

# START UP NOW ARE



## Alexander Hamilton Scholars Annual Report 2021

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### Dr. Angela Hedwall

Executive Director  
Alexander Hamilton Scholars

Dear Hamilton Community,

As we enter 2022, all of us at **Alexander Hamilton Scholars** wish to express our gratitude for you during another year filled with lifechanging and often unpredictable ups and downs for so many of our students. It has been an honor to watch how our community has grown in support of our Scholars, and it's with your continued belief in our mission and vision that we're able to share some of the stand-out accomplishments our Scholars and organization had in 2021:

- 31 new high school juniors became Hammies
- Our support of Hammies with under- or unpaid internships totaled \$14,867
- The Programming team held another season of virtual Leader Weeks – maintaining the high-quality curriculum experience in areas of transition, heritage, empowerment, financial literacy, and leadership
- Our Alumni Board organized and led its first ever Alumni Summit, bringing together alums from across 10 cohorts spanning 2007-2016
- The creation of a Hammie alum-led Professional Development Series with 13 conference calls open to all Scholars
- 39 conference calls for active Scholars spanning topics like writing a personal statement, how to use LinkedIn, and the true narratives of history and social movements.
- Continued partnerships with Juma Ventures, the New York Historical Society, the Keck Graduate Institute, Mattel, Leadership of

Tomorrow, King County, and Rainier Scholars in support of our Scholars.

- 16 Scholars – with six returning to take on supervisory roles – across cohorts completed remote, paid internships with the non-partisan Students for Justice nonprofit to increase voter registration in the U.S.
- Advanced our commitment to accessibility in regard to our web presence and print publications; included a new accessibility widget, screen-reader compatible web and PDF versions of publications, and, began the implementation of accessible design practices.

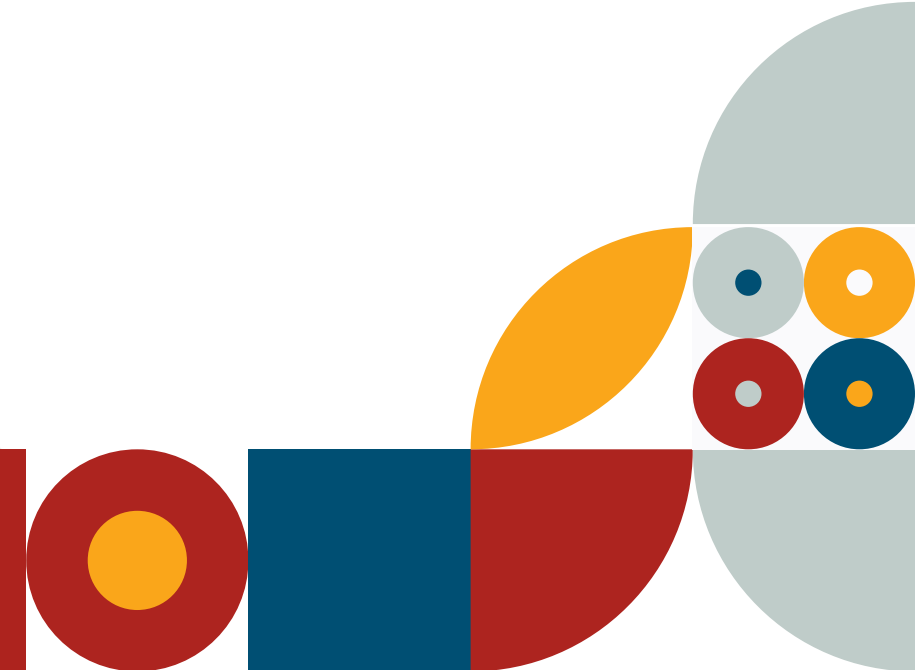
As we forge further ahead into 2022, our team looks to grow and expand networking opportunities for our Scholars, and, further expand the services offered through our empowerment program.

We cannot fully express how impactful the growth we've achieved together in support of our Scholars is.

Together, you've directly affected our ability to connect, mentor, provide resources, and lessen educational opportunity gaps for 144 Scholars.

May you and those you hold dear to your heart find joy, connection, and health this year and beyond.

With light and love,  
Angela.



# MISSION

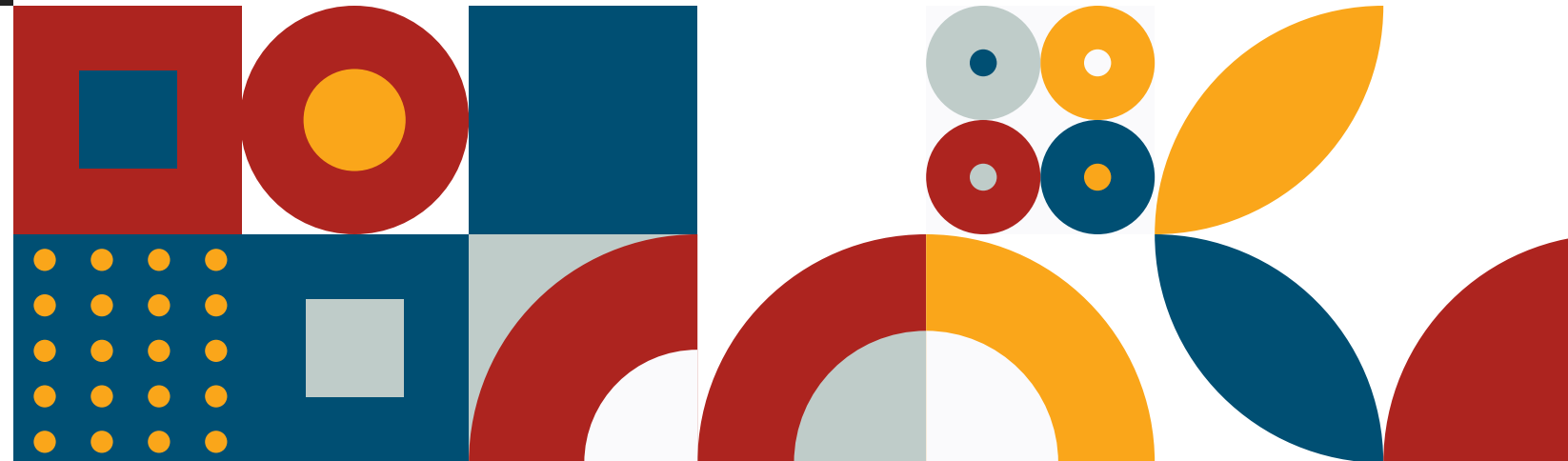


Empowering youth  
Cultivating changemakers  
Advancing equity



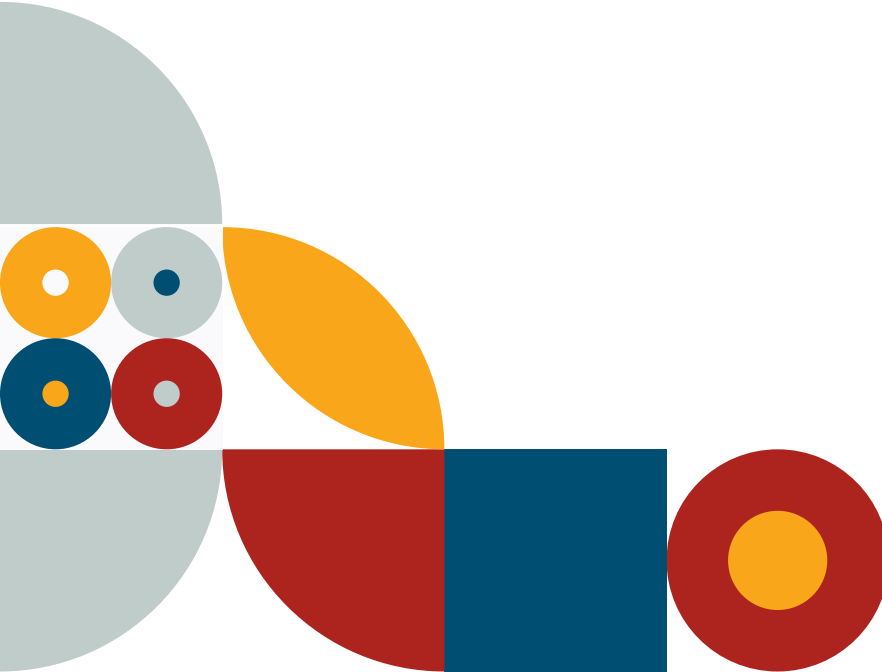
## MISSION

Empowering high-achieving, underserved young leaders to thrive in college and beyond.



## VISION

A community of ethical leaders who break barriers to build an equitable society.



**Reaching College Ready**  
 Year 1 // College Readiness  
 Yamira Patterson // 2021 Cohort

From the beginning, Yamira Patterson ('21), knew college was the goal. Their first thought: become a lawyer.

The first year of the AHS Empowerment Program and our College Readiness curriculum centers around self-discovery; Hammies embark on a journey of self-reflection as they make plans for their senior year of high school and begin applying for colleges that best-fit their goals, abilities, and interests.

Now, there's nothing wrong with being a lawyer — certainly not to Patterson, a high school senior in Florida — but something about that first choice didn't sit right with them.

Reaching "College Ready" required seeing how their values aligned with their future, potential colleges, and career paths.

"At first, I downplayed it," Patterson said. "I knew [college] was going to be a lot...[but] I lacked the nitty-gritty details and didn't have a lot of support going in."

Thankfully, this past summer changed that for Patterson as they joined their fellow 2021 Hammies at New York Leader Week (NYLW).

Over the course of the week, Scholars receive comprehensive, tailored assistance in understanding the complexities of the application and financial aid process. Hammies workshop college essays and work one-on-one with AHS' College Admissions Counselor Kelly Herrington and Financial Aid Counselor Lynell Engelmyer.

"I didn't expect [New York Leader Week] to be that much fun," Patterson said. "It gave me a group of friends all going through the same process together. Being surrounded by others who are just as driven, but who had a lot of the same issues, was really refreshing."

But Patterson's journey didn't end after NYLW.

"College admissions is a reflective process," Patterson said. "Writing 'why you want to go here; what are you interested in' essays got me thinking about what I actually wanted long-term."

Spending time with these prompts, being honest with themselves, led Patterson to see how being a lawyer didn't match-up with what they wanted for their future.

At the time, Patterson was reading *The Joy Luck Club* by Amy Tan. A book that, according to Patterson, blends historical fiction and personal narrative, filling it with literary imagery, symbolism, and strong themes of family and belonging.

"I thought to myself, I could teach this!" Patterson said. "I've always loved my English classes [and] the more I started reading about the education landscape of America — this was also during the time of anti-critical race theory — the more I thought, you know what, I can go into this."

And so, with the help of Engelmyer and their newfound sense of direction, Patterson dove back into researching and applying to colleges.

As Patterson finishes out their senior year of high school, reaching this inflection point reminded them of their biggest achievement — perseverance.

"The best thing that women like us can learn is to endure," Patterson quotes from "A Thousand Splendid Suns" by Khalid Hosseini, and then continues:

"I'm grateful to be a part of AHS; learning perseverance is my greatest accomplishment and the greatest thing I could've done for myself. Enduring, but then, at the same time, learning to persevere through it and find joy — even in times of despair. I've learned to pick myself up and keep going."

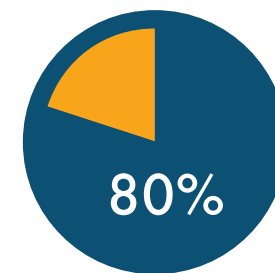
# 2021 COHORT STATS

**31**  
Scholars

Average Household Income  
\$37,257

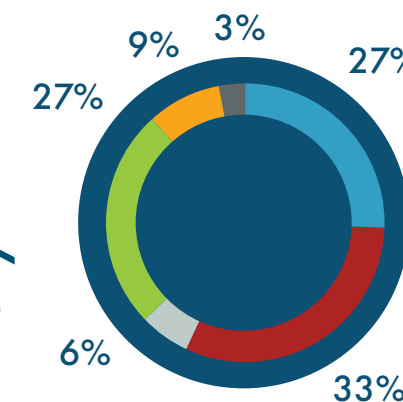
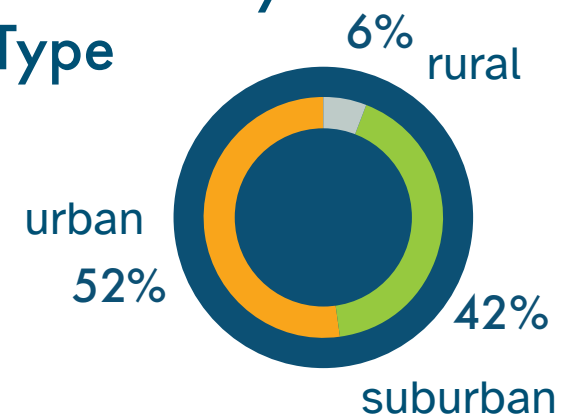


2020 US National Median  
\$68,400



First generation to attend 4-year college

Community Type



Race/Ethnicity

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



## Regional Distribution

Pacific NW	12%
Southwest	30%
South	18%
Southeast	12%
Midwest	6%
Northeast	21%



## HamFam Far & Wide

Year 2 // College Transition

Gavin Scott // 2020 Cohort

For incoming freshmen, transitioning to college from high school is often the first time they're faced with innumerable unknowns, choices, and new — but exciting — situations. Almost all of our Scholars are first-generation students, meaning this transition may be one they navigate without family precedent. But, just as they navigated the college application process with the aid of the Hamilton Scholars Empowerment Program, so too do our Hammies have the backing of AHS during their transition to college.

Gavin Scott ('20), a freshman at Columbia University in New York City, said that his primary worry when moving away from his small hometown in Oklahoma was what it would be like going from being surrounded by family to suddenly being on his own. But, Scott said that once he got to New York, he realized he wasn't alone.

"I remember when I joined AHS and Lynell Engelmyer shared how another Hammie visited an area and just asked [the HamFam], 'Hey, can I crash on someone's couch?'," Scott said. "You don't find that anywhere else — I realize that I'm not alone — through Hamilton I have that big family!"

In addition to realizing he had an entire national network of fellow Scholars to rely on, Scott said his time during Seattle Leader Week also smoothed his transition.

Seattle Leader Week, held during the summer between Scholar's senior year of high school and freshman year of college, equips Hammies with support, information, and skills necessary to successfully transition — including establishing short- and long-term goals,

first-time budgeting in college, and discussing social or political issues commonly experienced on campuses.

"Transitioning took dropping my fear to be willing to jump into the culture," Scott said. "AHS puts you in a cohort of folks going through the same thing as you, at the same time; talking with Hammies who understood made it easier."

Despite Seattle Leader Week going virtual again this year, Scott said that his time spent with fellow cohort members after curriculum calls and bonding helped reinforce the notion he wasn't alone.

Additionally, Scott said he worked closely with Financial Aid Counselor Lynell Engelmyer — who lives in New York — to prepare for situations his small hometown hadn't ever shown him before.

"AHS prepares you for things you definitely don't think about," Scott said. "I had innumerable meetings with Lynell — even to go over basics like 'How does one even get to New York' — [things] that once you encounter what the curriculum was teaching, you realize how lucky you are that [AHS] taught you to prepare for."

For Scott, he says that transition taught him a lesson that he can do whatever he puts his mind to, rather than only what has been offered or shown to him. Transition is taking the cards into his own hands, rather than letting them be dealt out.

Next, Scott will look to continue exploring potential major related interest areas as he finishes out his freshman year and proceeds to Year 3 of the AHS Empowerment Program: Leadership & Service.



## Leadership: More than the Loudest Voice

Year 3 // Leadership & Service

Youbin Park 박유빈 // 2019 Cohort

If you asked Youbin Park | 박유빈 ('19) what leadership meant to them prior to joining AHS' Empowerment Program, they would've pointed to the loudest voice in the room.

"I thought [leadership] was about having a position of authority and power — being the first to choose how to act, already knowing what to do, and then making those calls," Park said. "Now, I know it's about finding people's strengths and connecting them; leadership is taking care of the people [you lead]."

The first thing that strikes you when meeting Park, a Criminal Justice and Psychology double major at Columbus State University in Georgia, is their intentionality in carving out time. That time is often spent working in their community: Park is a Korean tutor to other immigrant families and Americans working in Korean communities, Editor in Chief of Momentum Undergraduate Research Journal, Justice for the Student Government Association, and Assistant Director of the Creative Cougar Coalition.

But in all this, to Park, a leader's focus isn't on the outcome, the sum of a community's parts, or one's own output, but rather, how they can build and foster growth in others to help them realize their potential, something Park says they lacked in any mentorship growing up.

As the oldest of their family who immigrated from

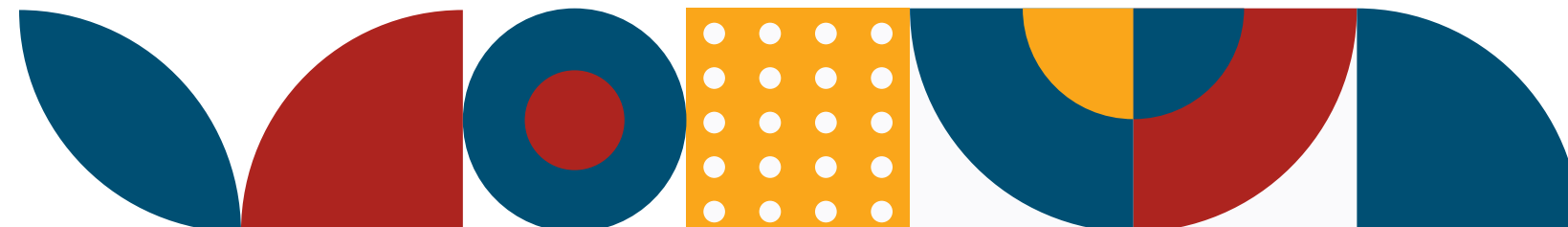
Korea to the U.S., Park said their parents weren't in a position to hold the authority of being a parent with the difficult language barrier.

"A lot of times, instead of looking for mentorship, I had to become one," Park said. "I always wanted someone to be there for me — to give me a helping hand and help me figure out how to navigate this or that — I think internally I still chase after that person."

Today, about to enter their fourth year in the AHS Empowerment Program, Park continues to exercise mentorship based leadership while learning from fellow Hammies, AHS staff and their own experience.

"Today I have great mentors...honestly, the AHS community has shown me what leadership looks like from different people, different ages, and different backgrounds," Park said. "Leadership doesn't always look like standing in front of a large audience projecting your voice over everyone — sometimes it's those soft one-one-one moments, meeting individual people and their individual needs."

On the horizon, after completing their double major, Park plans to attend law school while completing a dual degree in psychology. Park hopes to bring these two fields together to find alternative solutions to the prison industrialization complex in the U.S. to instead center the people and humanity lost behind the crime.





## Bringing My Full Self, Always

Year 4 // Career Readiness

Daniella Passariello // 2018 Cohort

Scholarship programs typically focus on just that — scholarship and getting the student to college. What sets Alexander Hamilton Scholar’s Empowerment Program apart is that we stick with our Hammies during their transition from high school to college, and then, from college to their next step — typically career, grad school, or a service-oriented gap year.

Throughout a Scholar’s time in the program, our curriculum actively encourages Hammies to take hold of their path forward, empowering them to lead with authenticity as they prepare to enter a post-undergraduate environment as young changemakers.

For Daniella Passariello (’18), a junior at Georgetown University studying Business and Global Affairs with a minor in Environmental Studies, getting ready for her career took being mentored in what authenticity looked like in the workforce.

“As a junior, I hear ‘career readiness’ way more often,” Passariello said. “To me, it’s making sure you are prepared for your future and doing what it takes to form your story and make sure you become the person who will be that successful person you want them to be.”

Passariello says thinking about the ways she’s growing into the person she wants to be has been a constant thought on her mind — how she defines growth and how it influences her story. To Passariello, you have to know yourself before you can bring your full, authentic self.

This past summer, Passariello attended Texas Leader Weekend (TLW); an intensive weekend that includes a

focus on preparing Scholars for the workplace through leadership training, mentorship, and career-oriented networking. It was there, during a session on polishing your resume, that Passariello had a realization:

“During job applications and interviews my upper-hand is to be authentically myself,” Passariello said. “It clicked; I just have to bring Daniella into the room — that’s giving it my best, and if I don’t get it, then that space wasn’t meant for me.”

Previously, Passariello remembers having a number of misses during her sophomore year as she applied to competitive internships. Despite working hard on her materials, she couldn’t figure out why she was being repeatedly rejected.

“It was an a-ha moment,” Passariello said. “After I starting bringing my authentic self into the room, I started to see acceptances — including some really big [internships] that I’m excited for.”

One such acceptance was an internship as a Fixed Income Analyst at Jefferies, something Passariello feels she wouldn’t have gotten without the support and focus on self-reflection that AHS infuses into every aspect of the Empowerment Program.

Looking forward, Passariello says that while her future after college isn’t 100% figured out, getting to speak with Hamilton alum during the Grad- and Gap-Year panels at TLW has given her a lot of clarity in envisioning herself after college. And, that no matter what she decides on, she’ll be bringing her all to everything.



## Planning to Always Become

Year 5 // Career Transition

Theo Houck // 2017 Cohort

A lot can happen in five years. The time from high school to college, and then from college to career or to graduate school, can be an exciting — if not drastic — time of change for a Hammie.

Because the AHS Empowerment Program sticks with Scholars during these transitions, planning is a key element to students succeeding.

For Hammies, long-term planning can be overwhelming; one of the biggest growth points for Scholars is writing their Personal Development Plan (PDPs).

The PDP asks Scholars to incorporate their self-developed vision, mission, and goals, into a single narrative set seven years in the future — to plan backwards from that point — and for Theo Houck (’17) this was a struggle.

At Seattle Leader Week, in his second year of the program, the farthest Houck got was planning for his next year of school.

“I’ve always been very ‘in the moment,’ trusting that the right opportunities find their way to me,” Houck, a senior at Pacific Lutheran University, triple-majoring in Environmental Studies, Global Studies in Transnationalism, as well as Decolonization and Indigenous Studies, said. “While writing [the PDP], I had a lot of trouble thinking that far in the future and allowing myself to make plans about the future.”

After sharing his single-year plan, Houck said he remembered getting a feedback card from fellow 2017 Hammie Tyra Edgehill-Parker.

“The card said, ‘I really hope you can figure out how to imagine the future someday — I want that

for you,’” Houck said. “That took me aback. I hadn’t thought [planning] was something that I could try to change — or that it was something I wanted to try and change.”

That card, Houck said, is something he’s held on to since. To him, imagining *even imagining* the future was really impactful, and it helped catalyze his own growth.

Houck started planning again in 2020 — not for graduation, but to study abroad in his junior year. Then, the pandemic happened.

“It felt like a confirmation that making plans meant it wouldn’t work out,” Houck said. “But I realized, getting through the pandemic, that I couldn’t have avoided that by not planning.”

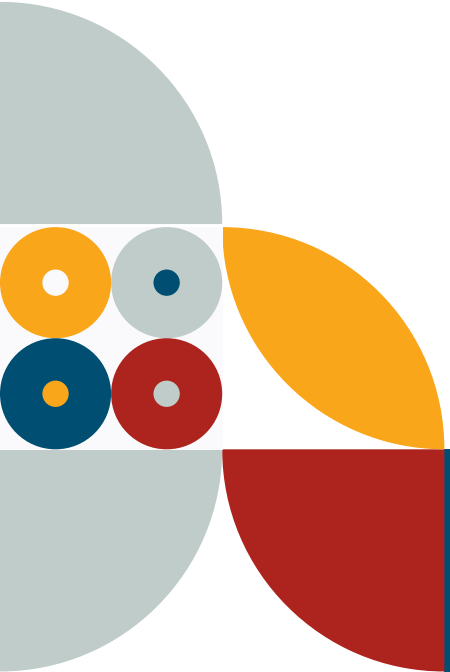
Out of a ruined plan, Houck realized he had something that ‘not planning’ couldn’t give him — a starting point. Having no plan would’ve left him floundering, Houck said. In the end, Houck attended an online program through Oxford in the spring of 2021

Then, he made another plan: Costa Rica — even if it gets canceled again.

Houck still doesn’t feel like the strongest of planners, but he’s shared how proud of reaching this point, and, that he couldn’t have gotten here without the support of AHS and his mentor Bre Legan (’13, former staff).

“Most of all, I’m most proud of the work I’ve done to love myself and the person that I’m becoming,” Houck said. “I am always becoming — it’s an ongoing process.”





## Building Classroom Community

### Alumni Spotlight

Emmanuel Berrelleza // 2016 Cohort

**A**t AHS, our mission is to empower high-achieving, underserved young leaders to thrive in college and beyond; our vision is a community of ethical leaders who break barriers to build an equitable society.

When selecting students to join, we look for those likely to take the hands-on mentorship and network of support — much like Hamilton had — to be, in turn, an agent of positive change in their communities.

Emmanuel Berrelleza ('16), a 2021 Government and English studies undergraduate from Dartmouth, is one such agent of change, teaching at his previous high school before pursuing a degree from Harvard Law School.

During his time at Dartmouth, Berrelleza said he explored traditional routes in the private sector, participating in internships across fields — banking, consulting, hedge funds; but, his constant drive was what would make the most immediate impact in his community.

“I’m from Las Vegas — I love my city, I love the people — my community made me who I am; so I always thought, what’s the best way to impact my community?” Berrelleza said. “I didn’t see that happening [immediately] in the private sector, so I decided to be a teacher.”

This shift towards teaching, Berrelleza shared, came from his time during academic breaks during college when he’d be invited back to Las Vegas to speak in high schools to students about his journey in college and the Hamilton Empowerment Program.

“I was really drawn to that classroom energy; young minds are eager to absorb things,” Berrelleza shared. “The best way to put all my experiences to use was to

pay it forward to my students.”

With his mind focused on impact, teaching fit perfectly. Before graduating, Berrelleza was accepted to Harvard Law on the premise of pursuing education law — so teaching English at his old high school, spending time in his community, made sense to him.

From his time as a Scholar, Berrelleza felt the importance of building a sense of community with his fellow Hammies. During Seattle Leader Week, Berrelleza remembers when his cohort sat down for the story circle.

“It was initially very simple — what’s your name, where are you from, what are you studying,” Berrelleza said. “But it quickly became a space for vulnerability; [Hammies] shared their experiences and the adversities they faced. It made me realize that being low income and first-gen is multifaceted and that there are a diverse range of experiences.”

To Berrelleza, sharing that experience with his HamFam community helped him realize the importance of nuance in the classroom.

“With my students, even though we’re all in the same classroom and live within a few miles of the school, everyone goes home to completely different things,” Berrelleza said. “And, as a teacher, you are at the center of it all. You’re responsive to your students, but also to the administrators. Every policy can impact your students in multiple ways.”

In building community with his students, Berrelleza says he’s garnering the kind of valuable experience to make a difference in his community through education law. Looking forward, Berrelleza says his next focus of impact is ensuring transparency and accountability between schools and their communities.

# 2016 GRAD STATS

## College Graduation Rate

**73%**  
within 4-years

**93%**  
within 5-years

62% of Bachelor's degree candidates graduate within six years (NSC, 2022).

## Debt (upon graduation)

(Education Data Initiative, 2022).

**\$4,690**  
average Hammie debt

**\$40,904**  
average US student debt

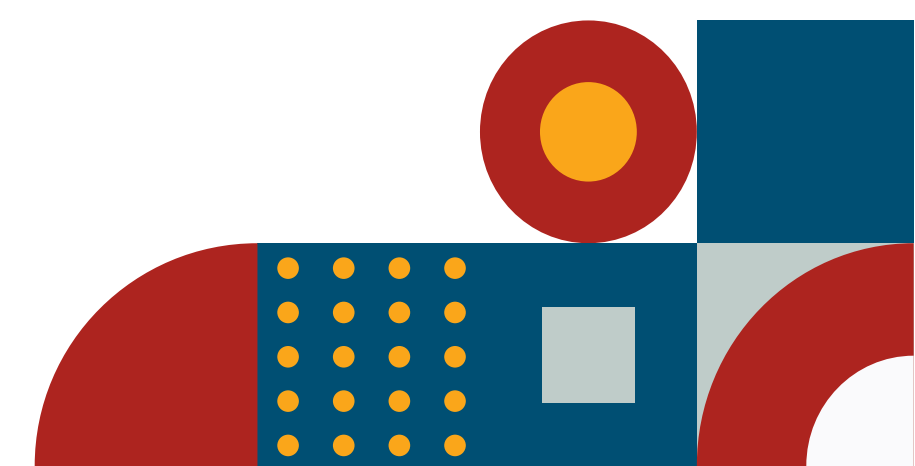
The average total cost of education reported by our Scholars was \$190,607; according to U.S. News (2021) the average total cost of tuition & fees for the 2020-2021 academic year was \$152,740 (private), \$90,792 (public, out-of-state), and \$41,522 (public, in-state).

59% of Scholars retained in the AHS Empowerment Program graduated debt-free from their undergraduate programs.

## AHS Empowerment Program retention rate

2016 Scholar data is presented as this is our most recent college graduating cohort.

**75%**





## Coming Full Circle

### Alumni Spotlight

Nazshonni Brown-Almaweri // 2012 Cohort

**N**azshonni Brown-Almaweri ('12) says her community is shifting. For herself, she sees how connections from her time at AHS, Union College, and now working at the Sogorea Te' Land Trust in Oakland, all feed back into each other.

As a graduate from Maybeck High School in the early 2010s, Brown remembers when California's Department of Education released statistics showing the dropout rate was two times the state average (KQED.org, 2011). According to Brown, when she was a sophomore and junior, first joining AHS, people used to think that 'Even if I finish high school, I'm not going to college.'

"Kids weren't interested in college — we didn't have the resources or tools," Brown said. "Now, I'm coming back to my community and people are leaving high school with a firm plan — either continuing their education or doing something [like trade school] that makes sure they're set for their adult life."

To Brown, it's an exciting shift to see in her community — a community she's glad to have recently come back to after attending Union College on the East Coast.

It was during her senior year, after coming back from studying abroad, that Brown found herself in want of community; the extra term she was making-up was isolating, Brown said, as her fellow seniors had already graduated.

"I was by myself, trying to figure out what my next move was," Brown said. "I had advisors, professors, and was close to Lynell Engelmyer's house — so I had a smaller support network; a small community outside of my original one and hometown."

With their support, Brown worked briefly for Union

after graduating with her Bachelor of Science in Mechanical Engineering, Mathematics, and Studio Arts — but knew she couldn't do that forever.

Knowing this, it was her push to move back home. And, according to Brown, she knew her community supported her staying or going.

When she finally did return, Brown worked with various organizations, all focused on community; first the American Indian Child Resource Center, Global Communication, Education & Arts, and now as a Land Team Member for the Sogorea Te' Land Trust in Oakland, making sure that Indigenous leadership is at the forefront of repatriation and land stewardship work.

In reflecting on this journey, Brown sees a clear connection to her own work in community and AHS' mission to empower high-achieving, underserved young leaders to thrive in college and beyond.

"I'm doing the same thing [as AHS] by paying it forward," Brown said. "Speaking at Leader Week panels, reconnecting with my Hammie mentee, and bringing my own knowledge in STEM to inspire youth to get involved with it; I'm able to bring back knowledge to my community that wasn't here previously."

Looking to the future, Brown will continue being in community and is professionally interested in more knowledge sharing teaching workshops with both youth and educators.

"I have the knowledge, but having the support of my hometown and AHS community gives me that affirmation and encouragement," Brown said. "All I need to do now is set out and do it!"



## Paying Empowerment Forward

### Alumni Spotlight

Erika So // 2009 Cohort

Lifegiving. Be it through application judging, being a guest speaker, mobilizing fellow cohort members, or one of the many other alum activities, lifegiving is how Alumni Board Vice President Erika So ('09) sees reconnecting with Hamilton Scholars as an alum.

"Staying involved with the community — looking over applications, interacting with Hammies — it's lifegiving and inspiring every time," So said. "I know what a special experience [being a Hammie] is, and so for me, the Alumni Board creates a space for me to continue supporting Hammies, future Hammies, and Hammie alums!"

So, a 2014 Environmental Science graduate from UC Berkeley, clearly isn't a stranger to the HamFam. As a full-time teacher and Happiness Coach, So founded her business, Begin Branching Out, as a continuation of the youth empowerment she experienced as a Hammie.

In addition to past work with Hammies and AHS staff, So supports teachers, administrators, and university advisors across the country through teaching time management relationships and mindsets — or, as So puts it — a focused version of Hamilton's mission and vision, specifically geared towards self-care and carving out space for rest and play.

"I feel like I embody the Hamilton mission," So said. "I was empowered to support other people who really want to do well in the world, but are having a hard time doing that; I help people feel fully energized — that they're taking time for themselves — to really show up for both their communities and themselves."

However, according to So, this self-care focus was

first born out of personal need.

In her first five years of teaching, So shared that she constantly ran on empty and struggled to take care of herself, committing rather to ensuring everyone else was okay — from students, family, friends, and colleagues.

"Prioritizing everyone else jeopardized the quality of person I was showing up as," So said. "I was so stressed that I'd be crying, or yelling at work; sometimes I couldn't sleep or would be really, really exhausted — and I'd even snap at friends or family."

Frustrated with how she treated those she cared about, So knew something needed to change.

So was reminded of a Seattle Leader Week activity where Hammies outlined themselves on paper and wrote how they interacted with various parts of life like finances, personal relationships, community, etc.

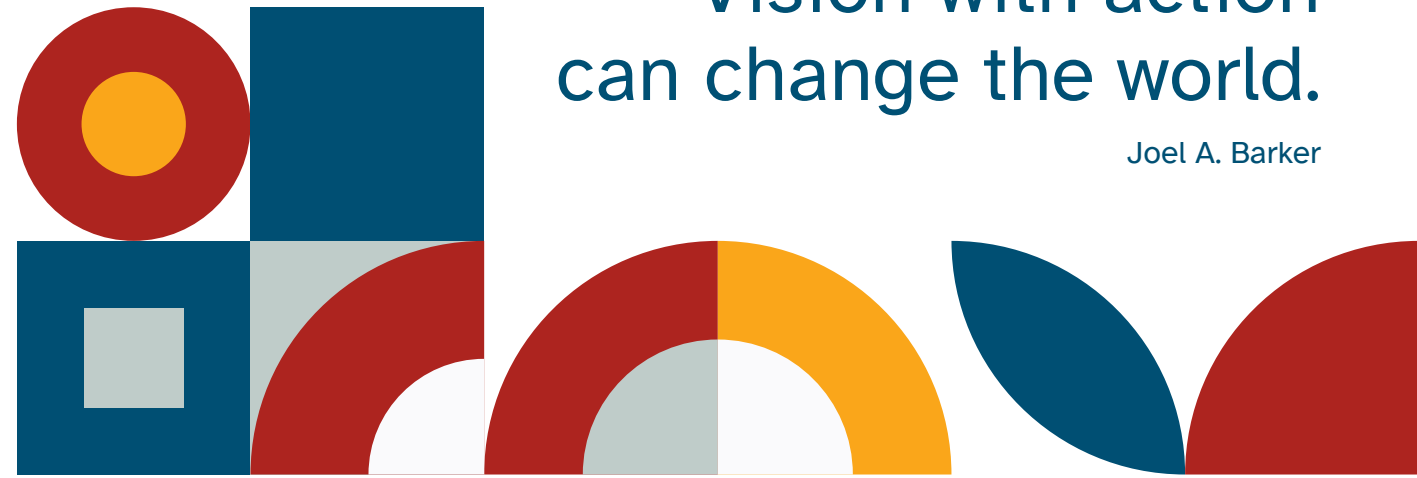
It was that visual, and return visits through AHS' Empowerment Program, that helped So form her own mission, vision, and values. Having space to reflect and plan, with the occasional return visit, is something that So now incorporates into coaching her own clients.

"Having space to reflect and create space for rest and play was something I felt ashamed about growing up," So said. "Now it empowers me to continue serving my community as such an active Hammie alum."



Vision without action  
is merely a dream.  
Action without vision  
just passes the time.  
Vision with action  
can change the world.

Joel A. Barker



## Board Members

- Mackenzie Welch - President
- Erika So - Vice President
- Kenneth Brown Jr. - Secretary & Treasurer
- Shruti Bala - Governance
- Victoria LaQuita Romano - Development
- Emily Gee - Governance
- Taylor Pangallo - Program
- Lauren Hickey - Program
- Steve Barillas - Governance
- Caleb Bradford - Development
- Jesus Moran - UndocuHammie Support
- Eunice Ng - Program
- Vincent Garcia - Program
- Carlos Sotelo - UndocuHammie Support
- Hassan Y. Hassen - UndocuHammie Support
- David Smart - Marketing
- Jessica Sun - Marketing
- Dave S. Lacroix - UndocuHammie Support
- Isabelle Yang - Development
- Tiana Herring - Program
- Maleah Wenzel - Program
- Peiyi Mei - Marketing
- Tammy Nguyen - Development

The AHS Alumni Board is composed of representatives from every Cohort since the beginning of the organization in 2005.

Board members are passionate and value-driven leaders striving to propel the mission and vision of AHS for generations of Hammies to come.

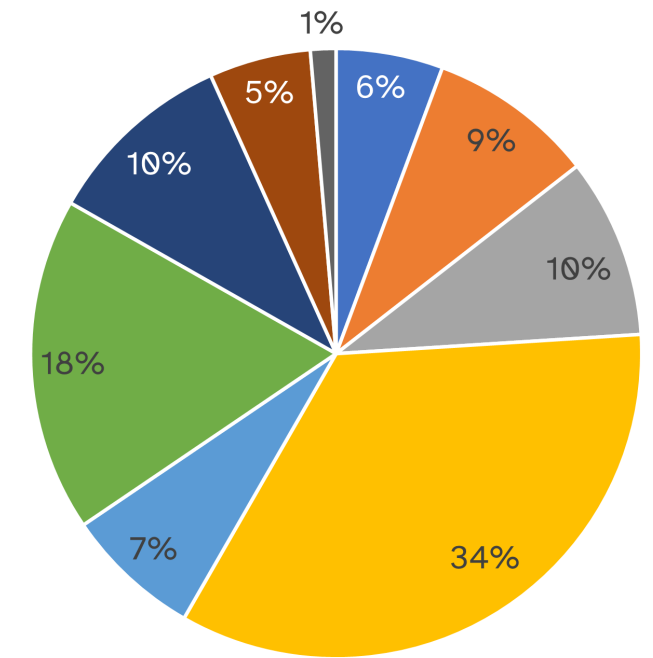
2020 was the first year Alexander Hamilton Scholars had a fully-formed Alumni Board; these Scholars from across the HamFam came together to form the inaugural board that will serve as an example for future boards to follow, grow, and expand upon!

# COVID-19 IMPACT & EMERGENCY FUND

For our Scholars, disruption continues to be the norm since the pandemic began in 2020. Our newest Scholars are using our college counseling, admissions, and scholarship services as never before. Many of our Hamilton Scholars enrolled in college continue to experience virtual classes with the same tuition costs.

Colleges have cut back on other forms of financial aid too, creating more hardships for these future leaders. To complicate matters further, many Scholars and their parents/guardians continue to face increased unemployment, housing insecurity, and food scarcity due to COVID-19. Since starting the Emergency Fund, we've distributed over \$38,106 to assist with food scarcity, secure housing, medical bills, DACA applications, and accessible technology.

Even so, the need for these emergency funds and our services grow: last semester, one scholar contracted COVID-19 while on campus, resulting in extreme medical concerns that were not covered by insurance — Hamilton Scholars was able to lean-in during this critical time with emergency funds. Furthermore, one of our Scholars faced short term homelessness due to a necessary departure from an abusive home situation; Hamilton Scholars was there to help locate housing and provide emergency funds for other resources.



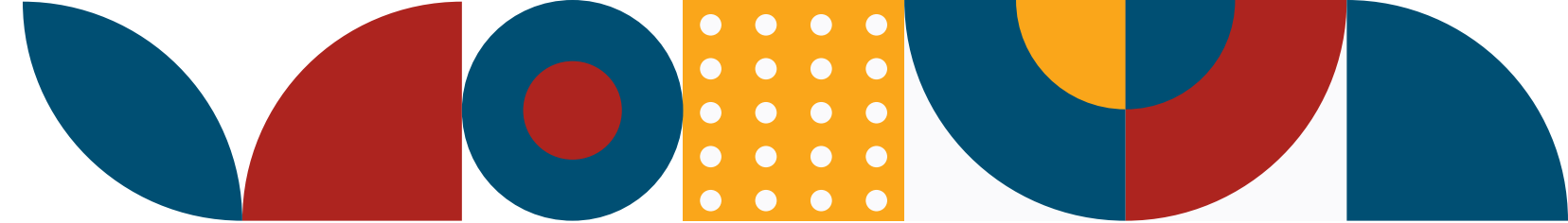
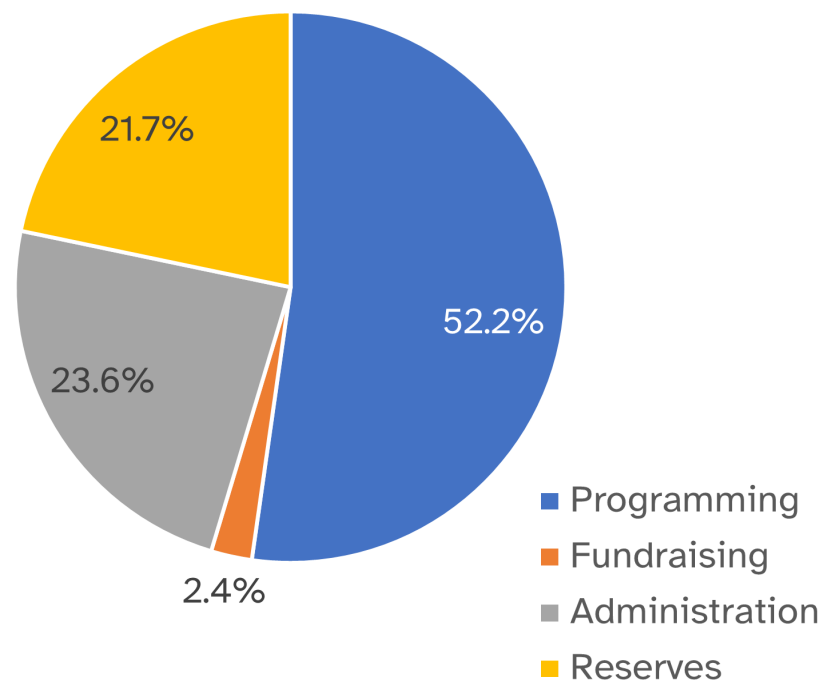
- School Fees
- Safe Transportation
- Food Insecurity
- Housing Insecurity
- Utilities
- Technology
- DACA
- Medical Bills

# EXPENSES & REVENUE

Total revenue  
**\$705,457**

Individual Donations	\$395,875
Corporate Sponsorships	\$30,003
Grants	\$106,157
Events & Other	\$173,422

Total expenses  
**\$552,230**



## ALEXANDER HAMILTON SCHOLARS 2021 SPONSORS



Morgan Stanley



# AHS TEAM & BOARD

## THE TEAM

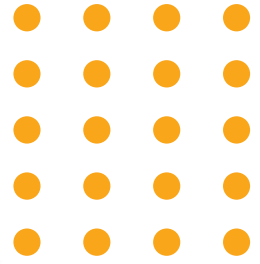
**Dr. Angela Hedwall**

Executive Director



**Mikala Lain**

Assistant Director &  
Director of DEI



**Elias Olson**

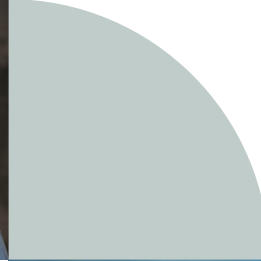
Communications &  
Data Manager



**Cassandra Baddeley**

Program Specialist

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



**Saulyman Corr**

Program Specialist



## BOARD OF DIRECTORS

Arthur Hollingsworth, *President*  
Rashid Farrell, *Vice President*  
Jessica Goldman, *Secretary*  
Jason Lynch, *Treasurer*

George Cox, *Founder & Development Director*  
Shereese Braun  
Dr. Christopher Gay  
Morgan King



Alexander Hamilton Scholars' is a Seattle-based 501(c)(3) nonprofit Empowering high-achieving, underserved young leaders to thrive in college and beyond. A community of ethical leaders who break barriers to build an equitable society. Our five-year program provides these students with a comprehensive network of support and guidance so they, in turn, can be agents of positive change in their communities.

Alexander Hamilton Scholars  
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[www.hamiltonscholars.org](http://www.hamiltonscholars.org)