



# ANNUAL REPORT FY15

DEVELOPING THE  
NEXT GENERATION OF  
AMERICAN LEADERS





# A MESSAGE FROM THE PRESIDENT

*This is an exciting time in the genesis  
of the Junior State.*

We have always believed that with the right tools, levels of responsibility and environment, high school students can accomplish incredible things. We've always advocated for the power and importance of youth voices and perspectives. And now, as research on the impact of resilience, community ties and self-confidence continues to captivate the education community, we have the right language to frame what makes the Junior State of America so special.

JSA builds strong leaders because we not only teach students to advocate for themselves, but also give them the confidence to ask for help when they need it. We bring together students of different races, economic realities and backgrounds, creating a uniquely diverse and fertile place to test out ideas, accept pushback and build something together. We see this in our impact evaluations, which show that the longer students participate in JSA, the more willing they are to

volunteer, converse with adults, take a stand on community issues and understand different cultures.

In the words of one 2015 JSA Summer School graduate, "JSA is a rigorous program that forced me out of my comfort zone. It allowed me to develop my own voice and to discover more of the world around me." In FY15, we reached 11,000 students and over 450 schools with our core summer and school year programs, and we sparked conversations on political, economic and social issues for over 100,000 students through our popular Fight Apathy initiative.

As both a JSA alumna and the parent of two current JSAers, I'm proud to say that our programs are just as strong—if not stronger—than ever. We're evolving in the smart phone era by introducing an app that gives students a place to discuss issues after a convention ends. In 2016, we're hosting two fascinating symposia in

Cleveland and Philadelphia that will allow students to walk the floor of the Republican and Democratic National Conventions, giving them the chance to speak with policy advisors, media professionals and political science experts.

And, as always, we're caretaking the special recipe that makes JSA so unique and so successful—a belief in students, a commitment to respectful debate and a promise to shape the effective leaders and thoughtful citizens of tomorrow.

Thank you for joining me in making that promise.

Be the People,



Rachel Kaganoff Stern  
President

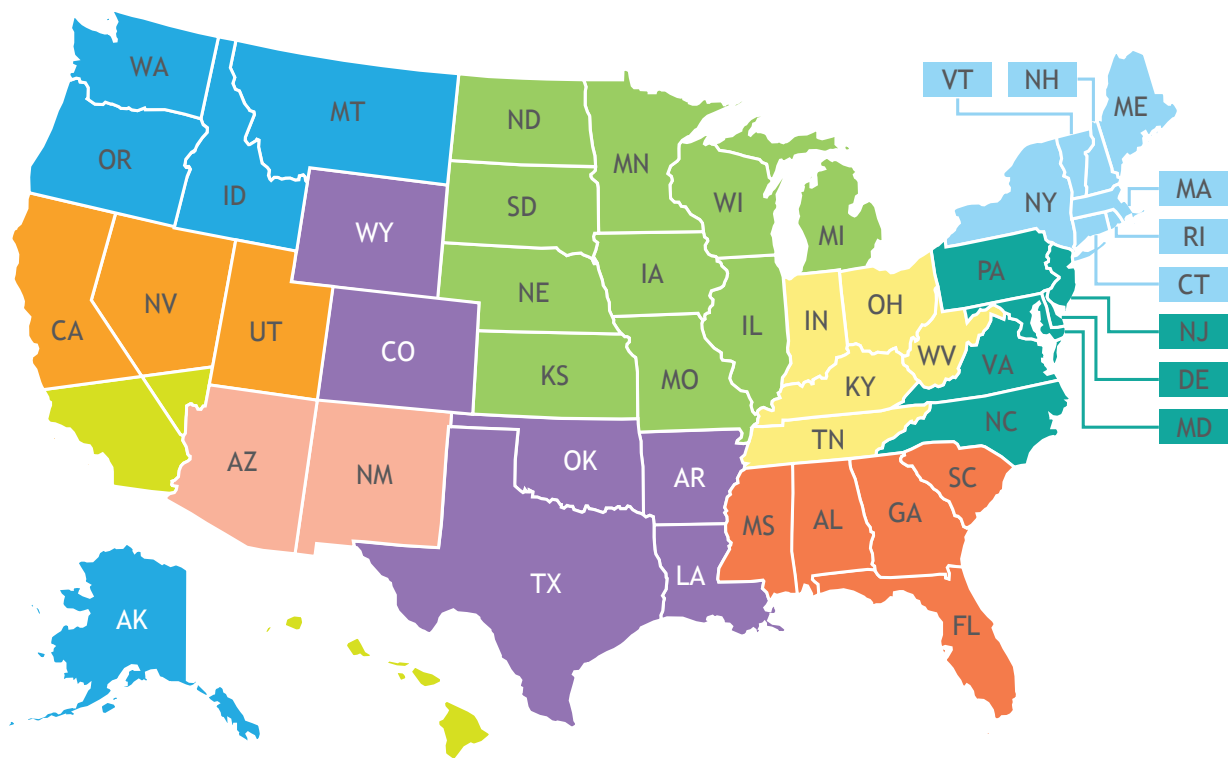
# SCHOOL YEAR PROGRAMS

The vast majority of JSA's students participate in our school year programs, which annually engage over 10,000 students from public, private and home schools, fostering a diverse forum for exchanging ideas.

Most JSA states host three conventions per year, allowing 300-1,300 students to gather in

one place and debate the issues they select—everything from how best to confront ISIS to local ballot measures on education reform. Between conventions, JSA chapters host weekly meetings on their high school campuses in order to discuss current events, plan local volunteering initiatives, run voter registration drives and practice debating.

In a FY15 poll of JSA parents, over 90% felt that Junior State's programs significantly impacted their children, praising the organization's role in developing their child's confidence and comfort speaking to both adults and peers. "Adriana found that there were kids just like her," wrote one parent, "who cared about the world and truly wanted to make it a better place."

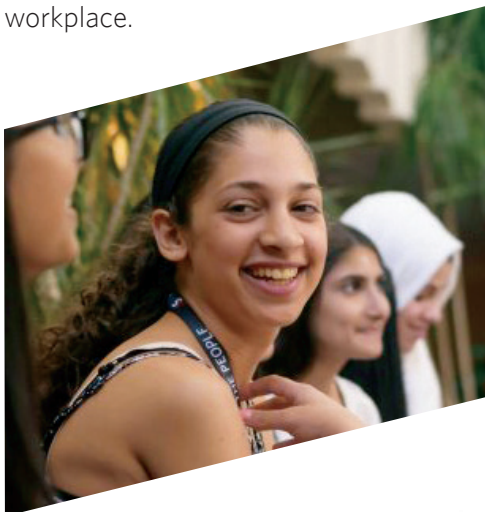


<b>Arizona (AZ)</b> 21 chapters 304 members	<b>Northeast (NES)</b> 55 chapters 1,071 members	<b>Pacific Northwest (PNW)</b> 39 chapters 732 members	<b>Texas (TX)</b> 34 chapters 778 members
<b>Mid-Atlantic (MAS)</b> 66 chapters 1,540 members	<b>NorCal (NC)</b> 58 chapters 1,000 members	<b>Southeast (SE)</b> 18 chapters 413 members	<b>U.S. Territories and Freely Associated States</b> 11 chapters 121 members
<b>Midwest (MW)</b> 35 chapters 723 members	<b>Ohio River Valley (ORV)</b> 28 chapters 599 members	<b>SoCal (SC)</b> 94 chapters 2,267 members	



# JSA IMPACT

Beyond the fun experienced at conventions and chapter activities, JSA students gain skills that are necessary for success in higher education and the workplace.



## ACADEMICS



**76%**

reported that JSA improved their skills in writing research papers



**80%**

reported that JSA improved their knowledge of domestic affairs

## CIVIC BEHAVIOR



**96%**

reported they are likely to vote on a regular basis



**93%**

reported they are likely to volunteer for a charity



**87%**

reported they are likely to attend or speak at a public meeting

## EXPRESSION



**73%**

reported that JSA improved their ability to converse with adults



A high percentage of underrepresented minorities reported improvement in classroom speaking:

**72%** of Hispanic students

**69%** of Free/Reduced-Price School Lunch Program participants

**73%** of students whose parents lack college experience

**73%** of female students

Source: 2013 JSA Student Census. Data was collected by JSA and analyzed by Tufts University's Center for Information and Research on Civic Learning and Engagement (CIRCLE).



# BUILDING A MIDDLE SCHOOL CIVICS PROGRAM

PETER HAMILTON, The International School (Bellvue, WA)

Peter Hamilton is only just finishing up his high school career, but he's already created life-changing experiences for local middle school students. A high school senior at the International School in Bellevue, Washington, Peter developed a civics program to encourage his students to think about the political issues affecting our country and the policy solutions that might be able to solve them.

"I developed the curriculum as a part of my senior project, which was assigned to us to pursue whatever idea we were really interested in," Peter says. "I've been doing speech and debate for four years now, and started Junior State of America during my sophomore year."

At the Junior State of America, students passionately advocate for the

issues they care about and elect other students into leadership roles. Peter's experiences in speaking about political issues with his peers inspired him to bring these unique learning opportunities to even younger students. He decided that these important conversations about the communities we live in and how we can change them for the better could be had earlier. His "Junior Junior State" program for middle school students was created with the belief that all young people should have the opportunity to be educated on civic issues.

The last time we spoke to him, Peter had already taught eight lessons to his middle school students. In a commitment to promote collaborative bipartisan environments, Peter covers a range of topics—everything from how to write speeches to media bias, the Black Lives Matter movement and

what primary elections are. "We ran a mock primary and went through caucus last Tuesday," he shared. He began to smile. "Students were able to speak on behalf of Dog McFluffy or Cat Hisskins—each representing the policy platforms of actual presidential candidates. Some of the kids, as time has gone by, have gotten a lot more comfortable."

By bringing civic engagement programs to middle school students, Peter has helped even the quietest students find their voice. He plans to continue pursuing public service work, and hopes to major in political science and minor in business and government when he starts at Georgetown University this fall.





# SUMMER PROGRAMS

JSA Summer Programs give high school youth a taste of university life, introducing them to the rigors of college-level classes and a chance to develop the skills they'll need in order to manage their time wisely and seek out help with tough academic questions.

Taught by college professors and held on storied campuses including Georgetown, Stanford and Princeton, our courses include Constitutional Law, International Relations and AP Macroeconomics. Shorter programs give students a deep dive into key topics, like how a particular state is governed or how the media covers political news. JSA summer sessions last from three days to four weeks and offer students both scholarship opportunities and professional fundraising help, ensuring our programs are always within reach.

For many of our students, a summer with JSA is the first time they've been away from home for so long, and it's also a chance to meet students from around the country and world. In the words of one student, "A JSA Summer experience is like a new pair of glasses that change the way you look at different cultures." The immersive, eye-opening experience allows our students to make friends that last a lifetime—and for would-be first generation college students, it provides the confidence and skills to pursue higher education.

In FY15, JSA welcomed 920 students to our summer programs. "I've been exposed to so many viewpoints, cultures and people I never would have met at home," said one anonymous survey respondent. "[It was] literally life changing."

## JSA SUMMER FACTS



### 85 hours

is how much time students spend in class (150 hours for the 4-week program in AP U.S. History). Courses meet 6 days a week, Monday through Saturday.



### 12-15 pages

is the length of the required research paper each student writes. Students also take a mid-term and a final exam.



### International Relations

is the most popular JSA Summer School course



### Site Visits

Georgetown students visit the U.S. Capitol, the Pentagon and various embassies. Stanford students visit San Francisco and Silicon Valley companies. Princeton students visit the U.N. and other landmarks in New York City.

# FROM THE MARIANAS TO PRINCETON

ROBERT JOMAR MALATE, Marianas High School (Saipan, CNMI)

*"I was really surprised by how the program has changed me... and how much it has shaped my life."*

A sophomore in high school, you can often find Robert Jomar Malate running across campus between classes and his many extracurricular activities. From theatre and cross country to an afterschool engineering club, he demonstrates an extraordinary drive to make the most out of his youth.

Despite this, Robert felt cut off from opportunities to express himself. Robert was raised with his sisters on the island of Saipan in the Northern Mariana Islands, a commonwealth of the United States. On Saipan, villages seldom exceed a few thousand people—but Robert's ambitions transcend his hometown. "I have a limitless desire to understand the world," he said in a recent interview with the JSA Alumni Association. Which perhaps begs the question: How does a student from the Northern Mariana Islands hear about Junior State?

When Robert first heard about JSA Summer School at Princeton University through a friend, he knew he had to apply. Attending Princeton to learn from college professors was an opportunity few of his peers would ever consider a possibility, let alone experience.

Without the prior exposure to civics education, Robert struggled to find a policy issue he felt comfortable writing about for his application. He received guidance from a JSA alumnus mentor and JSA staff who helped answer his questions, and became interested in learning about the Common Core curriculum and its impact on his own education. He researched the topic, wrote his essays and submitted his application.

He got in.

Gifts to the student scholarship fund made JSA Summer School accessible, enabling Robert to have a truly life-changing summer, where he met other bright and ambitious young people to discuss social and political issues affecting their generation. Said Robert, "I was so grateful to get in. The program allowed us to speak out our opinions, and I learned to be comfortable with who I was."

From his first step off the plane, Robert found himself surrounded by like-minded, positive peers. He also befriended staff and faculty who cared about, challenged and encouraged him to pursue his values and make a difference in his community. He built lasting friendships with youth from around the world who brought their own diverse perspectives

and backgrounds—something that would have been impossible back in Saipan.

When asked about what makes JSA a valuable experience for high school students like himself, Robert said, "Young people need to know how it feels to have their voices heard... and listened to." Between trips to the United Nations HQ in New York and discussions with his instructor Craig Medico, one of the most lasting impacts of his JSA summer was its role in molding his future. Empowered by his experience, Robert plans to pursue college and study mechanical engineering with a possible minor in economics.

The last day of the program was bittersweet. As a beloved member of the program, Robert was selected by his peers to give the graduation speech. He spoke about their time at the program, but also about the future: he knew that no matter what his peers and mentors expected when entering the program, all of them would leave Princeton with transformative memories to take back to their hometowns across the world.





# THE CLASS OF 2016

*Every spring, we're excited to usher in JSA's newest class of alumni. In this feature, we interviewed several seniors as they finished up finals and prepared for what the future has in store.*

**Maya Patel**



## **How do you describe the current work you do at JSA?**

Last year, as director of activism for my chapter, my team and I set a foundation to promote our activism activities that continue on today. At the activism department, we created a handbook which

outlines all the ways students can get involved and how their chapter can make an impact. It had a lot of success, with many chapters running voter registration drives. We were able to register dozens of voters in a couple of hours.

## **What's been your most powerful JSA experience?**

Last year, I create a legislative lobbying handbook. At the time, the JSA Speaker of the House presented to the Texas House of Representatives a bill that would allow students exempt from finals to not have to attend school without the school losing attendance funding. We also lobbied other bills that directly affected us, like one that allowed 17-year-olds who would turn 18 by general election to vote in the primaries. One of my proudest moments was when we had a room full of teenagers getting behind the cause at a fundraiser. Our director of public relations promised that if we raised \$500 in one hour, she'd

walk around with a half-shaven beard at convention.

## **You've had an incredibly productive fall and winter. How is the year wrapping up for you?**

As spring season wraps up, I really want to go out with a bang. I want to continue with the activism aspect of JSA. We recently raised \$1,125 for an education organization in Kenya called Pangea Network, empowering women and children and keeping them in school.

## **What's next for your future past high school?**

I ultimately want to go to school for chemistry and stay involved in politics. Something I would like to do in the future is work for the Peace Corps.

**Brandon Mojardin**



## **How would you describe yourself?**

As a middle child, I'm often a mediator. I love playing baseball and learning about different cultures. I'm trilingual (English, Spanish, French) and enjoy philosophy. I just hope to achieve the apex version of myself for my well-being and the well-being of others around me.

## **How has JSA changed your life and opinion on politics?**

It was kind of ironic because I was very not into politics before JSA, and my family wasn't very interested either. My attitude to JSA was very cynical. I didn't think my opinion or voice made any impact. But my teacher, Mr. Goodwin, told me about how you don't have to be 18 to have a political voice. Yes, you can vote at 18, but before that you can start engaging in civics and making a difference by learning about the issues. When I attended my first Fall State, I just fell in love with JSA.

## **How would you describe the Junior State experience?**

The state conventions are the epitome of what JSA stands for. I got to witness firsthand students engaging in debates about current issues. It was all student-run, by the students and for the students. That's what really inspired me to get involved: seeing people take initiative and doing it on their own. My first debate was on the Cuban embargo export.

It's been like a family. We like to call it a family. We come together two times a year, and we only see each other two

times, but the governor and the cabinet talk every day in the group chats. There's a great comradery. It's irreplaceable really. At this past Fall State, we even met someone from Italy doing an exchange. In the Arizona Summer Institute, a kid from Ohio came. It's amazing how we meet people from all socioeconomic backgrounds, people from different racial backgrounds, people from the capitol, people from Yuma county, people from Tucson and people from around the country.

## **We're looking forward to hearing about your future. What's next?**

As my senior year is coming to an end, I'm starting to feel like I need to make a decision about my career. I'm considering politics, and epidemiology and global health. JSA completely changed my college endeavors. JSA just changed my life. I've become more outspoken, I've become more notorious for not taking "no" for an answer. I will be attending University of Arizona next.



## Steven Bradley



Mid-Atlantic JSA

### What has been your JSA experience?

As a freshman, I joined JSA. Before I had joined I wasn't as outspoken. I was used to speaking in public, but wasn't so comfortable debating. Now after four years from working in cabinet positions to participating in conventions, I've turned into someone more willing to participate. I'm more concerned with my political environment than before. Initially I used

to avoid it because I wasn't a political person, and now I finally realize the significance behind politics and developing my own voice.

### How has your family supported your JSA experience?

In my family, my dad likes to push me to get new experiences and be around different groups of people. As soon as I got into JSA, I interacted with diverse groups of people, whether it be in political parties or racial identities. It did build my character, building me to be more aware, sensitive and understanding of different lifestyles. I gained more confidence to be around my friends despite the differences of opinion I may have with them.

### Tell us about how you rallied your friends and family to experience a JSA summer.

I had interviewed for the summer school program at Georgetown. When I saw the initial price, my parents went crazy. We were wondering how they were

going to pay for it. I was introduced to the JSA Classy fundraising platform and reached out to my support network to help fundraise the amount. A majority of my initial donors were not internet users. I mailed letters out to different people, including my father's community, people from my church or any other people who already knew me. I got people to donate to me from other states who had never met me through my grandfather, my mom and friends of family friends. When I gave them my mid-session update, some people donated again. After seeing how much it changed and benefited me, I went to Georgetown again the next summer.

### What do you hope to do now that you're graduating?

Most of what I studied in JSA Summer School was coursework in media. I'm currently deciding on universities in D.C. Seeing the power of communications in my fundraising efforts, I hope to study communications while at college. I think it would fit me as I am dedicated, welcoming and energetic.

## Stephanie Brito



Southeast JSA

### How would you introduce yourself to our JSA community?

I joined JSA my freshman year. I was really involved with my chapter, and I debated a lot. In the beginning I would carry a notebook everywhere. If I didn't speak, I would take notes on the new topics to learn more about them. At the time I didn't know anything about politics except that there was a president and there was a congress.

### Why did you continue pursuing JSA as an extracurricular?

I went to JSA Summer School at Princeton because I wanted to spend my time

learning instead of sitting around all summer doing nothing. I studied international relations. Sometimes I was bored at school throughout the year, but I found the college course at Princeton interesting because it was more advanced.

### What else are you involved in at school?

The school newspaper. My first article was about what I learned in JSA, and I wrote about international relations. Later I got an internship at the newspaper the *Miami Herald*. Not only did JSA help develop my skills in writing a story and research, but it gave me background information. I eventually became director of debate for my chapter.

While at the newspapers, I remained involved with JSA. I ran for office in the Southeast region, and was elected lieutenant governor despite never being on cabinet before. I wanted to help make JSA better.

### What are you passionate about, and what does the future look like for you?

As the daughter of Cuban immigrants, Spanish was my first language. While at JSA, I worked really hard to get scholarships to students who couldn't afford to otherwise attend conventions and summer school, and make sure JSA was as inclusive as possible. If someone didn't feel safe in a debate environment, I let them know that they could come to me. I wanted to make sure people wouldn't use racist language. There are things I have to deal with that I didn't want them to experience.

I have been accepted to Harvard, MIT, Yale, Princeton and Stanford. I will be a first generation college student. I am a Gates Millennial Scholar, which I'm very happy and grateful for because it has been a goal of mine since freshman year to be accepted. I hope the future includes spending a lot of time with friends and going on adventures, and I am interested in biology, cognitive science, neuroscience and research.

# TEACHER-ADVISOR SPOTLIGHT

DEBORAH MINCHIN, New Rochelle High School (New Rochelle, NY)

*Debbie Minchin first saw the glimmer of something special when her daughter's friends started coming over to talk politics. "I saw her enthusiasm," Debbie says of Felicia (NES '05). It was that infectious enthusiasm that convinced Debbie to serve as a volunteer chaperone for JSA activities—and to eventually become the Teacher-Advisor (TA) for the New Rochelle High School chapter. In this interview, we learn what JSA means to the adults in our students' lives—both teachers and parents.*

## Who are the most memorable students you've met while advising for JSA?

There are some really amazing students who I've seen become JSA stars, but the students who stick out to me the most are those who start off the beginning of 9th grade afraid to speak but as the year goes by, they are ready to stand up and share their ideas.

One of the things that makes me proud of my chapter is that when a student asks a question for the first time, the student leadership says, "That's amazing! Great job!" They congratulate her. They encourage

each other. Those are the memories that really stand out for me—the students who are shy at the beginning. The students who speak out, who get on the bus on the way home from a convention and say, "Yay! I spoke out for the first time!"

The peer group strength is one of the best things about JSA. Students get so much encouragement from their colleagues.

## How does it feel when you know you've changed a student's life?

As a teacher, we always want to change a student's life for the better. To be able to do so is an amazing thing.

I've had several students who chose to pursue fields related to politics. Everything is political, everything is affected by public policy in some way. Whether it's an issue like healthcare or diabetes or soda [tax], or you're worried about the environment—whatever it is, it's through political action that

you can make change happen.

JSA helps students focus on the power they have in political action. Many of our students are going into STEM fields right now, then they circle back to me and say, "You know, when I was in your class and JSA, I learned to debate and make a difference."

We change students' lives, though we sometimes don't know for 10 or 15 years.

## What's it like being a JSA parent?

My daughter was a JSAer and had an amazingly wonderful experience. As she became more and more involved with JSA, students would meet at my house to talk about the things they wanted to debate.

I saw her enthusiasm, and the enthusiasm of her friends. She was how I originally got involved; I went to a convention as a chaperone. I just thought it was a fantastic program. I still do.



**40,000+**  
volunteer hours

JSA is truly grateful for the 500 dedicated educators who serve as Teacher-Advisors, volunteering anywhere from 80 to 200 hours each academic year, opening their classrooms for weekly meetings, chaperoning students to conventions and helping their students prepare for debates.





# MESSAGE FROM A PROUD JSA PARENT

ROSEMARY LABAREE (Medford, NJ)

We have been JSA parents for eight years. All four of our kids have participated, with the youngest beginning his JSA years this September.

We feel great about our monthly recurring donation to this organization.

We love what JSA does. It is what civic education should be—energetic, personal, challenging and adaptable. The work that JSA does with high school students is critically important, especially now with reduced funds directed to civic education in our nation's schools, coupled with the ever-increasing polemics in our stressed democracy.

JSA is a safe setting for high school students to have their ideas challenged, to question the status quo, to learn to respect views different from their own and to develop a sense of ownership of their own worldview. JSA offers something for every student. Some teens love to debate, others want to organize, some just

want to socialize and many choose to lead. One thing is absolutely certain: they all learn and grow.

In the students I have met over the years I have witnessed remarkable grace, support, bravery and wisdom. Every time I attend a convention or a Winter Congress, my hope for the future of America brightens. This is why giving monthly is so easy.

Some of our students will write code, some of them will throw footballs, some will compose music—but every single one of them will be a citizen. JSA trains them for that one important, inevitable role.

Viva, JSA!

Rosemary Labaree  
Parent



## ALUMNI ENGAGEMENT



### Programs

6 out of the 18 current JSA staff members are alumni. Many JSA Alumni also return to serve as JSA Summer School Resident Assistants and convention volunteers.



### Directory

Over 13,000 alumni dating back to the 1940s are listed in the JSA Alumni Directory. It's a great resource for networking and reconnecting with friends. To access the directory, visit [alumnidirectory.jsa.org](http://alumnidirectory.jsa.org).



### Regional Gatherings

Alumni are encouraged to host regional events such as happy hours and debate watch parties. If you are interested in hosting an event, please send an email to [alumni@jsa.org](mailto:alumni@jsa.org).



### Gifts

JSA's vital work is made possible by donors at all levels. Visit [jsa.org/donate](http://jsa.org/donate) to make a one-time or recurring gift, or contact [development@jsa.org](mailto:development@jsa.org) to discuss other ways to support JSA, including committing legacy gifts.





## 2015 ALUMNI EVENTS

### LA City Hall One Day Conference Open House March 15, 2015 (Los Angeles, CA)

JSA hosted an open house for alumni and supporters, coinciding with Southern California's One Day Conference at LA City Hall. The conference drew 215 students from 28 high schools across Southern California. Students participated in a wide range of debates, from free community college to animal testing.

### Junior State: Left, Right & Center May 16, 2015 (Los Angeles, CA)

Matt Miller, longtime host of KCRW's popular "Left, Right & Center," moderated a panel of three politically diverse JSAers as they explored the ins and outs of issues important to young people today. All funds raised supported the Junior State of America, with a portion of proceeds allocated for summer program scholarships to students from the Alliance for College-Ready Public Schools.

### Washington, D.C. Benefit October 17, 2015 (Washington, D.C.)

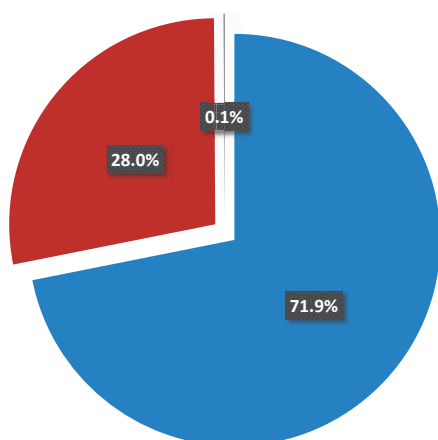
Dan Schnur, Director of the Jesse M. Unruh Institute of Politics at the University of Southern California, moderated a panel featuring a current JSA student leader in conversation with POLITICO co-founder and Editor-in-Chief John Harris and Jay Newton-Small, Washington correspondent for TIME.



# FINANCIAL SUMMARY

## FISCAL YEAR 2015

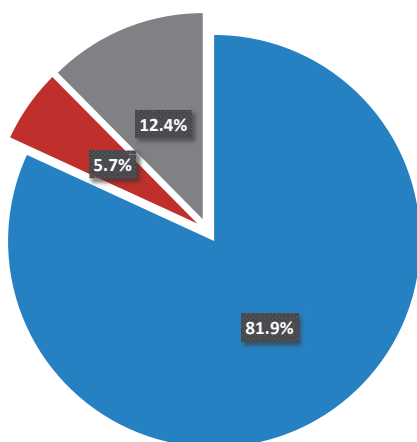
### (OCTOBER 2014- SEPTEMBER 2015)



■ Program Services Fees  
■ Development  
■ Other

## REVENUE

Program Services Fees	
Summer Programs	\$ 2,253,116
Conventions	2,004,531
Taxes (Dues)	48,831
Development	1,679,672
Other	6,096
<b>Total Revenue</b>	<b>5,992,249</b>



■ Program Services Fees  
■ Development  
■ Management

## EXPENSES

Program Services	
Summer Programs	\$ 3,026,356
Conventions	1,888,695
Development	343,530
Management	745,448
<b>Total Expenses</b>	<b>6,004,029</b>



# DISTINGUISHED GIVING HONOR ROLL

## The Prof. Rogers Society (\$25,000+)

Paul Hrabal\*  
James Lintott\*\*  
Joseph Sanberg  
Rachel Kaganoff Stern & Eric Stern\*\*

## The Harris Seed Society (\$10,000 – \$24,999)

Ranjit Ahluwalia  
Amb. Frank & Kathy Baxter  
David Gray Carlson\*\*  
Hon. Michael McCurry  
Lenny & Christine Mendonca\*\*

June Thurber Paine & Garrett Paine  
Tony Ressler & Jami Gertz  
Gabriel Stempinski  
Anne E. Swenson

## The Jack Teeters Society (\$5,000 – \$9,999)

Benjamin & Debra Ansell  
Alex Evans\*\*  
David & Marianna Fisher  
Hon. Beth Freeman  
Joan Garner\*\*  
Scott Garner\*\*

Anne Raby Gates\*  
Jeff Harris\*\*  
Scott & Sharon Miller\*  
Dan Palmer  
Richard & Karen Prosser\*  
Bob Rapp\*

Maria Shim & Nick Fox  
Fred Simmons  
Marc & Eva Stern  
Thomas Warden

## The Prosser Society (\$1,000 – \$4,999)

Hon. Niraj Antani +  
Cassie Arnold  
Hon. Marty Barash\*\*  
Linda Helen Bennett  
Domenick Bertelli  
Lanhee & Cynthia Chen  
Don & Elissa Chennavasin  
Eric Cioe  
Brian Collins  
Roxanne Cooper  
Chris Cowart +  
Stephen Davids  
Deborah Dodds  
Joseph & Maggie Drake  
Michael Edelstein\*  
Douglas Feith & Pamela Auerbach\*  
William & Patricia Flumenbaum  
Marc Franklin\*\*  
Abe & Jennifer Friedman

Crystal Frierson  
Daniel & Bonnie Germain\*\*\*  
Donald P. Germain & Vita Germain\*\*  
Andrew Green & Emily Gee  
Drew & Katie Gibson  
Tor Gronborg\*  
Michele and Glenn Havskjold\*  
Auren Hoffman  
Liz Hunter\*\*\*  
Tatiana Blackington James & Todd James  
Ann Kaganoff  
Bryan Kenny & Monica Sarang  
Dinesh Khurana  
Larry Klane\*  
Israel and Sarah Klein  
Brian Lazarus  
Michael & Debra Linick  
Hon. Edwin Meese  
Mona Metwalli\*\*

Gayle Miller  
Sherri Nelson  
Jerry Newfarmer\*\*  
Patrick & Angela O'Connor  
Dale & Ayako Okuno  
Matthew Patchell & Ruth Bernstein  
Matthew Randazzo  
William Riffle\*  
Virgil Roberts  
T. Gary Rogers  
Hilton Romanski\*  
David Schellhase\*  
Dan Schnur\*  
Harris W. Seed\*\*\*  
Peter & Helen Smith\*\*\*  
Joan Stern  
Alex & Heather Weingarten\*\*  
Beth Wilson

## The Nancy Wallace Society (\$500 – \$999)

Charlie Adams  
Sheela Ahluwalia  
Danguole & William Altman  
Leonard M. Apcar  
Jean Stern Atkinson\*  
Rajendu & Aarati Baxi  
Cheryl Bayne  
Gail Becker  
Scott Bekemeyer\*\*  
Ben Birken\*  
Seth Birnbaum  
Peter Boyajian +  
Mary Jane Brady  
Elaine Chapin & Mike Fitzsimmons  
Evelyn Ehrlich  
Michele Farquhar  
Hon. Vic Fazio  
Robyn Field

Myra Firth\*\*  
Tracy Fitzsimmons  
Nick & Kathy Franklin  
Edmund Geller  
Kay Gibson  
Julie Goldsmith\*  
John & Marilyn Guevara\*  
John Harrison  
Darrel Hess  
Anne Hipshman  
Maryann & Jodie Hoffer  
Frank Huang  
Brian L. Johnson  
Marc & Margaret Kenny  
Arnavaz Kodia  
Rosemary Laberee  
Sabrina Lieberman +  
Deborah Lucas

David Marchick  
C. Max McDonald\*  
William D. McDowall\*  
Timothy Mcshane  
Michael Meese  
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