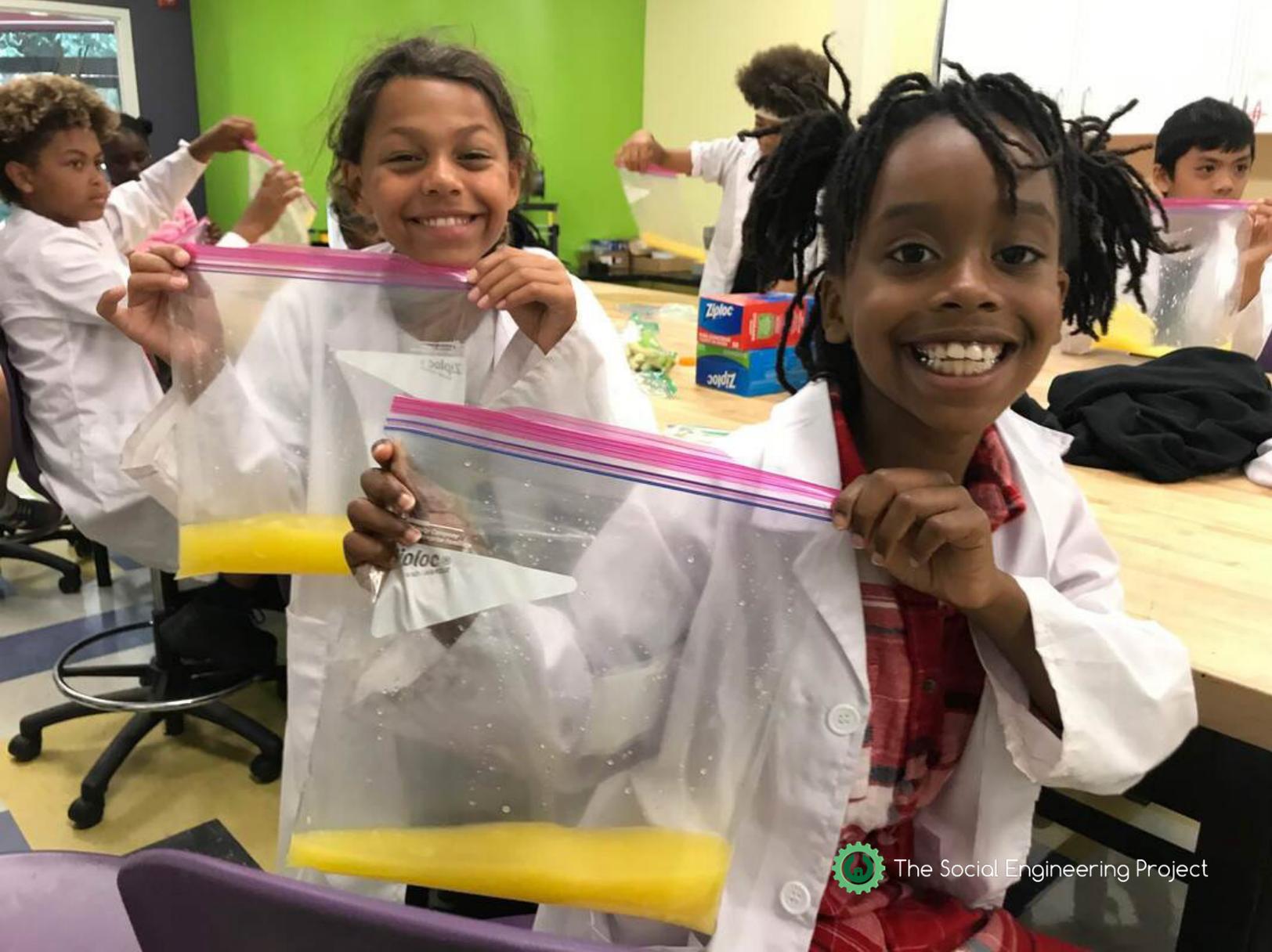


THE SOCIAL ENGINEERING PROJECT  
**2024 Impact Report**



# Letter from the Co-Founder, President & Chief Executive Officer

Dear TSEP Family,

I hope that this missive reaches you in good health and prosperity. While the tech industry, as a whole, has taken a massive hit last year with thousands of workers being displaced, African Americans and other underrepresented people of color have suffered layoffs disproportionately (see [Congressional Black Caucus's letter to the Secretary of Labor](#)). They are often the last to be hired—just beginning their careers, and the first to be fired. Moreover, with the assault on diversity, equity, and inclusion programs, and Affirmative Action programs, it is more urgent than ever to increase the STEM pipeline of Black and Indigenous People of Color (BIPOC) so that they can matriculate into the tech industry and weather the uncertainty. Thus, achieving the mission of The Social Engineering Project is vital and I am excited to share what we were able to accomplish this past year despite all this adversity.

Thanks for Google, TSEP was thrilled to bring back our Family Science Day at their headquarters in Mountain View. BIPOC students from K-4, 5-6, and 9-12 had age appropriate, culturally relevant STEM programming around Google Data Centers. And the parents attended a workshop on the types of activities that they can get involved in to increase the likelihood that their children will be successful in STEM related careers.

TSEP also hosted its 10th Annual Science In The City at Stanford's Graduate School of Education. We also developed a partnership with Morehouse/Spelman Colleges this year and hired STEM students to serve as counselors through SLAC National Laboratory. The students had an amazing time being exposed to 15 science experiments in a week.

For the first time in several years, TSEP also brought back its Overnight Camping Conference at YMCA Camp Jones Gulch in Santa Cruz. We took BIPOC high school students from Sacramento, San Jose, and Oakland to the camp where they learned work/life balance (hiking, mindfulness, and yoga), technology (hands on workshops led by Northrop Grumman, Walmart, and Apple), entrepreneurship (pitch competition), college (Morehouse, U.C. Berkeley, and Stanford admissions offices), and the importance of personal branding/networking.

Last, but not least, we held our annual Career Mentorship Symposium with GoPro. The students learned about resume writing, interviewing skills, and personal branding/networking. Two students will be selected from this cohort and will be awarded summer internships this summer. This program has allowed us to take our programs a step further by providing paid opportunities for students to work with tech companies in hopes of landing a full-time job once they graduate.

Please take a look at this 2024 Impact Report to see how we have positively impacted our students and armed them in their quests to be the next scientists and engineers of our future.

Very truly yours,



Kevin L. Nichols  
Founder, President & CEO



**CULTIVATE** a passion for STEM in underrepresented students of color.

**CONNECT** students with professionals from STEM fields & with each other.

**ENVISION** themselves as scientists, mathematicians, engineers, physicists, and chemists through experiences that speak to identity and community.

## Our Founders

### **Dr. Bryan Brown** Chief Education Officer

Professor, Stanford Graduate School  
Education



- Former High School Science Teacher
- National Academy of Education and Spencer Foundation Fellow in 2005
- 2007 winner of the National Association for Research in Science Education (N.A.R.S.T.) award
- Associate professor of science education at Stanford University and engages in research that explores how language and identity impact student learning.
- Bachelor's degree in Biological Sciences from Hampton University, a Master's degree in Educational Psychology from the University of California, and a Ph.D. in Educational Psychology from the U.C.Santa Barbara.
- Kamalachari Professor of Science Education, endowed chair, the highest honor the university can bestow on faculty

### **Kevin L. Nichols** President & CEO

Senior Diversity Integration Partner,  
Lawrence Berkeley National Laboratory



- Legal Industry Technology Executive with 20+ years of experience
- Diversity Consultant and Social Networking Expert for 25+ years
- Sr. Diversity Integration Partner at Lawrence Berkeley National Laboratory
- Bachelor's degree in African American Studies from U.C. Berkeley, Executive Program for Social Entrepreneurship at Stanford's Graduate School of Business, Fundraising Academy at JFK University's Sanford Institute of Philanthropy, an Inclusive AI Data Science Executive Program at Haas School of Business, and Fostering Inclusion Executive Program at Yale University.

## Our Board of Directors

### **Vernon Goins, Esq.**

Chairman of the Board, Shareholder  
Law Offices of Vernon Goins

### **Janine Mixon**

Director - Graduate Student Affairs (SOM)  
University of San Francisco

### **Priscilla Alfaro**

Engineering Manager  
Chime

### **Kevin Daigneault**

Director of Gear Manufacturing Assembly and Test  
Northrop Grumman Corporation

### **Cedric Fernandez**

Sr. Director Software Engineering  
GoPro, Inc.

### **Andy Hinton, Esq.**

Former VP of Compliance  
Google LLC

### **Kevin L. Nichols - TSEP Founder**

Senior Diversity Integration Partner  
Lawrence Berkeley National Laboratory

### **Eugene Dilan, Psy.D., SPHR**

Owner  
DILAN Consulting Group

## About the Social Engineering Project

The Social Engineering Project, Inc. ("TSEP") is an Oakland based, 501(c)(3) tax exempt social impact venture with Stanford University designed to address the lack of diversity in the tech industry through culturally relevant STEM pipeline programs for underrepresented students of color that lead to technical career pathways.

### Our Values

**Audacious** – We are audacious in knowing that we can effectively change the landscape of underrepresented minorities and women in technology-related fields.

**Innovative** – Our innovative ideas, abundant resources, and seamless execution separate us from any others trying to address this problem.

**Compassionate** – Compassion and empathy are at the center of all that we do. This allows us to put ourselves in everyone else's shoes and come up with the best solutions.

**Impactful** – All of our programs are measurable and impactful. Lives will be changed based on the success of our work.

### Our Founding

Dr. Brown and Mr. Nichols attended St. Mary's High School together



Mr. Nichols was responsible for getting the students for the Science In The City ("SITC") camp



Mr. Nichols approached Andy Hinton at Google for support and the rest is history



In 2012, Dr. Brown was awarded an NSF Grant to teach 10 HBCU students his culturally relevant science curriculum during the summer and as a bi-product, 50 underrepresented students of color would get a free day camp at Stanford

When the grant expired, Dr. Brown and Mr. Nichols wanted to continue serving the community with camps like this, however, were unable to raise any money to continue SITC.



### About Our Name

Our name comes from a quote by the legendary attorney, Charles Hamilton Houston, who laid down the framework for the landmark *Brown vs. The Board of Education of Topeka*.

He said, "**A lawyer is either a social engineer or a parasite on society.**" Although we do not all have to be lawyers for the quote to remain true, our view is that we either are a part of the problem or a part of the solution.

We also use the Oxford Languages definition, "The use of centralized planning in an attempt to manage social change and regulate the future development and behavior of society."

## Our Programs

Our programs inspire underrepresented students of color to master math, science, chemistry, physics, engineering, and computer science through a culturally relevant pedagogy, go to college, major in a technical field, and pursue technical careers to increase the economic, environmental, and social vitality of their communities.

## Science in the City

During our first years, we offered a pilot version of the Science In The City Summer STEM Camp at Stanford University. The camp served a small cohort of 45 students each year. Working with a team of 15 undergraduate students from Historically Black Colleges and Universities (HBCU) across the country, we developed an efficient platform for summer camps. The camp was organized into three types of sessions:



### Research Sessions

In the morning students were charged with identifying successful scientists, whether they were asked to conduct searches for successful female chemists or asked to identify successful African-American male physicists. Students developed a database of successful role models each morning during their brief orientations.

### Laboratory Phases

The majority of the day involved “laboratory” phases when the students conducted experiments, took notes on their results and worked with camp counselors to develop an in-depth understanding of key ideas.



### Explanation Phase

The third and final aspect of the camp involved an “Explanation” phase. During these sessions students were asked to create videos where they conducted demonstrations and explained what they learned in the laboratory phase. These sessions were efficient ways to maximize students’ learning. Collectively, this three-phased approach to summer camp proved to be effective.

## TSEP Overnight Camp

The TSEP Overnight Camping Conference is a weekend-long conference for high school students of color throughout Northern California designed to motivate and inspire them to go to college, pursue a STEM major and related career, learn about work/life balance through hiking, mindfulness and yoga, entrepreneurship, personal branding, and how to network effectively. TSEP takes over 100, 9th-12th low-income, marginalized, underrepresented high school students of color camping via buses from San Jose, Oakland, and Sacramento to the wilderness. The students are free of the typical technological distractions (there is no cellular signal, no internet connectivity, no texting or WiFi) and become one with nature.



### Day One

On the first day, the students begin the weekend by being segregated by gender and geographic regions in cabins. They participate in icebreakers and team-building exercises. Then, they go on a hike and learn about work/life balance through mindfulness and yoga workshops. Lastly, they experience their first campfire and partake in s'mores.

### Day Two - Technical Workshops

Last year, Northrop Grumman, Apple, and Walmart led technical workshops. The objective of Walmart's workshop was to understand how all the teams required to make a product come to life by working cross-functionally through high-level product design. The presenters provided an overview of engineering, analytics, UX designers, product managers, program managers, and their overall business model, assigned students into roles, and divided them into groups. The students learned how Walmart makes money and how all of these roles contribute to the organization's success by presenting a summary of their findings at the conclusion.



### Day Three - College, Personal Branding, and Networking

Last year, we had representatives from Stanford University, U.C. Berkeley, and Morehouse College talk about the application process and what college life is like. Founder, Kevin Nichols, taught the students his "Personal Brand Called You!" workshop and demonstrated how the students can leverage the relationships that they had garnered with their cabinmates, their counselors who chaperoned them, and the company volunteers who participated in the workshops when they get home.

## Asset Management Camp

Thanks to Wells Fargo, Comerica Bank, and Silicon Valley Bank, high school students of color from across the country learned basic asset management concepts, their connection to STEM, and how they are used in environmental, social and governance factors (“ESG”) investing. This two-week camp included homework, exposure to data analysis, and reinforced presentation skills.

Finally, students learned to implore these tools to follow and support companies that were environmentally conscious, socially responsible and socially just.

## Career Mentorship Symposium

Its purpose is to equip high school and college students of color with the necessary tools to get summer internships.

Students learn resume writing, interviewing tips, personal branding/messaging, using social media to find jobs/secure interviews and the power of networking. Last year, GoPro ran this program and two students will be selected to receive paid summer internships.

## Family Science Days/Nights

Our goal is to provide free Family Science Days (“FSD”) throughout the school year to reinforce some of the scientific principles that we expose our students to and create a support group within families to continue to foster a love for math, science, technology, and engineering.

Many of our students have siblings that do not attend our other programs, so we provide family-friendly science activities for our students and their relatives. FSDs are typically hosted at a tech company's headquarters and they teach our students something about their products or services. Moreover, TSEP provides resources for parents separately so that they can best support their children to pursue STEM-related careers throughout their academic life. This past year, Google hosted us at its headquarters.

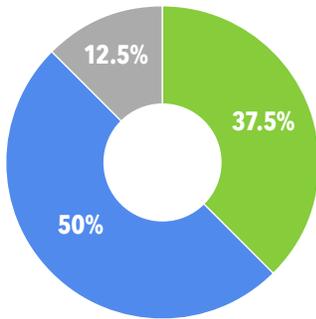


# Our Impact

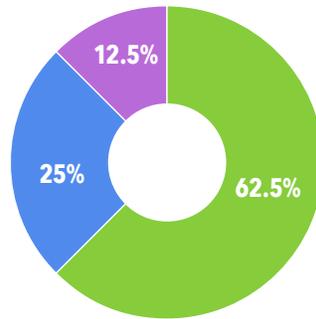
## Overnight Camping Conference Highlights

Our Overnight Camping Conference served 60 high school underrepresented students of color from the East Bay and Peninsula areas. Based on the post camp survey results, here are some takeaways of the impact of the program:

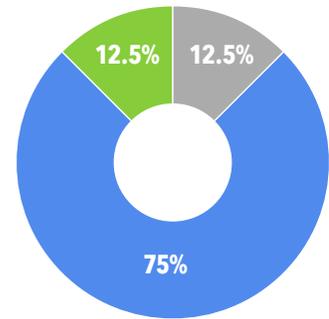
■ Increased a Lot   ■ Increased Some   ■ Increased a Little   ■ Neutral



How much did the camp increase your interest in pursuing a college education?



How much did the camp increase your familiarity with the different STEM majors and careers?



How much did the camp increase your confidence in your ability to succeed in STEM fields?

*"The main benefit I got out of the camp is that it doesn't matter what your background is because you can still have an outcome of being an Engineer or a Scientist."*

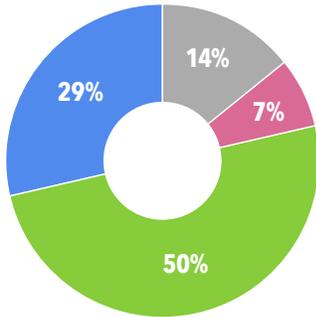
*"I've gained the knowledge of how to pitch products for different companies and a broader knowledge of college requirements. I found making friends much easier, and I got a newfound interest for STEM... it was a great experience."*



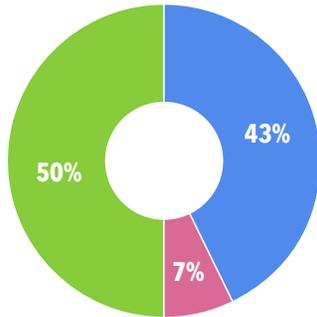
## Science in the City STEM Camp Highlights

Our 10th Annual Science in the City Summer STEM Camp served 30 incoming 5th and 6th grade underrepresented students of color from the East Bay and Peninsula areas. Based on the post camp survey results, here are some takeaways of the impact of the program:

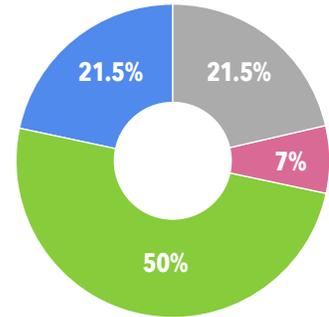
■ Strongly Agree   
 ■ Agree   
 ■ Neutral   
 ■ Disagree   
 ■ Strongly Disagree



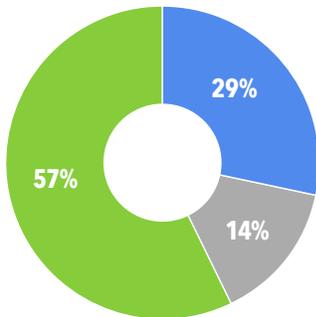
I learned science material that I never experienced before.



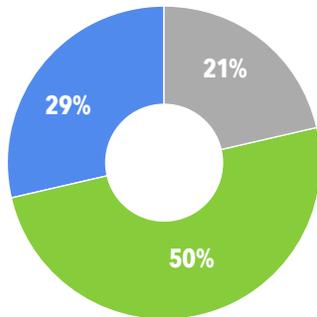
I learned about science careers that I never know about.



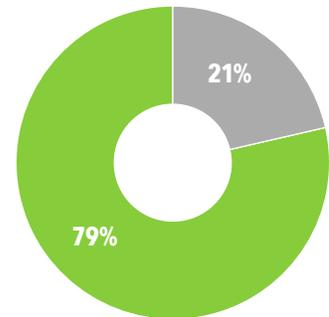
I am more inclined to be an engineer



The science lessons explained how science impacts the world.



I am less afraid of subjects like biology, chemistry, physics.



People from my background should become scientists.

*"I liked being able to learn in a fun way. The experience itself was inspiring, and it served as an eye opener to think about STEM as a career path."*

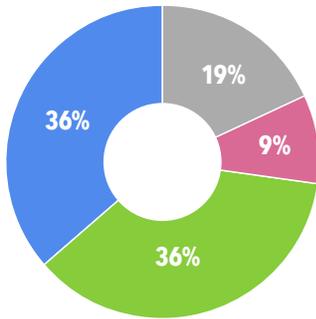
*"I liked making new friends, playing in the yard, and testing the experiments. I loved the camp and can't wait to go again!"*



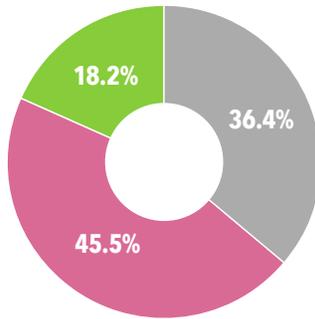
## Family Science Day

An engaging Family Science Day 2023 was hosted at Google headquarters and attended by 52 families. Many of our students have siblings that do not attend our other programs, so we provided family friendly science activities for our students and their families. Based on the post event survey results, here are some takeaways of the impact of the program:

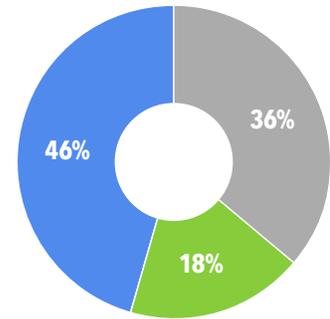
■ Strongly Agree   
 ■ Agree   
 ■ Neutral   
 ■ Disagree   
 ■ Strongly Disagree



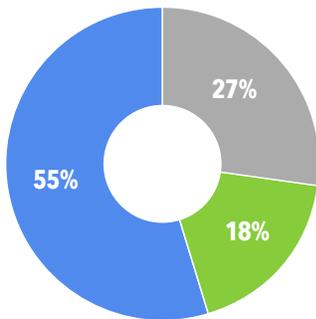
I learned something new about technology.



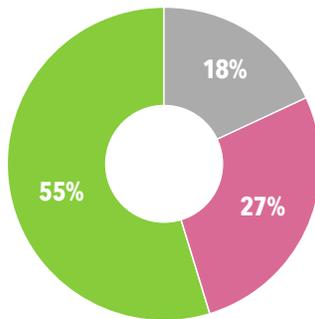
I learned about science/STEM careers that I never knew about.



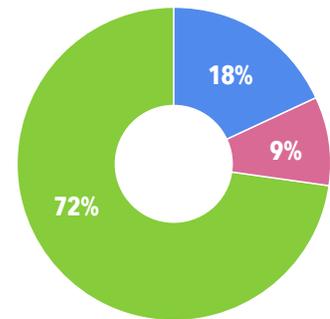
I am more included to become a computer scientist.



I am less afraid of subjects like biology, chemistry, physics.



I am the type of person who should become a scientist/engineer.



People from my background should become scientists.

*"I loved robotics and the code academy."*

*"Amazing experience. I loved making a robot and socializing with kids that like things like me."*

*"I enjoyed making the robots play the instruments."*



### 3rd Annual End of Year Fundraiser

Last fall, we hosted our 3rd Annual End of Year Fundraiser at Inglenook Winery in Napa. The purpose of our fundraisers are to build capacity for our organization by hiring a program manager and development manager, honor our sponsors/partners, and celebrate those who have participated in our programs.



# 2024 Upcoming Programs

**MAY 4**

**Family Science  
Day @Google**

**JUL 8-12**

**Science in the  
City @Stanford  
University**

**SEP 20-22**

**TSEP Overnight  
Camping  
Conference**

**OCT 5**

**TSEP End  
of the Year  
Fundraiser**

**OCT**

**TSEP Overnight  
Camping  
Conference**

**NOV**

**Career  
Mentorship  
Symposium**





## The Social Engineering Project

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