Diversity and Engagement Strategic Priorities

**Inclusive excellence**
UC students, faculty and staff have the skills and awareness to lead in a multicultural society and world

**Investment in student success**
UC students reflect the diversity of California high schools and community colleges

**Institutional support at all levels**
UC programs, partnerships and initiatives provide high-quality services and produce strong outcomes

Table of Contents

2 A MESSAGE FROM THE VICE PROVOST

3 DIVERSITY AND ENGAGEMENT (D&E): A YEAR IN REVIEW

4 OVERVIEW OF THE OFFICE OF DIVERSITY AND ENGAGEMENT
   Who We Are
   What We Do
   Department Structure
   Operating Budget

6 2018–19 DEPARTMENTAL HIGHLIGHTS
   Inclusive Excellence
   Investment in Student Success
   Institutional Support at All Levels

9 EDUCATION PIPELINE PROGRAMS
   California Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
   Mathematics, Engineering, Science Achievement (MESA)
   Student Academic Preparation and Educational Partnerships (SAPEP)
   Transcript Evaluation Service (TES)

14 EDUCATOR PROGRAMS
   California Subject Matter Project (CSMP)
   Mathematics Diagnostic Testing Project (MDTP)
   Science and Mathematics Teacher Initiative (CalTeach)
   President’s Educator Fellowships (PEF)/Teacher Education Programs (TEP)

19 APPENDICES
   D&E Staff 2018–19
   D&E Councils, Committees and Partners
A Message from the Vice Provost

I’m pleased to present the 2018–19 Annual Report for Diversity and Engagement at the UC Office of the President (OP). The report summarizes key accomplishments of this department. Our mission? To translate UC’s vision of inclusive excellence into sustainable practices and programs.

Last year’s Diversity and Engagement Strategic Plan, 2017–22, articulated priorities for cultivating and sustaining institutional equity, diversity and inclusion at the university. The plan was developed in collaboration with our OP and campus partners.

Those priorities — to create an inclusive climate on UC campuses; bolster the university’s efforts to diversify student, faculty and leadership communities; support more K–12 and community college students in preparing for baccalaureate programs; cultivate best teaching practices and standards-aligned curricula in California’s public schools; and engage community and school leaders in closing opportunity gaps — have not changed, but we consistently widen the scope of our approaches to meeting them.

I will summarize some highlights below.

UC served approximately 180,000 students at more than 1,400 California public K–12 schools and 27,000 students at all 114 California Community Colleges through Student Academic Preparation and Educational Partnerships (SAPEP) programs at every UC campus and throughout the state. Services to these students improved their academic achievement, college readiness and college enrollment.

We continued our academic preparation support for prospective transfer students. In summer 2019, nearly 500 community college students participated in summer academic programs across UC campuses. A new transfer guarantee — Pathways+ — will help even more students prepare for UC.

We expanded the reach of Transcript Evaluation Services (TES), a data tool that assesses student, school and district levels of progress toward A-G completion for the UC and California State University (CSU) systems. TES won a competitive RFP process to provide A-G progress analysis to over 133,000 additional high school students in the Los Angeles Unified School District (LAUSD).

We collaborated with colleagues to strengthen institutional equity efforts. A new pilot anti-bias program for the UC and CSU systems will equip campus leaders — students, faculty and administrators — with innovative tools and strategies to foster inclusive campus climates.

We expanded our statewide and international reach in teacher professional development through the California Subject Matter Project’s authorship of new California curriculum frameworks, as well as that network’s representation on the international Office of Climate Education committee, established by the Paris Agreement.

We expanded access to professional learning and development for UC’s diverse complement of leaders and practitioners, in concert with various campus locations: the UC College Access and Preparation (CAP) Forum; UC Chicano/Latino Leadership Summit; Hispanic-Serving Institutions (HSI) Retreat; UC Black Administrators’ Council (UCBAC) Conference and summer webinar series; and the new First-Gen Conference, among others.

We increased awareness of UC as a viable option for low-income and first-generation students of color. More African American students and students from other underrepresented groups were served through partnerships between UC campuses and community- and faith-based organizations, including the Umoja Community, Boys & Girls Clubs of America, Community-Based Organization (CBO) Forums and a new partnership with Black Girls Code.

We collaborated with UC External Relations and Communications, UCLA and Michelle Obama’s Better Make Room/Reach Higher Initiative to host College Signing Day, celebrating the moment when accepted students formally commit to a college. Students, faculty and educational leaders gathered on May 1 at all UC undergraduate campuses to cheer them on. At UCLA, the event’s flagship location, Mrs. Obama encouraged a nationwide audience of 600,000 students to pursue their highest educational aspirations. The event was a highlight of our year.

This summary describes only a small part of our efforts, which are outlined in detail on the following pages. Our work would not be possible without the support of President Janet Napolitano, Provost and Executive Vice President Michael T. Brown, and our OP, campus, intersegmental, community and school partners.

We look forward to deepening and expanding our partnerships and collaborations to foster institutional equity and diversity and to continue to advance the university on the path toward inclusive excellence.

YVETTE GULLATT, VICE PROVOST
DIVERSITY AND ENGAGEMENT: A YEAR IN REVIEW

2018/19 The Office of Diversity and Engagement champions and supports UC campuses on the path to a fully diverse and inclusive university.

Linking leaders to advance UC-wide progress in equity, diversity and inclusion
- 7 conferences and forums
- 40 meetings and retreats
- 1,400 event registrants

Promoting college enrollment by improving access to and preparation for higher education and the workforce
- 270,000 students, families and educators served through UC’s Student Academic Preparation and Education Partnerships (SAPEP)
- 400,000 transcripts processed to increase A-G completion for UC and CSU minimum eligibility
- 93% of middle and high school participants in Mathematics, Engineering, Science Achievement (MESA) from low-income families
- 110 community-based organizations (CBOs) reached through UC CBO Forums
- 600,000 students reached through College Signing Day activities

Advancing high-quality teaching through educator preparation programs and professional development
- 2,000 CalTeach students served in 2017–18
- 27,000 educators reached in 4,000 schools through the California Subject Matter Project (CSMP)

Cultivating strategic partnerships to raise awareness of UC and inspire new groups of students to enroll at UC campuses
- Black Girls Code
- Boys & Girls Clubs of America
- College Board
- Council of African American Parents
- San Diego Regional Collaborative
- Umoja Community

ucop.edu/diversity-engagement @UCdiverse
Overview of the Office of Diversity and Engagement

Translating UC’s vision of inclusive excellence into sustainable policies, practices and programs.

WHO WE ARE

Diversity and Engagement (D&E) at the Office of the President champions and supports the UC campuses on the path to a fully diverse and inclusive University of California. A multi-year strategic plan guides our efforts, which aim to translate UC’s vision of inclusive excellence into sustainable policies, practices and programs.

WHAT WE DO

Through leadership and coordination, program administration, policy guidance, accountability oversight and technical support, D&E provides four key services to UC and to California:

• We link leaders to advance equity, diversity and inclusion for the UC community.

• We collaborate with UC campuses and other higher education institutions to advance curricular rigor, high-quality teaching, and college preparation and access for K–12 and community college students.

• We cultivate systemwide strategic partnerships with community-based organizations to raise awareness of UC and generate interest and motivation to prepare, apply and enroll at a UC campus.

• We facilitate knowledge-sharing, foster a culture of shared responsibility and promote diverse leadership across the UC system.

D&E serves as the primary systemwide office for equity, diversity and inclusion for UC. The department works closely with UC campuses, OP departments and with the Academic Senate on all matters pertaining to institutional equity, diversity and inclusion.

D&E maintains systemwide academic partnerships with schools and school districts, other higher education sectors, nonprofit organizations, and key community- and faith-based organizations.

D&E oversees systemwide programs that directly impact K–12 and community college student academic preparation and teacher preparation in California. In collaboration with the campuses and with other higher education partners, D&E manages the university’s Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs.

D&E also serves as the administrative steward and fiscal agent for a number of intersegmental programs in consultation with our K–12 and higher education partners. For these efforts, the department provides program oversight and personnel management, fiscal management, operations support and other administrative services.

Finally, D&E serves as the administrative home for the Intersegmental Coordinating Committee (ICC) of the California Education Round Table. The California Education Round Table comprises the chief executive officers of all the educational sectors in the state. (The president of the University of California is a member.) The ICC is the administrative and programmatic arm of the Round Table, linking California’s educational community at all levels, including academic senates.
**In 2018–19, Diversity and Engagement comprised 33 staff members.**

**DEPARTMENT STRUCTURE**

For its core internal activities, Diversity and Engagement is organized into four functional areas that support the department as a whole.

**Immediate Office and Central Services** includes the immediate office of the Vice Provost, department operations and budget management, and educational relations.

**Diversity Strategy and Coordination** provides coordination, policy support, technical assistance, training and professional development for leaders and practitioners; manages the data and accountability functions for statewide and systemwide programs; and coordinates communications about equity, diversity and inclusion programs and initiatives.

**Education Pipeline Programs** provides systemwide coordination, program administration, policy guidance, technical assistance, strategic planning, and staff professional development for academic preparation and outreach programs; and develops and manages initiatives that support access to higher education and to UC. The department also oversees intersegmental coordination for the California GEAR UP grant, and systemwide community engagement and strategic partnerships.

**Educator Programs** supports campuses in preparing teacher credential candidates; oversees programs that advance key initiatives for educators, including CalTeach; and administers statewide educator professional development programs, including the California Subject Matter Project (CSMP).

**OPERATING BUDGET**

The Diversity and Engagement 2018–19 operating budget totaled $23.7 million from all fund sources, including state general funds, government contracts and grants, and private gifts and awards. More than half of D&E’s budget derives from state and federal contracts and grants, including grants specifically for California GEAR UP and CSMP. Another 30 percent of D&E’s budget comes from state funds designated for Student Academic Preparation and Educational Partnerships (SAPEP) programs, including the intersegmental MESA program.

D&E funding is used primarily to support UC and intersegmental programs: K–12 educator preparation and professional development; education pipeline programs; coordination of campus-based diversity efforts; and central support services, including operations and program evaluation.
2018–19 DEPARTMENTAL HIGHLIGHTS

Highlights for 2018–19 include progress toward Diversity and Engagement’s three strategic priorities: inclusive excellence, investing in student success, and cultivating institutional support at all levels for equity, diversity and inclusion at UC.

A community of practice is growing in the realm of inclusive excellence at UC. Leaders and practitioners participated in systemwide meetings on campus climate, attended workshops and webinars focused on addressing unconscious and implicit biases, learned how to apply policy and to understand policy changes, and shared knowledge and best practices for work in equity, diversity and inclusion, among other activities.

We’ve been offering more digital tools to support students as they prepare to enroll at a baccalaureate degree-granting institution. Nearly 380,000 prospective transfer students now have accounts with the UC Transfer Admission Planner, and in 2018–19, more than 400,000 student transcripts were evaluated for A-G progress and UC/CSU eligibility using the Transcript Evaluation Service.

Through strategic partnerships, we continued in our efforts to increase UC’s reach and impact in underserved communities. We served over 2,000 students and families in our Southern California faith-based outreach efforts and established the UC–San Diego Regional Collaborative with more than 22 organizations to host a college access symposium for over 150 parents throughout San Diego county.
D&E has identified three strategic priorities, with associated goals to guide its actions. The goals reflect our overarching mission, vision and key issues as well as the internal capabilities of the department. The priorities are:

- **Inclusive excellence.** UC students, faculty and staff have the skills and awareness to lead in a multicultural society and world.
- **Investment in student success.** UC students reflect the diversity of California high schools and community colleges.
- **Institutional support at all levels.** UC programs, partnerships and initiatives provide high-quality services and produce strong outcomes.

### INCLUSIVE EXCELLENCE

Diversity and Engagement supports all the UC campuses in improving fairness, inclusiveness and diversity for faculty, staff and student communities. Examples include:

- Launching the **President's Native American Advisory Council**, which advises senior UC leadership on a broad range of issues that affect and inform the experience of Native American students, faculty and staff at the university.
- Designing and hosting a suite of professional development activities, symposia, systemwide meetings, retreats and online trainings. These events advanced D&E's goal of generating more inclusive excellence through a growing network of reflective leaders and practitioners.
- Working with campus partners to develop a **UC-HSI Systemwide Resource Center** to pursue innovative and effective practices, thus facilitating greater student success and more equitable student outcomes.

### INVESTMENT IN STUDENT SUCCESS

D&E oversees programs and initiatives for UC that promote access to its campuses — and to higher education in general — for California students. D&E also supports the efforts of campuses and fellow OP departments whose work affects prospective undergraduate and graduate students. These activities are central to the university's efforts to build and maintain effective partnerships with K–12 schools, community colleges, public agencies, private organizations and other stakeholders involved in issues related to college access and preparation. D&E's investment in technology-based tools, as well as the following initiatives, remain important strategies to achieving this outcome:

- The **President's Diversity Pipeline Initiative (DPI)** aims to expand pathways to the University of California for underrepresented undergraduate students, graduate students and faculty, with a particular emphasis on African American students and faculty.
- D&E continues to devote resources to its **community engagement and strategic partnerships**, to focus on developing effective new strategic partnerships that advance the university's commitment to equity and access. D&E supports UC campuses in pursuing community- and faith-based partnerships that equip students, families and communities with knowledge and strategic action to help bring postsecondary education within their reach.

---

**D&E's Strategic Plan**

*The Diversity and Engagement Strategic Plan, 2017–22, is available by contacting ucdiversity@ucop.edu.*
D&E was an integral partner in the rollout of the new transfer option, and worked with campus Transfer Preparation Program offices to offer the UC Summer Intensive Transfer Experience (SITE) program to nearly 500 prospective transfer students participating in the Umoja, MESA or Puente community college programs. Through UC SITE, students have opportunities to stay in UC residence halls, receive academic advising, attend workshops offered by UC and community college faculty and staff, sit in on lectures and seminars, create or update a UC TAP account and meet students who have transferred successfully to UC. Nearly 380,000 students from California community colleges have already used UC TAP to plan their transfer to UC.

INSTITUTIONAL SUPPORT AT ALL LEVELS

D&E has been successful in engaging stakeholders from UC and beyond, as well as in securing external funding for many of its programs and initiatives. The university’s continued financial constraints demand that we be innovative and creative in our pursuits. D&E has also invested in data and communications in support of programs and initiatives.

• D&E maintains systemwide accountability for improving campus climate and provides — to growing demand — data and analytics in support of diversity and equity initiatives. This work includes creating annual accountability reports to assess programs and outcomes through data-informed narratives and visualizations.

• D&E raises visibility of its strategic and programmatic efforts through print and digital communication to key stakeholders across California. Some activities from 2018–19 included distributing more than 115,000 college preparation checklists, booklets and postcards to UC campuses and community-based organizations; increasing engagement on social media accounts; and publishing a bimonthly digest for administrative and program leaders.

Reaching African American Communities

In 2019, the University of California began its partnership with California Black Media to produce a series of awareness advertisements for parents and guardians. Comprised of newspaper and digital placements, the ads run in targeted areas, conveying a sense of accomplishment and belonging for African American students at UC.
The University of California strives to provide an excellent education to as many students as possible, regardless of their financial or family backgrounds. To advance the university in its mission, UC administers systemwide programs that directly impact K–12 and community college student academic preparation in California.

In collaboration with the campuses and with other higher education partners, Diversity and Engagement manages the university’s Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs. SAPEP comprises student academic preparation programs; community college articulation support; school and community partnerships; undergraduate, graduate and educator preparation programs; and online and technology-assisted services.

D&E also administers California GEAR UP in partnership with other educational systems and on behalf of the Governor.
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

PROGRAM DESCRIPTION
California Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally funded intersegmental program that was created to support low-income students in developing the skills to enter and succeed in postsecondary education. The program's services begin when students are in middle school and continue through their high school graduation.

UC administers California GEAR UP at the request of the Governor and under the auspices of the California Education Round Table (CERT), a voluntary association of CEOs from all the state's educational systems. A $24.5 million grant from the U.S. Department of Education was awarded in 2017 and will conclude in 2024.

OBJECTIVES
The California GEAR UP Program began its first year of implementation of the new grant in September 2018, with 15 feeder sets of middle and high schools, for a total of 38 schools. The major objective of this initiative is to develop and sustain the capacity of secondary schools to prepare all students for higher education through a network of support for adults — teachers as well as counselors, faculty, school leaders and families — who influence secondary school students. This expanded organizational capacity is expected to result in a higher proportion of students, particularly from backgrounds and communities that historically have not pursued a college education, to graduate from high school ready and able to access the greatest number of postsecondary choices without the need for remediation.

ACTIVITIES
- GEAR UP continued to provide tutoring and academic advising for 383 seventh-graders at Will C. Wood Middle School in the Sacramento City Unified School District during the 2018–19 academic year.
- The program selected 15 feeder sets of middle and high schools (38 schools total) in Riverside, Sacramento, San Diego and Tulare for improvement in classroom instruction. These schools engaged in a rigorous site-planning process that included a written application, site visits, and identification of specific objectives to guide their data-driven instructional coaching, professional development and family engagement activities during the first and subsequent years of implementation.
- Once the site-planning process concluded, each feeder set of schools chose GEAR UP service partners that would support them in meeting their objectives.

ACCOMPLISHMENTS
- The Program has become an integral part of Will C. Wood Middle School both in terms of services provided to all seventh-graders at the school and as the professional development offered to the teaching and administrative staff.
- Instructional coaching and professional development have been offered at nearly all the 38 schools that comprise the 15 sets of schools participating in the California GEAR UP Program.
- The Program has made substantial progress in developing a new suite of communications materials and resources about the process of preparing academically and financially for higher education for California’s middle school community.

Key Partners for the Grant
- A College and Career Equity-based STEM Strategy: Math teacher professional development (Intersegmental Coordinating Committee)
- California Subject Matter Projects: Teacher professional development in nine disciplines
- Coalition for Educational Partnerships: Family training and empowerment program
- Expository Reading and Writing Course: English/Language Arts teacher professional development (California State University)
- Mathematics Diagnostic Testing Project: Diagnostic testing, assessment and placement support for teachers
- Parent Institute for Quality Education: Family training and empowerment program
- R. T. Fisher Educational Enterprises: Intervention services, communications resources and culturally relevant and responsive curriculum
- WestEd: Program evaluator
Mathematics, Engineering, Science Achievement (MESA)

PROGRAM DESCRIPTION
MESA is an intersegmental program that provides guidance, opportunities and support for underrepresented middle school, high school, community college and university students. The program’s efforts extend to students in their pursuit of bachelor’s degrees and careers in STEM fields. MESA’s overall goals are to enhance diversity at California’s universities and increase the pool of diverse talent for the state’s STEM workforce.

MESA is part of the Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs.

OBJECTIVES
To achieve its goals, MESA’s objectives are as follows:
• Prepare middle and high school students to qualify for and enroll in college.
• Prepare community college students for transfer into STEM majors.
• Support students at four-year universities in completing bachelor’s degrees in STEM.
• Prepare community college and university students for STEM careers.

ACTIVITIES
At middle and high school levels, MESA advisers teach STEM curricula to students at 355 schools across California. Students learn the engineering, math, computer science and applied science concepts that enhance their STEM knowledge and prepare them to participate in the program’s “build challenge” competitions.

MESA advisers also provide college counseling and preparation for middle and high school students, including one-on-one academic counseling, information workshops for parents, college campus visits and assistance with college applications.

At 38 community college campuses across California, MESA helps prepare students to transfer into university STEM programs where they can earn a bachelor’s degree. Upon enrollment, MESA’s community college students participate in an orientation program and ongoing academic workshops and receive academic and career counseling.

To support MESA students at 13 California universities in earning STEM degrees, the program provides an orientation course for freshmen and transfers, as well as ongoing academic advising and counseling, tutoring at dedicated study centers, and peer mentoring.

Twenty teams from three universities (UC Santa Barbara, San Jose State and CSU Los Angeles) participated in the second pilot session of the MESA Idea Accelerator project. In a series of virtual workshops and coaching sessions provided by MESA alumna Kathryn Autin, the student teams developed ideas for computer apps into viable business propositions. With feedback from tech professionals, the teams refined their new ideas into concise presentations that they delivered at the 2019 Student Leadership Conference.

ACCOMPLISHMENTS
• 15,696 middle and high school students participated in MESA programming.
• 93 percent of MESA middle and high school students came from low-income families.
• MESA’s percentage of Chicano/Latino (59 percent) and African-American (6 percent) students exceeded those of California public schools overall.
• 62 percent of admitted MESA students enrolled at a UC, including all nine undergraduate campuses.
• MESA’s community college program served 3,841 students statewide.
• MESA’s university program served 3,001 students statewide.
• 1,048 students from MESA’s university program earned bachelor’s degrees in STEM majors.

MESA Day Finals
In April 2019, for the first time in the program’s history, MESA engaged industry partners to host the annual MESA Day Finals events. Google’s Moffett Place Campus in Sunnyvale served as the venue for the northern region, while Bourns, Inc. in Riverside served as the venue for the southern region. Over 1,000 middle and high school students from MESA schools across the state competed in “build challenges.”

Photo credit: MESA
Student Academic Preparation and Educational Partnerships (SAPEP)

**PROGRAM DESCRIPTION**

The University of California’s Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs prepares California students for postsecondary education and graduate and professional school opportunities, as well as for success in the workplace. This includes students who are first-generation college-goers, who come from low-income backgrounds, and for whom English is a second language.

SAPEP comprises academic preparation programs; community college articulation support; school and community partnerships; undergraduate, graduate and educator preparation programs; and online and technology-assisted services.

**SAPEP Programs**

ArtsBridge
Community College Transfer Programs (CCTP)
- CCTP Articulation
- CCTP ASSIST
- CCTP Transfer Preparation Programs
Early Academic Outreach Program (EAOP)
Graduate and Professional School Programs (GPSP) MESA K–20 Regional Intersegmental Alliances (aka P–20)
Puente
Student-Initiated Programs (SIP)
UC Scout
University Community Links (UC Links)
University-Community Engagement (UCE)

More information about SAPEP programs, services and outcomes is available in the SAPEP Program Outcomes Report.

**ACTIVITIES AND ACCOMPLISHMENTS**

SAPEP programs provided critical services across California. In 2017–18 — the most recent academic year for which data are available — SAPEP programs served approximately 180,000 students at more than 1,400 California public K–12 schools; 27,000 students at all of the 114 California Community Colleges; 1,900 college/university undergraduates; 350 graduate students; 53,000 parents/guardians of K–12 students; and 10,000 K–12 teachers, counselors and school administrators.

Through services to these students, SAPEP programs improved participants’ academic achievement, college-readiness and college enrollment. Examples of selected program outcomes:

- 79 percent of EAOP, MESA and Puente 12th-grade participants completed the A-G course sequence in 2017–18, compared with 47 percent of all California public high school seniors.
- 67 percent of EAOP, MESA and Puente 12th-grade participants took the ACT or SAT in 2017–18, compared with 61 percent of non-SAPEP-served students at the same schools.
- 64 percent of EAOP, MESA and Puente 12th-grade participants enrolled at a California public college or university in fall 2018, compared to an estimated 41 percent of all California public high school seniors.

---

**SAPEP Program Impact Framework**

The SAPEP Accountability Framework’s replacement — the new Program Impact Framework — will improve the ability of SAPEP programs to measure impact, recognize areas of strength and identify opportunities for improvement. The new framework includes:

1. An integrated logic model that represents SAPEP as a portfolio of interconnected programs working collectively to change educational outcomes for California students
2. Ten portfolio goals capturing the full breadth of programs’ impact on California students
3. Program-specific goals capturing SAPEP programs’ contributions to portfolio goals, as well as critical information for continuous improvement of services
4. An improved SAPEP Annual Performance Reporting (APR) process, increasing consistency between programs

The framework serves as a foundation for the future coordination of services, with better leveraging of resources and a deepened impact on students.
Transcript Evaluation Service (TES)

TES Benefits

High school students and their families receive a clear map to college readiness.

TES reports show which A-G courses a student has completed, along with any course and grade deficiencies, thus informing critical course-selection decisions.

High school counselors have more time to work with students.

Because TES automates transcript analysis for every student in a school, counselors’ time is freed up to provide targeted advising to students and families.

Schools and districts receive data that informs needed improvements.

TES provides schools and districts with an accurate depiction of course-completion patterns, to facilitate school improvement.

PROGRAM DESCRIPTION

The UC Transcript Evaluation Service (TES) is a data tool developed by UC to help students achieve college readiness. Administered by trained UC evaluators and using a proprietary algorithm, TES analyzes student transcripts, providing a UC-certified snapshot of earned A-G course credits and those still outstanding.

Recent studies of TES show significant increases in students’ college eligibility after the tool was in use at high schools for four consecutive years: for CSU by 32.1 percent and for UC by 21.6 percent.

OBJECTIVES

TES objectives for 2018–19 included:

• Onboarding 180 schools in Los Angeles Unified School District (LAUSD)
• Developing district training program for TES subscribers
• Scaling TES to serve at least 300 schools

ACTIVITIES

During 2018–19, TES:

• Conducted webinar and in-person trainings for TES schools and districts
• Implemented Salesforce as the primary project management system for customers’ use
• Piloted a data collaboration with key school districts to develop student achievement dashboards

ACCOMPLISHMENTS

• TES won a competitive RFP process to provide A-G progress analysis to over 133,000 high school students in LAUSD.
• TES was expanded to serve 305 schools and evaluated nearly 400,000 student transcripts in 2018–19.
California is in urgent need of more qualified public school educators. The K–12 system is facing a challenging shortage of teachers for a diverse student population that includes many low-income and English learners.

UC’s educator preparation work is organized along a continuum that begins at the undergraduate level. Programs such as CalTeach are designed to provide early recruitment and preparation of students who wish to explore careers in teaching. At the postbaccalaureate level, UC offers both traditional and alternative certification programs that include multiple-subject credentials for elementary teachers, single-subject credentials for secondary teachers, and education-specialist credentials for both elementary and secondary candidates.

Educator programs, including the California Subject Matter Project (CSMP) and the Mathematics Diagnostic Testing Project (MDTP), offer ongoing, in-depth professional development and curriculum support.

UC’s Principal Leadership Institutes (PLI) prepare education leaders who are equipped to tackle the most critical needs of the state’s high-need schools.
California Subject Matter Project (CSMP)

PROGRAM DESCRIPTION
CSMP is a systemwide, intersegmental program comprising a statewide network of nine discipline-based projects that provide challenging professional learning experiences for K–12 educators. The Office of the President administers CSMP, which has 90 regional sites located across the campuses of UC, CSU and independent universities and colleges.

Projects
- The California Arts Project
- California Global Education Project
- California History-Social Science Project
- California Mathematics Project
- California Physical Education-Health Project
- California Reading and Literature Project
- California Science Project
- California World Language Project
- California Writing Project

OBJECTIVES
Objectives for 2018–19 included aligning CSMP professional development offerings with state standards and content frameworks and with the goals of the Every Student Succeeds Act (ESSA). CSMP deepened partnerships with the California Department of Education (CDE) and the State Board of Education (SBE), among other stakeholders.

ACTIVITIES
CSMP projects hosted framework rollout conferences for thousands of teachers across California, introducing the new state content standards in history-social science, English language development, mathematics and science, among other areas. Several CSMP executive directors were lead authors of these new standards.

ACCOMPLISHMENTS
The CDE contracted with The California Arts Project as the primary writers of the 2020 California Arts Framework. The California World Language Project worked with the CDE to disseminate the 2019 SBE-adopted California World Languages Standards. CSMP was a primary event sponsor of Education: Key to Long-Term Climate Action Success, part of the 2018 Global Climate Action Summit. The executive director of the California Global Education Project became co-chair of the California Environmental Literacy Initiative. In addition, CSMP’s statewide executive director was appointed to a key committee at the Office of Climate Education, which shares resources on climate and environmental literacy with the world’s K–12 teachers.

The California Reading and Literature Project (CRLP) helped schools and districts implement new materials for the ELD standards. CRLP’s executive director became a member of the state’s Instructional Quality Commission, which advises the SBE on curriculum and instruction.

The California History-Social Science Project (CHSSP) and the CDE were awarded the California Historical Society (CHS) Beveridge Family Teaching Prize for their work on the History-Social Science Framework.

In 2018, CHSSP launched Teaching California through a state award to the CHS. The project includes standards-aligned literacy support and a series of online “inquiry sets” to be released periodically through 2020.

The California Science Project (CSP) provided over 4,000 educators with professional learning focused on the Next Generation Science Standards and environmental literacy. CSP distributed a toolkit and trainings to 97 percent of all California County Office of Education and regional partners.

CSMP opened a new California Mathematics Project site at UC San Diego and a new CHSSP site at UC Santa Cruz.

Statewide Influence
CSMP is one of a small, select group of professional learning providers named in the state’s ESSA plan, wherein CSMP will receive resources from the California Department of Education to continue its support of effective teaching and strong achievement by students.
CSU/UC Mathematics Diagnostic Testing Project (MDTP)

PROGRAM DESCRIPTION

The CSU/UC Mathematics Diagnostic Testing Project (MDTP) is a systemwide, intersegmental program managed by UC San Diego to serve the state’s public education segments. MDTP envisions that all California students will achieve preparedness for and success in college-level mathematics courses. To this end, the project develops diagnostic tools and trainings that are free of charge to California mathematics educators. Program studies show that when schools implement MDTP, student outcomes improve.

OBJECTIVES

MDTP’s primary objective is to support California K–12 schools that have low rates of college-going, by providing teachers with free diagnostic testing tools and resources. These tools help teachers prepare their students for success in mathematics.

At CSU and UC campuses, MDTP tests are used to inform course enrollment options and support students’ academic choices. MDTP also lends support to educational agencies across the state and collaborates with K–12 college preparation programs.

ACTIVITIES

Members of MDTP outreach staff visit schools and districts to support teachers’ use and interpretation of MDTP results. The program hosts annual users’ conferences and workshops, and it recruits teachers to participate in MDTP field testing. The director’s office collaborates regularly with organizations that support students from underrepresented groups, including CAPP, ARCHES ACCESS, GEAR UP, EAOP/TRIO, UC Summer Up, UCSD Triton Freshman Scholars Program and various summer algebra academies and institutes connected to UC and CSU.

ACCOMPLISHMENTS

In 2017–18, MDTP scored 480,165 tests from California secondary students. Middle school students took more tests than other levels. In the same year, nine CSU and five UC campuses reported using over 19,000 MDTP tests to assess their students’ readiness for mathematics courses or to inform other course options.

MDTP also recently created online calculus readiness tests for CSU Fullerton, designed to inform course options, and four online diagnostic course-level readiness tests for UC San Diego, designed to help students get focused academic support.

Aligned with California State Standards

MDTP's diagnostic tests (online and in hard copy) are aligned to the current California State Standards, with course-level assessments of preparedness for students entering grades seven and eight; course readiness assessments for courses Algebra 1/Integrated 1 through Calculus; and grade nine assessments to support the enactment of SB-359. MDTP is now developing a preparedness assessment for students entering grade six.
Science and Mathematics Teacher Initiative (CalTeach)

PROGRAM DESCRIPTION
The Science and Mathematics Teacher Initiative (CalTeach) recruits and prepares UC undergraduate STEM majors to explore careers as K–12 math or science teachers. The program is in place across UC campuses.

CalTeach courses introduce students to teaching while they complete undergraduate work, so they can seek a teaching credential either during or after they complete a bachelor’s degree. Three CalTeach programs — at Berkeley, Irvine and Los Angeles — offer accelerated credential programs with two options: earn a teaching credential along with the bachelor’s degree or combine the last undergraduate year with the first year of credential studies.

OBJECTIVES
Key objectives for 2018–19 included increasing the number of CalTeach participants who enter a teacher education program, attain a teaching credential and find employment as a math or science teacher at a California school. Other objectives included increasing the diversity of CalTeach participants as well as the number of participants who go on to serve California’s high-need schools.

ACTIVITIES
CalTeach continued to recruit and enroll participants into courses that offer classroom and research experiences and to focus on recruiting undergrad STEM majors, particularly those from diverse backgrounds.

Program leadership met at UC San Diego for the annual CalTeach Symposium, where they discussed student recruitment strategies; how summer field experiences help to prepare students for a STEM teaching career; the connection between CalTeach preparation and early-career teacher resilience; and new data-collection practices.

CalTeach is a participant in the Science and Mathematics Teacher Research Initiative (SMTRI) funded by the National Science Foundation’s Robert Noyce Teacher Scholarship Program. This project unites researchers from five UC campuses to study the impact of CalTeach and related UC programs on the recruitment of STEM majors into teaching.

CalTeach also partners with UC programs in the California Teacher Education Research Improvement Network (CTERIN), a multi-stakeholder research initiative that aims to develop a statewide educator data system to inform California education policy.

ACCOMPLISHMENTS*
Since 2005, more than 15,000 UC undergraduates have participated in a CalTeach program at one of the nine UC campuses.

In 2017–18, 2,157 UC undergraduate students were reported as participating in a CalTeach program.

Roughly 2,000 CalTeach participants have earned a teaching credential in mathematics and/or science.

Nearly three-quarters of CalTeach STEM graduates in AY 2017–18 were from underrepresented and/or Asian backgrounds.

*based on the most recent data collected, from academic year 2017–18

---

**Essential Components of CalTeach**

- Equity in STEM teaching and learning
- Recruiting and advising
- Coherent curriculum
- Field experiences and mentor teacher support
- STEM partnerships
- Professional growth experiences for teachers
- Ongoing program evaluation and research
- Faculty leadership, collaboration and research
President’s Educator Fellowships (PEF)/Teacher Education Programs (TEP)

PROGRAM DESCRIPTION
UC President Janet Napolitano launched the President’s Educator Fellowships (PEF) in 2016 to provide essential support for UC graduate students to participate in a Teacher Education Program (TEP) or Principal Leadership Institute (PLI). Recipients must demonstrate significant financial need along with a commitment to working in public schools that primarily serve students from low-income families.

- TEPs are typically 15-month programs of study leading to a master’s degree and teaching credential through one of UC’s nine teacher education programs.
- For school administrators, PLIs at UC Berkeley and UCLA prepare urban school leaders who are committed to increasing educational achievement and opportunities for underserved students.

OBJECTIVES
2018–19 objectives for UC’s educator preparation programs included working to ameliorate the state’s teacher shortage by enrolling more candidates for educator credentials; improving the diversity of candidates; addressing the affordability of UC’s educator preparation credential and degree programs; and strengthening the research and evaluation capacity of the programs to improve outcomes for teachers and students alike.

ACTIVITIES
Faculty and staff from all of UC’s TEPs continued to lead the California Teacher Education Research and Improvement Network (CTERIN), a multi-campus research project and network focused on improving preparation and increasing retention among the state’s K–12 teachers.

In 2018, UC Merced established an accredited Teacher Preparation Program (TPP), offered through UC Merced Extension. UC Merced’s TPP is a convenient option for working professionals to earn a multiple- or single-subject teaching credential in one year. Now, students can earn a teaching credential at any of UC’s undergraduate campuses.

ACCOMPLISHMENTS
- In 2017–18, UC TEPs enrolled a total of 914 students, down from 1,055 the previous year.
- In 2017–18, PLIs at UC Berkeley and UCLA enrolled 57 students. In total, over 1,300 students have received their administrator credential from a PLI and are working as principals, assistant principals or in other leadership positions in California’s urban schools.
- In 2017–18, President’s Educator Fellowships were awarded to 111 students. The average size of the award was $2,700.
- CTERIN continued to work in collaboration with the California Commission on Teacher Credentialing, the CSU system and the California Department of Education to lead a network of 60 researchers from nine UC campuses, to collect data and provide analysis that can answer crucial questions about how to help more teachers succeed in the classroom.
D&E Staff 2018–19

Immediate Office and Central Services
Yvette Gullatt
Vice Provost and Chief Outreach Officer
Gail Cavett
Executive Assistant to the Vice Provost
Julie Chen
Director, Operations
Tommy Lam
Senior Contracts and Grants Analyst
Sandra Williams-Hamp
Executive Director, Strategic Partnerships and Community Engagement
Garland Withers
Project and Policy Analyst

Diversity Strategy and Coordination
Liz Halimah
Associate Vice Provost
Fatima Azam
Communications Coordinator
Susan Brandabur
Writer/Editor
Carissa Chang Cress
Manager, Outreach Communications and Events
Tae-Sun Kim
Manager, Strategic Diversity Initiatives
Isaiah Lankham
Senior Research Analyst
Jason Straub
Data and Reporting Analyst
Hope Wear
Data and Reporting Analyst
Elaina Williams
Program Analyst

Education Pipeline Programs
Kari Stewart
Executive Director, Education Pipeline Programs
Michael Burton
Manager, Transcript Evaluation Service
Tanya Chirapuntu
Manager, Education Pipeline Programs

Educator Programs
Claudia Martinez
Executive Director, Educator Programs and California Subject Matter Project
Marianne Justus
Manager, Educator Programs

GEAR UP and ICC
Penny Edgert
Executive Director, ICC and Principal Investigator, California GEAR UP
Lorrelie Esteban
Budget Analyst, California GEAR UP
Chere Guerrero
Bridge Manager, California GEAR UP
Luz Elena Hernandez-Cortez
School Services Program Associate
Julie Mendoza
Project Director, ICC
Hue Nguyen
Program Associate, California GEAR UP and ICC
Crystal Robinson
Assistant Director, California GEAR UP

MESA
Thomas Ahn
Executive Director
Juanita Muñiz-Torres
Deputy Director
Marilyn Baker
Administrative Assistant
Loren Crippin
Development Analyst
Sandra Jacoby
Budget Assistant
Justin Ilumin
Research and Technology
Danielle McNamara
Assistant Director, Strategic Communications
Mindy Rieger
Director of Development
Mae Torlakson
Manager, Resource Development and Marketing
Rita Torres
Program Coordinator
Brenda Salguero
College Program Coordinator
D&E Councils, Committees and Partners

DIVERSITY INITIATIVES

Chief Diversity Officers
Oscar Dubón, Jr.
UC Berkeley
Rahim Reed
UC Davis
Douglas Haynes
UC Irvine
Jerry Kang
UCCLA
Deidre Acker
UC Merced
Luanna K. Putney
UC Merced
Mariam Lam
UC Riverside
Becky Petitt
UC San Diego
J. Renee Navarro
UC San Francisco
Maria Herrera-Sobek
UC Santa Barbara
Martin Berger
UC Santa Barbara
Terence Marie
UC Santa Barbara
Linda Scholz
UC Santa Barbara

Chief Outreach Officers
Marsha Jaeger
UC Berkeley
Steven Weisler
UC Davis
Richard Arum
UC Irvine
Stephanie Reyes-Tuccio
UC Irvine
Youlonda Copeland-Morgan
UCCLA
Orquidea Largo
UC Merced
Jennifer Brown
LaRae Lundgren
UC Riverside
Cynthia Dávalos
Adele C. Brumfield
UC San Diego
J. Renee Navarro
UC San Francisco
Mario Castellanos
UC Santa Barbara
Maria Rocha-Ruiz
UC Santa Cruz

Diversity Pipeline Initiative Strike Team
Deanna Berg
Public Affairs
Taisha Caldwell-Harvey
Student Affairs
Nicole Freeing
Public Affairs
Jerlena Griffin-Desta
Student Affairs
Liz Halimah
Diversity and Engagement
Brandi Hoffine Barr
Public Affairs
Pamela Jennings
Research and Graduate Studies
Tae-Sun Kim
Diversity and Engagement
Amy Lee
Academic Programs and Personnel
Carolyn McMillan
Public Affairs
Kari Stewart
Diversity and Engagement
Sandya Williams-Hamp
Diversity and Engagement
Sandra Wulff
Research and Graduate Studies
Han Mi Yoon-Wu
Student Affairs

Diversity Pipeline Initiative Partners

UC Campuses
Afrikan Black Coalition (ABC)
Community College Transfer Preparation (Transfer Prep)
Destination College Advising Corps (DCAC)
Early Academic Outreach Program (EAOP)
Office of Undergraduate Admissions
Student-Initiated Programs (SIP)
University of California Black Administrators’ Council (UCBAC)

Community-Based Organizations
Beyond 12
Boys & Girls Clubs of America
East Bay College Fund
uAspire
Umoja Community Education Foundation

Other Community Partners
A*MEND
African American Regional Educational Alliances (AAAREA)
Bethany Baptist Church
Black College Expo
College Advising Corps
College Board
Concerned Parents Alliance
Consulate General of Mexico — Sacramento
Council of African American Parents (CAAP)
First African Methodist Episcopal (FAME)
Greater Zion Church Family
Hidden Genius Project
Macedonian Church of Los Angeles
Mt. Sinai Missionary Baptist Church
Oakland Promise
President’s Advisory Committee on the African American Presence at the University of California (PACAAP)
Univision
West Angeles Church of God in Christ
President’s Advisory Committee on the African American Presence at UC (PACAAP)

**Northern California**

- Ramona Bishop
  Education Administrator and Consultant
- Bobbie Brooks
  African American Regional Educational Alliances
- Charles “Chuck” Collins
  YMCA of San Francisco
- Lynn Haines Dodd
  Co-CEO, LDM Group
- Odie J. Douglas
  Pleasanton Unified School District
- Nathalio Gray
  True Vine Ministries, Oakland and The Branson School
- Regina Jackson
  East Oakland Youth Development Center
- Cassandra Jennings
  Greater Sacramento Urban League
- Cynthia M. LeBlanc
  American Cancer Society Consultant
- Harry Le Grande
  UC Berkeley
- Amber Morse
  Black Girls Code
- Brandon Nicholson
  The Hidden Genius Project
- Rahim Reed
  UC Berkeley
- Janelle Scott
  UC Berkeley
- Malaki Seku-Amen
  California Urban Partnership
- Mia Settles-Tidwell
  UC Berkeley
- Michael Smith
  McDonald’s
- Dr. Regina Stroud
  Skyline College
- Judge Trina Thompson
  Alameda County Superior Court
- Calvin Wheeler, MD
  Kaiser Permanente Medical Center
- Regina Wilson
  California Black Media

**Southern California**

- Richard Benbow III
  UCLA
- Joi Lin Blake
  Palomar Community College District
- Youlonda Copeland-Morgan
  UCLA
- Keith Curry
  Compton Community College District
- Allyson Gipson
  Bridges and Ladders LLC
- Tyrone Howard
  UCLA
- Wolde-Ab Isaac
  Riverside Community College
- Ingrid Johnson
  Council of African American Parents
- Kimberly Johnson
  Long Beach Unified School District
- Ray King
  Urban League of San Diego
- George McKenna III
  Los Angeles Unified School District
- Donald Mitchell
  LDM Group
- Kenyatta Price
  College Board Western Regional Office
- Ricky Shabazz
  San Diego City College
- Peter Taylor
  ECMC Foundation
- Darlene Willis
  Concerned Parents Alliance/College Bound Programs
- Crechena Wise
  Tetzlaff Middle School, ABC Unified School District
EDUCATION PIPELINE PROGRAMS

California GEAR UP Governance Committee
Peter Callas
California Department of Education
Carolina Cardenas
California State University
Daisy Gonzales
California Community Colleges
Catalina Mistler
California Student Aid Commission
Kristen Soares
Association of Independent California Colleges and Universities
Sandra Williams-Hamp
UC Office of the President

MESA
Intersegmental Steering Committee
Raul Arambula
California Community Colleges
Ray Murillo
California State University
Kari Stewart
UC Office of the President
Thomas Vu
Association of Independent California Colleges and Universities
Vacant
California Department of Education

Advisory Board
Dawn Carter
Intuit
Zachary Cohen
Oakland Athletics
Aneita Gage
Intel Corporation
Thomas Hughes
Lyft, Inc.
Chris Norris
Ubisoft
Cynthia Temesi
Cisco Systems
Duane Valz
Zymergen, Inc.
Michael Wolf
Pearce Services

SAPEP Council
Thomas Ahn
MESA, UC Office of the President
Jane Allsopp
Puente, UC Berkeley
Melissa Chavez
Transfer Prep, UC Santa Barbara
Ashley Cheri
EAOP, UC Irvine
Lara Downes
ArtsBridge, UC Davis
Orquídea Largo
P-20 Partnerships, UC Merced
Monica Lin
ASSIST, UC Office of the President
Mayra Llamas
Student-Initiated Programs, UC Davis
Bernardo Reyes, Jr.
EAOP, UC Merced
Kia Tan
Transfer Prep, UC Merced
Charles Underwood
UC Links, UC Berkeley
Julia Vergara
Puente, UC Berkeley
Sandra Wulff
Graduate Student and Professional Programs,
UC Office of the President
Vacant
UC Scout
EDUCATOR PROGRAMS

CSMP
Executive Directors
The California Arts Project (TCAP)
Kristine Alexander
CSU San Bernardino
California Global Education Project (CGEP)
Emily Schell
San Diego State University
California History-Social Science Project (CHSSP)
Nancy McTygue
UC Davis
California Mathematics Project (CMP)
Kyndall Brown
UCLA
California Physical Education-Health Project (CPE-HP)
Dianne Wilson-Graham
CSU Channel Islands
California Reading and Literature Project (CRLP)
Deborah Costa-Hernandez
UC San Diego
California Science Project (CSP)
Maria Simani
UC Riverside
California World Language Project (CWLP)
Duarte Silva
Stanford University
California Writing Project (CWP)
Tim Dewar
UC Santa Barbara

Concurrence Committee
Tom Adams
Superintendent of Public Instruction
Rody Boonchouy
Governor’s Office
Nancy Brynelson
California State University
Office of the Chancellor
Ruth Cossey
Association of Independent
California Colleges and Universities
Megan Franke
University of California
Nicole Naditz
Instructional Quality Commission
Martin Romero
California Community Colleges
Chancellor’s Office
Mary Sandy
Commission on Teacher Credentialing
Ilene Straus
California State Board of Education

MDTP
UC San Diego Staff
Shillan Maronesy
Adana Martinez
Kimberly Samaniego
Ann Trescott

Workgroup Members
Victor Adler
The Harker School
MaryAnne Anthony
UC San Diego
Bruce Arnold
UC San Diego
Jorge Baca
Cosumnes River College
Elizabeth Brookins
El Camino High School
Bruce Cooperstein
UC Santa Cruz
Carol Cronk
Victor Valley Union High School District
Phuong Thao Dinh
Garden Grove Unified School District
Wallace Etterbeek
CSU Sacramento
Terri Gibbs-Burke
San Luis Obispo County Office of Education
Rob Gould
UCLA
Fred Griesbach
Sage Creek High School
Chidinma Kalu
San Bernardino City Unified School District
Giovanna Llosent
CSU San Bernardino
Alfred Manaster
UC San Diego
Steve McCauley
Cal Poly Pomona
Ed Migliore
UC Santa Cruz
Francois Primeau
UC Irvine
Jim Ralston
UCLA
John Sarli
CSU San Bernardino
Angelo Segalla
CSU Long Beach

Laura Stevens
UC San Diego
Kagba Suaray
CSU Long Beach
Laura Wallace
CSU San Bernardino
John Wilkins
CSU Dominguez Hills
CalTeach

Directors
Elisa Stone
Sara Harmon
UC Berkeley
Susann Pinter
UC Davis
Doron Zinger
UC Irvine
Arlene Russell
Janice Daniel
UC Merced
Chelsea Arnold
Mayya Tokman
UC Merced
Leslie Bushong
Thomas Smith
UC Riverside
Sherry Seethaler
UC San Diego
Julie Bianchini
UC Santa Barbara
Gretchen Andreasen
Dave Belanger
UC Santa Cruz

Executive Committee
George Johnson (Chair)
UC Berkeley
Sandra Carlson
Elizabeth Spiller
UC Davis
Kenneth Janda
UC Irvine
Victoria Sork
UCCLA
Elizabeth Dumont
UC Merced
Jack Eichler
UC Riverside
Sherry Seethaler
UC San Diego
Jeffrey Milem
UC Santa Barbara
Paul Koch
Grant Hartzog
UC Santa Cruz

Principal Leadership Institute
Directors and Principal Investigators
Rebecca Cheung
UC Berkeley
Robert Cooper
Nancy Parachini
John Rogers
UCCLA

UC Education Deans and Teacher Education Directors
Prudence Carter
Thomas Philip
UC Berkeley
Lauren Lindstrom
Margarita Jimenez-Silva
UC Davis
Richard Arum
Virginia Panish
Elizabeth Van Es
UC Irvine
Marcelo Suarez-Orozco
Annmarie Francois
Jody Priselac
Emma Hipolito
UCCLA
Lynn Reimer
Kevin Reimer
UC Merced
Thomas Smith
JerMara Davis-Welch
UC Riverside
Carolyn Hofstetter
Cheryl Forbes
UC San Diego
Jeffrey Milem
Andrew Fedders
UC Santa Barbara
Cynthia Lewis
Soleste Hilberg
Kip Téllez
UC Santa Cruz
Grants, gifts and other forms of private support enable Diversity and Engagement to provide a range of services and activities beyond the scope of our state and university funding. This combination of private and public support provides a more stable funding base to ensure that we can meet core program requirements and augment them with complementary features.

Diversity and Engagement thanks the following organizations for their generous support in 2018–19:

- Applied Materials
- Cisco Systems
- Crane Aerospace
- Edison International
- Intuit
- Lyft
- Oracle
- PG&E
- San Diego Gas & Electric
- Union Pacific
The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy¹, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. Inquiries regarding the University's student-related nondiscrimination policies may be directed to Eric Heng, Student Affairs Immediate Office, at (510) 987-0239.

¹Pregnancy includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth.

© 2019 University of California Office of the President