



ANNUAL FUND REPORT

2022 – 2023



I want to develop effective interventions for teachers and caregivers of bilingual children from marginalized ethnic groups.”

EMILY MAK

Investigating dual language development in bilingual children

Emily Mak is earning her PhD in education with an emphasis in Language, Literacy and Culture, and is currently investigating how parents in low-income immigrant families of Mexican and Chinese heritage foster dual language development in their preschool-aged children. Bilingual herself, Mak taught English to newcomer elementary school students for two years after earning her BA in psychology at UC Berkeley.

“Previous studies emphasized that learning a second language should not come at the expense of home language development in children,” said Mak, “so it’s imperative to develop evidence-based practices that promote school readiness while also supporting the development of both languages to facilitate cognitive and linguistic advantages of bilingualism.”

As a first-generation student, Mak has not had family role models to help her navigate graduate school. “Fortunately my lab and advisor have helped,” she said, “and my scholarship has allowed me to focus on my dissertation and applications for faculty and postdoctoral positions. I’m grateful for this support system.”



My choice to pursue education is rooted in my need to alleviate some of the inequality I've seen in schools."

CASSANDRA CONNOLLY

Driven to provide an equitable education for all students

After earning their BA in history at UC San Diego, Cassandra Connolly spent a year substitute teaching to gain experience before applying to a credential program. They'd grown up attending Bay Area Title I schools, and their experience as a substitute teacher was surprising.

"I was a substitute in classrooms at an exclusive private institution, a local public school with a 73% minority enrollment rate, and in Davis K-12 classrooms," Connolly said. "I witnessed the extreme degree of difference between higher socioeconomic schools and Title I schools, which struggled with lack of funding, burnout and teacher shortages. Because of that, I knew I had to choose a credential program that focused on equity. I couldn't have been happier when I found UC Davis."

Now earning a single subject credential in social science, Connolly is motivated by a deep belief that every student deserves a passionate, educated, and joyful teacher. "Every teacher has the opportunity to make a world-changing difference for each child," Connolly said, "and every child deserves that chance."

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50%

Teacher Education
Scholarship

50%

PhD Student
Scholarship



In 2022–2023...

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81 GIFTS

AVERAGING

\$114 PER GIFT

TOTALING

\$9,230

RAISED FOR THE ANNUAL FUND

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On the cover: Laila Alhussani, Cred. '23, received an Annual Fund PhD Scholarship in 2022. She is now a second grade teacher at Anna Kyle Elementary School in Fairfield, Calif., and completing her master's degree. The support that Alhussani received from Annual Fund donors allowed her to achieve her dream of becoming a teacher without creating a financial burden on her family.