding opportunities and promoting diversity within the tech sector, ensuring that thousands of potential innovators are not overlooked. Our work is done directly with the leaders of major tech companies, holding them accountable to their social and corporate responsibility commitments to building a more inclusive, diverse, and equitable future.

The TAC's theory of change is that convening and providing subject matter expertise will facilitate, enable, and drive accountability for organizations to accomplish – in the pursuit of equity – together what they cannot individually accomplish themselves. We anticipate having impact in the following three areas:

- Enhanced Industry Accountability: By publishing Annual Benchmarking Reports, establishing baseline accountability measures, and promoting corporate interventions based on recommendations, the Coalition aims to drive increased accountability and more equitable outcomes within the tech industry.
- Leadership Development and Collaboration: Through the execution of various summits, the Coalition will prepare mid-level tech industry practitioners to become future leaders and advocates in the tech equity space. They also intend to convene influential companies in the industry, fostering knowledge exchange and socializing Working Group outcomes, and host a Global Tech Equity Summit to encourage collaboration beyond the U.S., further expanding their impact on a global scale.
- Empowering the Next Generation: By partnering with Working Group members and Member Organizations to recruit university students into the Coalition to participate in the Working Groups, the Coalition seeks to inspire and involve the next generation of tech equity advocates.

Over the next three years, the Coalition members will construct and contribute to a shared tech data-equity infrastructure guided by the Digital Equity Framework that will allow for aggregate and comparative understandings of the field and the development of

	<p>shared goals to increase equity in the sector and across industry levels.</p>
<p>Telos Learning</p>	<p>Telos Learning works to transform education institutions to create more just digital futures. Our work spans K12 schools, higher education, and the out-of school sector, with a focus on how young people learn about and through technology and media in areas including computer science, creative media design, digital literacies, and critical computing. As a research, design, and strategy lab, we specialize in issues of organizational development, in particular the role of networks in supporting processes of learning, improvement, and collective impact. In 2022, Telos will expand a partnership with the City University of New York to support work expanding teacher education opportunities around computing and digital literacies to over 11,000 teacher candidates across 15 schools of education in the CUNY system.</p>
<p>Tennessee State University</p>	<p>Tennessee State University aspires to be the premier public urban, comprehensive institution achieving prominence through innovation, instruction, research, creativity, and service. Tennessee State University, through its legacy as an HBCU and land grant institution, transforms lives, prepares a diverse population of leaders, and contributes to economic and community development by providing affordable and accessible educational programs at various degree levels promoting academic excellence through scholarly inquiry, teaching, research, lifelong learning, and public service.</p> <p>Tennessee State University’s commitment to STEMM Equity and Excellence is evidenced by several programmatic initiatives that include serving as the lead institution of the long standing Tennessee Louis Stokes Alliance for Minority Participation (TLSAMP) program, a collaborative effort sustained by a coalition of ten colleges and universities in the state of Tennessee that function to significantly increase the quality and quantity of baccalaureate degrees awarded to underrepresented minority students who major in a science, technology, engineering, or mathematics (STEM) discipline. Additionally, Tennessee State University established the Dr. Levi Watkins, Jr. Institute designed to recruit, train, and prepare students for careers in medicine and dentistry. The institute is focused on increasing the number of minorities interested and committed to careers in medicine and dentistry. Tennessee State University’s collective excellence, across its academic programs, scholarship, and research expects to achieve the coveted R1 Carnegie designation in the next five years.</p>
<p>Texas Girls Collaborative Project (TxGCP)</p>	<p>The Texas Girls Collaborative Project (TxGCP) is a statewide network of advocates and educators from non-profits, K-12 schools, universities and colleges, and companies across Texas and beyond who are committed to motivating and supporting women and girls to pursue and thrive in careers in STEM. TxGCP leads the annual Texas Women &amp; Girls in STEM Summit, disseminates curriculum and effective practices, and supports a network of collaborators, resource sharing and STEM communications throughout the state.</p>

	<p>TxGCP annually awards the Stand Up for STEM Awards to recognize and elevate the work of incredible mentors, educators, companies and organizations within Texas who are advancing gender equity in STEM. Awards are presented in 6 categories with statewide reach and recognition to elevate effective programs, inspirational mentoring, and initiatives that are making a difference.</p> <p>TxGCP also hosts the annual Texas Women and Girls in STEM Summit designed to share effective practices, connect organizations and individuals, and showcase outstanding efforts to increase the number of girls in STEM and support the retention of women in STEM careers. STEM professionals and all who are engaged in education, outreach, recruitment, and/or retention of women and girls in STEM are invited to join in. This event is hosted around Computer Science Education Week (CSEdWeek), held in recognition of the birthday of computing pioneer and #WomeninSTEM role model Admiral Grace Murray Hopper (December 9, 1906). The summit reaches an average of 250 educators and advocates annually.</p> <p>TxGCP is co-leading the Million Girls Moonshot effort across Texas in partnership with Texas Partnership for Out of School Time (TXPOST). This effort reaches approximately 20,000 adults, 15,000 programs, 158,000 kids, and 82,000 girls annually across Texas.</p> <p>TxGCP is led by volunteer TxGCP Regional Leadership Teams and the volunteer TxGCP Champions Board under the guidance of an Executive Director. TxGCP partners with the Texas Partnership for Out of School Time, Greater Austin STEM Ecosystem, Alamo STEM Ecosystem, Texas EcosySTEM, and other networks across the state and beyond to advance gender equity in STEM.</p>
<p>Texas Woman's University</p>	<p>Texas Woman's University (TWU) is the nation's only university system with a woman-focused mission. A designated Hispanic-Serving Institution, it has received the prestigious Seal of Excelencia, which distinguishes institutions as among the best for meeting the needs of Latino students. For 123 years, TWU has been educating and empowering women, and today has a student body that is 89 percent women and 63 percent students of color. We are a leader in nursing and health sciences education, including degrees in physical therapy, occupational therapy, kinesiology, and nutrition sciences, and we embrace the SOA's mission of extending the definition of STEMM to include the health sciences. We have established a goal of doubling the number of STEM opportunities on campus as part of our Strategic Plan 2028. STEM opportunities include courses, scholarships, internships and authentic work experiences, mentoring, and professional network development. Over the next five years, TWU intends to graduate more students with problem solving and critical thinking skills necessary to address complex global challenges, as we provide opportunities for students to develop the knowledge, skills, and abilities to thrive in the STEMM and STEMM-related workforce. With over \$10 million in STEMM-focused funding from the National Science Foundation, the</p>

	<p>Department of Education, and private foundations, Texas Woman’s will continue to expand STEM undergraduate and graduate opportunities, including scholarships and activities supporting belonging, engagement, and the development of science identity. Faculty training will be part of our commitment, as we have a goal of equipping STEM faculty with evidence-based teaching practices and the development of a community of practice. TWU has also received grant funding to interest community college students in STEM research, with the goal that they will transfer to a four-year university to complete their degrees. Finally, TWU will continue our relationship with STEMconnector, an entity providing support to corporate, postsecondary, K-12, nonprofit, and government members to meaningfully develop, execute, and scale their STEM talent strategies.</p>
<p><b>Thermo Fisher Scientific</b></p>	<p>Thermo Fisher Scientific, the world leader in serving science with a Mission to enable our customers to make the world healthier, cleaner and safer, will continue to advance STEM education access and equity through our signature STEM education programs— deployed by colleagues through schools and youth-serving organizations—and through strategic partnerships funded by our Foundation for Science, which amplifies our support of student populations historically underrepresented in the life sciences. As part of this commitment, we recently launched the Thermo Fisher Scientific Junior Innovators Challenge, the U.S.’s premier middle school STEM competition hosted by Society for Science, which annually reaches more than 65,000 students. As part of this initiative, skills-based volunteerism and outreach and equity programs will help ensure that students served, teachers reached and nominees converted to national competitors are more representative of the U.S. population. Additionally, through The Just Project—which started as a humanitarian response to the disproportionate impact of the COVID-19 pandemic on Black and Brown communities and now promotes thought partnership and workforce development—we will continue to enable safe, supportive and innovative environments at Historically Black Colleges and Universities. To date through The Just Project, we have donated \$32 million in instruments, kits, and supplies; stood up eight COVID-19 testing hubs at nearly 60 HBCUs and hired more than 500 of their graduates across Thermo Fisher.</p>
<p><b>The Henry Ford</b></p>	<p>The Henry Ford in Dearborn, Michigan, is an internationally recognized cultural destination that brings the past forward by immersing visitors in the stories of ingenuity, resourcefulness and innovation that helped shape America. We provide unique educational experiences based on authentic objects, stories, and lives from America's traditions of ingenuity, resourcefulness and innovation. Our purpose is to inspire people to learn from these traditions to help shape a better future. A national historic landmark with an unparalleled collection of artifacts from 300 years of American history, The Henry Ford is a force for sparking curiosity and inspiring tomorrow’s innovators. In a rapidly changing world, a critical task lies ahead: to help all learners develop the skills they will need to address global challenges. By exposing learners from all backgrounds to innovation concepts, activities and approaches, we can narrow the opportunity gap and</p>



	<p>prepare more innovators than ever. Diversity, equity, inclusion and accessibility are core to our mission and programs.</p> <p>In 2021, The Henry Ford launched inHub, a global resource and community for innovation, creativity and invention. We have over 5,500 inHub members who have access to innovation learning professional development, curriculum, micro-learning, digital assets, experiences and project-based learning programs to help ensure that no would-be innovator is left behind. In 2023, The Henry Ford's Invention Convention Worldwide (ICW), a free K-12 STEM experiential learning program, engaged 170,000 students to identify and solve real-world problems. ICW participation has over 50% female and 33% from high barriers to innovate. In 2023, The Henry Ford launched the Innovation Atlas, an interactive custom mapping tool with a robust geographic information system (GIS) that visualizes and raises awareness of education, socioeconomic, and other barriers impacting innovation in K-12 schools and throughout communities across the U.S. Along with our network of program affiliates and partners, The Henry Ford is committed to impacting 500,000 K-12 students with innovation and invention education by 2029 to help learners develop the skills and competencies they will need to succeed in the 21st-century workplace.</p>
<p><b>Tiger Global Impact Ventures</b></p>	<p>Tiger Global Impact Ventures (TGIV), through its recently launched Gender Equity in Tech Fund (T-GET), will invest \$50 million to support nonprofit organizations that are changing the STEM ecosystem by increasing access, inclusion, representation and parity.</p>
<p><b>University Innovation Alliance</b></p>	<p>The University Innovation Alliance (UIA) is a multi-campus laboratory for student success innovation that helps university leaders, philanthropists, and policymakers accelerate the implementation of scalable solutions to increase the number and diversity of college graduates. UIA institutions are committed to addressing disparities in STEM progression and outcomes by graduating more students of color and more low-income students. Together, we recognize that producing diverse STEM graduates will play a critical role in America's continued economic prosperity in the global economy and AI era. Our track record is clear: Since the UIA's launch in 2014, the 11 founding Alliance members have already graduated 143,000 additional students beyond baseline rates, more than doubling our founding goal to add 68,000 degrees in 10 years. From 2023-2026, the UIA is advancing a \$4 million project to address high DFW rates in STEM courses by scaling proven student success and course redesign interventions across our network and beyond. This project will reach over 1000 students across the US and support their ability to persist through and complete STEM degrees.</p>

<p style="text-align: center;"><b>Universal Technical Institute and the STEM Education Coalition</b></p>	<p>UTI will hold nine Women in STEM Skilled Trades Conferences in 2023 to continue to advance the work of introducing high school girls and non-binary students to successful women role models in STEM. UTI will make \$100,000 in grants available to cover the expenses to and from these conferences to make them more accessible to interested students.</p>
<p style="text-align: center;"><b>University of Massachusetts Boston, Center for Science and Math in Context (COSMIC)</b></p>	<p>COSMIC within the University of Massachusetts Boston will support seven universities that participate in the Wipro Science Education Fellowship, a two-year teaching fellowship aimed at helping transform school districts by supporting and advancing K-12 STEM teacher leaders. The Fellowship is active in 35 high need school districts across the US, and Wipro Ltd, an IT company, has provided \$18 million over ten years toward this initiative. By 2026, the fellowship aims to have provided training for 1,200 teachers who will serve 250,000 students.</p>
<p style="text-align: center;"><b>University of Texas Rio Grande Valley</b></p>	<p>University of Texas Rio Grande Valley (UTRGV) serves the Rio Grande Valley and beyond via an innovative and unique multicultural education dedicated to student access and success. By championing leading research, healthcare, and application of University discoveries, we support sustainable development, community engagement, and well-being. In a concerted effort, UTRGV and AVE Frontera, have partnered to transform undergraduate STEM education through the Family Centered Innovations initiative and increasing participation of underrepresented individuals or groups in STEM education. In the next 1-3 years, this initiative aims to foster cross-sector partnerships among institutions of higher education, governmental agencies, industry, and community-based organizations across the Rio Grande Valley, the state of Texas, and beyond. Its replicability and sustainability are anchored on a grassroots Family-Centered Theory of Change that evolved from AVE Frontera family leaders' ideology that "Family and Education, [is] the Future of a Nation." The transformational process begins with family organizing at minoritized, hyper-local communities and, through strategic training, integrates families into curricula, teaching practices, education, research, and policy.</p>
<p style="text-align: center;"><b>USA BMX Foundation</b></p>	<p>USA BMX Foundation is a 501c3 that introduces, promotes, and educates youth about the Olympic sport of BMX through an educational curriculum. Our mission is "Building confidence in youth through STEAM education principles in unison with the hands-on experience of cycling to instill teamwork, exploration, mobility, discovery, and physical fitness for life skills." Equity and excellence are critical components of our mission. Our National Headquarters was built in the Historic Greenwood District, "The Black Wall Street" of America, in the early 1900s and is where the 1921 Race Massacre occurred. One of our commitments was for our foundation to focus on providing access to youth in underserved communities in North Tulsa and the Metro region. We want kids to become successful and see success through our programs. We have partnered with the Opportunity Project, The Hardesty Foundation, Terence Crutcher Foundation, and the Lynn</p>

	<p>and Charles Schusterman Foundation. These partnerships have helped us give kids scholarships for our STEAM Summer Camp. This allows access to kids to not only learn about STEAM education but also to see success through riding a bike. Another program we have is our R.I.S.E. program which stands for, Resiliency, Inclusion, Social Awareness, and Education. With our partners, we can provide these kids with a 10-week mentorship program where the kids and their parents can take home a personalized bike. These programs that we operate give kids equal opportunities to have access to educational learning, physical activity, and life applications. We expect to reach Two Thousand kids in the next three years. Our commitment is to give kids access to our programs so they can see success through the learning and the sport of BMX.</p>
<p><b>UTeach Institute</b></p>	<p>The UTeach Institute is advancing equity in STEM through its national network of more than 50 colleges and universities working to prepare the next generation of STEM teachers. The Institute actively works to build capacity at U.S. institutions of higher education to better respond to regional and national needs for improved STEM teaching and learning by focusing on the development of a high-quality and diverse teacher workforce.</p> <p>In addition to further expansion of the highly effective UTeach secondary STEM teacher preparation program model at U.S. higher education institutions, including at Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Minority Serving Institutions (MSIs), the Institute remains committed to supporting the ongoing work of the Equity and Racial Justice in STEM Teacher Development initiative launched in 2021 by the national UTeach STEM Educators Association. This initiative is dedicated to the continuous improvement of UTeach programs nationwide through strengthening diversity, equity, and inclusion in candidate recruitment and support, instructional programming and curriculum, and field teaching and new teacher induction support. Over the next three years, the UTeach network of programs will produce more than 2000 new secondary STEM teachers, including 540 STEM teachers of color.</p>
<p><b>Vanderbilt University</b></p>	<p>Vanderbilt University recently launched faculty-led STEM training and development initiatives across its undergraduate and graduate STEM programs, which are supported by over \$30 million in federal and university investments. These programs are designed to introduce, fund, support and mentor undergraduates into STEM-related research opportunities and expand their options for graduate and career research. Vanderbilt continues to partner with Fisk University through the Fisk-Vanderbilt Master's-to-PhD Bridge Program, which aims to increase the number of underrepresented minority students engaged in PhD-level STEM research.</p>

<p style="text-align: center;"><b>Wellesley College</b></p>	<p>Wellesley College will leverage a grant from the Howard Hughes Medical Institute to provide 100 faculty and staff with change agent training, which will help them identify the barriers that keep first-generation and underrepresented students out of STEM fields, move away from a “gate-keeping” mentality, and encourage them to create multiple pathways into STEM majors. Wellesley will also enlist a cohort of HHMI Student Interns, who will work with 10 STEM departments and programs on curriculum development, major requirements, and faculty hiring.</p>
<p style="text-align: center;"><b>WestEd</b></p>	<p>WestEd’s work is aimed at supporting diverse learners of all ages to successfully achieve their dreams. We define equity as the attainment of comparably positive outcomes for all groups within, or served by, any complex system through implementation of policies, practices, and procedures that remove systemic barriers and provide the supports needed to ensure everyone’s full and successful participation in the system. Equity exists when race, ethnicity, language, religion, gender identity, sexual orientation, age, national origin, physical or cognitive ability, socioeconomic status, and other such characteristics are not predictors of outcomes for any group or the individuals in it.</p> <p>WestEd operates with a particular commitment to populations that traditionally have been inadequately served or unfairly treated. We partner with clients and others to reduce systemic inequities, eliminate opportunity gaps, and foster equitable opportunities and outcomes through all we do. We believe that equity is most effectively achieved by teams that are diverse and inclusive, that reflect the communities we serve, and that generate bold solutions to our most challenging issues. In our external work, we are specifically committed to the following:</p> <ul style="list-style-type: none"> <li>• Illuminating and addressing disparities by identifying and working to resolve inequities within the systems in which we work</li> <li>• Valuing and elevating the diverse voices—including the knowledge, expertise, capacity, and experiences—of those with whom we work, particularly people of color and those from other historically marginalized groups</li> <li>• Ensuring equitable access to WestEd-developed resources and services for diverse communities, including those who traditionally have been underserved</li> </ul> <p>WestEd has over 130 contracts related to STEM work. These projects involve work in hundreds of communities across all 50 states. For more on WestEd's equity-centered work, please see: <a href="https://www.wested.org/equity/">https://www.wested.org/equity/</a></p>

<p>WeTeach CS</p>	<p>WeTeach CS (WTCS) aspires to ensure that high-quality computer science education is accessible to all, regardless of their background, thus nurturing a future of equitable opportunities and innovation. Our mission is explicitly focused on broadening participation in K-20 computing pathways, with a keen emphasis on historically excluded teachers and students. This dedication is evident in our strategic partnerships with school districts, higher education institutions, industry leaders, and government entities, all of which share our devotion to expanding access and opportunities for historically marginalized students in computing. Our outreach and professional development programs are tailored to address the unique needs of these students, providing them with resources, workshops, and initiatives aimed at leveling the playing field. For example, our Computing Educator Diversity Initiative focuses on helping students to build a CS identity by giving them role models with whom they can identify. In this project, we recruit educators who identify as members of these historically underrepresented populations to become certified high school CS teachers to diversify the CS teaching workforce. These teachers, in turn, serve as role models for the students who have been historically excluded from computing education. Additionally, students living in rural areas are less likely to attend schools that offer CS courses largely because educational institutions in these remote areas lack the resources to staff teaching positions for these courses. The Rural Computer Science Certification Collaborative consists of in-service teachers who will work within a community of practice as together they deepen their CS content knowledge, pedagogical skills, and inclusive strategies and be supported to obtain their high school CS teacher certification. Through these concerted efforts, we strive to actualize our goals while upholding the principles of our mission in all aspects of our work.</p>
<p>WhizGirls Academy</p>	<p>WhizGirls Academy values equity and excellence and promotes lifelong learning and leverages the power of technology to amplify human potential. Through WhizGirls Academy, we commit to making quality computing education widely and easily accessible to everyone in the communities that we have participated in. We want to ensure that lack of resources, exposure, prior skills, and STEM proficiency are no longer barriers for individuals seeking to advance their computing literacy. WhizGirls Academy encourages students to engage in critical thinking and analytical skills, coding and programming skills with a project-based learning approach and gamification, entrepreneurship, and career awareness and preparation with a focus on STEM and digital technology/careers. Students learn presentation skills when they start each session. They also learn public speaking skills, teamwork, with a heavy emphasis on leveraging digital tools to thrive in this digital age. They learn from mentors and successful entrepreneurs in the technology space. Students have been taken on tours of SpaceX and Google and connected to potential future employees. At WhizGirls Academy we are focused on creating an innovative program where all students learn how to lead a healthy balanced lifestyle. This includes teaching the kids how to meditate, healthy eating habits, fitness (yoga, basketball, dancing), teaching the students how to be entrepreneurs, teamwork, presentation skills,</p>



	<p>socio-emotional learning and we are creating a pipeline for their future careers. We are planning on licensing our curriculum and hosting teacher trainings to scale our programs nationwide. We expect to reach 50,000 girls over the next year.</p>
<p><b>Women in Revenue</b></p>	<p>We are committed to creating equity in the workplace for women and other marginalized groups. We are also working to expand the ways that women and other groups get involved in STEMM through revenue generating roles and leadership beyond coding. We also have an equity program specifically designed to root out bias, evolve workplace culture for equity and inclusion while also promoting accountability at the corporate level.</p>