

TOGETHER TOWARDS TOMORROW



AISES | ANNUAL
REPORT | **2020**

2020 Council of Elders

Antoinette Benally Thompson (*Navajo*)

Dr. Bret R. Benally Thompson (*White Earth Ojibwe*)

Rose Darden (*Ute*)

Steve Darden (*Navajo/Cheyenne/Swedish*)

Norbert Hill, Jr. (*Oneida*)

Phil Lane, Jr. (*Yankton Dakota/Chickasaw*)

Cecelia Lucero (*Acoma Pueblo*)

Artley M. Skenandore (*Oneida*)

Faith Spotted Eagle (*Ihanktonwan Band of the Dakota/Nakota/Lakota Nation of South Dakota*)

Council Elder Emerita

Dr. Henrietta Mann (*Southern Cheyenne*)

Council Elders in Memoriam

Andrea Axtell (*Nez Perce*)

Horace Axtell (*Nez Perce*)

Eddie Box, Sr. (*Southern Ute*)

Franklin Kahn (*Navajo*)

Mary Kahn (*Navajo*)

Bow Lane (*Chickasaw*)

Phil Lane, Sr. (*Yankton Sioux*)

Stan Lucero (*Laguna Pueblo*)

Dr. James May (*United Keetoowah Band of Cherokee Indians*)

Dr. Lee Piper (*Cherokee*)

Board of Directors 2019-2020

Officers

Gary Burnette (*Cheroenhaka Nottoway*),
Board Chair/Development Committee Chair

Michael Laverdure (*Turtle Mountain Band of Chippewa*), Board Vice Chair

Amber Finley (*Three Affiliated Tribes, Spirit Lake Dakota, Standing Rock Lakota*), Board Secretary/Membership Committee Chair

Dr. Grace Bulltail (*Crow Tribe, and a descendant of the Three Affiliated Tribes*), Board Treasurer/Finance Committee Chair

Board Members

Deanna Burgart (*Fond du Lac First Nation, Saskatchewan, Canada*), Education Committee Chair

Andrea Delgado-Olson (*lone Band of Miwok Indians*)

Jodi DiLascio

Barney "B.J." Enos (*Gila River Indian Community*)

Kristina J. Halona (*Navajo*), Nominations Committee Chair

Dr. Adrienne Laverdure (*Turtle Mountain Band of Chippewa*)

William Tiger (*Miccosukee Indians of Florida*), Governance Committee Chair

Shaun Tsabetsaye (*Zuni Pueblo*), Professional Development Committee Chair

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William Tiger (*Miccosukee Indians of Florida*), Governance Committee Chair

Dr. Traci L. Morris (*Chickasaw Nation*), Advocacy Committee Chair

Dr. Wendy F. Smythe (*Xáadas*)

Board Chairs Emeritus

Rick Stephens (*Pala Band of Mission Indians*)

Dr. Twyla Baker (*Three Affiliated Tribes*)

Dr. Melinda McClanahan (*Choctaw Nation of Oklahoma*)

Dr. Mary Jo Ondrechen (*Mohawk*)

Anthony Kahn (*Navajo*)

Dr. Dorothy Pender (*Inupiat Eskimo*)

Dwight Gorneau (*Turtle Mountain Chippewa*)

Andrew Conseen Duff (*Eastern Band of Cherokee*)

Michael Avritt (*San Felipe Pueblo*)

Tommie Lee (*Navajo*)

Dr. Judy Gobert (*Blackfeet*)

Dr. Robert K. Whitman (*Navajo*)

Sandra Begay (*Navajo*)

Donald Ridley (*Shoshone*)

Thomas Dawson, Jr. (*Eastern Band of Cherokee*)

Jaime Pinkham (*Nez Perce*)

George Thomas (*Cherokee*)

Al Qöyawayma (*Hopi*)

Founders

A.T. "Andy" Anderson (*Mohawk*)

J.C. Elliott High Eagle (*Cherokee/Osage*)

Carol Metcalf Gardipe (*Penobscot/ Passamaquoddy*)

Alex Labadie (*Osage*)

Jimmy C. Shorty (*Navajo*)

George Thomas (*Cherokee*)



Student Representatives

Region 1

Marshand Vasquez (*Tribes of the Colville Reservation*), Salish Kootenai College - Life Sciences, Rep Term 2020/2021

Brook Thompson (*Yurok Tribe and Karuk Tribe*), Portland State University - Civil Engineering/Political Science, Rep Term 2019/2020

Region 2

Alex Armendariz (*Mescalero Apache*), California State Polytechnic University, Pomona - Regenerative Studies, Rep Term 2020/2021

Desiree Brazeau (*Seneca Nation of New York*), Loma Linda University - Occupational Therapy - Graduate, Rep Term 2019/2020

Region 3

Jasmine Charley (*Navajo*), Navajo Technical University - Biology, Rep Term 2020/2021

Katherine Jacobs (*Eastern Band of Cherokee Indians*), Arizona State University - Finance, Rep Term 2019/2020

Region 4

Tsali Smith (*Ojibwe, Oneida, and Cherokee*), University of Oklahoma - Electrical Engineering/Finance, Rep Term 2020/2021

Adarius Begay (*Colorado River Indian Tribes and Navajo*), University of Oklahoma - Computer Science, Rep Term 2019/2020

Region 5

Danielle Arpan (*Oglala Lakota Nation*), South Dakota State University - Nursing, Rep Term 2020/2021

Makayla Mather (*Tlingit and Haida Indian Tribes of Alaska*), University of North Dakota - Environmental Geoscience, Rep Term 2019/2020

Region 6

Abigail Reigner (*Comanche Nation*), Rochester Institute of Technology - Mechanical Engineering, Rep Term 2019/2020/2021

Region 7

Mikaela David-John (*St. Regis Mohawk*), University of Florida - Family, Youth, and Community Services, Rep Term 2020/2021

McKalee Steen (*Cherokee Nation*), Vanderbilt University - Earth and Environmental Sciences, Rep Term 2019/2020

U.S. Senior National

Adrian Riives (*Sault Ste. Marie Tribe of Chippewa Indians*), Rensselaer Polytechnic Institute - Chemistry, Rep Term 2020/2021

Jayne Sandoval (*Navajo*), Northern Arizona University - Mechanical Engineering/Comparative Cultural Studies, Rep Term 2019/2020

U.S. Junior National

McKalee Steen (*Cherokee Nation*), University of California Berkeley - Environmental Science/Electrical Engineering, Rep Term 2020/2021

Adrian Riives (*Sault Ste. Marie Tribe of Chippewa Indians*), Rensselaer Polytechnic Institute - Chemistry, Rep Term 2019/2020

Canadian Senior National

Jacob Calderone (*First Nelson First Nation*), Queen's University - Chemical Engineering, Rep Term 2020/2021

Brielle Thorsen (*Saddle Lake Cree Nation*), Queen's University - Mechanical Engineering/Applied Mathematics, Rep Term 2019/2020

Canadian Junior National

Celeste Groux (*Bigstone Cree Nation*), McGill University - Applied Mathematics, Rep Term 2020/2021

Joseph Calderone (*Fort Nelson First Nation*), Queen's University - Chemical Engineering, Rep Term 2019/2020

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MESSAGE FROM LEADERSHIP

We can do anything. We are still connected. We are here.

Most of us struggled through rapid changes as 2020 unfolded. Like you, AISES dealt with the uncertainty of the COVID-19 pandemic and the deluge of information from across the globe, and even from our family and neighbors.

Today, we continue to deal with the pandemic threat, but the environment is different. Vaccines have been developed, and scientific research is ongoing to protect precious human life. We are not out of danger, but we know more today than we did one year ago.

“Together Towards Tomorrow.” The theme of the 2020 AISES Annual Report is affirming as we reflect on the past year and its impact. Our families, our livelihoods, and our communities at the tribal, state, local, national, and global level have all experienced the effects of the pandemic in challenging ways. The losses — personal, societal, and economic — have been great, but together we have advanced through the challenges in 2020 with determination.

Together we have met a global pandemic — a threat not been seen in the U.S. in over 100 years — with strength. Disease was familiar to Turtle Island’s first peoples. Our Indigenous ancestors had to dig deep, move forward with change, and persevere. They showed strength in the face of hardship. Like them, we rise to meet the challenge.

Here, we are reflecting on the many lessons from 2020. Together we have navigated change, been resilient, and sustaining. The AISES family continues to thrive in areas of membership, education, and workplace.

Membership – AISES sustained our programs and services to our members. The 2020 Leadership Summit was held as an in-person event in Southern California. The Pechanga Band of Luiseño Mission Indians were gracious hosts who welcomed us to their homeland. The 2020 AISES National Conference was a virtual event. The AISES staff quickly got up to speed on virtual delivery, and we saw record-breaking attendance.

Education – The pandemic impacted students from K-12 through post-secondary education. Parents who relied on schools or daycare were forced to homeschool through virtual learning. They became the teacher, principal, cook, and counselor all in one, 24/7. College students returned home to finish their academic classes. Although schedules were upended, students and parents made it work.



MISSION

AISES is a national nonprofit organization focused on substantially increasing the representation of Indigenous peoples of North America and the Pacific Islands in science, technology, engineering, and math (STEM) studies and careers.

TOGETHER TOWARDS TOMORROW

As colleges and universities started closing, AISES developed the Together Towards Tomorrow (T3) Fund to support students impacted by the COVID-19 pandemic. Today, donations are streaming in to help AISES students.

Workplace – The AISES staff and Board of Directors continued business and operations in the most expeditious way possible under the circumstances. We saw a rise in financial support through grants and donations.

AISES received federal funding through loans, including the PPP loan to keep our doors open and staff employed through 2020.

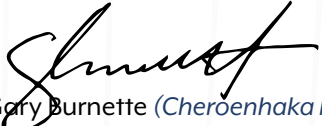
The AISES Board of Directors was a guiding force to the AISES staff throughout the pandemic. They were the calm in an unexpected storm. When AISES leaders reached out to the Board of Directors for help, they were there. Their optimism, connection, and supportive responses were crucial to sustaining the AISES mission. They were trained for this type of moment, and it showed.

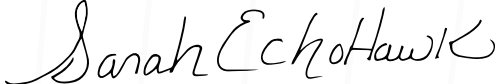
The financial stress of the pandemic lingers. Let's be honest, it has been plain scary for everyone. Like most nonprofits, AISES has experienced anxiety about staying safe and healthy within our own families while also supporting the AISES family. It has not been easy, but the pressures on our organization have driven us to work harder, faster, and smarter.

Many in the AISES family are pursuing health care careers. They have been on the front lines as scientists, researchers, doctors, nurses, respiratory therapists, and more. They are our healers. They are our heroes who were overwhelmed by the pandemic, yet they put their lives at risk to help others. We are grateful to them for having our backs during a time of great need.

As we present the 2020 AISES Annual Report, we are reminded of our faith in humanity. Kindness, compassion, empathy, and hope are the constants that bind us. We want to thank everyone for their understanding and flexibility. Although we can't change the events in 2020, we can offer each other our heartfelt support. We model our behavior after our ancestors who are counting on us to be good relatives to each other!

With deepest respect,


Gary Burnette (*Cheroenhaka Nottoway*)
Board Chairman


Sarah EchoHawk (*Pawnee Nation of Oklahoma*)
Chief Executive Officer





YEAR 2020



A YEAR OF RESILIENCE, CHANGE, AND SUSTAINABILITY

Plain and simple, 2020 is a year that we will not soon forget. It is the year a global pandemic stopped the world in its tracks. Today, we are still experiencing the effects of a virus that took the lives of hundreds of thousands from around the globe. AISES sends our condolences to all who have experienced loss and hardship in 2020.

Like others, AISES is seeking a sense of normalcy. Early in the pandemic, the scientific community rallied to work on vaccinations to prevent more precious lives from being lost. The economic and social impacts of the COVID-19 pandemic will not be known for some time. Now as we restart our lives, AISES also experienced the impact of the pandemic on our leadership, operations, events, and personnel.

Together we mobilized as a family. We heard a lot from our students about how the pandemic dramatically changed their academic year. Immediately we formed the Together Toward Tomorrow (T3) Emergency Relief fund to help students with acute circumstances. Many had to adjust to virtual learning, some had to find alternate living, while others lost internships and paid jobs. Everyone's situation during this time is unique.

AISES partners and individuals rallied to our call for action to create an emergency relief fund for students. At the end of December 31, 2020, over \$225,000 had been raised, pledged, and distributed to over 300 students. We thank the Intel Corporation, NDN Collective, Johnson Scholarship Fund, The Boeing Company, and the multitude of individual donors for their assistance.

A mother of five and a student at the Navajo Technical University, Wanda Jimmie, received a T3 Fund emergency scholarship. The scholarship helped her to stay on track and graduate in May 2020 with a Bachelor of Applied Science in information technology, and a mathematics certificate. Monies from the T3 Fund helped her with the necessary supplies and food for her family.

TOGETHER TOWARDS TOMORROW



In early March 2020, AISES CEO Sarah EchoHawk issued a message on behalf of the Board of Directors, Elders, and staff relating the steps AISES was taking to minimize the impact, severity, and duration of the COVID-19 virus on the organization. The goal was to do our part to “flatten the curve.”

Another critical goal was to continue to serve all members of the AISES family to best of our abilities. Our programs and services were hardest hit as we continued to find innovative way to continue to deliver our services, meet grant deliverables, be responsive to emails, phone calls, and continue our daily operations.

All the AISES Regional Conferences were canceled to prevent exposure and the spread of the virus. At that time, many institutions of higher learning across the U.S. were closing or instituted remote learning in lieu of in-person classes and meetings.

Travel and other in-person events were discontinued. Virtual substitutions were researched and utilized. For example, the National American Indian Science and Engineering Fair (NAISEF) and the Energy Challenge were all virtual events.

We were able to move forward in the selection of the 2020 AISES Professional of the Year Award winners in June 2020. Once again, a stellar group of leaders were selected. You can read their names in this report on page 47.



TOGETHER TOWARDS TOMORROW



The 2020 Leadership Summit was held in Temecula, California at the Pechanga Resort right before the nation shut-down.

The 2020 AISES National Conference scheduled for October 15-17, was all virtual. We planned another incredible conference that included the popular College and Career Fair, keynote speaker and Oscar-winning Cherokee actor Wes Studi, informative sessions, and more.

As a nonprofit organization, AISES was eligible for federal funding designed to assist businesses with economic relief options. AISES secured grants which were helpful to our bottom line.

The *Winds of Change* magazine creative team did not miss a beat in publishing stellar publications for AISES members. The Fall and College issues both had featured articles on the pandemic. As everyday college life changed, resources were share on how student needs were being met by colleges and universities.

Several AISES members who are scientific researchers were on the frontlines combating the virus. Numerous AISES members who are health care professionals are focused on the health crisis not only in Indian Country, but for the entire world.

The U.S. is experiencing the worst health crisis in 100 years. It was a challenging year and AISES navigated extreme change and was secure and stable.

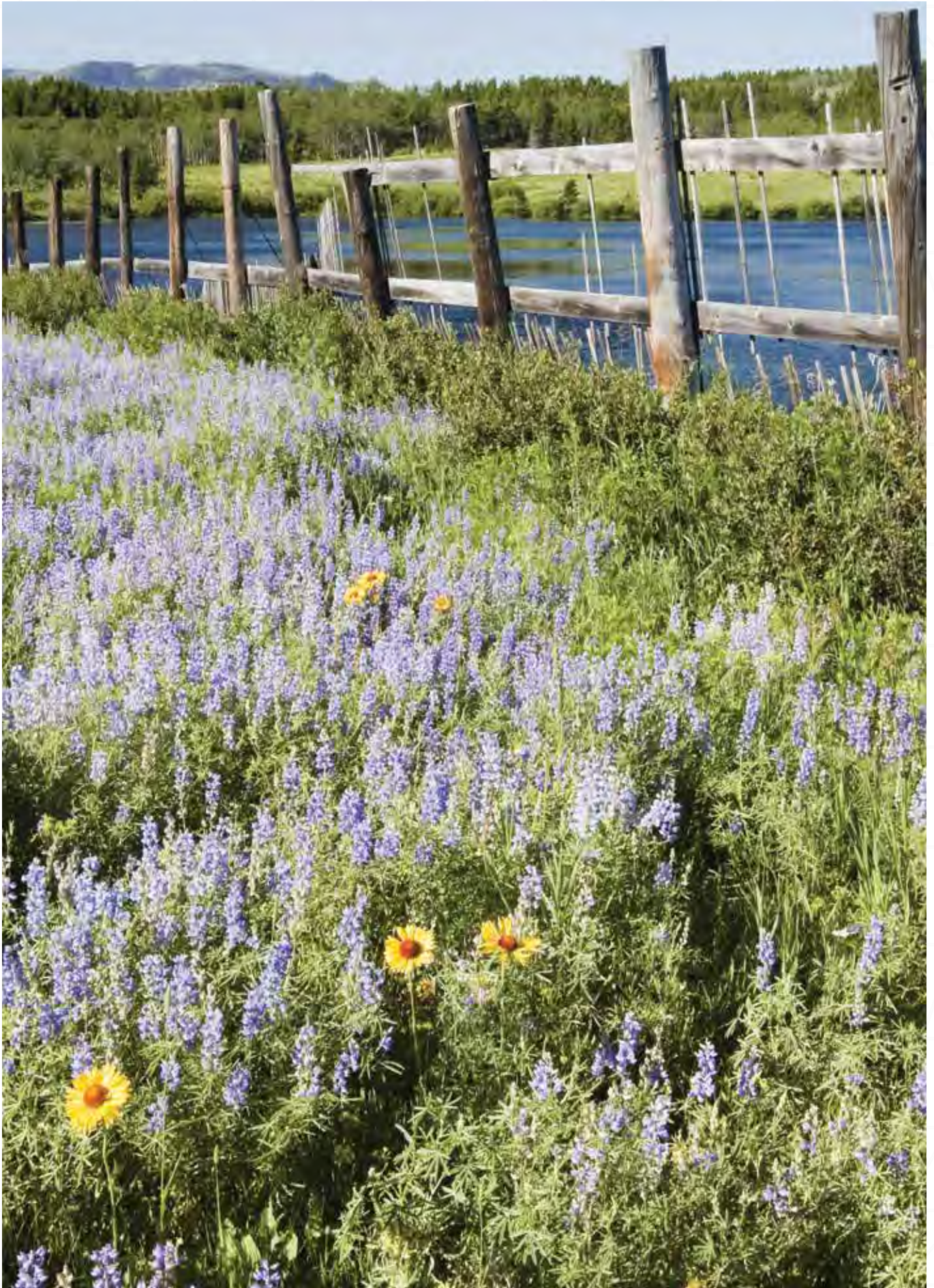
We reflect on our historical past as Indigenous people and survivors. As an Indigenous organization we started the days, weeks, and months with concern. We remember our ancestors who stood together and faced similar (and much greater) hardships upon this great continent we call Turtle Island.

As we turn our gaze toward 2021, AISES will continue to fill a critical role in providing STEM opportunities for students and professionals based on our mission. With the help of people like you – those who care about Indigenous STEM – we are making a difference in the lives of so many.

Since 1977, the AISES family have been allies in providing STEM opportunities. Although we do not know what will happen in the coming year, AISES members and partners will help us face the major challenges together.



TOGETHER TOWARDS TOMORROW

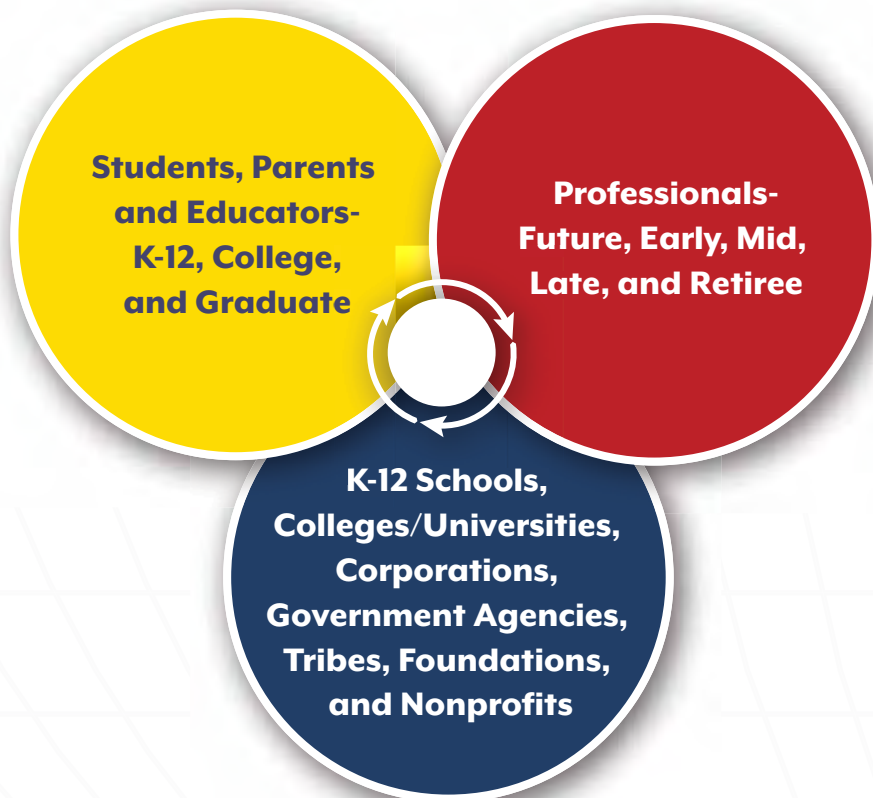


TOGETHER TOWARDS TOMORROW

| AISES THREE FOCUS AREAS |



WHO WE SERVE



VALUES - STRATEGIES - PRIORITIES

OUR VALUES

Knowledge - We are committed to the pursuit of knowledge and continuous growth in learning and teaching.

Innovation - We anticipate and embrace change and strive to learn and improve by seeking new approaches and forward-thinking solutions.

Relationships - We actively build and continually steward transparent, honest, and ethical relationships with our partners, members, and all others who are part of our extended AISES family.

Commitment - We do what we say we are going to do and conduct our business with the highest standards of professional behavior and ethics.

Empowerment - We embrace the collective power of Indigenous people by encouraging initiative, leadership, and decision-making.

Culture - We honor our ancestors by carrying forward our cultural traditions and values in all that we do.

OUR STRATEGIES

Advancing Educational and Career Knowledge While Embracing Indigenous Culture and Tradition

Empowering Indigenous People through Relationships and Innovative Resources

Creating and Sustaining the AISES family through a Full Circle of Support Services

OUR PRIORITIES

Build Awareness and Retention for Native K-12 Students, Partners, and Educators

Start the pathway by providing Native K-12 students, parents, and educators exposure to quality curriculum, programs, and opportunities to interest and engage these audiences in STEM.

Increase Access to and Success in STEM Higher Education

Continue the pathway through higher education by providing financial and academic support and opportunities to Native college students to increase the number of successful Native STEM majors and graduates.

Provide Leadership and Promote Change to Improve Professional Opportunities in STEM

Support the pathway to keep Natives in STEM careers through support of professional Native STEM network and career development resources.

Identify and Leverage Strategic Partnerships and Conduct Research in STEM

Illuminate the path by identifying the challenges and successes in Native STEM Workforce Development through research, data collection, and partnerships with other key STEM stakeholders.



TOGETHER TOWARDS TOMORROW

WHY STEM MATTERS

Why STEM Matters

- STEM is the future of the workforce. Distance working and distance learning are to increase considerably as more companies, organizations, and institutions avail themselves of the benefits offered by these technologies. (OECD. *The Future of Families to 2030*, 2011)
- The national median wage for STEM annual salaries is \$86,980, where non-STEM occupations sits at below half - \$38,160. (Bureau of Labor Statistics, 2019)
- Employment in STEM occupations from 2018 -2028 is projected to rise by over 8% (9.7 million to 10.6 million) compared to a 5% rise in non-STEM occupations. (Bureau of Labor Statistics, 2019)
- The long-term strength of our workforce requires that the full range of STEM and non-STEM career pathways be available to all Americans. (National Science Board, *Revisiting the STEM Workforce*, 2015)
- STEM, Healthcare Professions, Healthcare Support, and Community Services will be the fastest growing occupations, but also will require high levels of post-secondary education. (Center on Education and the Workforce, 2013)
- 4 million U.S. computing-related job openings are expected by 2028. (NCWIT)

STEM Provides Equity and Opportunity

- Bachelor's degrees are more likely to interrupt intergenerational cycles of poverty and close race-based, income-based equity gaps than any other pathway, making them especially important as an option for low-income students and students of color. (Washington STEM White Paper, 2019)
- In 2016 and 2017, median earnings for early career bachelor's degree recipients ranged from \$32,100 a year for early childhood education majors to \$62,000 for computer science majors. For those mid-career, median earnings ranged from \$41,000 to \$95,000. (College Board Report, 2019)
- The earnings path is the steepest for individuals with advanced degrees. Between 2013 and 2017, the gap in median earnings between those with professional degrees and those with bachelor's degrees was 30% for 25- to 29-year-olds and 88% for 60- to 64-year-olds. (College Board Report, 2019)



TOGETHER TOWARDS TOMORROW



STEM Improves Opportunities for Women and Girls

- Women's participation in the job market in the U.S. has doubled from 50 years ago. (OECD. *The Future of Families to 2030*, 2011)
- In 1977, female students accounted for 49% of all college students. By 2017, this percentage had grown to 57%. (NCES, *Digest of Education Statistics*, 2018)
- Overall, women account for a minority of the world's researchers. (UNESCO Institute for Statistics, 2019)
- AI/AN women have earned about 1,800 science and engineering bachelor's degrees each year from 2005-2014. In 2017, there were 165.92 million women in the U.S. compared to 159.41 million men. By 2024, it is projected that there will be 173.9 million women and 167.08 million men in the U.S. (Statista, 2017)
- As the demand for workers grows, women who are entering the workplace are slowly changing the wage gap with male counterparts. (OECD. *The Future of Families to 2030*, 2011)
- 50% of 2019 Intel Science and Engineering (ISEF) finalists were girls. (NCWIT)

The Business Case for Diversity

- While STEM industries are booming, there is still a significant lack of diversity in these fields. (Women Love Tech)
- Improving ethnic and gender diversity in the U.S. technology workforce represents a massive economic opportunity, one that could generate \$470 to \$570 billion in new value for the tech industry, and could add 1.2-1.6% to national GDP. (Intel, *Decoding Diversity*, 2016)
- U.S. companies need to make a dedicated effort to achieve diversity of leadership that reflects the demographic composition of the country's labor force and population. (McKinsey & Company, *Diversity Matters*, 2015)
- A study of 1,500 employee found that nearly half said their companies could improve diversity, gender, race and ethnicity. (Built In)
- Our nation's human capital substantially grows as more women, racial and ethnic minorities, and gay and transgender individuals enter the workforce. (Center for American Progress)

Most Native American students are not educationally prepared to undertake a STEM degree in college

- Fewer than half of students taking the SAT meet the benchmarks, with results for several races and ethnicities falling even shorter. (College Board, *Delivering Opportunities SAT Suite of Assessments Results 2016-17*)
- Only 8% of ACT-Tested American Indian and Alaska Native (AI/AN) high school graduates meet college readiness and STEM benchmarks. (ACT.org)
- Fewer than half of American Indian high school students have a full range of math and science courses available at their schools. (Department of Education)
- According to AP Program Participation and Performance data, AI/AN students consistently scored lower than the national mean in biology, calculus, chemistry, computer science, physics and statistic subjects (College Board, AP Program 2019)
- Only 3 out of 10 AI/AN students took any such Advanced Placement science course in U.S. public schools. (College Board, *Report to the Nation*, 2014)

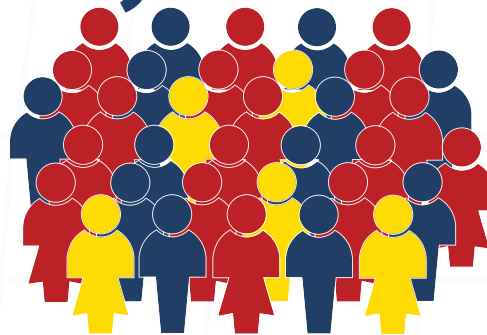
AISES BY THE NUMBERS

Today¹

- 6,095 Individual Members
- 18 Professional Chapters
- 198 College/University Chapters
- 3 Tribal Chapters
- 230 K-12 Affiliated Schools enrolling more than 55,000 Native American Students
- \$13 Million in Academic Scholarships



6,000+



Individual Members

2020²

- Membership: 6,070
- Annual Revenue: \$7,971,495
- How we spent our funding 2020:
 - Administration and Development = 13%
 - Programs = 87%

2019³

- Membership: 4,800+
- Annual Revenue: \$7,835,360
- How we spent our funding 2019:
 - Administration and Development = 17%
 - Programs = 83%

2018⁴

- Membership: 4,707
- Annual Revenue: \$7,107,185
- How we spent our funding 2018:
 - Administration and Development = 13%
 - Programs = 87%

¹ Audited financial statement and IRS 990 forms are available at www.aises.org.

² Revenue and Program funding reported in 2020 audited financial statements.

³ Revenue and Program funding reported in 2019 audited financial statements.

⁴ Revenue and Program funding reported in 2018 audited financial statements.

TOGETHER TOWARDS TOMORROW

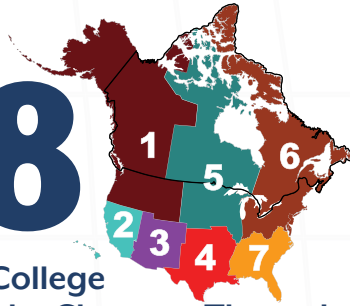


Professional Chapters



Tribal Chapters

198



Chartered College
and University Chapters Throughout
the United States and Canada

230



Affiliated Schools that Enroll
More than 55,000 K-12 Native
American Students

2017⁵

- Membership: 4,460
- Annual Revenue: \$6,162,987
- How we spent our funding 2017:
 - Administration and Development = 18%
 - Programs = 82%

2016⁶

- Membership: 3,984
- Annual Revenue: \$5,435,512
- How we spent our funding 2016:
 - Administration and Development = 15%
 - Programs = 85%

2015⁷

- Membership: 3,727
- Annual Revenue: \$3,131,024
- How we spent our funding 2015:
 - Administration and Development = 24%
 - Programs = 76%

\$13M⁺

Academic Scholarships

5 Revenue and Program funding reported in 2017 audited financial statements.

6 Revenue and Program funding reported in 2016 audited financial statements.

7 Revenue and Program funding reported in 2015 audited financial statements.

TOGETHER TOWARDS TOMORROW



ADVISORY COUNCILS

OVERVIEW

AISES currently has seven Advisory Councils: the Corporate Advisory Council (CAC), Government Relations Council (GRC), Academic Advisory Council (AAC), Professional Chapter Council (PCC), Canadian Indigenous Advisory Council (CIAC), Tribal Nations Advisory Council (TNAC), and the Council of Elders. Each of these Councils play an important role in advising AISES in its work for their respective sectors; with the Council of Elders advising the board and the organization on traditional and cultural matters.

Academic Advisory Council

The Academic Advisory Council (AAC) provides guidance to AISES regarding academic matters such as grant proposal writing, educational and research project design, faculty careers, college admissions, financial aid, postgraduate study and fellowship opportunities, research opportunities, and other higher education opportunities.

2020-2021 Chair: **Dr. Mary Jo Ondrechen** (*Mohawk*), Northeastern University.

Canadian Indigenous Advisory Council

The Canadian indigenous Advisory Council (CIAC) consists of representatives from the Canadian Indigenous STEM community. The primary role of the CIAC is to advise AISES on issues of relevance and importance to its Canadian Indigenous (Status and Non-Status First Nation, Métis and Inuit) members. In addition, the CIAC works to assist AISES in creating opportunities to Canadian Indigenous members, and to support the AISES mission in increasing the representation of Canadian Indigenous people in STEM fields.

2019-2020 Co-Chairs: **Melanie Howard** (*Mohawk, Kanehsatake*), Queen's University, and **John Desjarlais** (*Nehinaw Métis*), Great Plains Contracting.

Corporate Advisory Council

The Corporate Advisory Council (CAC) is comprised of corporate representatives who support AISES by providing industry advice and counsel to the AISES Chief Executive Officer and the Board of Directors.

2020-2021 Co-Chairs: **Laurence Brown** (*Navajo*), Sandia National Labs, and **Christopher J. Payne** (*Cherokee*), The Boeing Company.

Council of Elders

The Council of Elders share their wisdom and guidance with AISES study and the organization. The Council of Elders represent an integral aspect of the AISES philosophy of passing on knowledge to next generation. Information can be found in the annual report front cover of the committed and passionate Council of Elders who have a vital role of sharing their knowledge with the entire AISES family.

Members of the Council of Elders are listed on the inside front cover of this annual report.

Government Relations Council

The Government Relations Council (GRC) is comprised of U.S. Government Employees. The GRC establishes and supports working relationships between federal government agencies and AISES, and identifies government resources, develops strategies, and promotes government careers in support of the AISES mission.

2019-2020 Co-Chairs: **James Daugomah** (*Kiowa*), National Oceanic and Atmospheric Administration, **Noller Herbert** (*Navajo*), National Oceanic and Atmospheric Administration, and **Marcellus Proctor** (*Piscataway-Conoy*), National Aeronautics and Space Administration.

Professional Chapter Council

The Professional Chapter (PCC) consists of representatives who provide guidance and representation for professional chapters, to advise AISES on issues of importance to professional chapters and their members, to increase opportunities for AISES professionals, and support the AISES mission.

2019-2020 Chair: **Dr. Joseph Connolly** (*Haudenosaunee of the Onondaga Nation*), National Aeronautics and Space Administration.

Tribal Nations Advisory Council

The Tribal Nations Advisory Council (TNAC) consists of representatives from Tribal Nations in the U.S. and Canada. The TNAC advises AISES on issues of relevance and importance to Tribal Nations. Additionally, the TNAC works to assist AISES in creating opportunities for Tribal Nations citizens, and to support the AISES mission.

2019-2020 Chair: **John Lewis** (*Gila River Indian Community*), Avant Energy.



TOGETHER TOWARDS TOMORROW



PROGRAM HIGHLIGHTS

K-12 PROGRAMMING

Energy Challenge Competition

The AISES Energy Challenge is an energy-specific science and engineering fair designed to engage and encourage high school and middle school students to participate in science, technology, engineering, and math (STEM) education through a creative, hands on, problem solving, and engineering process in an environment similar to a science fair. Middle and high school students may compete as individuals, or as teams consisting of up to four students. The students/teams ensure a rigorous scoring system and compete against a multitude of other teams. All students/teams must have an adult sponsor. The sponsor can be either a parent, teacher, or mentor. The top two teams are awarded a trip to Washington, D.C. to receive their awards, present their projects at the U.S. Department of Interior, and participate in educational activities during their stay in our nation's capital.

Expanding Computer Science for Native American Girls

In computer science education and degree completion, Native American students and girls are significantly underrepresented among students taking Advanced Placement Computer Science (AP CS) exams and completing computing degrees, which are critical precursors to entering the rapidly growing and high-paying computing occupations. To address educational and economic disparities among Native American communities and youth, AISES and the Women of Color in Computing Collaborative, with funding from Reboot Representation, will build upon existing culturally relevant project-based CS courses with a one year plan to develop robust curricula for a three-course CS sequence for Native American serving schools. This project will increase the number of Native American students participating in AP CS courses through (1) Teacher Professional Development, (2) Curriculum Development, and (3) Engagement and Outreach to Students and Communities. To reduce inequality and improve outcomes for Native American students and families, this intervention will be led by Native American women and will center on the leadership and values of Native American communities who participate in all aspects of the program.

hackAISES

hackAISES is a crash course in coding basics, team building, APIs, and other relevant information designed to introduce students to concepts in computer science. Mentors are available to help students troubleshoot issues and answer questions. At the end of the hackathon, a wrap-up session gives each team a chance to present and demonstrate their accomplishments. hackAISES is a popular event at the annual AISES national conference.

Intel Next Generation of Native Coders Initiative

Intel's Next Generation of Native American Coders Initiative developed the Applied CS Principles and Career Readiness course in 2018, implementing the course at two schools on the Navajo Nation during the 2018-2019 academic year. The course is a Computer Science Career and Technical Education curriculum that engages students and prepares them for computer science degrees and careers through hands on independent projects, technical education integrating Native culture, interactive CS skill-building activities, professional and peer mentorship, and college, career, and leadership development. This AISES-developed course will be implemented at four new high schools with a majority Native population during the 2020-2021 academic year. Students will develop a practical, project-based understanding of computer science and its applications, a more in-depth awareness of the educational and career opportunities in computer science and related fields and cultivate critical skills necessary to be successful in CS higher education and workforce.

National American Indian Science and Engineering Fair

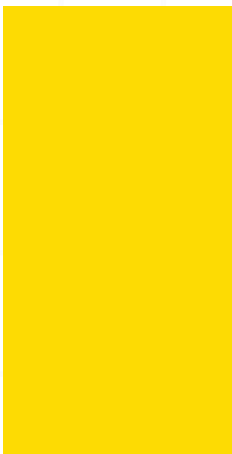
The National American Indian Science and Engineering Fair (NAISEF) is a Society for Science and the Public (SSP) affiliated science fair and as such is part of the larger SSP fair network. The NAISEF differs from other SSP-affiliated fairs in that it is an in-person and virtual science fair which allows access for students who might not otherwise be able to participate. Unlike live fairs, virtual fairs do not require travel as the fair and judging are conducted online and via phone or videoconference. Participants submit their projects as videos and slideshows online. Students from grades 5-12 can participate in the NAISEF. There are two categories for entrants, Senior Division (grades 9-12) and Junior Division (grades 5-8). AISES awards cash prizes to the winners of each division and winners are provided support to travel to and compete in the Regeneron International Science and Engineering Fair that is the world's largest international pre-college science competition held in a major U.S. city.

National Conference STEM Day

Supported by the Boeing Company, this fun, interactive day of activities includes hands on STEM activities for pre-college students and educators. STEM Activity Day features a Marketplace where pre-college students can visit a variety of booths to learn more about AISES pre-college opportunities and gain valuable professional development skills such as resume building, college application tips, AISES opportunities, and more!

Paths to Opportunities Newsletter – Student Edition

Paths to Opportunities is distributed monthly to more than 15,000 AISES members, subscribers, and supporters. This must-read digital newsletter is for pre-college, college, and graduate students. It contains news of student opportunities along with editorial content targeted to the unique student demographic of Indigenous North Americans in STEM disciplines. Each issue has news from the AISES family on timely topics and upcoming events. The student edition includes news of scholarships, fellowships, and internships as well as articles that will help them succeed academically and stay on a path leading to a satisfying career in a STEM-related field.





Research and Poster Presentations and Competitions

Middle and high school, undergraduate, and graduate students and professionals showcase their STEM research through oral and poster presentation sessions during the AISES national conference. AISES research poster presentations and competitions are the highlight and representation of months of hard work where individuals present their findings to an audience of STEM students and professionals. These presentations give students and professionals the opportunity to share their research and receive valuable feedback on their work. Awards are given for exceptional research presentations.

SPRK-ing Interest in Computer Science

This AISES program combines robotics and computer programming to increase awareness and interest in STEM and Computer Science (STEM+C) among Native American students. The program engages students in hands on STEM+C activities powered by Sphero technology, created by AISES and tailored to Native students. AISES has partnered with the toy company Sphero to bring their educational spherical robot to Native American serving K-12 schools across the country. Sphero is easily integrated into STEM curricula, allowing even the youngest students to learn programming, engage in hands on STEM+C activities, bridge technology and the arts, and enjoy creative discovery with their classmates. The goal of this STEM+C program is to inspire young Native minds to pursue and excel in their STEM and CS education. Additionally, AISES hopes to build the capacity of educators and schools to provide cutting-edge technological STEM+C experiences for its students by providing teacher trainings, lesson plans, and all the equipment necessary to incorporate Sphero technology in the classroom.

STEM College and Career Readiness Programs

AISES is developing a College and Career Readiness (CCR) Guidebook specifically addressing STEM education and careers and the unique needs, values, and workforces of Native students and tribal communities. The CCR guidebook and programming aims to better prepare Native students to attend college and major in STEM, thereby helping address the significant underrepresentation of Native people in STEM studies and careers. The CCR resources will provide students and educators with STEM college and career assessments, an overview of STEM careers, STEM careers pertinent to tribal communities, a college assessment tool, college application guide, scholarships for Native students, resume and interview training, and basic financial literacy. AISES will also develop tools for implementing the CCR Guidebook both in and out of the classroom. AISES STEM CCR programs are funded by the Northwest Area Foundation, Meyer Memorial Trust with development specifically focused on Oregon tribal communities, and 3M.

COLLEGE PROGRAMMING

Advancing Agricultural Science Opportunities for Native Americans (AASONA)

With funding from the Native American Agriculture Fast Track Fund (NAAFTF), AISES developed the AASONA program to support agricultural science scholarships and education for Native Americans in farming and ranching professions. Through this project, AISES will provide comprehensive support to current and potential Native American farmers and ranchers. Thirty college students will participate in a cohort and receive scholarships and research awards as well as travel support to attend AISES national events. The cohort also includes ten professionals in agricultural fields to mentor cohort college students.

ASSIST Project

Funded by the National Science Foundation (NSF) and in partnership with Great Minds in STEM (GMIS); Latinos in Science and Engineering (MAES), National Society of Black Engineers (NSBE), Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS), Society of Hispanic Professional Engineers (SHPE), and the Society of Women Engineers (SWE), AISES is working to support Native Americans who are early-career faculty, graduate students, and postdoctoral professionals in any field of engineering. The overall focus of the project is to target and support those who are traditionally underrepresented in engineering fields.

College Chapters

There are AISES College Chapters across the United States and Canada. The primary objectives of the College Chapters are to enrich the educational, service, and social needs of the chapter's membership. College Chapters emphasize education as a tool that will facilitate personal and professional growth opportunities for students through mentor programs, leadership training, conference participation, and other activities.



College and Career Fair

An important part of every National Conference, the College and Career Fair is the largest event of its kind in Indian Country. A wide variety of organizations, agencies, nonprofits, and colleges and universities participate to share information about the many opportunities available for students and professionals.

College/University Tours

AISES National Conference participants can take part in events like college/university tours and industry tours. Students receive presentations on admissions, financial aid, and curricula as well as campus tours with current students who talk about student life, classroom resources, and technology. The behind the scenes look at leading colleges/universities generates wonder and inspiration to students who are transitioning from high school in preparation for college.

Full Circle Mentorship

The AISES Full Circle Mentorship program will match college student and professional AISES members in traditional and peer-to-peer academic and career mentoring. The mentorship program is open to college students and professionals at all stages of their career. Mentees gain practical advice, encouragement, and support, learn from the experiences of others, increase their social and academic confidence, develop skills and strategies for academic and career issues, identify goals and establish a sense of direction, and gain valuable insight into the next stage of their education and career. Mentors help improve communication and interpersonal skills, develop leadership and management qualities, increase their confidence and motivation, engage in a volunteer opportunity valued by employers, enhance one's resume/CV, reinforce and gain recognition for their skills and experience, and feel an improved sense of fulfillment and personal growth.

Intel Growing the Legacy Scholarship Program

In 2015, AISES received a \$1.32 million four-year commitment from the Intel Corporation to support undergraduate and graduate scholarships for Native Americans in computer science fields. The scholarship program supports Native American students annually by providing them with financial support, Intel mentors, paid internships, and Intel jobs upon successful graduation.



Internships

The AISES Summer Internship program provides students with a 10-week applied summer work experience at a business or government agency and an opportunity to explore career options and to develop professional-level skills. Interns gain resume-building skills and develop professional networks. In some cases, students create their own professional internship program within their discipline of study and within the parameters of the host agency. Some of our current and past internship partners include 3M, VGT – an Aristocrat Company, Intel, Oracle Corporation, BMM Testlabs, USDA Forest Service Forest Products Laboratory Internship, ASRC Federal Holding Company, USDA Food Safety and Inspection Service, Bonneville Power Administration, Centers for Disease Control and Prevention, U.S. Bureau of Land Management, U.S. Census, U.S. Environmental Protection Agency, and the U.S. Department of Veteran Affairs.

Lighting the Pathway to Faculty Careers for Natives in STEM Program

In 2014, AISES was awarded over \$1.5 million dollar grant from the National Science Foundation (NSF) to create the “Lighting the Pathway to Faculty Careers for Natives in STEM” program. The goal of the LTP program is to increase the representation of Native Americans in STEM faculty positions at colleges and universities across the country. The program has created an intergenerational community of undergraduates and graduate students, postdoctoral scholars, and junior and senior faculty members. In addition to full circle mentorship, the program strives to provide students with valuable academic and professional support, travel funds, and educational, research, fellowship, and internship opportunities. In 2019, AISES was awarded another five-year grant from the NSF to continue the LTP program increasing the number of scholars by 72 over five years, totaling 172 Native STEM LTP scholars.

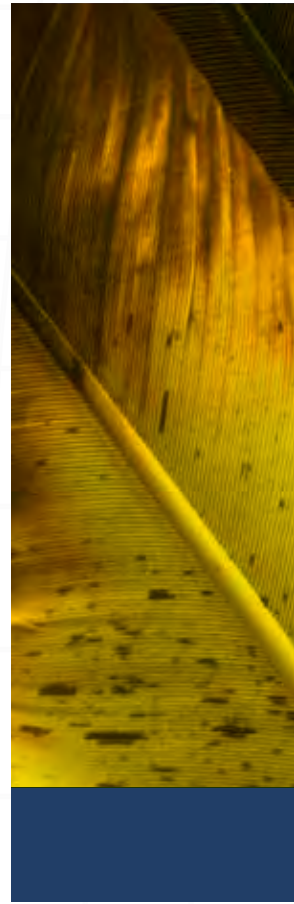


Native Financial Cents

With funding from the Wells Fargo Foundation AISES created the “Native Financial Cents: Supporting Financial Capability for Native Americans” program, culturally contextualizing the Wells Fargo Hands on Banking curriculum to build the financial capability of Native youth. AISES developed the Native Financial Cents curriculum for elementary and middle school students and young adults (high school and above) and corresponding training. The curriculum will be deployed by a cohort of AISES college students and professionals—ambassadors—who provide train-the-trainer trainings or direct trainings in their communities and at the colleges/universities they represent.

Scholarships

AISES helps students move forward in their educational journeys by providing a broad range of scholarship opportunities. Scholarships help students acquire skills and training that will help them meet the unique STEM needs of our communities. Our scholarship process is enhanced by our partnership with Indigenous Education Inc. (Cobell Scholarship Fund). This partnership provides a one-stop shop for students to complete information that aligns their goals with scholarships from other potential organizations that streamlines scholarship access.



PROFESSIONAL PROGRAMMING

AISES is dedicated to supporting its professional members in STEM. We support early, mid, and executive professionals in STEM fields through professional development, career opportunities, networking, research support, and opportunities to mentor and support Native students in STEM. AISES support does not end once a student graduates from college and enters a STEM career but rather provides ongoing career and professional development programming to help Native STEM professionals grow and succeed in their chosen career fields. Additionally, AISES offers a multitude of opportunities for professionals to “give back” through mentoring and supporting Native STEM students. Programming for professionals includes mentoring of students, scholarship review, research and science fair judging, serving as speakers and trainers at AISES events, advisory council service, professional development programming, career fair, professional awards, or engage in a growing professional chapter network across the U.S. and Canada.

Advisory Councils

AISES currently has a total of seven advisory councils: Academic Advisory Council, Canadian Indigenous Advisory Council, Corporate Advisory Council, Council of Elders, Government Relations Council, Professional Chapter Council, and Tribal Nations Advisory Council. Each Council plays an important role in advising AISES in its work for their respective sectors; with the Council of Elders advising the board and organization on traditional and cultural matters.

Career Hub

The AISES Career Hub is the premier way to connect with organizations hiring Native STEM professionals. Visitors can search opportunities in academia, government, nonprofit, and other STEM industries. Employers can post their job openings to attract qualified Native STEM professionals through multiple channels and access a resume database to find the right candidate for the job.



Convening on Computer Science Research Infrastructure for Native-Serving Institutions

Given the underrepresentation of Native students, professionals, and faculty in the field of computer science (CS), AISES believes now is a critical time to focus on strengthening CS research infrastructure of Native-serving institutions to move the needle on this broadening participation challenge. With funding from the National Science Foundation, AISES hosted the Convening on Computer Science Research Infrastructure for Native-Serving Institutions, gathering faculty from a diverse set of Native-serving institutions to understand the issues they face in conducting CS research, securing funding, and engaging Native students in CS research.

Convenings on Computer Science Education for Native Students

AISES has hosted two convenings to understand and address the barriers to CS education for Native students and Native-serving institutions and identify resources and relationships necessary to truly effect change and bring CS to all. The National Science Foundation supported both spring and fall convenings of key stakeholders from K-12 teachers to tribal education directors. AISES is currently working to organize working groups to address critical needs in the development and implementation of CS education for Native students.

Partner Service Awards

Each year, AISES honors a select group of partners who have demonstrated outstanding collaboration and help tell the AISES story. The AISES Partner Service Award winners are selected by the AISES staff in seven categories: Community Partner, Corporate Partner, Educator Partner, Foundation Partner, Government Partner, Nonprofit Partner and Tribal Partner.

***Paths to Opportunities* Newsletter – Professional Edition**

The *Paths to Opportunities* newsletter is for active STEM professionals and educators. It includes news of career development, internships, and employment opportunities with outstanding organizations, agencies, universities, and corporations in multiple STEM fields, as well as articles and tips on building a flourishing career.



Professionals Awards

Every year AISES recognizes outstanding individual achievement through the Professional Awards Program. Winners are selected by a committee of distinguished leaders from organizations that partner with AISES. That group has the difficult task of giving full consideration to the many excellent nominations that come in from across our membership. The winner of the Professional of the Year award is selected based on overall leadership and technical achievement, and the remaining four awards are made based on achievements in specific categories. New in 2019, the Indigenous Excellence Award acknowledges individuals who have done substantial work to advance programs and opportunities for Indigenous students and professionals in STEM education and careers.

Professional Chapters/Mentorship

The focus of the AISES Professional program is “leadership and change.” AISES is dedicated to supporting its professional members in STEM by providing a network of professional chapters, and an annual professional awards program to celebrate excellence in the field.

To learn more about the range of initiatives administered by AISES, visit aises.org.





TOGETHER TOWARDS TOMORROW



SCHOLARS

ADVANCING AGRICULTURAL SCIENCES OPPORTUNITIES FOR NATIVE AMERICANS SCHOLARS

Anthony Ciocco (*Muscogee Nation*)
 Ashleigh McIntosh (*Caddo Nation*)
 Avery Tilley (*Cherokee Nation*)
 Benton Denny (*Cherokee Nation*)
 Brookelyn Gilmore (*Cherokee Nation*)
 Cameron McLemore (*Cherokee Nation*)
 Cayden Catlin (*Caddo Nation*)
 Daniel Hayden (*Comanche Nation*)
 Donna Lee Kuehu (*Native Hawaiian*)
 Dawson Hollingsworth (*Hoonah Indian Association*)
 Echo Ecoffey (*Oglala Sioux Tribe*)
 Elisha Yellow Thunder (*Oglala Sioux Tribe*)
 Emiliano McLane (*Te-Moak Tribe of Western Shoshone Indians*)
 Eva Burk (*Nenana Native Association*)
 Greta Gustafson (*Three Affiliated Tribes of
the Fort Berthold Reservation*)
 Haile' Chase - The Boy (*Fort Belknap Indian Community*)
 Jaci Deitrick (*Cherokee Nation*)
 Joeline Tamm (*Squaxin Island Tribe*)
 Lauren Hogner (*Cherokee Nation*)
 Layla Wilbur-Westerndorf (*Swinomish Indians*)
 Maile Wong (*Native Hawaiian*)
 Mariah Gladstone (*Cherokee Nation*)
 McKenzie Cummings (*Lumbee Tribe of North Carolina*)
 Mikayla Winter (*Prairie Band Potawatomi Nation*)
 Miranda Felix (*Cherokee Nation*)
 Roy Stovall (*Seneca Cayuga Tribe*)
 Tristen Herman (*Rosebud Sioux Tribe*)
 Ty Montgomery (*Chickasaw Nation*)
 Ty Werdel (*Sisseton Wahpeton Oyate*)
 Spring Brayboy (*Lumbee Tribe of North Carolina*)

ARISTOCRAT/VGT SCHOLARS

Alden Davison (*Citizen Potawatomi Nation*)
 Cory Hancock (*Choctaw Nation*)
 Gabriel Gooden (*Turtle Mountain Band of Chippewa Indians*)
 George Lemos (*Oglala Sioux Tribe*)
 Hope Chambers (*Chickasaw Nation*)
 Jonathan Knowles (*Chickasaw Nation*)
 Katherine Sharp (*Cherokee Nation*)
 Kordell Schrock (*Sac and Fox Tribe of the Mississippi*)
 Lindsay Marean (*Citizen Potawatomi Nation*)
 Maycie McDougal (*Choctaw Nation*)
 Naya Ziegler (*Delaware Tribe of Indians*)
 Paige Anderson (*Pokagon Band of Potawatomi Indians*)
 Serdjan Rolovic (*Osage Nation*)
 Shay Allison (*Navajo Nation*)
 Zachary Inman (*Cherokee Nation*)

A.T. ANDERSON MEMORIAL FUND SCHOLARS

Abigail Lowry (*Lumbee Tribe of North Carolina*)
 Albert Thinn (*Navajo Nation*)
 Amanda Ruiz (*Rosebud Sioux Tribe*)
 Antavia Paredes-Beaulieu (*Minnesota Chippewa Tribe*)
 Arden Crowe (*Choctaw Nation*)
 Asher Andoe (*Choctaw Nation*)
 Ashtyn Burbank (*Navajo Nation*)
 Brenden Dominick (*Choctaw Nation*)
 Chalmer Bitsoi (*Navajo Nation*)
 Christian Miller (*Navajo Nation*)
 Christian Siegle (*Chickasaw Nation*)
 Christopher Gammon (*Eastern Band of Cherokee Indians*)
 Christopher Harrington (*Chickasaw Nation*)
 Christopher Sweeney (*Choctaw Nation*)
 Dalton LaBarge (*Saint Regis Mohawk Tribe*)
 Derrick Charley (*Navajo Nation*)

Elizabeth Falcon (*Cherokee Nation*)
 Ethan Darwin (*Navajo Nation*)
 Greydon Shangreaux (*Rosebud Sioux Tribe*)
 Greyson Palmer (*Cherokee Nation*)
 Hailey Hoog (*Cherokee Nation*)
 Hanna Ott (*Cheyenne and Arapaho Tribes*)
 Hope Chambers (*Chickasaw Nation*)
 Ivery Fritzler (*Crow Tribe*)
 Jaci Six (*Cherokee Nation*)
 Jackson Caves (*Choctaw Nation*)
 Jasmine Carpitcher (*Cherokee Nation*)
 Jasmine Kinney (*Yurok Tribe*)
 Jeffrey Omidvaran (*Pueblo of Taos*)
 JohnDavid Lancaster (*Muscogee Nation*)
 Jordan Finney (*Native Village of Pilot Point*)
 Joy Domingo-Kameenui (*Native Hawaiian*)
 Julian Deering (*Navajo Nation*)
 Justin Henson (*Navajo Nation*)
 Kaeleigh Cain (*Three Affiliated Tribes of
the Fort Berthold Reservation*)
 Kate Kouplen (*Cherokee Nation*)
 Kathryn Lunch (*Citizen Potawatomi Nation*)
 Kelsie Harrison (*Cheyenne River Sioux Tribe*)
 Kylee Pittman (*Northern Cheyenne Tribe*)
 Lara Jacobs (*Muscogee Nation*)
 Lexi Snyder (*Sault Ste. Marie Tribe of Chippewa Indians*)
 Lindsey Red Elk (*Choctaw Nation*)
 Mariah Gladtone (*Cherokee Nation*)
 Mickki Garrity (*Citizen Potawatomi Nation*)
 Morgan Schlehuber (*Cherokee Nation*)
 Nadira Mitchell (*Navajo Nation*)
 Nicole Whitaker (*Navajo Nation*)
 Nizhoni Hatch (*Navajo Nation*)
 Preston Yazzie (*Navajo Nation*)
 Rachel Jones (*Choctaw Nation*)
 Raine Antonio (*Pueblo of Laguna*)
 Remington Ward (*Cherokee Nation*)
 Roshonda Shurley (*Navajo Nation*)
 Samantha Wade (*Village of Wainwright*)
 Sandra Ballard-Andrada-Shafer (*Cherokee Nation*)
 Shawn Ray (*Navajo Nation*)
 Shelby Snyder (*Navajo Nation*)
 Taylor Cly (*Standing Rock Sioux Tribe*)
 Tvetene Carlson (*Alaska Native*)
 Tyler Simonek (*Chickasaw Nation*)
 Vanessa Charley (*Navajo Nation*)



BURLINGTON NORTHERN SANTA FE SCHOLARS

Cole Walker (*Cherokee Nation*)
 Dalton Barnard (*Cherokee Nation*)
 Emily Bauers (*Navajo Nation*)
 Jacob Willis (*Choctaw Nation*)
 Kara Derrick (*Cherokee Nation*)
 Kelly Charley (*Navajo Nation*)
 Lucy Camblin (*Osage Nation*)
 Maycie McDougal (*Choctaw Nation*)
 Maysyn Sorenson (*Red Cliff Band of Lake Superior Chippewa Indians*)
 Nathan Stewart (*Crow Tribe*)
 Reese Dyer (*Choctaw Nation*)
 Remington Ward (*Cherokee Nation*)
 Sarah LaVallie (*Turtle Mountain Band of Chippewa Indians*)
 Shay Allison (*Navajo Nation*)
 Sierra Sallee (*Cherokee Nation*)
 Tyler Hiatt (*Seminole Tribe*)
 Zachary Inman (*Cherokee Nation*)

CHEVRON CORPORATION SCHOLARS

Aidan Willis (*Choctaw Nation*)
 Brad Butterfly (*Blackfeet Tribe*)
 Brodie Gullic (*Cherokee Nation*)

Casey Key (*Oglala Sioux Tribe*)
 Clayton Branco (*Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians*)
 Dallas Bruce (*Yankton Sioux Tribe*)
 Goodwin Cobb V (*Choctaw Nation*)
 Haile' Chase - The Boy (*Fort Belknap Indian Community*)
 Jasmie Woods (*Native Village of Pitkas Point*)
 Kelly Charley (*Navajo Nation*)
 Keri Sharp (*Cherokee Nation*)
 Parker Holmes (*Cherokee Nation*)
 Rachel McAmis (*Chickasaw Nation*)
 Rachel Wilson (*Choctaw Nation*)
 Samuel Carlile (*Cherokee Nation*)
 Spring Brayboy (*Lumbee Tribe of North Carolina*)
 Sydney John (*Confederated Tribes of the Umatilla Indian Reservation*)
 William Schultz (*Citizen Potawatomi Nation*)
 Zachary Inman (*Cherokee Nation*)

EXXONMOBIL SCHOLAR

Wendy Wells (*Three Affiliated Tribes of Fort Berthold Reservation*)

INTEL GROWING THE LEGACY UNDERGRADUATE SCHOLARS

Audra Benally (*Navajo Nation*)
 Brendan Dominick (*Choctaw Nation*)



Caleb Cunningham (*Choctaw Nation*)
 Cade Schneider (*Cherokee Nation*)
 Carlton Charles (*Navajo Nation*)
 Casey Key (*Oglala Sioux Tribe*)
 Chad Workman (*Cherokee Nation*)
 Cedric Mannie (*Navajo Nation*)
 Christopher Herrington (*Chickasaw Nation*)
 Durante Pioche-Lee (*Navajo Nation*)
 Gabriel Sharp (*Colorado River Indian Tribes*)
 Gavin Holzworth (*Cherokee Nation*)
 Ilaisaane Summers (*Native Hawaiian*)
 JohnDavid Lancaster (*Muscogee Nation*)
 James Miller (*Native Village of Inupiat*)
 Jesse Grace (*Cherokee Nation*)
 Joshua Perrine (*Choctaw Nation*)
 Jonathan Knowles (*Chickasaw Nation*)
 Lawrence Mercurief, Jr. (*Saint Paul Island*)
 Maycie McDougal (*Choctaw Nation*)
 Moses Begaye (*Navajo Nation*)
 Remington Ward (*Cherokee Nation*)
 Shawn Ray (*Navajo Nation*)
 Sierra Jo Sallee (*Cherokee Nation*)
 Taylor Nakai (*Navajo Nation*)
 Trinity Manuelito (*Navajo Nation*)
 Tsali Smith (*Alaska Native*)
 Turner McCoy (*Muscogee Nation*)

INTEL GROWING THE LEGACY GRADUATE SCHOLARS

Adam Keleo Roberts (*Native Hawaiian*)
 Daniel Glover (*Muscogee Creek*)
 George Lemos (*Oglala Sioux Tribe*)
 Glenn Sudjadi (*Navajo Nation*)
 Jeffrey Omidvaran (*Pueblo of Taos*)
 Jordan Lucas Keokeikialii Melcher (*Native Hawaiian*)
 Jordan R. M. Kennedy (*Blackfeet Tribe*)
 Kayla Keepseagle (*Standing Rock Sioux Tribe*)
 Kurt Noe (*Native Hawaiian*)
 Lydia Doza (*Oneida Nation*)
 Naya Carrie Ziegler (*Delaware Tribe of Indians*)
 Nicole Kuhn (*Canadian First Nations*)
 Paulina Davison (*Citizen Potawatomi Nation*)
 Roman Begay (*Navajo Nation*)
 Serdjan Rolovic (*Osage Nation*)
 Wanda Jimmie (*Navajo Nation*)

INTEL NATIVE NEXT GENERATION SCHOLARS

Blake Mumma (*Cherokee Nation*)
 Carson Jones (*Cherokee Nation*)
 David Capahart (*Cherokee Nation*)
 Jaron Bauers (*Navajo Nation*)
 Jordan Pacheco (*Tejon Indian Tribe*)
 Lucy Camblin (*Osage Nation*)
 Mason Adams (*Choctaw Nation*)
 Nathan Campbell (*Lumbee Tribe*)
 Parker Dean (*Lumbee Tribe*)
 Sydney C. John (*Confederated Tribes of the Umatilla Indian Reservation*)

PHILLIPS 66

Alden Davison (*Citizen Potawatomi Nation*)
 Antonio Rull (*Muscogee Nation*)
 Ashley Hughes (*Muscogee Nation*)
 Chandler Parton (*Choctaw Nation*)
 Christine Frazier (*Cheyenne River Sioux Tribe*)
 Courtney Perry (*Choctaw Nation*)
 Darrell Proctor (*Muscogee Nation*)
 Emma Tilley (*Cherokee Nation*)
 Erica Poe (*Cherokee Nation*)
 Hailey James (*Fort Belknap Indian Community*)
 Jessilee Richardson (*Choctaw Nation*)
 Jillian Taylor (*Cherokee Nation*)
 Katherine Johnston (*Caddo Nation*)
 Landon Davis (*Choctaw Nation*)
 Lily DuBray (*Oglala Sioux Tribe*)
 Lindsey Hancock (*Choctaw Nation*)
 Madison Phelps (*Sisseton Wahpeton Oyate*)
 Magdalene Quintero (*Kiowa Tribe*)
 Mason Kornezos (*Red Lake Band of Chippewa Indians*)
 Max VanAtta (*Cherokee Nation*)
 Miranda Barajas (*Cherokee Nation*)
 Montana Henderson (*Choctaw Nation*)
 Nicole Merrifield (*Turtle Mountain Band of Chippewa Indians*)
 Olivia Munguix (*Cherokee Nation*)
 Paul Soulia (*Sisseton Wahpeton Oyate*)
 Peyton David (*Turtle Mountain Band of Chippewa Indians*)
 Ryan Griffith (*Cherokee Nation*)
 Tada Vargas (*Cheyenne River Sioux Tribe*)
 Tandy Folsom (*Choctaw Nation*)
 Tarlynn Tonepahhote (*Kiowa Tribe*)
 Victoria Clinger (*Winnebago Tribe*)



LIGHTING THE PATHWAY



LIGHTING THE PATHWAY TO FACULTY CAREERS FOR NATIVES IN STEM FELLOWS

Supported by the National Science Foundation (*NSF*), the “Lighting the Pathway to Faculty Careers for Natives in STEM” (LTP) program was created to increase the representation of Native Americans in STEM faculty positions at colleges and universities across the country. The program has created an intergenerational community of undergraduate and graduate students, postdoctoral scholars, and junior and senior faculty members. In 2019, AISES received another five-year grant from the NSF to continue the LTP program increasing the number of scholars by 72 over the next five years growing to 172 Native STEM LTP scholars in total.

2019 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE II

Wai Allen (*Navajo*)
 R. Konane Bay (*Native Hawaiian*)
 Miranda Buckley (*Cherokee*)
 Cherie DeVore (*Navajo*)
 Phillip Hada (*Delaware*)
 Dawson Hollingsworth (*Tlingit*)
 Lara Jacobs (*Muscogee*)
 Jordan Jimmie (*Navajo*)
 Brendan John (*Seneca*)
 Ashleigh McIntosh (*Caddo*)
 Devan Massin (*Aleut Community of St. Paul Island*)
 Dominique Pablito (*Zuni, Navajo, Comanche*)
 Seafha Ramos (*Yurok, Karuk*)
 Samuel Smith III (*Taos Pueblo*)
 Krystal Tsosie (*Navajo*)

2017-2018

Alissa Baker-Oglesbee (*Cherokee Nation*)
 Maryrose Barrios (*Tule River*)
 Joel Begay (*Navajo*)
 Landon Charlo (*Salish Kootenai*)
 Kali Dale (*Minnesota Chippewa*)
 Lauren Dupuis (*Kootenai*)
 Kristina Gonzales (*Navajo*)
 Daniel Henry (*Turtle Mountain Chippewa*)
 Samantha Hilborn (*Laguna Pueblo*)

Lydia Jennings (*Pascua Yaqui*)
 Brandi Kamermans (*Navajo*)
 Sierra Kafuman (*Shinnecock Indian Nation*)
 Melissa Naeimi (*Muscogee Nation*)
 Esme Roddy (*Sault Ste. Marie Chippewa*)
 Tyler Rust (*Oglala Lakota*)
 Corbin Schuster (*Yakama*)
 Olga Skinner (*Village of Kwethluk*)
 Lauren Smythe (*Hydaburg Cooperative Association*)
 Nizhoni Tallas (*Navajo*)
 Jacob Walker-Swaney (*Piqua Shawnee Tribe*)

2016-2017

Sarah Aarons (*Village of Unalakleet*)
 Mark Berger (*Oneida Nation of New York*)
 Edward Chew (*Tuscarora*)
 Alexander Cody (*Kickapoo Tribe of Kansas*)
 Lyle Dahlin (*Native Hawaiian*)
 Tammi Duncan (*Navajo*)
 Maxwell Goldstein (*Seminole Nation of Oklahoma*)
 Danielle Guzman (*Nez Perce*)
 Joshua Lemamia Irvine (*Native Hawaiian*)
 Laurel James (*Yakama*)
 Jordan Kennedy (*Blackfeet*)
 Donna Kuehu (*Native Hawaiian*)
 Moses leavens (*Chippewa Cree*)
 Lizzie Lightening (*Ponca Tribe of Oklahoma*)

Benjamin Lilley (*Eastern Cherokee*)
 Michaela Long (*Navajo*)
 Kevin McPherson (*not available*)
 Jenny Nakai (*Navajo*)
 Cheyenne Nelson (*Santa Ynez Chumash Mission*)
 Talia Quandelacy (*Zuni*)
 Kyle Roessler (*Salish Kootenai*)
 Kenneth Swift Bird (*Pine Ridge Oglala Lakota*)
 Jackie Taylor (*Choctaw Nation*)
 Sydney Thompson (*St. Regis Mohawk*)
 Kayle Thunstrom (*Minnesota Chippewa*)
 Lan Tsinnajinnie (*Navajo*)
 Tada Vargas (*Cheyenne River Sioux*)
 Noelani Villa (*Kaw Nation*)
 Clayton Wauneka (*Navajo*)

2015-2016

Chad Aguinash (*Red Lake Chippewa*)
 Shanadeen Begay (*Navajo*)
 Johnny Buck (*Yakama*)
 Katrina Claw (*Navajo*)
 Jesse Gibson (*Poarch Creek*)
 Ciarra Greene (*Nez Perce*)
 Candice Guy (*Delaware*)
 Megan Kiedrowski (*Sault Ste. Marie Chippewa*)
 Naomi Lee (*Seneca Nation of New York*)
 Rebekah Lester (*Osage*)
 Kristen Lycett (*Cow Creek Umpqua*)
 Phillip Medina IV (*Huron Potawatomi*)
 Jordan Oshiro (*Native Hawaiian*)
 Ulali Phillip (*Navajo*)
 Canek Phillips (*P'urepecha*)
 Dylan Suvlu (*Arctic Slope Inupiat*)
 Scott Tan (*Blackfeet*)
 Henrietta Tsosie (*Navajo*)
 Delbert Willie (*Navajo*)

2014-2015

Angelita Bearquiver (*Northern Cheyenne*)
 Rene Begay (*Navajo*)
 Rebecca Buckman (*Hopi*)
 Katherine Crocker (*Kaw Nation*)
 Megan Dunn (*Cherokee Nation*)
 Davin Etcitty (*Jemez Pueblo, Navajo*)
 Amber Eule-Nashoba (*Choctaw Nation*)
 Bradley Ganoe (*Anishinaabe*)

Jennifer Remme (*Fort Peck Assiniboine Sioux*)
 Ariel Helms (*Cherokee Nation*)
 Kelsea Hosoda (*Native Hawaiian*)
 Carrie Joseph (*Hopi*)
 Nicole Kenote (*Menominee*)
 Sandar Kjono (*Mohawk*)
 Janie Locklear (*Lumbee*)
 Jacinda Mainord (*Village of Selawik, Village of White Mountain*)
 Jack Martin (*Navajo*)
 Alexander McGirt (*Lumbee*)
 Na'ta'ne Miles (*Comanche, Pine Ridge Oglala Sioux, Salt River Pima Maricopa*)
 Jocelyn Painter (*Winnebago Tribe of Nebraska*)
 Keith Parker (*Yurok*)
 Anthony Barela Nystrom (*Chickasaw Nation*)
 Mackenzie Pearson (*Menominee*)
 Jesse Peltier (*Turtle Mountain Chippewa*)
 Darryl Reano (*Acoma Pueblo, Santo Domingo Pueblo*)
 Biidaabean Reinhardt (*Sault Ste. Marie Chippewa*)
 Joshua Thomas (*Seneca Nation of New York*)
 Ranalda Tsosie (*Navajo*)
 Crystal Tulley-Cordova (*Navajo*)



EVENTS

CANADA NATIONAL GATHERING

AISES in Canada is focused on two goals: building Indigenous Canadian leadership in STEM and expanding equitable and representative opportunities in all STEM fields.

With more than 40 years of experience building leadership and community for Indigenous peoples in STEM, AISES works to increase representation through scholarships, trainings, networking, peer support, and mentorship at all levels of educational and professional experience.

The 2020 AISES in Canada National Gathering was held at the University of Saskatchewan in Saskatoon, Saskatchewan. About 200 attendees from all over Canada attended the 3-day event. There were activities for K-12 students, university students, as well as professionals. Attendees enjoyed several keynote speakers, various session, research posters, as well as morning blessings and traditional local food. The annual AISES in Canada National Gathering grows each year, with more interest from partners as well as attendees.



TOGETHER TOWARDS TOMORROW



LEADERSHIP SUMMIT

Establishing a leadership pipeline is fundamental to developing today's best science, technology, engineering, and math talent. Students from high school through postdoctoral studies, as well as emerging and mature professionals, value the AISES Leadership Summit as an opportunity to acquire the skills they need to be confident leaders. In 2020, the two-day Summit was held in Temecula, Calif., on the Pechanga Indian Reservation. Located in the Temecula Valley — known as 'Exva Teméeku — the Pechanga Band of Luiseño Mission Indians gave AISES a warm welcome.

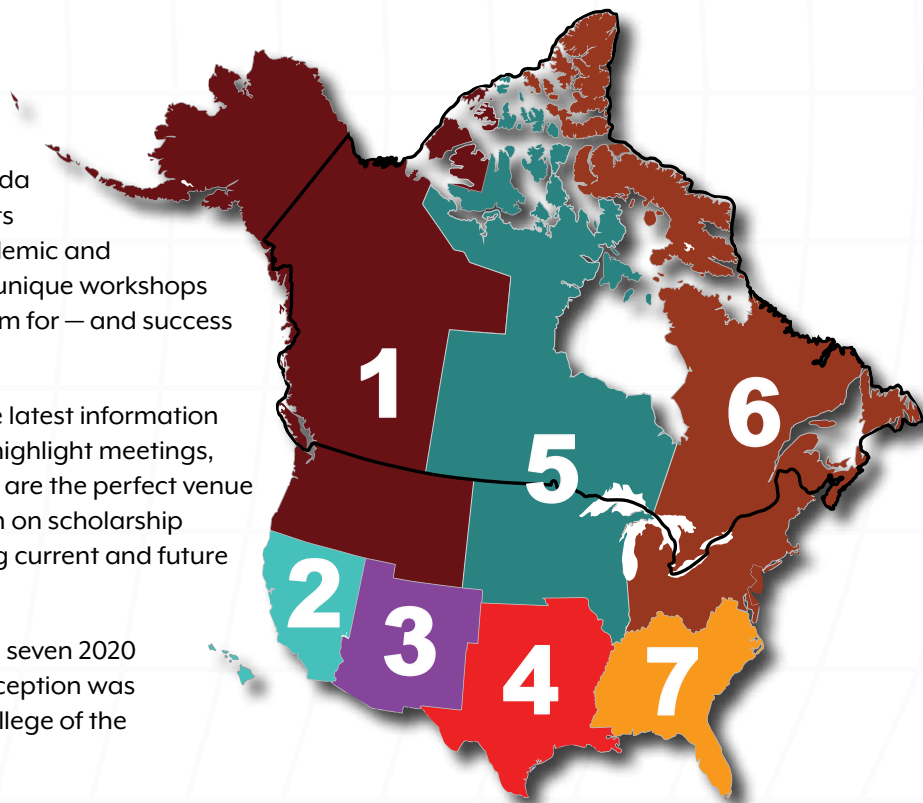
Through workshops and sessions — along with built-in time to relax, socialize, and have fun — the AISES Leadership Summit delivered on strategies that enable Native students, STEM professionals, and Indigenous leaders to learn from each other, network, and find support.

REGIONAL CONFERENCES

Every spring, AISES College and Professional Chapters scattered across the U.S. and Canada hold Regional Conferences where participants champion each other in their respective academic and professional endeavors. Each Chapter hosts unique workshops and sessions designed to generate enthusiasm for — and success in — STEM education and careers.

These gatherings not only serve to furnish the latest information on Chapter activities in the region, they also highlight meetings, programs, and events. Regional Conferences are the perfect venue to promote membership, provide information on scholarship and internship opportunities, meet interesting current and future leaders, and make new friends.

Unfortunately, due to the pandemic six of the seven 2020 Regional Conferences were canceled. The exception was Region 4, which convened in March at the College of the Muscogee Nation in Okmulgee, Okla.

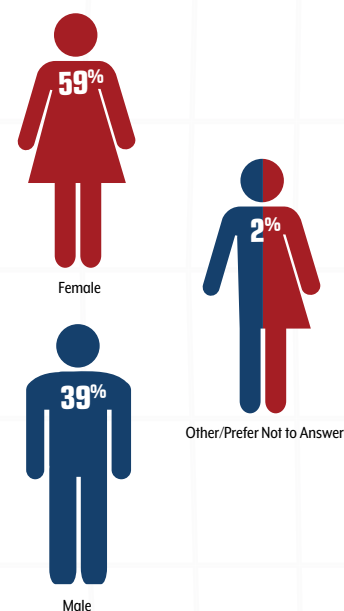
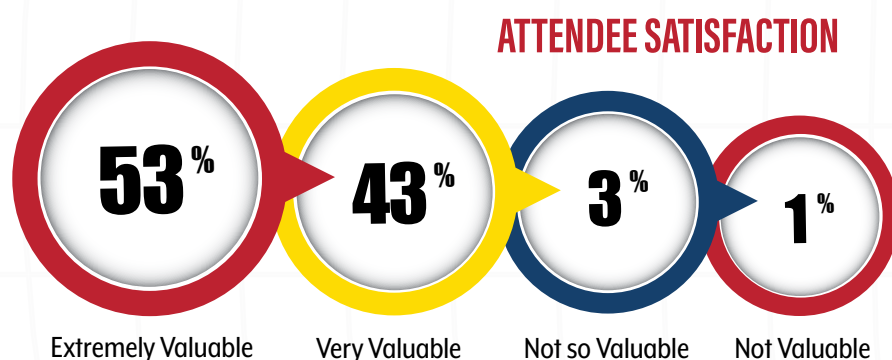


NATIONAL CONFERENCE

The AISES National Conference is a remarkable gathering-like-no-other. Even though the 2020 event could not be held in person as planned, it was reconfigured as an engaging and effective virtual conference. Together the AISES family lived the conference theme “Achieve, Inspire, Support, Explore, and Succeed.”

Collective energy was evident from the opening ceremony featuring a keynote message from Cherokee actor Wes Studi; to the closing event with Indigenous solo musician and entertainer Sage Cornelius, who played a seven-string violin; and all points in between including Indian Country’s largest College and Career Fair, informative sessions, and lively web chats.

Participants agreed that the 2020 National Conference was a high-quality, tech-savvy event full of opportunities for learning, networking, and reconnecting. In fact, the AISES team was thrilled as the 2020 event recorded the highest registration numbers since the inception of the National Conference over 40 years ago.



Participant Gender

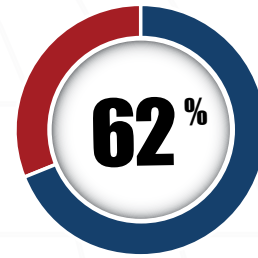
Registration Type	2014	2015	2016	2017	2018	2019	2020
Professionals	184	278	289	381	487	478	591
College Students	509	587	615	597	500	518	804
Pre-College Students & Chaperones	138	267	304	259	633	277	316
Exhibitors/Sponsors	438	562	548	562	619	633	790
Educators/Judges	61	76	75	76			
Speakers	58	41	65	39			
Other	3	4	4	3	8	10	
Total	1,391	1,815	1,900	1,917	2,297	1,916	2,501

TOGETHER TOWARDS TOMORROW

Attendance

Professionals	439	17.6%
College Students	804	32.1%
Pre-College Students & Chaperones	316	12.6%
Exhibitors & Sponsors	790	31.6%
Advisors	121	4.8%
Elders	31	1.2%
Total	2501	

PARTICIPANT RACE



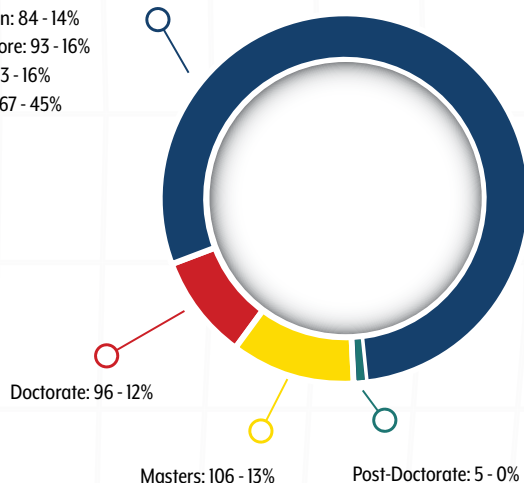
62% - Indigenous*
38% - Non-Indigenous

*American Indian, Alaska Native,
 First Nation, Native Hawaiian
 and Pacific Islander

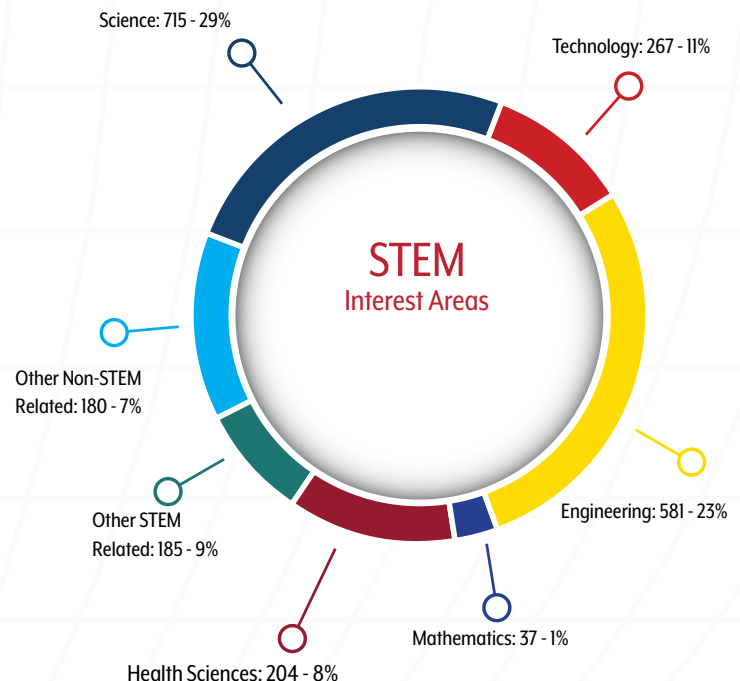
COLLEGE STUDENTS

College student attendees were asked to indicate their level of study pursued at present.

Undergraduate: 597 - 75%
 Freshman: 84 - 14%
 Sophomore: 93 - 16%
 Junior: 153 - 16%
 Senior: 267 - 45%



STEM INTEREST AREAS



EXHIBITORS

NATIONAL CONFERENCE EXHIBITORS

3M	Emory University, Laney Graduate School	National Academies of Sciences, Engineering, and Medicine- Fellowships Office
AAAS Science & Technology Policy Fellowships	ExxonMobil	National Geospatial Intelligence Agency
AAMC	Facebook	National Institute of Standards and Technology
Accenture	Federal Aviation Administration	National Institutes of Health
AISES & Winds of Change	Fiat Chrysler Automobiles	National Institutes of Health/Office of Intramural Training & Education
Amazon	Food and Drug Administration, Recruitment	National Native Scholarship Providers
American Chemical Society	General Motors	National Science Foundation
American Physical Therapy Association	Geoscience Convergence Zone	National Science Foundation - CBET
America's Navy	Gonzaga University	National Security Agency
Arizona State University	Google	Navajo Transitional Energy Company
Association of American Medical Colleges	Greenfire Management Services	New Mexico Institute of Mining & Technology
AT&T	Harvard T.H. Chan School of Public Health	Nike
Berkeley Lab	Haskell Environmental Research Studies	Nikon Precision Inc.
BNSF Railway	Honeywell	NOAA and CIRES
Bonneville Power Administration	IBM	Northrop Grumman
Booz Allen Hamilton	Intel Corporation	Northwestern University
California Institute of Technology	Intertribal Timber Council	NSF Directorate for Engineering - Division of Industrial Innovation and Partnerships
Caltech Undergraduate Research Programs	Jet Propulsion Laboratory	NSF Graduate Research Fellowship Program
Carnegie Mellon University	Johns Hopkins Bloomberg School of Public Health	NYU Tandon School of Engineering
Carollo Engineers, Inc.	Lawrence Livermore National Laboratory	Oracle Corporation
CDC Undergraduate Public Health Scholars (CUPS) Program	Leidos	Oregon State University
Central Intelligence Agency	LIGO/Caltech	Oregon State University College of Agricultural Sciences
Cherokee Federal	Los Alamos National Laboratory	Pfizer
Chevron	Massachusetts Institute of Technology	Pinterest
College Board	Master of Environmental Studies at The Evergreen State College	Portland State University & The Maseeh College of Engineering and Computer Science
Colorado School of Mines - Graduate Admissions	Mayo Clinic	Princeton University, Dept of Chemistry
Columbia University in the City of New York	Medtronic	Queen's University (Canada)
Columbia Vagelos College of Physicians & Surgeons	Merck & Co.	Raytheon Technologies
Cornell University	Michigan State University	Rochester Institute of Technology
Cronkite School	Microsoft	SACNAS
Dartmouth Geisel School of Medicine	Milwaukee School of Engineering (MSOE)	Salesforce
Des Moines University	MIT Leaders for Global Operations	Sandia National Laboratories
DoD SMART Scholarship	Mitre	Sealaska Corporation
DOE/Legacy Management	NASA - National Aeronautics and Space Administration	
Duke University Nicholas School of the Environment	NASA Wisconsin Space Grant Consortium - First Nations Launch	



Security Innovation
 SKC TREES
 Sloan Indigenous Graduate Partnership
 Society of Women Engineers
 sPower
 Stanford University
 Stantec
 Stevens Institute of Technology
 - Graduate Studies
 Summer Health Professions
 Education Program
 SUNY University at Buffalo
 Swinerton Renewable Energy
 TC Energy
 Tektronix
 Texas BME
 Texas Department of Transportation
 The Boeing Company
 The University at Albany, State
 University at New York
 Tufts University Graduate Admissions
 Twitter
 U.S. Air Force
 U.S. Army Corps of Engineers
 U.S. Department of Energy
 U.S. Department of State
 U.S. Department of State
 U.S. Environmental Protection Agency
 U.S. Fish and Wildlife Service
 U.S. Geological Survey
 U.S. Intelligence Community
 U.S. Nuclear Regulatory Commission

UC Davis School of Medicine
 UCLA Engineering Online
 Master's Program
 UCLA Health
 UNITY - United National Indian
 Tribal Youth, Inc.
 University Corporation for
 Atmospheric Research
 University of Arizona - American
 Indian Research Center for
 Health-College of Medicine ~
 AZ Indians into Medicine
 University of Arizona Graduate
 Diversity Programs
 University of California, Berkeley
 University of California, Davis
 University of Cincinnati-College of
 Engineering and Applied Science
 University of Colorado Denver |
 Anschutz Medical Campus
 University of Idaho College
 of Graduate Studies
 University of Kansas Diversity
 and Women's Programs
 University of Minnesota: Astrophysics,
 Computer Science, Electrical
 Engineering, Physics, Statistics
 University of Missouri
 University of Montana, College of Health
 University of Washington - CICOES
 University of Washington / Fred
 Hutch - Molecular & Cellular
 Biology Graduate Program

University of Washington Biochemistry
 and Biological Physics, Structure
 and Design Ph.D. Programs
 University of Washington,
 College of Engineering
 University of Washington, Graduate
 Program in Neuroscience
 University of Wisconsin - Madison
 University of Wisconsin-Madison
 (Biochemistry & Nutritional Sciences)
 University of Wisconsin-Madison
 Native American Center
 for Health Professions
 UPS
 USDA Forest Service, Forest
 Products Laboratory
 USDA Natural Resources
 Conservation Service
 Vanderbilt University School
 of Engineering
 Walmart
 Wells Fargo Bank
 WSP USA
 Yale School of the Environment
 Zymeworks Biopharmaceuticals, Inc.

TOGETHER TOWARDS TOMORROW

SPONSORS

NATIONAL CONFERENCE SPONSORS

TURQUOISE GEMSTONE

3M
Intel
The Boeing Company
U.S. Intelligence Community

CORAL GEMSTONE

Amazon
IBM
Microsoft
Northrop Grumman

LAPIS GEMSTONE

NASA
National Security Agency
NSF Directorate for Engineering -
Division of Industrial Innovation
and Partnerships
Raytheon Technologies
UPS
US Army Corp of Engineers
USDA - Natural Resources
Conservation Service

ONYX GEMSTONE

Accenture
American Chemical Society
America's Navy
BNSF Railway
Central Intelligence Agency
Chevron
Honeywell
ExxonMobil
Facebook
Fiat Chrysler Automobiles
General Motors
Lawrence Livermore National
Laboratory
Mayo Clinic
Merck & Co.
Nike
Oracle

Salesforce
Sandia National Laboratories
Security Innovation
Stantec
U.S. Air Force
Wells Fargo Bank

SWEETGRASS

Poarch Band of Creek Indians

CEDAR

Greenfire Management Services
Navajo Transitional Energy Company
Pechanga Band of Luiseño Indians
Sealaska Corporation

OTHER SPONSORS

HIGH SCHOOL SESSION TRACK

America's Navy

COLLEGE SESSION TRACK

The Boeing Company

PROFESSIONAL SESSION TRACK

NSF Directorate for Engineering -
Division of Industrial Innovation
and Partnerships

AG SCIENCE TRACK

USDA - Natural Resources
Conservation Service

STUDENT RESEARCH

AISES Advancing Agricultural Science
Opportunities for Native Americans

UNDERGRAD AND GRADUATE STUDENT RESEARCH

Sloan Indigenous Graduate Partnership

HS POSTER PRESENTATION

Bureau of Ocean Energy Management

STEM ACTIVITY DAY

The Boeing Company

HACKATHON

Chevron

MINI-HACKATHON

Wells Fargo Bank

STUDENT AWARDS CEREMONY SPONSORS

National Security Agency
US Air Force

NETWORKING SUITE SPONSOR

Chevron
National Security Agency

VIRTUAL REGISTRATION SCHOLARSHIPS

Mayo Clinic
Swinerton Renewable Energy
USDA - Natural Resources
Conservation Service

COLLEGE CHAPTER REGISTRATION SPONSOR

Honeywell
Koniag Government Services
Merck & Co.
Nike

OTHER SPONSOR

Pfizer

MEDIA PARTNERS

DiversityComm Inc.
Winds of Change Magazine

LEADERSHIP SUMMIT SPONSORS

PRESENTING SPONSOR

Pechanga Band of Luiseño Mission Indians

TOPAZ

Intel

OPAL

Wells Fargo

MALACHITE

Amazon

Chevron

Gila River

Poarch Band of Creek Indians

US Dept of State

USDA NRCS

OTHER SPONSORS

US Dept of State (College Session
Track and Coffee Break)

TRAVEL SCHOLARSHIP SPONSOR

USDA NRCS



TOGETHER TOWARDS TOMORROW

CIRCLE OF SUPPORT

AISES has relaunched its Circle of Support Program that acknowledges the generous investment of partners whose support is integral to the AISES mission. Circle Partners are organizations that have established a multiprogram partnership with AISES in 2020. We wish to thank each of our Circle Partners for their continued efforts to serve AISES student and professional members.

FULL CIRCLE OF SUPPORT (\$100,000 +)



CIRCLE OF SUPPORT (\$75,000 +)



EXCELLENCE PARTNER (\$50,000 +)



TOGETHER TOWARDS TOMORROW

AWARD WINNERS

NATIONAL AMERICAN INDIAN SCIENCE AND ENGINEERING FAIR

AISES partnered with the Oklahoma State University Division of Institutional Diversity to celebrate the 32nd annual National American Indian Science and Engineering Fair (NAISEF). Because the fair was held on April 4, in the midst of pandemic related challenges, the event was entirely virtual but full of persistence, enthusiasm, and proud award winners.

Junior Division Award

First Place and the AISES Advancing Agricultural Science Opportunities for Native Americans (AASONA) Award

Measuring Catalase Enzyme Activity with a Sodium Alginate-Yeast Vehicle

- Lyra Estes, (*Pawnee Nation*), Latta Middle School, South Carolina

Senior Division Awards

OKLAHOMA TRIBAL CONSERVATION ADVISORY COUNCIL AWARD

Using the Power We Have....Listen Up!

- Hayden Faddis, (*Cherokee Nation*), Westville Junior High, Oklahoma

The L.I.F.E. Study: Linguistic Interpretation of our Future Expressions

- Liam Puls, (*Cherokee Nation*), Oklahoma School of Innovation and Experiential Learning, Oklahoma

NATIVE HERITAGE AWARD

Establishing a Radon Region on the Navajo Nation's Abandoned Uranium Mines

- Alesia Nez, (*Navajo Nation*), Navajo Preparatory School, New Mexico

Particulates and Toxic Gases: The Hidden Harm in Wood Fires Used in Traditional Hogans and Their Correlation with Asthma and Lung Cancer

- Keona Hosteen, (*Navajo Nation*), Navajo Preparatory School, New Mexico

How Do Different Metallic Mordants Affect the Color of Natural Dyes

- Zoey Cameron, (*Bois Fort Ojibwa*), Northeast Range High School, Minnesota
- Morgan Bush, Northeast Range High School, Minnesota

AASONA AWARD

Establishing a Radon Region on the Navajo Nation's Abandoned Uranium Mines

- Alesia Nez, (*Navajo Nation*), Navajo Preparatory School, New Mexico

Third Place

Sexual Dimorphism in Red Ear Sliders: What are You? Male or Female?

- Keysha Kindle, (*Cherokee Nation*), Westville High School, Oklahoma

First Place (Tie)

Establishing a Radon Region on the Navajo Nation's Abandoned Uranium Mines

- Alesia Nez, (*Navajo Nation*), Navajo Preparatory School, New Mexico

Building an Efficient Reversible Fuel Cell Stack for Use as a Backup Power Source

- Anna Grondolsky, (*Native Hawaiian*), Kamehameha Kapalama, Hawai'i

NAISEF is able to move into its 33rd year only with the determination of the students and their project sponsors, mentors, as well as with the generous contributions of our incredible volunteer judges and sponsors. Last, but certainly not least, AISES is extremely grateful for the confidence of our sponsors, who have sustained NAISEF funding through this challenging time.

NAISEF SPONSORS - STEM CHAMPIONS

Advancing Agricultural Science Opportunities for Native American Scholars

Intel

USDA National Resources Conservation Service

NAISEF SPONSORS - STEM ADVOCATE

Phillips 66

ENERGY CHALLENGE WINNER

Developing a Hydropower Generator for Fishpond (Sluice Gates)

- Joshua Parker (*Native Hawaiian*)

An Innovative Approach to Building a Zero-Emission Observation Buoy Utilizing Reversible Hydrogen Fuel Cells as Backup Power

- Anna Grondolsky (*Native Hawaiian*)



AISES RESEARCH AWARDS

The pre-college student research presentation competition is sponsored by the Bureau of Ocean Energy Management.

- Honorable Mention: Cade Kane (*Native Hawaiian*)
- Third Place: Joshua Parker (*Native Hawaiian*)
- Second Place: Dakota Kaupu (*Native Hawaiian*)
- First Place: Taylor Moniz (*Native Hawaiian*)

The Boeing Company generously awarded laptop computers to the pre-college presenters, Dakota Kaupu and Cade Kane from Kamehameha School.

The undergraduate and graduate student research competition is sponsored by the Sloan Indigenous Graduate Partnership (*SIGP*), a collaboration between the Alfred P. Sloan Foundation and nine institutions (*University of Alaska Anchorage, University of Alaska Fairbanks, University of Arizona, University of Montana, Montana State University, Montana Tech, Purdue University, SUNY College of Environmental Science and Forestry, and University of North Carolina Asheville*) to increase the number of Indigenous graduate students in STEM disciplines.

Undergraduate Poster Research Presentation Winners

- Honorable Mention: Tyara Marchand (*Okanagan*)
- Third Place: Dawson Hollingsworth (*Tlingit*)
- Second Place: Keona Hosteen (*Navajo Nation*)
- First Place: Meredith Dennis (*Cherokee Nation*)

Undergraduate Student Oral Research Presentation Winners

- Honorable Mention: Durante Pioche-Lee (*Navajo Nation*)
- Third Place: Brook Thompson (*Yurok, Karuk*)
- Second Place: Anna Quinlan (*Cherokee Nation*)
- First Place: Anna Grondolsky (*Native Hawaiian*)

Graduate Student Poster Research Presentation Winners

- Honorable Mention: Dani Nowasad (*Métis*)
- Third Place: Adam Rogers (*Native Hawaiian*)
- Second Place: Michael Charles (*Navajo Nation*)
- First Place: Naomi Niyah (*Comanche, Navajo, Northern Cheyenne*)

Graduate Student Oral Research Presentation Winners

- Third Place: Blake MacQueen (*Cherokee Nation*)
- Second Place: Samantha Hilborn (*Laguna and Acoma Pueblos*)
- First Place: Brendan DavidJohn (*Seneca Nation of Indians*)



ELY S. PARKER AWARD

The Ely S. Parker Award was created to honor those who reflect a history of service to their profession and the Indigenous community. The award is named for a distinguished 19-century Seneca leader whose multi-faceted career furthered collaboration, diversity, and inclusion across a variety of sectors. It is the highest professional honor at AISES.

Recipients come from a culture of doing what has to be done. Their leadership, principals and philosophies distinguish them as special people who are trying to do the right thing. They have a passion to want to achieve excellence and do the very best they can in everything.

The 2020 Ely S. Parker award was given to Dr. Cara Cowan Watts. Dr. Cowan Watts is CEO and principal owner of Tulsa Pier Drilling (TPD), a privately held small business with operations in Oklahoma and Arkansas. Dr. Cowan Watts built the company into an industry leader, and today TPD is one of the fastest growing, 100 percent Native American-owned companies. TPD specializes in rough terrain, hard rock, and challenging drilling situations. Currently president of the AISES Oklahoma Professional Chapter, Dr. Cowan Watts is an AISES Sequoyah Fellow, and previously served on the Board of Directors (2001-05 and 2007-08).

ELY S. PARKER AWARDEES

1983	A.T. Anderson (<i>Seneca</i>), Engineering	2002	Dr. Judith Kaur (<i>Choctaw/Cherokee</i>), Medicine
1984	Phil Stevens (<i>Oglala Sioux</i>), Engineering	2003	Carol Metcalf Gardipe (<i>Penobscot</i>), Geology
1985	Mary G. Ross (<i>Cherokee</i>), Mathematics/Engineering	2004	Jerry Elliott (<i>Osage/Cherokee</i>), Physics
1986	Al Qöyawayma (<i>Hopi</i>), Engineering	2005	George Thomas (<i>Cherokee</i>), Engineering
1987	Phil Lane Sr. (<i>Yankton Sioux</i>), Engineering	2006	Not Awarded
1988	Don Ridley (<i>Shoshone</i>), Engineering	2007	Governor Joe A. Garcia (<i>Ohkay Owingeh</i>), Engineering
1989	Dr. Louis Steele (<i>Assiniboine</i>), Medicine	2008	Norbert S. Hill, Jr. (<i>Oneida</i>), Educator
1990	Dr. George Blue Spruce (<i>Laguna Ohkay Owingeh</i>), Dentist	2009	Sandra Begay (<i>Navajo</i>), Engineering
1991	Not Awarded	2010	Dr. Robert Whitman (<i>Navajo</i>), Engineering
1992	Dr. Fred Begay (<i>Navajo</i>), Physics	2011	Everett Chavez (<i>Kewa Pueblo</i>), Educator
1993	Dr. Taylor Mackenzie (<i>Navajo</i>), Medicine	2012	Dr. Henrietta Mann (<i>Southern Cheyenne</i>), Educator
1994	Dwight Gournau (<i>Chippewa</i>), Engineering/Physics	2013	Bessie Newman Spicer (<i>Navajo</i>), Nursing
1995	Dr. Cliff Poodry (<i>Seneca</i>), Biology	2014	Dr. Jason Younker (<i>Coquille</i>), Educator
1996	Dr. Fred Cooper (<i>Shoalwater Bay</i>), Engineering	2015	Dr. Bret Benally Thompson (<i>White Earth Band of Ojibwe</i>), Medicine
1997	Dr. Jane Mt. Pleasant (<i>Tuscarora</i>), Agronomy/Soil Science	2016	Dr. Robin Wall Kimmerer (<i>Citizen Potawatomi Nation</i>), Educator
1998	Dick French (<i>Yakama</i>), Forestry	2017	Dr. Patricia Nez Henderson (<i>Navajo</i>), Medicine
1999	Dr. Robert Megginson (<i>Lakota</i>), Mathematics	2018	Cheryl McClellan (<i>Sac and Fox</i>), Engineering
2000	Dr. Jim May (<i>Cherokee</i>), Engineering/ Business/ Library Science	2019	Dr. Roger Dube (<i>Mohawk Turtle Clan</i>), Physics
2001	Dr. Carolyn Elgin (<i>Choctaw</i>), Educator	2020	Dr. Cara Cowan Watts (<i>Cherokee Nation</i>), Engineering

PROFESSIONAL AWARDS

WINNERS OF THE 2020 AISES PROFESSIONAL AWARDS

The much-anticipated AISES Professional Awards honor individuals who have excelled as leaders and created a record of significant achievement in support of Indigenous people in STEM. Given annually, the awards recognize the contributions that these remarkable Indigenous STEM professionals make every day in their communities and scientific disciplines.

The difficult task of selecting winners from among the many distinguished nominees is undertaken by a committee representative of AISES partners from the corporate, academic, government, foundation, and tribal sectors.

AISES is grateful to everyone who participated in the nomination and selection process in 2020 and congratulates the 2020 Professional Award winners. Their work – during the pandemic and beyond – is the heart and soul of the great things happening at AISES and across STEM fields.

PROFESSIONAL OF THE YEAR

Kathleen Jolivette (Rosebud Sioux)
The Boeing Company

BLAZING FLAME

Frances Dupris (Lakota and Northern Arapaho)
U.S. Air Force

EXECUTIVE EXCELLENCE

Brendan Kinkade (Choctaw Nation)
IBM

INDIGENOUS EXCELLENCE

Sandra Begay (Navajo Nation)
Sandia National Laboratories

MOST PROMISING ENGINEER OR SCIENTIST

Dr. Serra Hoagland (Laguna Pueblo)
U.S. Forest Service

TECHNICAL EXCELLENCE

Laura Smith-Velazquez (Cherokee Nation)
Charles River Analytics

Professional of the Year – The AISES Professional of the Year Award is presented for overall leadership and technical achievement. This individual is selected from among the top candidates submitted in all categories; therefore, individual nominations are not accepted for this award.

Blazing Flame Award – The Blazing Flame Award is presented to an individual who blazes a path for Indigenous people in STEM careers. This award recognizes individuals with 10 or more years of professional experience with significant accomplishments in advancing STEM education and careers.

Executive Excellence – The nominee must be an experienced upper-level manager or a well-established engineer, scientist, professional, or academician who has significant department and budget responsibilities.

Indigenous Excellence Award – New in 2019, this award acknowledges an individual who has done substantial work to advance programs and opportunities for Indigenous students and professionals in STEM education and careers. A professional with 10 or more years of experience working within his/her tribal/Indigenous community and/or in support of American Indian/Indigenous people at the national level is honored.

Most Promising Engineer or Scientist Award – The Most Promising Engineer or Scientist nominee must be a professional engineer or scientist with less than five years' experience after earning his/her degree. The candidate's early technical contributions should already indicate a promising career.

Technical Excellence Award – The Technical Excellence nominee must have made a significant contribution to science, engineering or technology by having designed, developed, managed or assisted in the development of a product, service, system or intellectual property.

PARTNER SERVICE AWARDS

The AISES staff selects the Partner Service Award winners to honor those who have been exceptionally supportive of the organization. Strategic partners are enormously important to the AISES mission because they enhance and promote STEM education and careers, and foster the continued growth of the organization at a pace that would be impossible to achieve without them. Here are the 2020 recipients of the Partner Service Awards.

COMMUNITY SERVICE AWARDS

Terry Dayish, Arizona Public Service
Samuel Brown, Viejas Band of Kumeyaay Indians
Don Motanic, Intertribal Timber Council to Community Service Awards

CORPORATE PARTNER SERVICE AWARD

Tracy Monteith, Microsoft

EDUCATOR PARTNER SERVICE AWARD

Scott Freeman, Cherokee Central Schools

FOUNDATION PARTNER SERVICE AWARD

Johnson Scholarship Fund

GOVERNMENT PARTNER SERVICE AWARD

Rita Sampson, Office of the Director of National Intelligence

NONPROFIT PARTNER SERVICE AWARD

NDN Collective

TRIBAL PARTNER SERVICE AWARD

Shakopee Mdewakanton Business Council

CONVERSATIONS AND COLLABORATIONS



50K Coalition – 50,000 Diverse Engineers by 2025

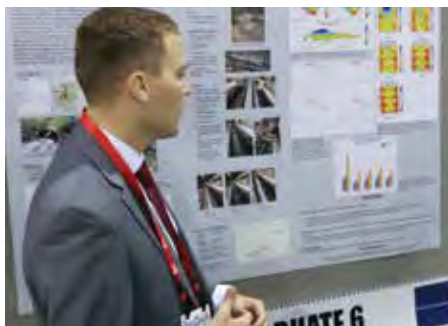
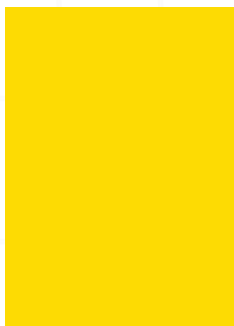
AISES, along with the Society of Women Engineers, National Society of Black Engineers, and the Society of Professional Hispanic Engineers, comprise the Leadership Circle of the 50K Coalition whose mission is to increase the number of diverse engineering degree recipients to 50,000 by 2025. The Coalition received support from the National Science Foundation (NSF) INCLUDES Initiative to bring together universities, industry partners, and other professional societies working toward diversity and inclusion within engineering to join forces and pursue areas of synergy, explore lessons learned, and significantly increase the number of diverse engineering graduates. In addition to the 50K Coalition, AISES has partnered with other minority serving engineering professional societies on another NSF INCLUDES-funded project to increase the diversity of the engineering professoriate by providing professional development to graduate students, postdoctoral fellows, and early-career faculty in all engineering fields.

American Indian/Alaska Native College Affordability and TCU Sustainability

In collaboration with the other national Native scholarship providers, AISES is engaged in a research project designed to better understand two critical areas in relation to American Indian and Alaska (AIAN) Native access to and success in higher education. The project explores college affordability among current and former AIAN college students, graduates, and non-completers attending both Tribal Colleges and Universities (TCU) and non-Tribal Colleges and Universities and TCU sustainability, which includes the development of high-quality credentials at Tribal Colleges and Universities, funding and student access and completion.

Native American Women and Two-Spirit Individuals in Computing Higher Education: A Photo Elicitation Study of Persistence (NAWC2)

With funding from the Women of Color in Computing Collaborative, AISES is working with TERC to conduct an exploratory research study that focuses exclusively on Native women and two-spirit individuals' experiences in computing higher education. The project aims to understand the current national landscape data and trends in the statistics and research for Native American women and two-spirit individuals in computing and STEM education, as well as to identify gaps in the current knowledge base. The co-PIs will use the qualitative methodology of photo elicitation to address gaps in the literature and build upon existing knowledge related to unique barriers facing Native American women and factors that have influenced and supported Native American women and two-spirit individuals' persistence in computing higher education.



TRIBAL NATIONS

Tribal Nations Advisory Council

The Tribal Nations Advisory Council (TNAC) of AISES consists of representatives from Tribal Nations in the U.S. and Canada. The primary role of the TNAC is to advise AISES on issues of relevance and importance to Tribal Nations. In addition, the TNAC works to assist AISES in creating opportunities for Tribal Nations and their citizens, and to support the AISES mission of substantially increasing the representation of Indigenous peoples of North America in STEM.

Cheyenne River Sioux Tribe

In 2016, AISES received a four-year Native Youth and Community Project grant from the Department of Education totaling almost \$700,000 to work with Cheyenne-Eagle Butte (C-EB) Schools and the Cheyenne River Sioux Tribe (CRST) to address barriers to college and career readiness, specifically in the fields of STEM, among American Indian students living in South Dakota. Through this project, AISES is working to increase interest and engagement in STEM subjects among students of all ages, build the capacity of C-EB schools to support students in STEM, and generate CRST parent and community support of and engagement in STEM studies and careers, particularly in CRST youth. Improving STEM education by introducing novel and culturally relevant curriculum and programs and providing C-EB students with opportunities to grow and flourish in new environments is the core mission for this collaborative project. In 2018, AISES was awarded another NYCP grant to expand this program model to the other schools on the CRST reservation.

Eastern Band of Cherokee Indians

With generous funding from the Cherokee Preservation Foundation of the Eastern Band of Cherokee Indians (EBCI), AISES hosted its Leadership Summit in Cherokee, North Carolina, and continues to build upon two years of programming implementing the SPRK-ing Interest in Computer Science program at Cherokee Central Schools (CCS). Most recently, AISES is working to develop curriculum and collaborate with teachers to ensure computer science and 21st century skills are integrated and used at CCS to further the economic development of EBCI by creating a future-ready workforce.

Southwestern Oklahoma Tribes

AISES in partnership with Comanche Nation, Kiowa Tribe, and Wichita and Affiliated Tribes were awarded an Administration of Native Americans Social and Economic Development Strategies (ANA SEDS) project. AISES and the Coalition of Southwestern Oklahoma Tribes Economic Development Partnership project is a multi-tiered Economic Development project focused on Asset Building, Career Pathways, and Entrepreneurship. AISES and its tribal partners will collaborate on the development and implementation of programs in three focus areas—Asset Building, Career Pathways, and Entrepreneurship—to meet the economic development needs of the tribal communities of southwestern Oklahoma. The partnership identified these three economic development programmatic components based on the current community condition including disparities in income, employment, educational attainment, money management, and businesses owned and operated by tribal citizens.

OTHER INITIATIVES

Capacity Building for AISES

In 2018, AISES received a two-year \$250,000 grant from the Wells Fargo Foundation to help ensure AISES has the capacity to continue to grow and support long-term sustainability. AISES is using the funding to: 1) address immediate staffing needs, 2) develop a five-year Strategic Plan/Business Plan, 3) create a succession plan, and 4) provide critical business training to support its chief executive officer, management team, staff, and the board of directors.

Comcast/NBC Universal Public Service Announcements

Since 2017, the Comcast Foundation has provided valuable in airtime to broadcast two Public Service Announcements (PSAs) about AISES. The PSAs are designed to convey how, through our work at AISES, intergenerational traditional Native American cultural knowledge is woven together with new ideas to generate innovative technology and promote ideas and people that create a better world for everyone. In 2020, the PSAs ran in multiple markets on multiple channels and was valued at over \$2.5 million. The PSA videos can be viewed on the AISES Youtube channel along with numerous other videos drawing attention to our work.

Sequoyah Fellows Lifetime Members Program

The AISES Sequoyah Fellows Lifetime Member program was named in memory of Sequoyah, the great Cherokee innovator who perfected the Cherokee syllabary in 1821. Sequoyah's syllabary built strong literacy skills among the Cherokee people and it had a profound impact on the Cherokee tribe's history that is visible today. Sequoyah Fellows are a growing family of members now at over 1,500 individuals who are invested in and sustain the AISES organization. Members generate economic growth and support a variety of activities and programs that moves AISES forward and expands members' access to, and understanding of, AISES through its programs and partnerships with organizations and industries that advance STEM education and careers.

Winds of Change Magazine

Distributed across the U.S. and Canada, *Winds of Change* is the premier magazine reaching Indigenous people in STEM. *Winds of Change* supports the AISES mission through timely articles, news of AISES members and chapters, and opportunities for readers — from pre-college through mature professionals — to gain knowledge and experience in their chosen field. Produced five times a year and distributed to AISES members, sponsors, and friends, with an average circulation per print issue of 8,000. All issues are promoted on social media and available digitally in a format optimized for mobile devices. Visit woc.aises.org to access past and current issues.

To learn more about the range of initiatives administered by AISES, visit aises.org.

WINDS OF CHANGE

Through a combination of print and digital publishing, *Winds of Change* magazine consistently delivers content designed to engage every part of the growing AISES family. Students from pre-college through post-doc, aspiring and mature professionals, retirees, and elders — as well as our sponsors, partners, and friends — rely on *Winds of Change* as a multifaceted resource.

Each issue includes timely feature articles along with a welcome letter from the CEO, news of the organization and its members in AISES Notebook, inspiring “role model” profiles in AISES People, news of opportunities in Career Builder and Paths in Education, a Partner Index, and a guest commentary on a topic of community interest in Last Word. In addition, readers can find selective advertising for products, services, and opportunities that serve a diverse STEM-focused constituency. Decisions on *Winds of Change* content are guided by the Editorial Advisory Council, comprising members from all segments of the AISES family. The digital version of each issue’s content entails a robust social media presence and advertising that effectively target focused demographics. The cover of each issue and the accompanying article are especially designed to engage younger readers and keep them engaged as they work toward a promising future in STEM.

Together these components reach a broad readership and forward the AISES mission with an inspiring message of how STEM endeavors can lead to a fulfilling and productive future. *Winds of Change* draws readers to AISES and promotes diversity in STEM, while inspiring them to overcome obstacles on their own STEM paths.



SEQUOYAH FELLOWS



AISES Sequoyah Fellows

The Sequoyah Fellows program invests in our future and accepts a lifetime commitment to lead and encourage Indigenous participation in STEM. We take great pride in our Sequoyah Fellow network of over 1,500 motivating and inspiring members from all four directions in North America.

Sequoyah Fellows span the U.S. and Canada. They are scientists, tribal leaders, scholars, business leaders, retirees, educators, elders, and students who are dedicated to the advancement of Indigenous in STEM and encouraging the next generation of STEM leaders in the workplace.

The Fellows follow the lead of Sequoyah – a citizen of the Cherokee Nation – who developed the Cherokee syllabary in 1821. The Cherokee people quickly advanced in reading and writing abilities that sparked the ingenuity of a strong, resilient nation.

Being a Sequoyah Fellow can be a life-changing experience – and you too, can be a Sequoyah Fellow connecting with the 2020 inductees listed below.

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Senior Director of Engagement
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Information Technology Coordinator

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Information Technology Coordinator

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Karuna Schwartz
Director of Individual Giving

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Art Director
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Dr. Johnny Poolaw (*Delaware/Chiricahua
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Director of Student Success

Dr. Tiffany D. Smith (*Cherokee
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Program Officer

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