

TWO THOUSAND

20

ANNUAL REPORT

**BUILDING TOMORROW'S LEADERS**  
**CLOSING THE OPPORTUNITY GAP**





**Dr. Angela Hedwall**  
Executive Director  
Alexander Hamilton Scholars

Dear Friends,

2020 has been a complicated year, filled with the difficulties of global economic, health, and social pandemics. It was also filled with communities coming together and leaning in to partner closer to ensure a more just, equitable, and safe world.

Your generosity and partnership in 2020 made it possible to:

- Welcome 31 new scholars to the 2020 cohort
- Award \$22,728 to our scholars to cover emergency expenses
- Double outside unpaid or underpaid internships assistance
- Hold four virtual leader weeks with representation from across the country in college admissions, career, grad school, service years, cultural competency, and global citizenship
- Create an 18-call alumni-led Professional Development Series
- Conduct 53 scheduled programming calls for active cohorts
- Join with community partners: NARPM®, New York Historical Society, Students for Justice, Juma Ventures, King County, and Rainier Scholars in support of our scholars

I am looking forward to 2021 with hope – in addition to our robust empowerment program, our foci will be:

- Partnering with community organizations to increase internship opportunities for scholars
- Building an equity and inclusion culture within our organization

In 2020, you directly affected our ability to connect, mentor, provide resources, and lessen educational opportunity gaps for 153 active scholars.

Looking forward to when we may all safely gather together again.

Until then, all my best,  
Angela

# MISSION & VISION

**Empowering youth.  
Cultivating changemakers.  
Advancing equity.**

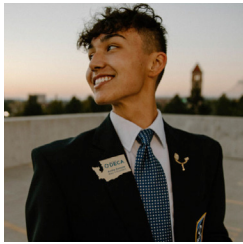
Alexander Hamilton Scholars empowers high-achieving, underserved young leaders to thrive in college and beyond.

Building leaders of character who will improve our nation and our world through their service, innovation, and excellence.



**Year 1 | College Readiness**  
**Curriculum Spotlight: Financial Literacy**

**FINANCIAL LITERACY:** Provide understanding of the financial aid process, budgeting tools and awareness, debt-management skills, and informed investing.

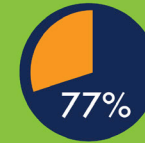


As **Andre Ramsey** (2020) and his peers began applying for college and financial aid during their senior year of high school, AHS' counselors provided tailored, skillful advising low-income students often struggle to access. This guidance ultimately empowered Andre to apply for, and be admitted to the school of his dreams, Harvard University, where he will start this fall. At 2020

**Virtual New York Leader Week**, scholars participated in one-on-one sessions with AHS staff where they received comprehensive assistance in understanding the complexities and terms of the financial aid application process and award packages for college. "As a high school student who is low-income and living on my own while managing all of my finances, the college application process was daunting," Andre says. "I now have hope for the future and knowledge to manage my finances in college, know where and how to acquire financial aid, and be prepared for the financial process in my quest for higher education." Through AHS' College Readiness Curriculum, Andre has the tools to pursue his ambitious goals: "I am proud to say that I may have been faced with obstacles and challenges in my life that statistically should have left me in a situation much different than the one I am in now; however, I had the grit, perseverance, and people in my support group who have helped to get me to where I am today."

# 2020 COHORT STATS

FIRST GENERATION TO ATTEND 4-YEAR COLLEGE



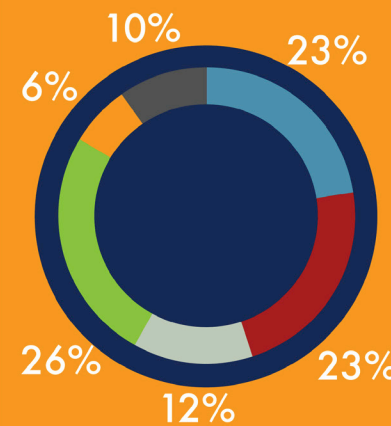
AVERAGE HOUSEHOLD INCOME: **\$36,375**



2019 NATIONAL USA MEDIAN: **\$63,030**

REGIONAL DISTRIBUTION:

Pacific NW	16%
Southwest	19%
South	23%
Southeast	23%
Midwest	13%
Northeast	6%

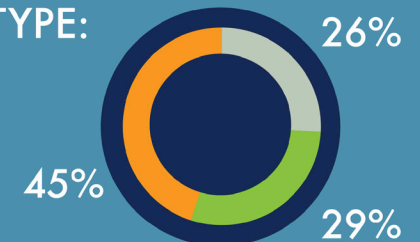


RACE/ETHNICITY:

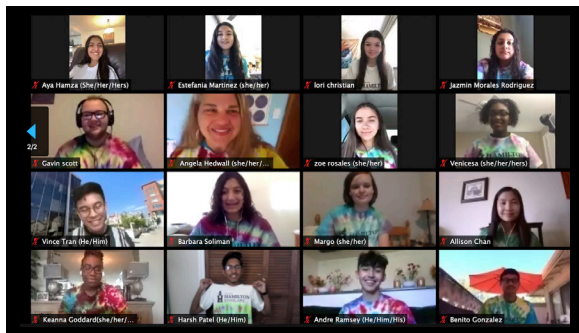
- African American or Black
- Asian
- White
- Hispanic or Latinx
- Middle Eastern
- Native or Indigenous

COMMUNITY TYPE:

- Rural
- Suburban
- Urban



VIRTUAL  
 NEW YORK  
 LEADER  
 WEEK  
 2020



## Year 2 | College Transition

### Curriculum Spotlight: Transition

TRANSITION: Focus on key periods that research has identified as being particularly challenging for underserved youth: high school to college & college and beyond.



When **Ashley Neyra** (2019) realized she would be starting her virtual freshman year 3,000 miles and 3 time zones from Franklin & Marshall College, she reached out to AHS staff, who set up weekly check ins, created a tailored study plan, and encouraged Ashley to review the goals she set for herself during **Virtual Seattle Leader Week**. "As a first-

generation student, I had no expectations or ideas of what the 'college experience' actually means. The AHS curriculum made a very unimaginable concept more accessible to me and definitely less nerve-wracking." Only 54% of underserved youth enter a 2- or 4-year degree program, and of those 54%, only 79% advanced to their second year of studies, compared to 88% of their higher-income peers (NSCRC). The transition from high school to college is a pivotal moment that defines success for students like Ashley throughout their higher education track, future career, and quality of life. Ashley is excited to study Public Policy and American Studies and says, "My goals have changed from the broader vision I had of 'law school' to a clear understanding of my passions and my interest in social justice issues."



2019 Cohort: Average Household Income

**\$30,000**

2019 Cohort at New York Leader Week 2019

## Year 3 | Leadership & Service

### Curriculum Spotlight: Leadership

LEADERSHIP: Impart Alexander Hamilton's legacy of principled character and commitment to public service in the face of adversity as the basis of true leadership.



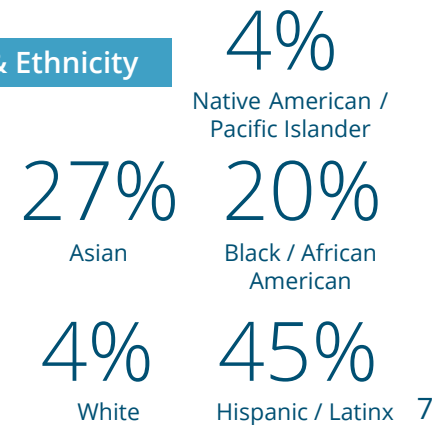
"Being a leader of character means removing ego and sincerely believing that every member has something to contribute," says **Anubhav Thapaliya** (2018), of AHS' focus on leadership throughout the program and during **Virtual International Leader Week**. "This belief has greatly influenced how I approach internships/shadowing and ultimately, how I will approach

my career." Anubhav and his peers explored ethics and had open discussions on intersectional leadership from diverse perspectives. Prior to leader week, Anubhav received **Independent Internship Support**. He was able to take integral summer courses and interned at the INOVA Fairfax Advanced Lung Disease and Transplant Department where he delved into clinical research, presented an abstract, and shadowed with medical professionals. Anubhav is attending Virginia Commonwealth University Medical School Honors College via the Guaranteed Admission Program for Medicine (BS/MD), where he will graduate one year early from his bachelors program and spend a tentative gap year serving impoverished communities prior to medical school.

### 2018 Cohort: Race & Ethnicity



2018 Cohort at Seattle Leader Week 2019



## Year 4 | Career Readiness

### Curriculum Spotlight: Heritage

HERITAGE: Instill the idea that understanding the history of the United States is vital to claiming personal, political, and social power.



The AHS' emphasis on heritage encouraged **Journey Browne** (2017) to take ownership of her identity and pursue her passions. "Being a Black woman in America... it takes a lot to hold your head up and be proud of who you are," she says. "However, because AHS allows me the space to reflect on who I am and where I come from, I am able to hold my head up. I

*am* where I come from, and I *am* proud of it. It is a pride no one can take away from me." Journey is a junior at Bowdoin College studying Sociology and Government with dreams of attending law school. As the child of immigrants, Journey says she never felt connected to the American election process. In Fall 2020, she received funding to work with Students For Justice, a **partner internship organization** focused on fighting voter suppression. During this opportunity, Journey learned about the election process and interacted with diverse communities. When asked to reflect on her greatest accomplishment, Journey says, "I'm just proud of the person I'm becoming. I always tell myself that my life could've gone very differently, so I am grateful for the way that it is going."

## Year 5 | Career Transition

### Curriculum Spotlight: Empowerment

EMPOWERMENT: Convey the knowledge and confidence to excel and thrive as they pursue their ambitious goals.



**Lenworth "TJ" Thomas** (2016) is tired of 2020. "After the horrible year we've all had, it's hard to feel motivated. Having a program that provides that fire under my butt ('figuratively,' he adds) in times of doubt is so important and really helped me get out of my rut. Not only is the curriculum empowering, but the AHS community constantly inspires me."

Having benefited from AHS' empowerment model, TJ started an engineering design team on his campus focused on increasing minority participation in STEM after noticing a low retention rate of members of color. The team has received university funding and support from industry partners since inception. TJ studies Mechanical Engineering at the University of Florida and hopes to pursue a PhD in Robotics in the future. TJ cites both his experiences during **Virtual Texas Leader Week** and AHS' focus on values-driven work as integral to achieving his goals: "AHS' empowerment has helped reaffirm my goals in a critical inflection point in my path. I'll be graduating in a few months and leaving college with a headstrong attitude and mindset that will be important to my development moving forward."

### 2020 Independent Internship Support



**3 Internships & 5 Summer Courses Funded | Average Scholarship: \$1,143**

*Journey speaking on a Scholar Panel during New York Leader Week 2019*



**VIRTUAL TEXAS LEADER WEEK 2020**

## Alumni Showcase

### Curriculum Spotlight: Post-Graduate Transition

POST-GRADUATION TRANSITION: Provide tangible, real world support to scholars for a successful transition to their chosen post-graduation field.



A 2020 graduate of Columbia University, **Santiago T. Potes** (2015) was recently named the first Latino DACA Rhodes Scholar. He is one of 32 students from American institutions out of a pool of over 2,300 applicants who has won a prestigious full ride to the University of Oxford. Santiago studied East Asian Studies and Medieval & Renaissance Studies at Columbia and plans to pursue a Master's degree in International Relations at Oxford. After Oxford? Yale Law School. Having recently become an alum of Hamilton Scholars, Santiago reflects on his time during the program:

*"AHS has provided me with multifaceted support and life-long education. Most notably, the **Independent Internship Support Program** subsidized my work with Reach Higher/Better Make Room, an education non-profit run by Former First Lady Michelle Obama. I could not have participated in this consequential opportunity without AHS' financial support."*

Santiago credits AHS' emphasis on community-building as integral to his growth as a leader and human. Every year of the program, scholars are invited to attend a leader week at no-cost to them, where they learn real-life skills from our pillars of success, but most importantly, they find a cohort of like minded peers that provide intangible support from high school to college and beyond. Santiago and his peers have big dreams as they enter the postgraduate world. Santiago says, "Wherever my career takes me, I will always remember that a most impactful organization like AHS has stressed the importance of community."

2015 Cohort during Seattle Leader Week in 2016



Retention rate:

83%

Graduation rate:  
(of retained scholars)

90%  
(4 years)

97%  
(5 years or less)

## 2015 SCHOLAR DATA\*

\*2015 scholar data is presented as this is our most recent college graduating cohort

### What are 2015 Hammies doing now?



**Ewurakua**

**Dawson-Amoah**

Film Sound Mixer &  
Owner of The Melacast  
Network in NYC

**Starla Martin**

Gap Year Before  
Medical School:  
Chief Medical Scribe  
in Phoenix, AZ



**Mayesha Awal**

Master of Science in  
Health Management  
at Indiana University-  
Bloomington



facts & figures



Mackenzie Welch '09  
*Board President*



Kenneth Brown, Jr. '14  
*Secretary/Treasurer*



Shruti Bala '05



Victoria Romano '06



Taylor Pangallo '07



Lauren Hickey '08



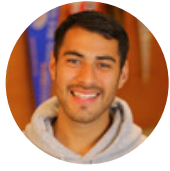
Teyloure Ring '08



Erika So '09



Emily Gee '10



Jesus Morán '11



Carlos Sotelo '12



Hassan Hassen '13



David Smart '13



Jessica Sun '13



Quimberly Jasso '14



Dave Lacroix '14



Isabelle Yang '14



Maleah Wenzel '15

## Alumni Showcase

### Curriculum Spotlight: Sustained Alumni Involvement

**SUSTAINED ALUMNI DEVELOPMENT:** Foster meaningful and mutually beneficial relationships with alumni, encouraging continued growth and connection.



**Ryan Mandado** (2010) is the epitome of a Hamilton Scholar -- service oriented, a leader in everything he does, and with the ambition and drive to be a true changemaker in the world. Ryan graduated with his bachelor's degree in Mandarin Chinese and American Studies from the University of Hawai'i at Mānoa, went on to get his MEd from Johns Hopkins University, and now

he's a candidate for his EdD from his alma mater, UH at Mānoa. This is also Ryan's second year as the Founding Chief Academic Officer (CAO) of DreamHouse 'Ewa Beach Public Charter School, a school focused on empowering the future leaders of Hawai'i's island communities.

*"AHS' mission made me realize the importance of being action-oriented. [I have] the responsibility to care for others and to advance equity for all people and their communities. As a current school leader, I hope to empower youth, cultivate changemakers, and advance equity -- for Hawai'i and for our nation."*

After a decade in the AHS program, Ryan still finds new ways to apply skills and stay connected with the program. Ryan says, "AHS's foundational work and investment in me has really informed the way I navigate learning experiences for my students. A lot of the leadership and identity development work we've built for our school mimics the development I received from AHS." Ryan dedicates time with AHS volunteering as a **Seattle Leader Week chaperone and as a session facilitator** on heritage and identity. He says, "My continued support for this organization is important to me because I feel it's my responsibility to give back to an organization that really has shaped my life and my commitment to do service for others... making me service-oriented, equity-minded, and a leader for all."



Ryan & fellow leaders at his school in Hawai'i

# COVID-19 Impact & Emergency Fund

In April 2020, two Hamilton Scholar alumni led a fundraising campaign to increase capacity to award Emergency Funds to their fellow scholars and their families struggling during the pandemic. Here's a breakdown of disbursed funds in 2020:

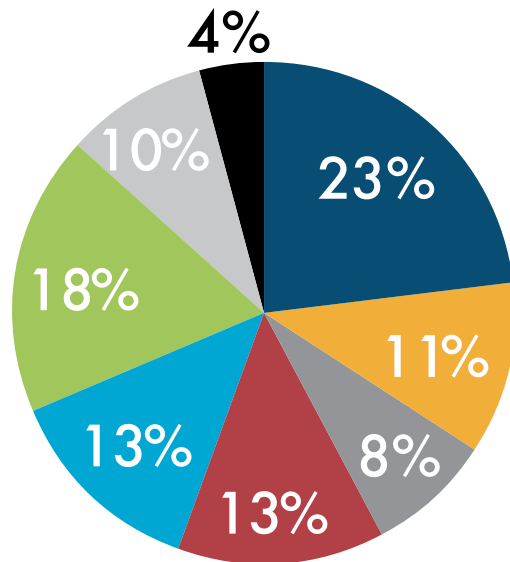
**\$22,728**

awarded to  
**33**  
students

Most Occuring Need:  
**Food Insecurity**

## \$\$\$ Info

Most Common: \$500  
Median: \$500  
Average: \$689  
Lowest: \$200  
Highest: \$2,600



## Funding Breakdown

Food Insecurity | Safe Transportation | School Fees | Campus Displacement | Technology | Rent | Utilities | Medication/Health

## School Fees

"When I first learned of my unexpected expense, I was shocked. I was scrambling every day to find ways to cover my costs, adding unnecessary stress to my already stressful course load. When I was granted the Emergency Fund, AHS eliminated a major burden on my mental health. I was able to fully focus on my classes and end the semester with all A's."

-- Hamilton Scholar who received Emergency Funds to cover unexpected school fees to ensure they could continue their education rather than drop their courses

## Technology

"The Emergency Grant played an integral role this past semester with the switch to remote learning. As all my courses were held via Zoom, I needed access to a device with more capabilities than the device I borrowed from my college's library services. The Emergency Fund provided me with an opportunity to purchase a personal laptop, which allowed me to join my Zoom meetings without issue and simultaneously take notes in another window. The laptop I was able to purchase has touch screen capabilities, which has already made a change in the projects I can produce, like media projects I have created for classes this past term."

-- Hamilton Scholar who received Emergency Funds to purchase their own laptop for remote learning

## Food Insecurity

We have supported students and their families with funds to purchase food when they were previously relying on schools to provide two meals a day. One student needed assistance affording their medication and food until they could return to work. Another student needed assistance accommodating for dietary restrictions away from their college cafeteria. Several students requested support while under quarantine away from their families. Thank you for partnering with us to provide the most basic supports to ensure our students' continued health and safety during these turbulent times.



THANK YOU FOR  
INVESTING IN THE  
BRIGHT FUTURES OF  
HAMILTON SCHOLARS

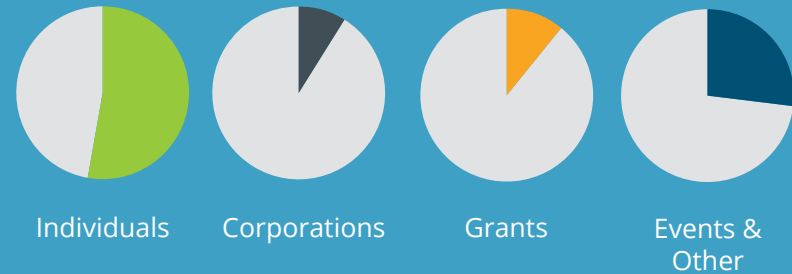


Your contribution is the ultimate gift of empowerment, and helps provide motivated students with the tools to confidently navigate life's transitions.



Total Revenue: **\$689,386**

Individual Donations	\$364,067
Corporation Sponsorships	\$62,332
Grants	\$78,700
Events & Other	\$184,287



## FINANCIAL HIGHLIGHTS

Total Expenses: **\$513,946**

Programming	57%
Fundraising	6%
Administration*/ Overhead	37%



\*pivoting to virtual platforms required additional administrative costs

expenses & revenue

# ALEXANDER HAMILTON SCHOLARS 2020 SPONSORS



## MEET THE TEAM



**Dr. Angela Hedwall**  
*Executive Director*



**Mikala Lain '15**  
*Program Director*



**Bre Legan '13**  
*Marketing & Volunteer Manager*



**Jonathan Louangrath**  
*Program Specialist*



**Lynell Engelmyer**  
*Program Advisor & College/Financial Aid Counselor*



**Kelly Herrington**  
*Senior Advisor & College Counselor*

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