



**Name:** Natalie D.

**Grade Level:** 11 - Junior

**Years in FIRST:** 5

**Explain how the student embodies the philosophies of Gracious Professionalism and Coopertition through the FIRST Core Values: Discovery, Innovation, Impact, Inclusion, Teamwork, and Fun. Please provide examples.**

Natalie is an active leader in the *FIRST* community and on the WorBots. She is dedicated to assisting other teams, such as 7565 and 7567, two returning teams from Brazil who wanted help with the *FIRST* Impact Award. She also works with rookie teams 9487 from Brazil and 9545 from Turkey, helping them develop operational plans, prepare for competitions, and overcome challenges associated with competing for the first time. For FTC 16284, which she has mentored since joining the WorBots, she works weekly to ensure every student understands new and often difficult material, teaching them STEM, fundraising, and presentation skills. She coordinated 4 events for girls in STEM: 2 elementary Girl Scout workshops and 2 SWENext workshops for high school students, helping to ensure STEM reaches all.

**How has the student increased the awareness of FIRST? Describe the student's interests and/or plans to continue to engage with FIRST beyond high school. Please provide examples.**

Natalie is dedicated to bringing STEM to all. She works with young students in our district through mentorship of FTC and assistance of local FLL teams. Natalie has participated in 72 outreach events, coordinating over 40 of them. This has helped us increase our reach by over 20,000. One event she participates in annually is Worthington Market Day, the largest single-day event in Worthington, allowing us to reach community members, local leaders, and future students. At PLTW recruiting events, she presents opportunities through *FIRST*. After graduating, she plans to attend tOSU for biomedical engineering and remain involved as a mentor for the WorBots, as well as for FTC 16284 and other local teams who could use support.

**How does the student's individual contribution to the team benefit the whole? Please provide examples.**

Natalie has led our school advocacy projects since her freshman year, advocating at annual events with our school board. This has helped us succeed in initiatives such as preserving STEM spaces for our team and future generations as well as gaining funds for transportation—expanding our team's accessibility. She also leads our fundraising efforts, allowing us to retain relationships and develop new partnerships, providing support for our program. She is also passionate about community involvement. When she learned about the Global Scholars Program and the opportunity to complete a community impact project, she immediately connected with the team to develop booklets and kits for youth in the juvenile justice system, expanding STEM education for an underserved population.

**Describe the students' experience in areas of STEM. This could include but is not limited to skills in engineering, software, CAD, fabrication, etc. Please provide examples.**

Natalie works with our electrical subteam and stress testing batteries, helping us to prevent issues with a lack of adequate power for our robot—an issue we experienced in 2022. She has taken STEM coursework such as AP Computer Science A and AP Calculus BC, and she is using knowledge from these courses to further develop STEM workshops and activities for all ages and mentor the technical and non-technical subteams of FTC 16284. She also leads our scouting and works with our strategy, where she helps to determine effective scoring strategies for the robot, as well as within each alliance throughout the qualification and elimination matches at competitions. This helps our team to improve the performance of our robot through the physical design as well as in practice alongside other teams.

**Explain the student's leadership to their fellow team members. How do they motivate others? What is their leadership style? Please provide examples.**

As our co-president, Natalie leads by example. When tasks are less than fun, she doesn't pass them along or push them off, she eagerly jumps in working either on her own or side-by-side with others, ensuring that anything the team needs to succeed is done quickly and effectively. In her first year, when there was lots of missing scouting data right before a competition, she managed to scout 60 teams on her own but quickly realized the problem needed a solution involving everyone. The next season, she created a scouting competition within the team, making scouting fun and engaging—tremendously increasing participation. Every team member completed their scouting, with some of her teammates stating that they never realized how fun it could be.



**WorBots 4145**

*Cultivating a Culture of STEM in Worthington, Ohio*

**Please share anything else you would like us to know about the student, including academic performance, specialized skills, or additional extracurricular activities.**

Natalie is ranked first in the junior class with a 4.5 cumulative weighted GPA. She is a part of the Global Scholars Program, a program dedicated to building cultural fluency, which she joined to gain a better understanding of the many cultures represented in *FIRST*. She is a natural problem solver, and she loves to help others learn. Outside of 4145, she is a student mentor for FTC 16284, volunteer tutors first-grade students in math or science, plays the violin, and is the tennis team captain.