Dear Friends and Supporters –

When we launched the Reinvent Stockton Foundation (RSF) in 2017, it was to build hope and expand opportunity by investing in Stockton’s people. Informed by our experiences in this beautiful, diverse, high-potential city, the RSF team envisioned a world in which all children receive the support needed to succeed in college, in careers, and in their communities. Rooted in the insights and guidance of local educators, community organizers, faith-based leaders, and policymakers, we knew that for our community to improve, we would need to build a world-class cradle-to-career continuum of support, and that we needed bold philanthropic institutions in our community to launch this work.

In the past four years, we have been single-handedly focused on building the conditions that ensure critical needs are addressed for all Stockton residents, particularly young people. The Foundation was founded initially in 2017 to provide a fiscal home for a $20 million donation to launch Stockton Scholars, a city-wide college access and postsecondary scholarship program that to date has distributed over $1,000,000 in grant funds to thousands of students; we are now the largest single non-university provider of private scholarships in Stockton. In addition, in the time since we have helped to build broader education, civic engagement, and economic programs including Stockton Service Corps, Stockton Economic Empowerment Demonstration (SEED), Mayors for A Guaranteed Income (MGI), the Stockton Youth Development Planning Group (YDPG), and the Stockton Strong COVID-19 Response Coalition.

We are already beginning to see promising results – most notably in double-digit growth in financial aid completion rates among students, significant increases in philanthropic investment overall, and a changing narrative about what is possible in Stockton. This impact report outlines some of the ways we are measuring this change. But there is still important work to do.

2020 exposed glaring and long-standing inequities in communities like Stockton, but has also given us glimpses of hope that a more just community and world are possible. We continue to stand in solidarity with our students in asserting that Black Lives Matter, and supporting efforts to build educational, economic, public safety, and civic systems that result in equitable opportunities for all. As our community starts its long recovery from the COVID-19 pandemic, we remain committed to working to ensure that all of our neighbors are able to live healthy and safe lives. RSF will continue to invest in our city’s people by cultivating innovative community-responsive programs and policies that enhance educational, economic, and civic opportunities for Stockton’s historically marginalized communities.

I hope you will join us in this work.

Lange Luntao (Executive Director Jan 2017 - Feb 2021) & Nik Howard (Executive Director effective March 2021), on behalf of the RSF team
Impact of RSF as a Whole

RSF’S VISION
All Stockton residents thrive in a community that is invested in their success.

RSF’S MISSION
The Reinvent Stockton Foundation invests in our city’s people by cultivating innovative community-responsive programs and policies that enhance educational, economic, and civic opportunities for Stockton’s historically marginalized communities.

RSF’S IMPACT
Total Amount Granted to Individuals & Organizations (as of 12/31/2020*):

$5.17 MILLION +

Total Students Served:
2,600+

STOCKTON SCHOLARS IN THE CLASSES OF 2019 & 2020

Total Stockton Service Corps Members:
112

Total Articles Written About Stockton’s Guaranteed Income Pilot:
8,600+

*Please note - this includes numbers from our 2020 budget, which is in the process of being audited.
Looking Ahead: 2021

RSF

Executive Director effective March 2021
The Reinvent Stockton Foundation (RSF) Board of Directors is pleased to announce the appointment of Nik Howard as RSF’s next Executive Director starting March 1, 2021. The Board unanimously selected Nik Howard for this role.

Nik is an educator, nonprofit leader, and longtime resident of San Joaquin County who is proud to be raising his family in the Central Valley and is a parent to two children in Stockton public schools. Since entering public education as a founding Teach For America (TFA) Philadelphia corps member in 2003, every role he has taken on has been collaborative and innovative in nature — a spirit he hopes to bring to the role of Executive Director of the Reinvent Stockton Foundation.

STOCKTON SCHOLARS

Guaranteed Scholarships through the Class of 2028
Through a generous $20 million donation from the Spiegel Family Foundation, the Stockton Scholars program will deliver its promise to offer scholarships to Stockton area youth of up $4000 for eligible students attending a 4-year college or university and up to $1000 for eligible students attending a community college or trade school.

Team Expansion
The Stockton Scholars team will continue to expand in 2021, to best serve our students and community. One of the most significant expansions will be to hire a mentor program coordinator to scale the work Stockton Scholars is doing to support students with college persistence.

Research Team
Stockton Scholars has selected a research team and in partnership with California State University Sacramento, will conduct a research study on the Stockton Scholars program.

STOCKTON SERVICE CORPS

2021 Expansion
The Stockton Service Corps works to empower members of the community through accelerating, professionalizing, and improving the service landscape in the city of Stockton. In 2019-20, over 100 AmeriCorps members supported Stockton’s highest needs schools with critical educational support. In 2020-21, SSC grew to encompass work in COVID-19 disaster recovery (through partnerships with NCCC and VISTA) and in environmental stewardship (through the CA Climate Action Corps).

STOCKTON STRONG COALITION

The Stockton Strong Coalition will continue working through the pandemic, keeping the coordination role through September 2021 dependent on the needs of the community. The Social Distance Studies Study Hub is planned to reopen in spring 2021.

RSF Executive Director effective March 2021
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Financial Overview

2017-2019

Our operational costs are largely funded by generous private donors - residents of the city of Stockton and champions of Stockton - who make it possible for us to use 100% of public donations for projects that advance an opportunity agenda in our community. We are also grateful to a select group of companies, foundations, and state government entities that have chosen to support our staff salaries and operations through corporate gifts and grant investments.

Grants & Direct Assistance: 65%
- Stockton Scholars & All Other Scholarship Programs: 18%
- Grants to Other Organizations: 32%
- Direct Assistance Disbursements - SEED: 15%

Total Salaries & Related Expenses: 31%
- RSF Core Ops: 7%
- Stockton Scholars Program Staffing: 8%
- SSC Program Staffing: 4%
- SEED Program Staffing: 3%
- Other Staffing & Professional Support: 9%

Supplies: 2%
- Other Expenses: 1%

CHART LEGEND
- Income
- Expenses
- Net Assets

BREAKDOWN OF RSF 2020 EXPENSES
Thank you to Our Donors

DONORS: ORGANIZATIONS

- Agile Sourcing And Partners
- A.C. Spanos Companies
- AKT Communities Fund
- AmeriCorps
- Anonymous Foundation
- Bank of America
- Bank of the West
- Basketball Development, LLC
- Benevity Fund
- Blackbaud Giving Fund
- Bloomberg Philanthropies
- Blue Shield of California Foundation
- California Community Foundation
- California Volunteers Foundation
- CARE
- Center for Cultural Innovation
- Chang Charitable Fund
- City Arts and Lectures
- College Possible
- Community Foundation of San Joaquin
- Daryl and Tamra Petrick Charitable Fund
- Dhanam Foundation
- El Pollo Loco
- Family Independence Initiative
- Fidelity Charitable Fund
- HealthNet
-Hopewell Fund
-Housing Authority of County of San Joaquin
-Institute for the Future
-James Irvine Foundation
-Jerry Yang via Vanguard Charitable Foundation
-Joan Leonard Beerman Foundation
-JP Morgan Charitable Giving Fund
-Kaiser Permanente
-Kathleen Goldhirsh Foundation
-Lawrence Livermore National Laboratory
-Lubetzky Family Foundation
-Michael P. Duffy Family Fund
-Mustardseed Trust
-Nautilus Data Technologies
-Pacific Gas & Electric Company
-Petrick Charitable Fund
-PG&E
-Port of Stockton
-Real Time with Bill Maher
-Reyes Coca Cola Bottling
-Robert E. Friedman Fund
-Rockefeller Philanthropy Advisors
-Sacramento Region Community Fund
-SJ City Building & Trades Council
-Schwab Charitable Fund
-Silicon Valley Community Foundation
-STAND
-Stanford University
-Stockton Children’s Fund
-Stockton Convention & Visitors Bureau
-Stockton Port District
-Susan Eggman for Assembly 2020
-Spiegel Family Fund
-The California Endowment
-The California Wellness Foundation
-The Harry and Jeanette Weinberg Foundation, Inc.
-The San Francisco Foundation
-United Airlines
-United Way
-Vanguard Charitable (Wiseman, Axelrod)
-Wells Fargo & Company
-209 Furniture

DONORS: INDIVIDUALS

- Anderson, Adam
-Anonymous Donor
-Aptaker, Janae
-Ayala, Nancy
-Axelrod, Bob
-Bahat, Roy
-Bayley, Leslie
-Beeman, Leon
-Berklenfeld, Jason
-Bivens, Bobby
-Booth, Jan
-Bott, Donald
-Burch, Marjorie
-Cajee, Masood
-Carey, Maria
-Celestine, Marchelle
-Clopine, Anne
-Colon, Sofia
-Corbin, Maricela
-Corren, Melvin and Harriet
-Costanza, Teresa and William
-Cox, Monica
-Deiss, Robert
-Dellafosse, Jasmine
-Denning, Steven A.
-Derive, Linda
-Doiron, Nicholas
-Dorsey, Jack
-Dowell, Timothy
-Duffy, Michael
-Enthoven, Julia
-Epps, Stephanie
-Epstein, Katherine and David
-Estes, Chase
-Flores, Melissa
-Froehlich, Peggy
-Galand, Glenn
-Ghio, Brooklyn
-Gilbert, Sapho
-Gladney, Amara
-Goldenber, Bedra
-Gould, Nelson and Rebecca
-Guillory, Devin
-Guiney, Donald
-Guiney, Noah
-Haro, Claudia
-Hart, Kathleen
-Heisser, Lindsey
-Hooker, Ty-Licia
-Hopson, Preston
-Howe, Kandi
-Howell, Dana
-Itaya, Sharon
-Jink, Alison
-Johnston, D.G.
-Johnston, Sienna
-Karampelas, Gabrielle
-Kaur, Sarbjit
-Kennedy, Sydney
-Kislinger, Eddie
-Klein, Jonathan
-Knott, Karl
-Koster, George
-Lakes, Miriam
-Langfitt, Niamh
-Leek, Jasmine
-Lovelace, Linda
-Luntao, Lange
-Luntao, Mary and Ruperto
-Mapson, Joan
-Marchese, Joe and Christie
-McEvoy, Ira
-McLernon, Luke
-Medina, Anna
-Montgomery, Tyler
-Moore, Carole
-Moore, Meridee
-Mousalimis, Diane and James
-Muniz, Marcela
- Muniz, Marcela
-Odelowo, Julia
-Olwell, Carol
-Perloff, Carey
-Petrick, Daryl
-Piccinini, Alexandria
-Ragsdale, Peter
-Ramirez, Katherine
-Ramsayer, Marilyn
-Renteria, Stacy
-Richards, Scott
-Richards, Shari
-Rutigia, Natali
-Salazar, Gary
-Sanders, Michael
-Sasso, Barbara
-Schutte, Morgan
-Sheehan, Mary
-Sittenfeld, Paul
-Smith, Sonia
-Sonnenburg, Nancy
-Stewart, Rachel
-Sweeney, Adam and Cheryl
-Tarrant, Lynn
-Taube, Debra
-Terreri, Natali
-Teudt, Juanita Kika
-Tighe, Noreen
-Tolan, Carol
-Tominaga, Seirothana
-Valery, Sandra
-Walker, Barbara
-Walker, James
-Weitman, Amanda
-Westervelt, Melody
-Wilhoit, Douglass
-Wise, Christy
-Yang, Jerry
-Yang-Johnson, Geri
-Yoneda, Leah
-Zanoni, Ron
-Zapien, Moses
Introducing Our Team

NIK HOWARD
Executive Director

LANGE LUNTAO
Founding Executive Director

CLAUDIA HARO
Director of Operations

SABRENA HERNANDEZ
Outreach Officer & Manager of Communications

JANAE APTAKER
Director of Stockton Scholars Program & Strategy

MISSY RAE MAGDALERA
College Student Outreach & Retention Officer

SONALI NIJHAWAN
Director of the Stockton Service Corps & Director of AmeriCorps State and National Programs through January 2021

JORGE ESPINOZA
Scholarship Operations & Student Success Analyst

DREW WARMSLEY
Manager of College Access

MARTIN SANCHEZ
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Outreach Officer

PANDORA CROWDER
Special Projects Associate
Board of Directors

Prudence Carter (through 2021)
Dean Graduate School of Education at Berkeley

Michael Duffy
President and CEO Financial Center Credit Union

Cindy Foster
Community Advocate & Public Health Nurse (Retired)

Eddie Kislinger (through 2021)
Commercial Real Estate Investor, Lyricist, Former Music Business Attorney

Natalia Orfanos
Director of Communications and Special Projects A.G. Spanos Companies

Christie Marchese
Founder and CEO Picture Motion

Michael D. Tubbs
Executive Chair of Mayors for Guaranteed Income

Christy Wise
Poet & Author

Geri Yang-Johnson
Vice President & Community Relations Senior Consultant Wells Fargo

Moses Zapien
President and CEO Community Foundation of San Joaquin
Through bringing together research-informed practices, sustainable investment, and community engagement, the Reinvent Stockton Foundation (RSF) aims to address long-standing inequities in Stockton and build a world-class cradle-to-career continuum of support in education.

EARLY CHILDHOOD SUPPORT

We envision that all Stockton students have the opportunity to enroll in high quality early childhood learning and start Kindergarten ready to learn.

Programs & Partners:
San Joaquin A+ on the establishment of a first-of-its-kind college savings account program, launching in 2021.
K-12 LEARNING
We envision that all Stockton students attend school every day in K-12th grade and have the opportunity to develop reading and math skills at or above grade level. We envision that all students graduate college, career, and/or community ready.

Programs & Partners: Stockton Service Corps
- Reading Corps
- Math Corps
- Teach for America
- Improve Your Tomorrow, Inc.
- Changeist

COLLEGE ACCESS & SUCCESS
We envision that all Stockton students complete post-secondary education on time & without debt.

Programs & Partners:
- Stockton Scholars
- Stockton Service Corps: Improve Your Tomorrow, Inc.
- College Possible

CAREER PREP
We envision that all Stockton students have the opportunity to return back to their community for meaningful, living-wage employment that uses their educational skills.

Programs & Partners:
- Stockton Urban Revitalization Fellowship
- Summer of Service in Stockton
PROMISING SIGNS OF GROWTH:

Despite the impact of the COVID-19 pandemic, we are seeing slow but steady growth in Stockton Unified School District, the largest school system served by these programs and the beneficiary of the majority of Stockton Service Corps and Stockton Scholars programs. In the coming year, RSF’s programs will dive deeper into their outcomes at particular schools and districts served by RSF’s programming, rather than a district-wide data lens. In the meantime, we are tracking progress on the following metrics:

<table>
<thead>
<tr>
<th>Metric</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade Literacy Rate</td>
<td>24.5%</td>
<td>26.3%</td>
<td>+1.8%</td>
</tr>
<tr>
<td>SJ County</td>
<td>39.1%</td>
<td>40.8%</td>
<td>+1.7%</td>
</tr>
<tr>
<td>California</td>
<td>49.9%</td>
<td>51.5%</td>
<td>+1.6%</td>
</tr>
</tbody>
</table>

8th Grade Math Proficiency Rate
% of 8th graders meeting or exceeding the math benchmark (CAASP)

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
<th>2017-18</th>
<th>2018-19</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Unified</td>
<td>16.9%</td>
<td>18.1%</td>
<td>+1.2%</td>
</tr>
<tr>
<td>SJ County</td>
<td>28.1%</td>
<td>28.7%</td>
<td>+0.6%</td>
</tr>
<tr>
<td>California</td>
<td>36.9%</td>
<td>36.3%</td>
<td>+0.6%</td>
</tr>
</tbody>
</table>

High School Financial Aid Completion Rates
% of students graduating in 12th grade who submitted FAFSA or CA Dream Act

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
<th>2017-18</th>
<th>2018-19</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Unified</td>
<td>47.0%</td>
<td>59.4%</td>
<td>+12.4%</td>
</tr>
<tr>
<td>SJ County</td>
<td>29.7%</td>
<td>32.8%</td>
<td>+3.1%</td>
</tr>
<tr>
<td>California</td>
<td>48.4%</td>
<td>49.0%</td>
<td>+0.6%</td>
</tr>
</tbody>
</table>

College & Career Ready Graduation Rates
% of high school students graduating completing UC/CSU entrance requirements

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
<th>2018-19</th>
<th>2019-20</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Unified</td>
<td>30.2%</td>
<td>34.7%</td>
<td>+4.5%</td>
</tr>
<tr>
<td>SJ County</td>
<td>29.7%</td>
<td>32.8%</td>
<td>+3.1%</td>
</tr>
<tr>
<td>California</td>
<td>48.4%</td>
<td>49.0%</td>
<td>+0.6%</td>
</tr>
</tbody>
</table>

Chronic Absenteeism
% of all students who are classified as chronically absent

<table>
<thead>
<tr>
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<th>2018-19</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Unified</td>
<td>21.4%</td>
<td>19.7%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>SJ County</td>
<td>14.5%</td>
<td>14.2%</td>
<td>+0.3%</td>
</tr>
<tr>
<td>California</td>
<td>11.1%</td>
<td>12.0%</td>
<td>+0.9%</td>
</tr>
</tbody>
</table>
The Reinvent Stockton Foundation is adaptable and continues to be committed to its mission of investing in the people of Stockton. Each program had its own Covid-19 response, acting quickly and accordingly to assist our community and it's greatest needs.

Stockton Strong Emerged in Response to COVID-19
In March 2020, when the City declared an emergency in response to COVID-19, the community was all hands on deck. But we needed a place to coordinate relief. The Stockton Strong coalition brings together public and private sectors and civic leaders to coordinate community-based COVID-19 response efforts in Stockton. With the support of former Mayor Michael Tubbs, the community helped to launch the coalition in March 2020, alongside key community partners at the Reinvent Stockton Foundation and the Community Foundation of San Joaquin. To keep Stockton connected during this unprecedented time, dozens of community-based and faith-based organizations have united to coordinate Stockton Strong’s COVID-19 response efforts. In August 2020, Stockton Strong brought on Keegan Gillette to coordinate the following efforts full-time and maintain the coalition as the COVID-19 pandemic continues through 2021.

Stockton Service Corps
Stockton Service Corps worked quickly to engage volunteers and Americorps members to support the community at local food banks, Lord’s Gym City Center, Nourish Stockton. From May to October 2020 Stockton Service Corps activated 47 volunteers for over 485 hours of service directly to Covid-19 relief efforts. Teach for America launched virtual learning and instruction, College Possible shifted to serve students virtually, and Changist hosted a statewide virtual convening of young people. In late October 2020, Stockton welcomed a team of NCCC AmeriCorps members to directly support the Stockton Emergency Foodbank and Stockton Strong Social Distance Studies. Stockton Service Corps education programs were able to continue to serve students through the Covid-19 pandemic by supporting virtual learning and reaching students virtually.

Stockton Scholars
At the beginning of the COVID-19 pandemic, the Stockton Scholars team was forced to make a quick pivot in programs and services in order to reach students virtually, including: the addition of virtual office hours to provide scholarship or college application and FAFSA assistance. This pivot also included shifting two of the program’s major 400+ in-person events; College Signing Day and Summer Summit to virtual platforms for online participation. Additionally, the Stockton Scholars team launched a COVID student needs survey and phone banking campaign to assess their students greatest needs. All Stockton Scholars programming pivoted to reach students virtually, including special events such as their annual College Signing Day and Summer Summit.

The team launched it’s student COVID-19 emergency relief fund to support students in need of additional financial support over and above the scholarship. Nearly $3,000 has been distributed to students in the community thus far. Another significant commonality identified among Stockton Scholars was the lack of access to adequate WiFi, technology or space to attend classes and/or study in a quiet environment. In response, RSF launched the social Distance Studies Study Hub in October to address these specific student needs. To date over 150 students have accessed the space through the first half of December.
Black Lives Matter Statement

THE REINVENT STOCKTON FOUNDATION WORKS TIRELESSLY EACH DAY TO FIGHT FOR OPPORTUNITY, EQUITY AND JUSTICE IN THE STOCKTON COMMUNITY.

Dear Stockton Scholars Students, Community, Family, and Friends,

It is with a heavy heart that I am writing this message to each of you, given the events of the past week with our country facing the fallout of hundreds of years of systematic racial injustice and civil unrest, most recently with the horrific circumstances surrounding the deaths of Ahmaud Arbery, Breonna Taylor and George Floyd. It goes without saying that the impact is hitting particularly hard against the backdrop of a global pandemic.

As a team made up of people of color, these events have had a significant impact both personally and professionally. We are grieving with our local and global community during this moment in history. At the same time, we are working collectively to ‘be the change we want to see’ in our world and most importantly in our community here in Stockton. In that, we found it critical to share this declaration with you all on the record as we know the incidents and aftermath of the events this week and over the years will continue to have an impact on our students for generations. One thing we are certain of is, we all collectively play a role in how positive or negative that impact is with the action we take today.

The Stockton Scholars team would like to affirm and uplift the following:

- We share in the hurt, pain, and outrage for our siblings of color
- We stand in solidarity for social justice and systematic change in the policing of Black Americans and all Americans of color
- We believe in the fair systemic treatment of all people resulting in equitable opportunities and justice for all
- We uphold the privilege for all Americans to exercise their First Amendment rights and know it is critical for voices of the most vulnerable to be heard now
- We support peaceful, safe protests and other forms of advocacy and will stand with our students on the front line of peaceful resistance
- We remain steadfast in our mission to expand opportunity and build hope by attracting resources into Stockton and investing in our city’s people

We know that these are unprecedented times, and now more than ever we seek to come together with the community to ensure your physical, emotional academic, and collective wellbeing. If you are in Stockton and need additional support, please don’t hesitate to reach out.

We wish you all health, safety and peace of mind.

Sincerely,

Janae and the Stockton Scholars Team

Stockton Scholars is a program of the Reinvent Stockton Foundation, a 501(c)3 organization which aims to build hope and expand opportunity by investing in the people of Stockton.
2020 Highlights

SEED HIGHLIGHTS

STOCKTON SERVICE CORPS HIGHLIGHTS

STOCKTON SCHOLARS HIGHLIGHTS

STOCKTON STRONG HIGHLIGHTS

p30

p37

p56

p64
The Stockton Economic Empowerment Demonstration, or SEED, was the nation’s first mayor-led guaranteed income initiative. Launched in February 2019 by former Mayor Michael D. Tubbs, SEED gave 125 Stocktonians $500 per month for 24 months. The cash was unconditional, with no strings attached and no work requirements.

SEED sought to confront, address, and humanize some of the most pressing and pernicious problems our country faces: inequality, income volatility, and poverty. We hoped to challenge the entrenched stereotypes and assumptions about the poor, and the working poor, that paralyze our pursuit of more aggressive policy solutions. We believe that SEED provides an opportunity to imagine a more fair and inclusive social contract that provides dignity for all. Everyone deserves financial stability – SEED proves that a guaranteed income is one way to achieve it.
Stockton’s median household income of $46,033 falls far below the state’s median household income of $61,818.

The city is 18th in the nation for child poverty.

Only 35% of the city’s students are college ready by high school graduation.

Recent unemployment rates in San Joaquin County hover around 7.5% higher than the state average of 4.3%.
In March 2021, SEED released its preliminary findings from the first year of the experiment. These findings encompass the pre-COVID time period from February 2019 through February 2020. Key findings include:

- Guaranteed income reduced income volatility, or the month-to-month income fluctuations that households face.
- Unconditional cash enabled recipients to find full-time employment.
- Recipients of guaranteed income were healthier, showing less depression and anxiety and enhanced wellbeing.
- The guaranteed income alleviated financial scarcity creating new opportunities for self-determination, choice, goal-setting, and risk-taking.

Implications for Policy
The first year findings of SEED are promising, showing a causal connection between guaranteed income and financial stability, and mental and physical health improvement. Yet, guaranteed income is not a cure all for the consistent, market-driven obstacles that prevent many American households from achieving stability and health. The COVID-19 pandemic has highlighted the need for a comprehensive safety net reform. Households are struggling more than ever to meet competing demands of online schooling, high risk work environments, and devastating losses of family members and friends. Guaranteed income may be immediately realized as recurring cash payments to allow families to mitigate infection risk and weather pandemic related income loss.

Implications for Research
Additional research on guaranteed income is forthcoming, which will help refine policy options. There are a number of domestic guaranteed income pilots that launched around the same time as SEED, including Open Research’s large multi-city pilot, Springboard to Opportunity’s Magnolia Mother’s Trust, and the multi-city Baby’s First Years project. While each of these studies were launched with similar hypotheses, that guaranteed income may stabilize families and improve wellbeing, there were no modern studies of guaranteed income in the US to predicate those hypotheses. SEED’s data should serve as a launching point not only for the final report of SEED, but for other communities running or preparing to pilot guaranteed income.
Stockton Service Corps launched in 2019 and in that time has provided services to over 5,000 students between Kindergarten and post secondary through support or services from a Stockton Service Corps AmeriCorps Member. There are currently over 100 members serving the Stockton community as service corps members who have provided 1.7 million hours of service to young people.

Since its launch Stockton Service Corps worked to improve outcomes in the following areas:

- Increase the postsecondary persistence rate in first generation students
- Increase college readiness standards for (UC/CSU eligibility requirements) for boys & young men of color in high school
- Spark 4th-8th grade math growth
- Catalyze Kindergarten - 3rd grade literacy growth
- Increase the development of civic engagement in young people
LAUNCH OF STOCKTON SERVICE CORPS
2020-2021 SERVICE YEAR
(CRADLE-TO-CAREER):

The following programs started their year of service in August. We are excited to have over 100 AmeriCorps Members serving our community this year.

- Stockton Service Corps members serving in 4 schools (2 Lodi Unified Schools, 2 Stockton Unified Schools)
- Stockton Service Corps members serving across 12 Stockton Unified Schools.
- Stockton Service Corps members serving across the city of Stockton.
- Stockton Service Corps members serving at CSU Stanislaus State.
- Stockton Service Corps members serving in Stockton Unified Schools and approved Public Charter Schools.
In an effort to increase youths’ civic knowledge and personal agency, we:

- Service projects to educational workshops to six-week externships.
- Local community organizations to complete projects ranging from one-day practitioners. During the final six weeks of the program, teams partner with youth, while receiving training to support their work as youth development members) serve as near-peer mentors and team leaders to the younger.
- College-aged youth (our AmeriCorps members) serve as near-peer mentors and team leaders to the younger, while receiving training to support their work as youth development practitioners. During the final six weeks of the program, teams partner with local community organizations to complete projects ranging from one-day service projects to educational workshops to six-week externships.

In an effort to increase youths’ civic knowledge and personal agency, we:

- Place youth on diverse teams, led by near-peer mentors and team leaders to the younger youth, while receiving training to support their work as youth development practitioners. During the final six weeks of the program, teams partner with local community organizations to complete projects ranging from one-day service projects to educational workshops to six-week externships.

- Address issues in monthly modules that incorporate interactive learning, active service projects, and individual and team reflection. High school-aged youth are placed on teams that explore one issue in great depth throughout the year, while exploring the intersection of issues. College-aged youth (our AmeriCorps members) serve as near-peer mentors and team leaders to the younger youth, while receiving training to support their work as youth development practitioners. During the final six weeks of the program, teams partner with local community organizations to complete projects ranging from one-day service projects to educational workshops to six-week externships.

In an effort to increase youths’ civic knowledge and personal agency, we:

- Ensure youth are given the space to learn, practice, and demonstrate civic leadership skills, such as public speaking, mobilization, information literacy, social media usage, conflict resolution, and team leadership.
- Give youth the resources to explore, serve, and reflect on social justice issues.
- Provide youth a place to demonstrate and implement local solutions to local problems, so that they can immediately see how their actions can have a positive impact on the community, setting the stage for future action.
- Complete youth-led projects.
- Partner with external community organizations to enrich the learning experience of our youth.

Impact & Evaluation:

After completion of our program, we expect to see statistically significant increases in our ten target outcomes in the areas of Character Development, Social Capital, and Sociopolitical Empowerment:

1. Diversity Attitudes
2. Gratitude
3. Teamwork
4. Curiosity & Exploration
5. Diverse Social Capital
6. Awareness of Social Issues
7. Motivation to Make Change
8. Sociopolitical ProblemSolving Skills
9. Experience Taking Action
10. Agent of Change Identity

In 2020-21, we have 71 students enrolled (54 high school students and 17 middle school students). Youth engage in three hours of programming on Saturdays and one hour of programming during the weekday for 25 weeks from November 2020 to June 2021. To date, youth have been engaged in 31 hours of programming. Based on 98 survey responses from youth during our first 6 program days, youth report an average of 4.3/5 for enjoyment, 4.3/5 for engagement, 4.0/5 for connection and 4.1/5 for empowerment. Youth have shared that they have learned “that 170+ people can make a change in the community,” and “about certain things in my community that i wouldn’t have known yesterday,” Youth enjoyed “being able to express [their] opinions on each topic and not feel judged,” and “[meeting] people from Stockton that have the same interest as [them],” and “getting to see so many new faces and be able to connect with one another.” Formal outcomes will be measured after program completion in July 2021.

Student Testimonial

After one year serving in Stockton, with huge disruption, we are excited that we have three of our college-aged team leaders returning to Changeist to serve as AmeriCorps members. As one of these leaders stated in their application, “I got the exhilarating opportunity to serve as a Team Leader for Changeist in Stockton. Though our time was cut short given the COVID crisis, it was an experience I will never forget. I got to connect with people younger and older than myself, getting to see the world from their eyes, hear personally about their struggles, and provide a safe space for them to open up and explore not only ways in which they could benefit their community, but explore themselves. In that short time, I felt as though I was doing as God had intended to serving my community. It felt good to have intimate and revolutionary conversations about the welfare of the world with bright and youthful individuals with open hearts and minds. I felt like I had a powerful team beside me with the shared ambition of guiding our community out of the fire of fear and despair. I was expecting to go live on campus at college starting the fall, but it is looking like COVID will interfere with that as well. Given that it looks like I will need to stay in town a while longer, I will need a job. I've been suggested to try Amazon or Starbucks, but I feel my time would better be spent benefitting my community as an AmeriCorps Member. It would be an honor.”
2 READING & MATH INC (DBA CALIFORNIA MATH CORPS)

Program Model
Mastery of math skills by eighth grade is vital to students’ college and career success. Students who pass algebra 1 by the end of eighth grade are more likely to take advanced mathematics courses, graduate from high school, and succeed in college (Matthews & Farmer 2008; National Mathematics Advisory Panel, 2008; Stoelinga & Lynn, 2013). Yet, as many as three of every four students who take algebra 1 fail the course (Hacker, 2016; St. George, 2015) and only a third of eighth-graders nationwide demonstrate proficiency in math (NAEP, 2019). Reading & Math, Inc. (dba Reading & Math Corps) delivers academic interventions that help students become algebra-ready by eighth grade, a critical milestone. RMI partners with SUSD, nonprofits, and educators in Stockton, where there are high concentrations of disadvantaged students and a strong commitment to provide academic support for all students.

In the after-school space, reading will also be a focus area for kindergarten-3rd grade students. Research strongly indicates that children must be able to read proficiently by the end of third grade to succeed in school. Children who can read proficiently by third grade are four times more likely to graduate high school (Hernandez, 2011). RMI’s use of AmeriCorps members expands a whole school’s instructional capacity and ability to provide the intensive supports required in effective educational intervention frameworks such as Multi-Tiered System of Support (MTSS). In the Central Valley Districts are currently in the process of starting implementation of MTSS, and adding the capacity of AmeriCorps members will produce significant contributions by providing under-resourced schools with the people-power to implement effective academic interventions that make a transformative difference in the lives of students.

2020 Updates
It is difficult to overstate the impact of COVID-19 on learning, especially for students who come from low-income backgrounds and marginalized communities. Already, researchers predicted a “COVID slide” about 66% worse than typical learning loss experienced over the summer (Kuhfeld & Tarasawa, 2020). Like so much else however, the negative impacts of the pandemic are not distributed equally. According to a 2020
McKinsey & Company report, learning loss due to remote learning will most likely be greater among those already from historically marginalized backgrounds, including Black and Hispanic students, as well as those from low-income backgrounds. Among low-income students, only 60% were regularly logging into online lessons, compared to 90% of high-income students. There is a risk that in Stockton, an already challenging situation around academics could get significantly worse - that is unacceptable.

National experts have identified high-dosage tutoring models as an answer to this challenge - precisely what Math Corps exemplifies. In fact, national thought leaders like Robert Slavin are calling for a national ‘Marshall Plan’ of high-dosage tutoring to boost kids back to grade-level performance. The Weinberg Foundation’s support of Math Corps in SUSD schools is a local version of that plan. This transformative investment, at this critical moment, will boost math achievement and strengthen the long term pipeline of local, qualified talent for Stockton’s local business community. We need programs that work, paired with schools that have a track record of success, to meet this challenge.

Impact & Evaluation

This grant supported the placement of 25 members in SUSD schools where the Math Corps program has thus far reached 277 students who averaged 71 minutes of individualized instruction per week. Student progress is assessed via STAR Math by measuring how many students exceed target growth. In Stockton schools, 43% of Math Corps students met or exceeded target growth to get on track to algebra proficiency. We are proud of the student growth this year despite the challenges with distance learning and high student absenteeism. Additionally, Math Corps’ model has undergone a Randomized Control Trial illustrating the impact of its intervention. From fall 2017 to spring 2018 in Minnesota, an independent evaluation team conducted a randomized controlled trial of the Math Corps program (Coddig et al., 2019). 924 students in twenty schools participated, reflecting a representative balance of urban, suburban, and rural settings. Outcome measures included the state proficiency test, the STAR Math computer adaptive test, and a fact fluency measure, which all students completed at pre-test and post-test time periods. Logistic and linear analyses were conducted to evaluate the impact of Math Corps on the likelihood of reaching criterion-based post-test benchmarks and overall math performance at the time of the post-test. Concerning fact fluency, Math Corps was associated with a statistically significant increase in both facts completed (B = 0.16, unstandardized effect of 3.16), and odds of reaching a grade-level criterion. The effects represent several months of typical growth in math skills, indicating that Math Corps has a statistically significant and meaningful positive impact on student math skills. California Math Corps began serving SUSD students in January 2020, just before school closures due to COVID. 82 students were administered the fact fluency assessment twice before school closures. 61% of students improved their fact fluency skills. Grade 7 students made the most growth with 88% of students increasing their score with an average growth of 3.3 items correct. These results are notable given the limited number of tutoring sessions that occurred during the shortened school year.

Participant Testimonial

On June 8, 2020 Nancy Maring, SUSD Program Specialist at Madison Elementary, wrote, "When we received news that Madison was selected to partake in the California Math Corps, we were excited to say the least. So many of our students needed help and we are always open to every opportunity that will add to their learning. What I didn’t realize was the impact it would have with our students, staff, and myself. Once we got started and the teachers saw the positive impact it was making they would ask me, “Well, how about this student? Can’t we add her too?” The students would ask me, “Can’t we do it longer?” Plus, the excitement they had as they were learning was priceless. For myself working with the tutors was great. It reminded me as to the newness of teaching. It reminded me about the naive part of teaching someone and sharing the accomplishment with them. One of the students that our Math Corps tutor, Ms. Palmer, worked with was new to our school this year. That student had gone through many things in her young life. Ms. Palmer made that connection with the student in part I believe because when they were in session it was happy, positive, caring and at a pace that allowed this student to learn and grow. That student always had a smile coming into that room and so did Ms. Palmer. Math Corps is so very important for Madison Elementary and the Stockton Unified Community. I have witnessed the tremendous impact Reading Corps and Math Corps can have."
Program Model

College Possible makes college admission and success possible for students from low-income backgrounds through an intensive curriculum of coaching and support. We pair groups of students with a full-time, dedicated near-peer coach who uses a specialized curriculum and supports to help guide students into and through college on the path to a college degree.

For 18 years College Possible has refined its model of near-peer coaching using a research-based curriculum, and is now a national leader in college success programming. Our dedicated near-peer coaches guide and support students on their path to and through college, making College Possible students three times more likely to earn their degrees than their low-income peers.

We know that many colleges and universities are committed to supporting students from low-income backgrounds, but they often lack the staff or resources to support these students in the way they would like.

2020 Updates

Early in the pandemic, researchers speculated the fallout from COVID could drastically disrupt college enrollment trends, and these theories are now supported with new data from the National Student Clearinghouse. By their estimation, students from high poverty areas saw a 33% decline in college enrollment. However, preliminary program data for College Possible shows a startling contrast. Our students have been maintaining college enrollment at levels consistent to pre-COVID times. We attribute this success to the support of near-peer coaches who have remained a consistent presence in students’ lives throughout the pandemic.

Impact & Evaluation

Because we rely on our institutional partners to provide this data, College Possible has not yet been able to collect and assess midyear data from Stanislaus State. Later this spring, we anticipate having such metrics as the number of successful student interactions with their coach, the topics of those conversations, student retention compared to other Pell-eligible students, as well as compared to all students on campus, credits earned, credit completion rate, and GPA.
Program Model
TFA-CCV aims to catalyze leadership to make educational equity and excellence a reality for all students in Stockton. The education system is not currently designed or equipped to meet the diverse needs of its students. To address the entrenched issues that limit the opportunities students have to learn and succeed will require committed and talented leaders working at every level. TFA finds passionate and diverse leaders to serve as classroom teachers in schools that predominantly serve students who are low-income and identify as BIPOC.

Using a national approach, TFA is able to recruit top talent from across the state and country to join the Stockton corps and to field a diverse corps. Annually, nearly half of the corps identify as BIPOC and nearly half identify as coming from a low-income background. In addition many are first-generation college graduates themselves. These leaders commit to a two-year corps experience during which they receive professional training and leadership development in order to be highly effective educators and to develop the knowledge, skills and mindsets to be systems-change leaders. TFA alumni remain a force of committed leaders working towards educational equity and excellence from within and outside the system. Today there are more than 500 TFA alumni in the California Capital Valley region and over 50 in San Joaquin County. TFA-CCV is in the midst of expanding and developing programming and supports to foster the individual and collective leadership of local alumni who remain committed to realizing the systemic changes necessary in education.

2020 Updates
As we considered what it will take to achieve our 10 year goal, this fall we decided to make new investments by launching an Alumni Forward strategy. We believe that to see a meaningful difference in the educational experience and outcomes of students, we must amplify and accelerate the ongoing leadership and impact of our alumni - former AmeriCorps members who are forever changed by their two-year corps experience and who remain committed to our mission long after. With our current program, we are focusing most of our resources on about 20-30 AmeriCorps members annually serving a few thousand students in a handful of schools we partner with. With this new strategy, we will be able to focus our resources on a diverse and talented network of more than 500 alumni who are in varying stages in their careers but maintain their commitment to serve. Collectively our alumni are already impacting tens of thousands of students at the classroom, school and systems level.

We will continue to fully support our current AmeriCorps members through their two-year commitment, which will be completed at the end of the 2021-22 school year. We will implement our Alumni Forward strategy over the next three years. Year one, this year, is focused on learning. We will connect and listen to as many alumni as possible as well as students, local leaders and community members to help us shape our new strategy. With the insights from these conversations as well as additional research, we aim to deeply understand what it will take to achieve our 10 year goal. In year
two, through deeper local partnerships, we will develop and pilot new alumni-centered initiatives with a focus on driving educational progress. By year three we will launch a redesigned program focused primarily on alumni and the systemic changes required to reach our 10 year goal.

Impact & Evaluation
We define success as building a coalition of diverse and talented leaders committed to educational equity and excellence who are equipped to create and drive systemic solutions in public education. This is ultimately in pursuit of our 10 year goal, rooted in the progress we hope to see for students. In our proposal we shared data on the number of incoming and total TFA-CCV AmeriCorps members, corps demographics, total # of students served and alumni data. There are no updates to share at this time. To date we have 100% retention of AmeriCorps members who started on the first day of school and expect all first-years to return for year two. We have data on student learning from AmeriCorps members’ classrooms for the first 4 months of virtual instruction. We track student growth as measured from the start of the school year and/or mastery of the subject matter via unit assessments. When looking at the progress of students in TFA-CCV classrooms, our mid-year assessments indicate students are on track to meet or exceed typical growth in a school year. We can also report that our students are seeing a positive increase of approximately 8% in mastery of subject matter via unit assessments since the start of the year. These mid-year assessments indicate that despite the challenges of learning in virtual classrooms, TFA-CCV AmeriCorps members are ensuring that meaningful learning continues to happen. We have identified the following metrics we will be tracking in pursuit of our 10 year goal: 3rd grade reading proficiency, eighth grade math proficiency, % of students meeting requirements for admission to UC/CSU systems and % who meet the “prepared” qualification through California Career Technical Education pathway. The next step is to analyze what it will take to double the number of students meeting these benchmarks by 2030.

Participant Testimonial
Alejandra Soria is a TFA alum and is proudly in her 6th year teaching at Chavez High School in Stockton, her corps placement school. Today she is the Head of the Science Department, an advisor of two student clubs and an on-site support provider for new teachers. In 2017, Alejandra began hosting her school’s STEM Fair to give students research experience. The STEM Fair helps students grow their skills in critical thinking, problem solving and time management. Ultimately, Alejandra still finds the most important part of her job is to operate with love for her students every day and to show them that she believes in them. When asked what she wants most for her students, Alejandra said, “I want all of my students to realize and recognize their amazing value. I want them to be happy with who they are and to want to develop as people and learners. I want them to learn to be reflective, think critically, and learn to problem solve. I also want them to see that they already do this! I want them to regularly operate with empathy. I also want them to develop skills that allow them to access whatever future they want. I want them to learn to see the power in failure and develop growth mindsets. I want them to see the power of science in shaping our world, and the relevance to their lives.”

Alejandra is one example of how TFA alumni continue to work towards educational equity and excellence beyond their two-year corps commitment. She is part of a network of TFA alumni leaders who go above and beyond to prepare students to learn, lead and thrive.
Program Model

IYT seeks to improve college access rates and dismantle the school-to-prison pipeline for young men of color.

IYT’s 12-year holistic pipeline model addresses personal, structural, and community issues impacting college access and completion, and future career success. IYT’s model seeks to nurture young men of color to return to their communities as change agents. In the fall of 2020, IYT serves over 1,800 males of color from 7th grade through college graduation in four core programs:

1. The College Academy serves young men of color from 7th-12th grade in middle and high schools. IYT staff are on campus six days per week in a dedicated classroom or office to provide the following services during/after school: mentoring, tutoring, student development, family engagement, internships and college tours.

2. The Continue to Dream Academy serves young men of color at alternative and continuation high schools. The program is hosted on campus but delivered entirely during the school day. Students spend 2-3 hours per week in the IYT class learning about college and careers and also receive mentorship, internships, family engagement, and college tours.

3. The Community College (IYT-CC) and University (IYT-U) programs focus on college completion via mentorship, wellness counseling, workshops, internships, and tutoring. More than 90% of the CC and U programs are graduates of the College Academy. Programs at Sacramento State and UC Davis are housed in the Student Affairs and Admissions Office, respectively.

4. The Mentor Fellowship is a year-long AmeriCorps workforce development program for young adults who are either enrolled or graduated from college. Fellows are AmeriCorps members who work as mentors, tutors and college advisors. More than 50% of mentor fellows are current or former IYT students.
2020 Updates

IYT AmeriCorps members currently serve at four different school sites: Franklin High School (44 out of 50 students), Alexander Hamilton Elementary School (18 out of 25 students), McNair High School (44 out of 80 students), and Delta Sierra Middle School (16 out of 40 students). IYT currently serve a total of 122 out of 190 students. As for the remaining 78, IYT is continuously outreaching and recruiting more students into the program. With collaboration with school administration staffs, IYT has been outreaching to students via phone call or zoom based on student referrals. IYT continues to engage and interact with students using the IYT Virtual Platform, an online platform designed to engage IYT students and their families. IYT Virtual conducts sessions, class huddles, virtual hang-outs, workshops, tutoring, and family engagements by phone or through Zoom. As IYT continue to expand its services, IYT continues to seek additional funding through grants, donations and partnerships with school districts across Sacramento and Stockton. IYT is able to provide additional support to students through meal deliveries and providing sustainable technology.

Impact & Evaluation

Key indicators of IYT’s success are graduation rate, A-G completion and college persistence rate, which are reported during the end of the school year. Mentorship is IYT’s key component in driving the outcomes and IYT believe it’s a tool that provides effective support to enable student development and growth within the program. Mentorship sessions includes health and wellness check-ins, tutoring, and college advising. Sessions are tracked on a weekly basis where mentors input them into salesforce. Mentorship sessions usually occur based on IYT Multi Tiered that indicates how often mentors should meet with their students based on their needs. Based on July - December 2020 reporting, AmeriCorps Members conducted over 344 mentorship sessions so far. Based on weekly virtual class huddles and virtual hangouts, there has been a total attendance of 336 and 79, respectively.

Ensuring that we continue to track the impact of the program, IYT administers a Social Emotional Learning (SEL) survey twice per year to students and there are five instruments measured, which includes grit, self-management, social awareness, self-efficacy, and sense of belonging. The SEL surveys are distributed during the beginning and end of the year school. Once the data is gathered, we compared the change in increase or decrease of SEL between the two surveys across the instrumental measurement. IYT is currently in the process of distributing the first SEL survey. By focusing on student’s SEL, IYT is providing an overall holistic support for our students which eventually have a positive correlation with their academic success.

Participant Testimonial

The role of AmeriCorps team members as IYT Mentor Fellows cannot be overstated. Through them, the spirit of IYT is not only realized but magnified. This is certain with AmeriCorps Member, Armando Carranza, who is placed at Franklin High School. Armando had the opportunity to work with many students, however, there was one student in-particular name Cameron who he connected with. He described this student as energetic and the most excited person in the room at any given time. He initially joined our program out of curiosity, but wasn’t necessarily consistent with showing up to our after school meetings.

One day Armando hosted a mentorship session with Cameron where he was pulled out of his class. Before they exited the room, the teacher informed Armando about her concerns in his academics. She mentioned that Cameron had been skipping class constantly, wasn’t doing his assignments, and that he was terrified of graduating because he was unsure about his future. With this information, Armando continued to check-in on Cameron where they worked through some of those uncertainties and recognized the importance of finishing high school on a good note. At the end of the conversation, Cameron said “When I talk to you, you get it.” As he continued to feel empowered to speak, Cameron began engaging with the program more often. He also got back on track with his assignments, stopped skipping class, and even started working at the Stockton Arena.
2020 Highlights

STOCKTON SCHOLARS
Director: Janae Aptaker

Stockton Scholars aims to dramatically increase the number of Stockton students who enter and complete higher education over the next ten years. The Stockton Scholars team has served over 2,600 students through the Classes of 2019 and 2020. These students have been provided with a variety of wrap-around support and opportunities which include: mentorship, leadership positions, invitations to various summits and trainings, and information about higher education and persistence. Stockton Scholars has provided 1,194 of these students with scholarships.

“The Stockton Scholars team has been really awesome and really helpful throughout this time, the positive vibe from the Stockton Scholar motivates me. In addition, the team really motivates me and shows me that they care about me especially during the pandemic. The team was afraid that I am not being fed well or no place to live or not have good WiFi for classes. These little things really show that they care.”
- Anonymous Stockton Scholars student on receiving support through the Covid-19 pandemic.

STOCKTON SCHOLARS IMPACT

- Michael Tubbs elected as the youngest Mayor in Stockton history, promises to invest in our young people.
- Stockton Scholars secures $20 million pledge from the Spiegel Family Fdn to launch a college scholarship program, starting with highest needs students.
- First class of Stockton Scholars awarded scholarships. Shriram Scholars expands to Lincoln, Lodi, & Manteca USDs for one class.
- All Stockton Scholars programing goes virtual including College Signing Day for the Class of 2020 making it the highest attended College Signing Day. The program responds and adapts to student needs through the COVID-19 pandemic.

- $44,194
  - 20 Roses from Concrete Scholars
  - 25 summer fellows
  - 120+ students served through Principal’s Challenge for College Readiness

- $700,000+
  - 879 Stockton Scholars recipients (eligible for 4 years)
  - 162 Shriram Scholars recipients (eligible for 4 years)
  - 20 Toolbox Fund recipients
  - 40 summer fellows

- $1,400,000
  - 762 Stockton Scholars
  - 117 Spanos Scholars
  - 68 Shriram Scholars
  - 10 Roses from Concrete

- Stockton Scholars program announced to Stockton USD Class of 2019. Roses from Concrete & summer fellowship launch.

- Stockton Scholars secures $20 million pledge from the Spiegel Family Fdn to launch a college scholarship program, starting with highest needs students.

- First class of Stockton Scholars awarded scholarships. Shriram Scholars expands to Lincoln, Lodi, & Manteca USDs for one class.

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  - 68 Shriram Scholars
  - 10 Roses from Concrete
The Stockton Scholars Scholarship offers qualifying students up to $1,000 a year for four years to students who attend a four year college or university and $500 a year for up to two years to students who attend a two year college or accredited trade school.

**Scholarship Types:**

1. **Stockton Scholars Scholarship:** is for eligible students who graduate from a Stockton Unified School district high school.

2. **Shriram Scholars Scholarship:** is a cohort of 160 students from the Class of 2019 who attend top UC and private colleges in the state of California. These students are from Stockton and surrounding area school districts.

3. **Spanos Scholars Scholarship:** is for eligible students who graduate from Stockton surrounding area school districts such as Lincoln, Lodi and Manteca Unified.

4. **Roses from Concrete Scholarship:** is a competitive annual scholarship that is only offered to current undergraduate and graduate students who are pursuing an AA, Bachelors, Masters, or PhD program.
MENTOR PROGRAM

The Stockton Scholars mentor program uses a high-touch, intergenerational mentorship model that connects first-time and continuing scholarship recipients with local professionals in our community. Current mentors include professionals from various fields like education, business, STEM, government and non-profit sectors. Each mentor completes a matching survey, a 30 minute interview with a Stockton Scholars team member, fingerprinting and a background check prior to getting matched with their mentee. Mentors set SMART goals with mentees to accomplish each quarter, semester or academic year. For the 2019-2020 school year there were 40 mentors and 40 mentees enrolled in the Stockton Scholars mentoring program.

Mentors are required to meet with their mentees twice a month for a minimum of two hours total to discuss four key major areas of growth:

- Young adults who face an opportunity gap but had a mentor are:
  - 55% more likely to enroll in college
  - 78% more likely to volunteer regularly
  - 59% more likely to get better grades in school
  - 130% more likely to hold leadership positions

(Source: The National Mentoring Partnership)

TESTIMONIALS

“I feel like this mentor program is really great, I am very happy that I joined the program because my mentor really helped me by checking in with me every month, monitoring my progress in academic and mental health as well. In the times that I need help, I always reached out to her, and she always had an answer for my questions which helps a lot because sometimes I can’t find the answers that I need from online. In addition, my mentor always give me good advice when I am struggling with something. I feel that I can trust her with whatever I have in my mind, and that I can depend on her to help me to think of an idea or a solution when I couldn’t.”

“As the first person to attend college in my low-income family, I didn’t have access to mentorship throughout my academic career. From time to time, I felt isolated in my academic journey. Because of Stockton Scholar, I have had the opportunity to receive guidance from a mentor who shared similarities with my academic interest and personal backgrounds. My mentor is really supportive and friendly. He provides me valuable advice in terms of navigating higher education and checks in with me frequently to see if I encounter any challenges in my academics and my life in general. I am really grateful for the mentorship program because the guidance and support from my mentor makes me realize I am not alone in this challenging journey to attain higher education.”
AMBASSADOR PROGRAM

Stockton Scholars believes that youth from Stockton should be at the center of building a college-going culture in our community. Our ambassador program is made up of highly motivated high school and college students who are committed to excellence and advocate for the program. Students help to spread enthusiasm and awareness amongst their peers to enhance college-going culture and completion of their high school and college campuses. Our ambassador cohorts work on a volunteer basis to share information about the Stockton Scholars, are expected to represent the Stockton Scholars at school events, and are expected to attend a series of leadership and academic training and workshops throughout the course of the school year. There are currently 28 high school and 23 college ambassadors enrolled in the Stockton Scholars Ambassador program.

CLASS OF 2021

Scholarship applications for the Class of 2021 launched in November and closes on March 2, 2021. The Stockton Scholars team has reached over 1,000 students from the Class of 2021 through virtual workshops to assist students with financial aid, personal statements, scholarship presentations and more.
2020 Highlights

STOCKTON STRONG
in partnership with the Community Foundation of San Joaquin

Program Manager: Keegen Gillette

Stockton Strong is fueled by private, public, and civic leadership to facilitate the flow of accurate information and ensure an agile, resilient, and collaborative response to COVID-19 in our community. It aims to provide the community with a single source for resources & ways to get involved in the COVID-19 response. Further, Stockton Strong collects real-time data from community members to ensure that effective relief programs are designed and implemented.

STOCKTON STRONG PROGRAMS & INITIATIVES

Nourish Stockton
The Stockton Strong coalition worked with the office of Mayor Michael Tubbs, The Emergency Food Bank, and Edible School Yard to get much-needed nourishment to our communities during the COVID-19 pandemic. Each week, local farmers delivered over 4,000 pounds of fresh, organic produce (fruits and vegetables) to support families in need. Nourish Stockton primarily targeted Stockton’s senior population and large households. The program concluded in December 2020.

Being a Good Neighbor - Nonprofit grants
From April to July 2020, Stockton Strong issued grants of up to $10,000 to nonprofits that need help providing services to vulnerable residents during the COVID-19 pandemic. This cash infusion is important for our nonprofits, which are doing more work with less and having to serve more people.

Emergency Housing Support
In May, three housing-focused nonprofit organizations were each granted to support COVID-19 related housing stress through homeless prevention and tenant legal assistance.

Small Business Micro-Grants
In May and June 2020, Stockton Strong partnered with Main Street Launch to support the City of Stockton’s first round of COVID-19 Small Business Relief Grants.

Juneteenth Capital Initiative
In August 2020, Mayor Michael Tubbs, the African American Chamber of Commerce of San Joaquin, Stockton Branch NAACP, Reinvent Stockton Foundation, Stockton Strong Coalition, and the Community Foundation of San Joaquin launched the $165,000 Juneteenth Capital Initiative, in response to the disproportionate impact of the COVID-19 pandemic on Black and African American Communities, and in light of the systemic racism and racial injustice towards Black and African Americans in our country. The grant program supported the work of Black and African American-led non-profit organizations and small businesses in Stockton.

Social Distance Studies Hub
In October 2020, Stockton Strong and the RSF opened a safe, socially distanced learning hub in light of the profound negative impacts of COVID-19 on higher education students - particularly Stockton Scholars. The mission was to create a warm, welcoming space for students to safely step out of their home and work in beautiful downtown Stockton. By reservation or walk-in, students had access to free wifi, snacks, coffee, and music. The Study Hub is planning to reopen in Spring 2021!

StocktonStrong Marketplace
Stockton Strong Marketplace partnered with Goodstock Productions to establish an online market by and for women entrepreneurs in Stockton in the Summer and Holiday Season of 2020. Supporters shopped local from 30+ creative, Stockton based, female owned businesses. Categories include: fine art, body products, books & music, children’s clothing & accessories, food, garden, housewares, jewelry, lifestyle, paper goods, and pet products.

The Holiday Marketplace was also featured in collaboration with the Governor’s CalOSBA (Office of the Small Business Advocate) for a two-day digital festival highlighting small businesses and local e-commerce across the state.