

priorities and results

TEACHFORAMERICA

2008 Annual Report

Dear Friends,

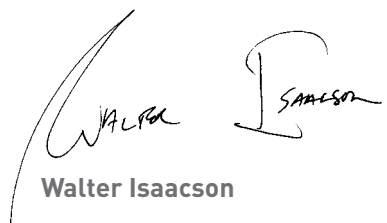
In the 2008 fiscal year, marking the third year in our five-year growth plan, we made significant progress toward our 2010 goals. As we reflect on this pivotal year, we are motivated by increasing evidence of our immediate and long-term impact, and we feel so much optimism about the role we can play, alongside many others, to realize our vision of educational opportunity for all.

A growing body of methodologically rigorous research affirms the positive impact that our corps members have on student achievement. In North Carolina, a study conducted by the Urban Institute showed that Teach For America teachers are more effective, as measured by student exam performance, than those prepared through traditional routes. The study, which used seven years' worth of data, found that the impact of having a Teach For America teacher was two to three times the impact of having a teacher with three or more years of experience relative to a new teacher. These findings, which suggest that Teach For America teachers are more effective than experienced secondary school teachers, held across all subject areas and were particularly strong in math and science.

We are also seeing still more evidence that our alumni possess the knowledge, skills, and conviction to become a truly unstoppable force for change. Of the top 100 high schools in the country, as ranked by *U.S. News & World Report*, two of only seven where at least 75 percent of students receive free or reduced-price lunch have alumni founders and leaders: YES Prep in Houston, founded and led by Chris Barbic (Houston Corps '92); and IDEA College Preparatory, founded by JoAnn Gonzales and Tom Torkelson (both Rio Grande Valley Corps '97) and led by Jeremy Beard (Los Angeles Corps '95). Across the country—from Oakland to Baltimore, and in numerous urban and rural communities in between—it is impossible to miss the fact that a major force in the groundswell for change in education is a bunch of talented, committed teachers, school leaders, district administrators, and community leaders who learned through their Teach For America experience that it is possible to solve this problem, and what it will take to solve it.

Seeing the impact of these alumni—many of whom joined Teach For America in the 1990s—and knowing that we currently bring in more people each year than we did in our entire first decade fuels our belief that we can correct the educational inequity that is perhaps our nation’s greatest injustice. To realize our full potential, we continue to focus on four organizational priorities—growing to scale while increasing the diversity of our corps, maximizing our impact on student achievement, fostering the leadership of our alumni as a force for change, and building an enduring American institution—and this report details our progress over the past year.

We are so deeply grateful to you all, the supporters who enable our work. On behalf of our corps members and alumni, the students they impact, and the communities we serve, thank you for your steadfast belief in our mission and in our effort to provide all of our nation’s children with the opportunities they deserve.



Walter Isaacson
Chair, National Board of Directors



Wendy Kopp
CEO & Founder

priority one

Grow in Scale and Diversity



We must grow in scale and diversity, because of the potential impact that each additional teacher and future leader can have on the life trajectory of his or her students, and because that impact will be more powerful and sustainable when we attain critical mass in our existing communities, in new communities, and nationally. We have witnessed the additional impact of corps members who share the racial and/or socioeconomic backgrounds of our students, who are 90 percent African-American and Latino/Hispanic. These corps members serve not only as teachers but as role models and tangible examples of their students' potential for success in education and life. Increasing our scale and diversity is critical to meet the growing demand for our corps members and alumni.

We received an unprecedented number of applications for the 2008 corps. Nearly 25,000 college seniors and recent graduates applied to teach in one of our 29 regions, representing a 36 percent increase over the application numbers for the 2007 corps. The applicant pool was diverse and deep, including seniors from more than 400 colleges and universities and more than 10 percent of the graduating classes at Duke, Morehouse, the University of Chicago, and Yale. Our incoming corps, numbering more than 3,600, was approximately 28 percent larger than the previous year's. Their average GPA was 3.6, and 95 percent of these corps members held a leadership position in at least one activity while attending their undergraduate institution. In the fall of 2008, a total of 6,200 corps members entered our nations' most challenging classrooms to help expand educational opportunity.

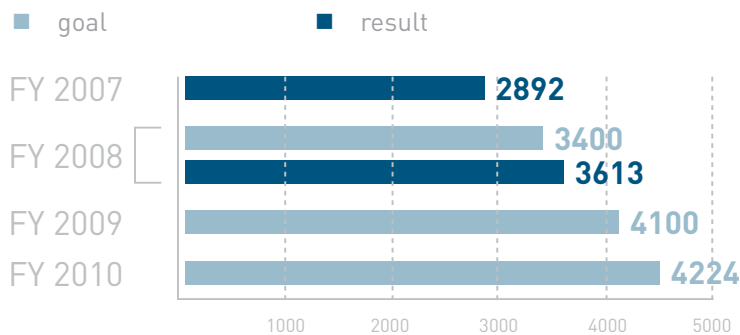
In addition to increasing the size and quality of the corps, the overall number of corps members of color and those from low socioeconomic backgrounds increased. We met our goal for African-American representation but fell short of our

goals for Latino/Hispanic representation and for the overall percentage of the corps who are people of color. However, in a year of rapid growth, we did increase the percentage of African-American and Latino/Hispanic corps members by 32 percent. At the same time, the group we attracted comprises a much more diverse population than the senior classes of the 400 colleges and universities at which we most heavily recruit. The percentage of corps members from low-income backgrounds grew by 39 percent.

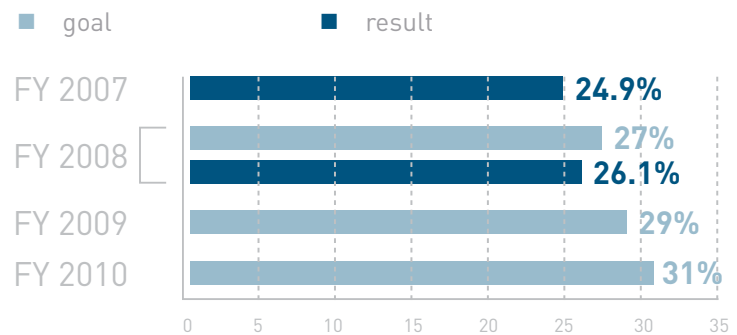
Retaining the superb, diverse talent we recruit is crucial to the success of the students we reach. This year, 89.5 percent of our 2007 corps returned for a second year of teaching. In contrast, about 83 percent of new teachers in low-income communities and 86 percent of all new teachers return for a second year.

In our efforts to bring these corps members to even more communities and broaden our impact across the nation, we expanded to three new sites: Indianapolis, Jacksonville, and Kansas City. Approximately 50 corps members began teaching in each of these new regions in the fall of 2008. And in response to the unprecedented educational reform movement under way in Greater New Orleans, we doubled the size of the incoming corps there. By 2010, one in three students in Greater New Orleans will be taught by a Teach For America corps member.

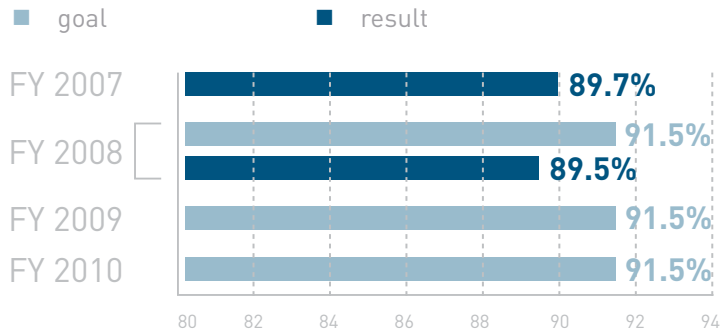
of corps members who start teaching



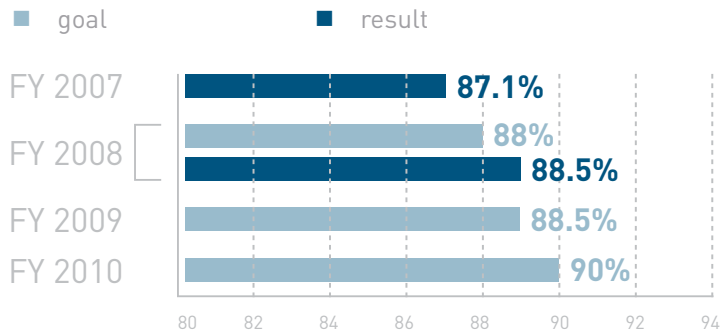
% of corps members from low-income backgrounds



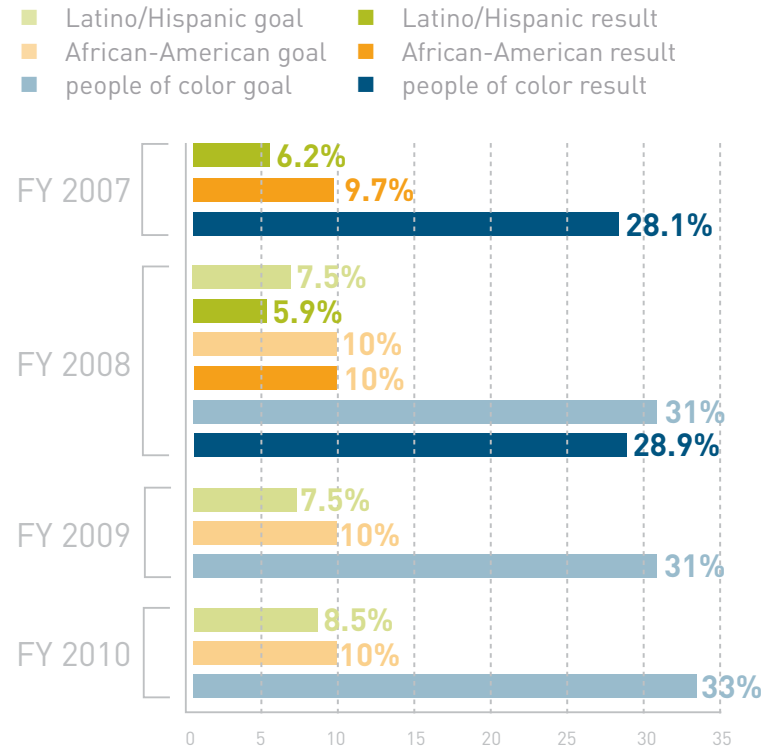
% retention of first-year corps members into second year



% completion of the corps



% of incoming corps members who are people of color, African-American, or Latino/Hispanic



priority two

Maximize the Impact of Corps Members on Student Achievement



We must increase the measurable impact of our corps members on their students' achievement, because students in low-income communities deserve to have the academic tools necessary to realize their potential and dreams, and because corps members who are successful with their students are most likely to learn the right lessons and become powerful long-term educational leaders and advocates.

Ensuring that our corps members lead their students to significant academic achievement is the linchpin of fulfilling our mission. Because the students we reach are often years behind those in more affluent areas, corps members must advance their students more than is typically expected in a year to put them on a level playing field.

In order to measure our progress in driving student achievement, we rely upon a combination of external studies of our impact and our internal "significant gains" system of measurement, which we apply to all corps members.

In fiscal year 2008, a growing body of research highlighted the positive impact of our corps members on student achievement.

- ▶ The Urban Institute's CALDER research center conducted the first study of the impact of Teach For America corps members on high school students. The study found that Teach For America corps members have a positive impact on

student achievement relative to other teachers, including those who are fully certified in their subject areas. The positive impact of having a Teach For America corps member was at least twice that of having an experienced teacher relative to a new teacher. (These findings were confirmed in a 2009 update of the study, which employed a larger sample and additional analyses.)

► Researchers with the Urban Institute's CALDER center also found that policy changes in New York City since 2000 brought an influx of teachers with strong academic backgrounds recruited through Teach For America and NYC Teaching Fellows. These teachers were a significant factor in narrowing the teacher-qualifications gap between high- and low-poverty schools and contributed to student achievement gains that were most substantial in the city's highest-poverty schools.

► A multi-year study of teacher preparation programs in Louisiana, conducted by the Louisiana Board of Regents, the Office of the Governor, the Board of Elementary and Secondary Education, and the Louisiana Department of Education, found that teachers in the Louisiana Practitioner Teacher Project (LPTP) are having a tremendous impact on the achievement of students in the state's highest-poverty schools. The entire Teach For America Greater New Orleans and South Louisiana corps make up the majority of participants in the LPTP, a program led by The New Teacher Project. The study found that LPTP teachers were more effective than experienced teachers in terms of impact on achievement in reading, language

Lydia Wright (*New Mexico Corps '07*) entered her seventh grade English class and found that her students, on average, were reading at a fourth grade level. Undeterred, Lydia set high expectations and began talking to her students about the impact of the achievement gap on their community. Determined to prove they could succeed, many of Lydia's students declared that they wanted to be the first college graduate in their family. Lydia created a research project, in which her students researched colleges, wrote admissions letters, and interviewed college students. By year's end, all of her students had improved, on average, more than two grade levels. In New Mexico, corps members like Lydia are working in over 30 schools across five districts to ensure that their students excel academically.

Adrian Larbi-Cherif *(St. Louis Corps '07) is working relentlessly to expand educational opportunity for his students. As a high school physics teacher at Cleveland NJROTC High School in St. Louis Public Schools, Adrian was nominated by his principal to the school's leadership committee to start an Advanced Placement physics program. Last year, Adrian's students were the second-highest performing in the district— just behind the students in the gifted and talented program at one of the city's top high schools. In a single year, Adrian led his students to increase an average of 20 percentage points on the district-wide benchmarks and ensured they mastered high school physics.*

goals and in tracking their progress against these goals, (2) drive both short-term performance management and long-term continuous improvement of our program by allowing us to identify what works and what does not, and (3) confirm and broaden the findings of external studies in validating and communicating our impact to internal and external stakeholders.

Our internal student achievement measurement system, referred to as our “significant gains” system, places corps members into one of three categories based on their student achievement impact: “significant gains,” “solid gains,” or “limited gains.” To qualify for significant academic gains, corps members must demonstrate that their students have made at least one and a half years of academic growth or attained 80 percent mastery of ambitious grade level standards; and/or they must reduce by 20 percent the gap on state assessments between their students and those in schools in higher-income

arts, and math, and were as effective as experienced teachers in science. This research shows that new teachers prepared through alternative certification programs can be as effective as—and in some cases more effective than—experienced teachers, in terms of impacting student achievement.

While these external studies provide rigorous and objective evidence of our impact in driving student achievement, we also believe it's important to maintain our own internal student achievement measurement system which measures the impact of every corps member and aggregates these results at the regional and national levels. This system is critical to our mission, as it allows us to (1) directly support our corps members in setting ambitious and feasible

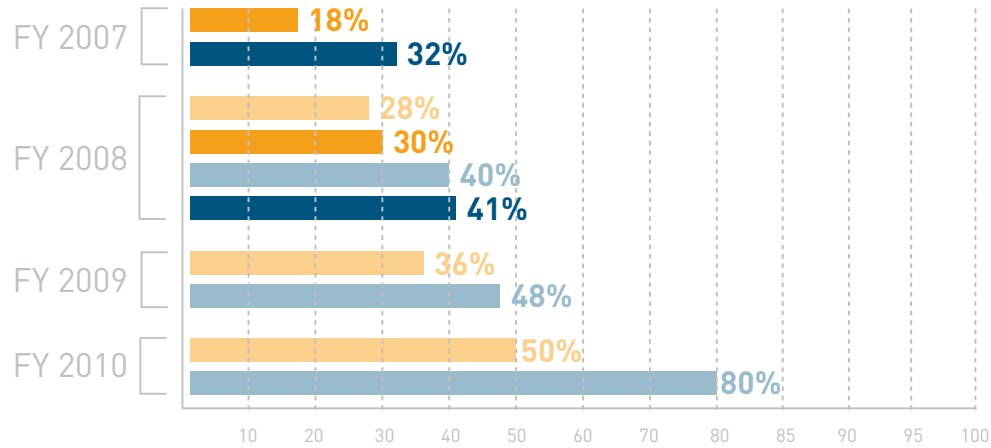
communities. To qualify for solid academic gains, corps members must demonstrate that their students have made at least one year of academic growth or attained 70 percent mastery of ambitious grade-level standards; and/or they must reduce by 10 percent the gap on state assessments between their students and those in schools in higher income communities. Corps members use the most rigorous assessments available to ensure that we have a comprehensive understanding of their students' achievement.

In an effort to increase both the rigor and the consistency of these internal metrics, we recalibrated and overhauled our achievement measurement system midway through fiscal year 2007. Through this recalibration, we raised the level of rigor of our assessments and required more comprehensive evidence of student progress, yet we used the same terms (significant, solid, limited, or undetermined gains) to categorize corps member impact. We also changed the rules for our corps members in the middle of the school year. While this recalibration process was difficult, we gained valuable insights that informed an enhanced approach to measurement. The result is that all corps members now set more meaningful goals for their students that are linked to valid assessments so that they adjust their practice as necessary to drive positive achievement. We also measure more of our corps members' impact in a more standardized, objective way so that we can evaluate our own progress over time and across grades, subjects, and regions, and adjust our collective practice accordingly.

In fiscal year 2008, we exceeded our significant gains goals for first- and second-year corps members, and we nearly met our goals for corps members achieving significant or solid gains. The number of corps members who achieved significant gains in the classroom increased by 11 percentage points, and the number of corps members achieving solid gains rose by 6 percentage points. We are optimistic that the systems we are implementing and piloting will improve our corps members' efforts to lead their students forward.

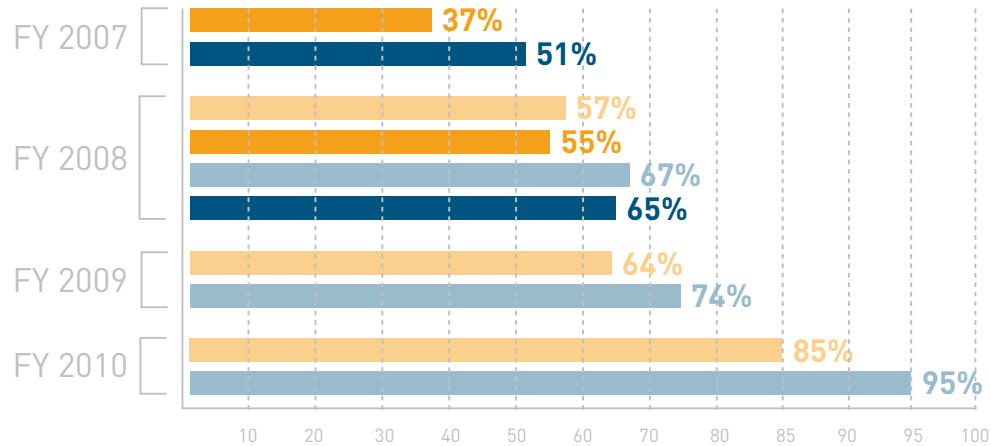
% of first-year corps members and % of second-year corps members who effect significant gains

■ first-year goal ■ first-year result
■ second-year goal ■ second-year result



% of first-year corps members and % of second-year corps members who effect solid or significant gains

■ first-year goal ■ first-year result
■ second-year goal ■ second-year result



priority three

**Foster the
Leadership of
Our Alumni
as a Force
for Change**



In order to expand educational opportunity, we must accelerate the leadership of our alumni as a force for change. When many more individuals, such as our alumni, who possess the talent, conviction, and experience necessary to be effective leaders and advocates for educational equity make a long-term commitment to closing the academic achievement gap, we will see schools, communities, and entire systems where all children have equal access to an excellent education.

Teach For America's alumni network is now more than 14,000 strong, effecting broad, fundamental change in communities across the nation. While we know our alumni will do great things without us, we work to accelerate and support their ongoing leadership in efforts to expand educational opportunity in communities across the nation. In fiscal year 2008, the number of alumni school leaders increased by 30 percent, to 369, and two-thirds of those new leaders were supported by a director of alumni affairs or matched with one of our partner leadership programs, which include Building Excellent Schools (BES), Edison Schools, Knowledge is Power Program (KIPP), Lighthouse Academies, and New Leaders for New Schools. Efforts on the political front were bolstered by our Political Leadership and Policy and Advocacy Leadership initiatives, which help alumni prepare for and secure leadership positions in these sectors.

In addition, Leadership for Educational Equity, a separate 501(c)4 organization, launched in fiscal year 2008 to support alumni in the later stages of readiness for political activity, by connecting them with resources to win elections and build their regional and national networks. Over the course of the year, more than 2,400 alumni joined this group. The number of alumni elected officials more than doubled in fiscal year 2008, reaching a total of 15.

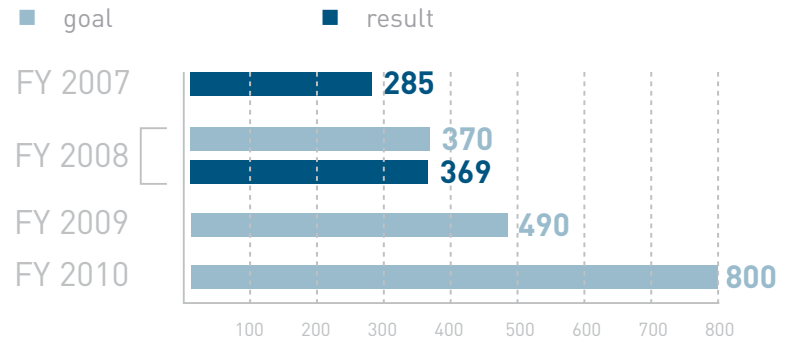
Our Social Entrepreneurship Initiative aims to inspire, enable, and support alumni to launch innovative social ventures that solve the systemic causes of educational inequity. With our social entrepreneurship goal set midway through our 2010 plan, we did not have an official fiscal year 2008 target, but we did make great progress in this realm by identifying and working closely with 24 aspiring social entrepreneurs and new alumni ventures.

Our annual alumni survey confirms that the vast majority of our alumni, regardless of career path, remain committed to our mission of ensuring educational equity long after their corps experience ends. Nearly two-thirds of our alumni work in or study education, while the remaining one-third bring their unique experience and perspective to a great variety of other sectors—including law, business, medicine, and policy—to increase opportunities in low-income communities. Ninety-three percent of alumni surveyed support Teach For America’s mission through career, philanthropy, volunteer work, and/or graduate study. The impressive accolades our alumni garnered in fiscal year 2008 alone include three Coro Fellowships in Public Affairs, three Fulbright Scholarships, three Presidential Management Fellowships, and two Broad Residencies in Urban Education. In addition, there are six alumni among the 23 members of the Aspen Institute and NewSchools Venture Fund’s second class of Entrepreneurial Leaders for Public Education. As the number of Teach For America alumni leaders continues to grow, so does our impact at both the local and national level.

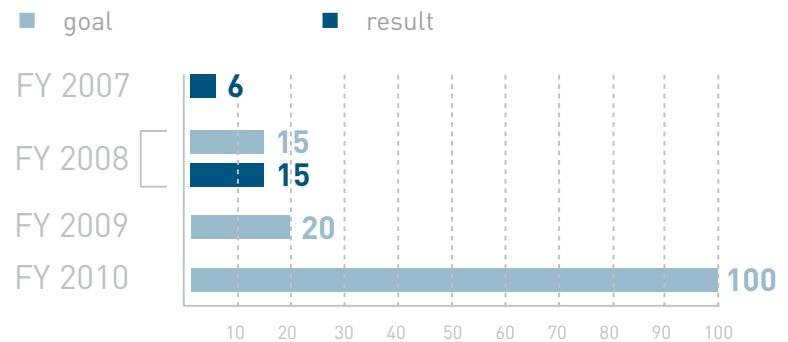
***In 2008, we saw the culmination** of a historic presidential campaign in which our alumni were actively involved. Michael Johnston (Mississippi Delta Corps '97) and 2005 National Teacher of the Year Jason Kamras (D.C. Region Corps '96) served as volunteer advisors to Barack Obama, speaking on behalf of the campaign about educational policy issues and bringing to the national stage the issue of improving teacher and school-leader quality in the nation's public schools. Michael and Jason are two of more than 500 alumni working on Capitol Hill or in politics and/or advocacy.*

In fiscal year 2008, we worked to expand our alumni footprint in Greater New Orleans, fostering a new group of leaders with the drive to effect change. Two 2005 alumni were named parish teachers of the year in St. John the Baptist Parish, and more than 200 alumni live and work in Greater New Orleans. Well over half of these alumni work directly in high-need public schools as teachers, support staff, or administration. In fiscal year 2008, alumni led seven schools, including four of the top-performing charter schools. Across the region, our alumni are leaders, program officers, and advisors for such organizations as Communities in Schools, the Juvenile Justice Project of Louisiana, KIPP, New Leaders for New Schools, New Schools for New Orleans, The New Teacher Project, the Recovery School District, teachNOLA, and the Youth Empowerment Project. Sarada Peri (Greater New Orleans Corps '01) helps craft policy as the education advisor to Sen. Mary Landrieu. Other alumni continue to effect policy change and are leaders throughout the district. Ramsey Green (South Louisiana Corps '01), who helped oversee the distribution of \$11 billion in federal funding as the educational policy director for the Louisiana Recovery Authority, now oversees the budget and finances for the Recovery School District.

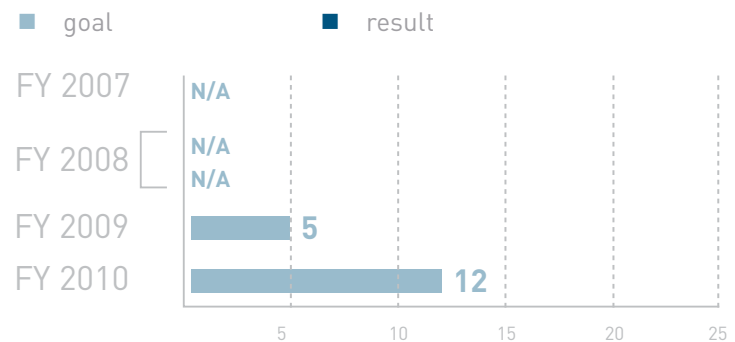
of alumni who are school leaders



of alumni who hold elected office



of new alumni recognized as social entrepreneurs



priority four

Build an Enduring American Institution



We must build a strong, enduring American institution to make our work easier and to ensure that Teach For America thrives as long as the problem we are addressing persists.

As we grew in scale, increased our impact on student achievement, and built a more powerful alumni leadership movement, we also made significant strides in strengthening the institutional foundation of Teach For America.

Despite an increasingly challenging economic environment, we exceeded our \$110 million annual operating campaign goal for fiscal year 2008, marking a 50 percent increase over the \$75 million raised in fiscal year 2007. Of the \$114.5 million raised, \$82 million came from local contributions by foundations, corporations, individuals, and families who generously support our efforts in the regions where we place corps members. In particular, we experienced tremendous growth in the Bay Area, Charlotte, Chicago, Connecticut, the D.C. Region, Greater New Orleans, and New York City. We are excited about this growth, as it demonstrates that those regions that are directly impacted by our work value the contributions we make to their schools and communities and are committed to ensuring our continued presence in their regions.

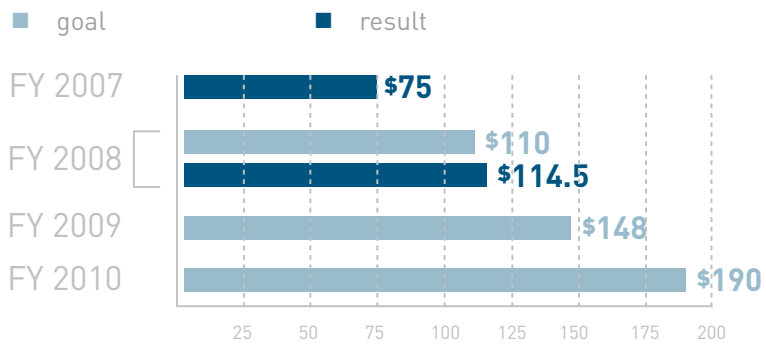
Nationally, our overall funding grew by 40 percent and included several significant partnerships. New national commitments from the Carnegie Corporation, the Michael and Susan Dell Foundation, the Robertson Foundation, and the Walton Family Foundation fueled our efforts, as did new corporate partnerships with Goldman Sachs and Visa, Inc. We also received major gift support from 76 individuals and families across the country, marking an 80 percent increase from fiscal year 2007 in the

number of major gifts. Our sustainability was bolstered by the reauthorization of the Higher Education Act, which includes a provision authorizing funding for Teach For America for the next six years, during which time we will work toward passage of a reauthorization.

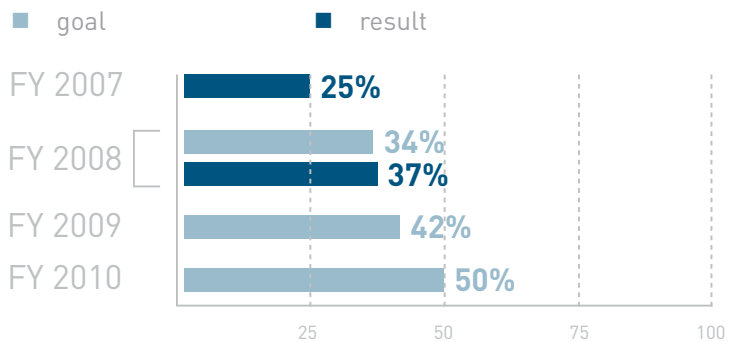
In addition to having the funds to sustain our work, we also know that talent is a key factor in our success, and thus, are using a staff survey designed by the Gallup organization to measure staff engagement and organizational strength. In May 2008, we received our highest organizational score to-date, placing us at the 65th percentile of all organizations in Gallup's database. This score positions us well to meet our fiscal year 2009 goal and represents strong progress toward our 2010 goal of reaching the 75th percentile of all organizations in Gallup's database. We also hired our first chief diversity officer to provide leadership for our diversity and inclusion efforts moving forward.

Finally, we continued to make progress in our efforts to encourage our alumni to take responsibility for the success and sustainability of Teach For America, exceeding our alumni engagement goal with 37 percent of alumni donating time or money to the organization.

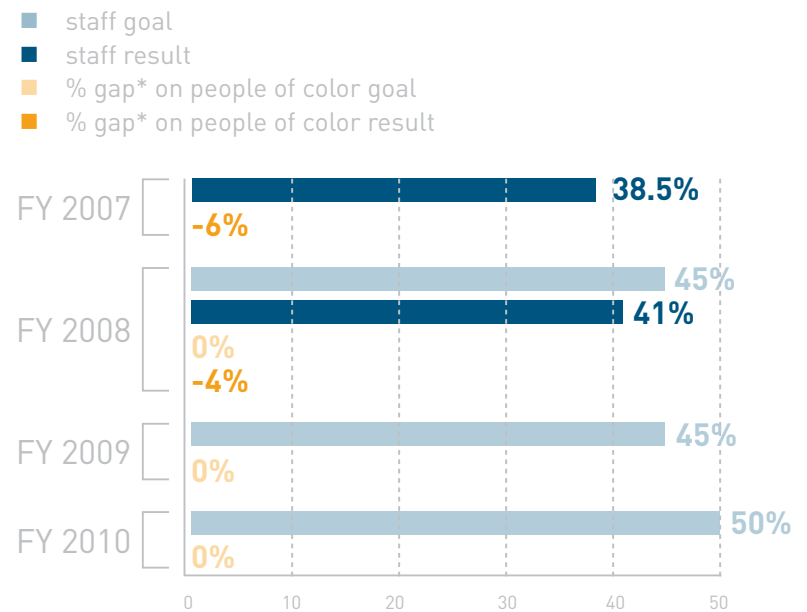
operating revenue raised (\$M)



% of alumni who donate time and money



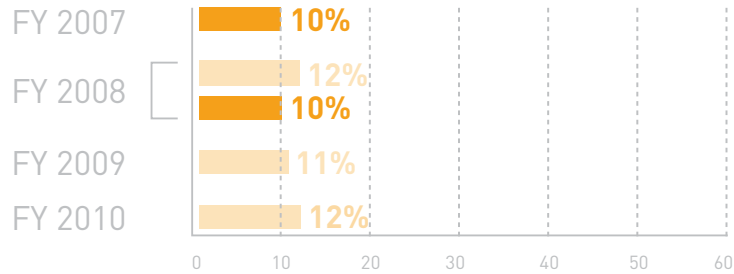
% of staff, on average, responding 'strongly agree' on organizational strength measure (OSM)



* Negative number indicates that organizational strength measure among people of color is lower than among overall staff.

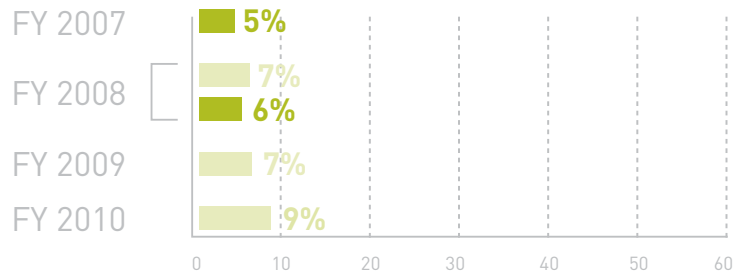
% of staff members who are African-American

- African-American staff goal
- African-American staff result



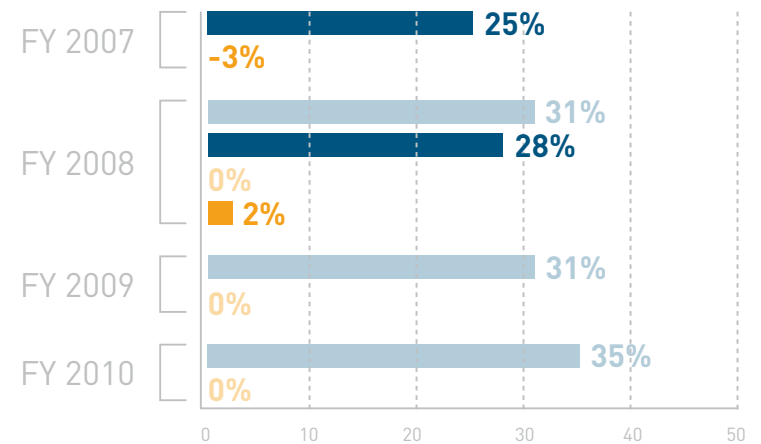
% of staff members who are Latino/Hispanic

- Latino/Hispanic staff goal
- total Latino/Hispanic staff result



% of staff members who are people of color

- people of color staff goal
- people of color staff result
- % management gap** on people of color goal
- % management gap** on people of color result



** Negative number indicates that the % of people of color in management is lower than % of people of color among overall staff.

OUR FUNDERS

Teach For America would like to thank our generous private and public supporters throughout the nation—individuals; organizations; foundations; corporations; local businesses; and district, state, and federal partners—who contributed to our organization in fiscal year 2008. We also would like to acknowledge our valued alumni, who volunteered 22,000 hours of their time and donated \$325,000 to the organization, a 69 percent increase in dollars over the previous year. More than 5,000 alumni gave time or money to the organization and their collective support secured a \$100,000 challenge grant.

Our Expansion Funders support our ambitious growth by making leadership investments in our 2010 Expansion Fund.

\$10 Million

The Broad Foundation
Michael & Susan Dell Foundation
Doris & Donald Fisher Fund
Rainwater Charitable Funds

\$1 Million-\$3 Million

Tina Goldberg and Jide Zeitlin
Joan and Joel Smilow
Joyce and Larry Stupski

\$5 Million

Sue and Steve Mandel
Marsha and James McCormick
Toni Rembe and Arthur Rock
Robertson Foundation

\$500,000

Sue Lehmann

Teach For America is deeply grateful to the lead donors who have each invested at least \$1,000,000 in our work in fiscal year 2008.

AmeriCorps
Amgen Foundation
Arizona Department of Education
The Arnold Family Foundation
The Broad Foundation
Carnegie Corporation of New York
Michael & Susan Dell Foundation
Doris & Donald Fisher Fund
Glenview Capital
Goldman, Sachs & Co.
Melanie and Richard Lundquist
Sue and Steve Mandel
James and Marsha McCormick

National Aeronautics and Space Administration
New York City Department of Education
Quail Hollow Championship and
Champions For Education
Rainwater Charitable Funds
Toni Rembe and Arthur Rock
C.D. Spangler Foundation
Robert Steel
Robertson Foundation
U.S. Department of Education
Visa Inc.
Wachovia Corporation
The Walton Family Foundation

National Corporate Partners, Supporters, and Sponsors

National Corporate Partner
\$1,000,000+ in national support



National Corporate Sponsor
\$500,000 - \$999,999 in national support

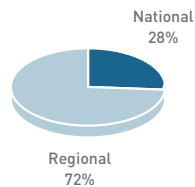
Medtronic

National Corporate Supporter
\$250,000 - \$499,999 in national support

**FedEx
Symantec**

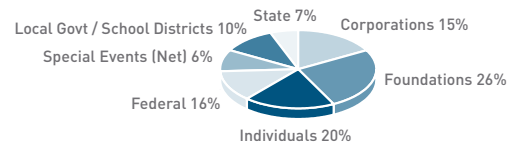
2008 Operating Campaign Contributions

The majority of Teach For America's contributions come from private philanthropic support in the communities where our corps members work. National contributions include both private philanthropic support and federal grants.



2008 Operating Campaign Contribution Sources

Teach For America relies on a diversified funding base.



Teach For America is deeply grateful to the following individuals and families across the country who made leadership commitments of \$100,000 or more to support our work in fiscal year 2008.

Anonymous (7)	-	Frances and Elliot Lehman	Wilmette, IL
Elizabeth and Lee Ainslie	New York, NY	Sue Lehmann	New York, NY
Lisa and Joseph Amato	Essex Fells, NJ	Mark Leinweber	Scottsdale, AZ
Holly S. Andersen and Douglas A. Hirsch	New York, NY	Carol and Michael Lowenstein	Greenwich, CT
The Arnold Family Foundation	Houston, TX	Melanie and Richard Lundquist	Palos Verdes Estates, CA
Barbara and Theodore Aronson	Philadelphia, PA	Sue and Steve Mandel	Greenwich, CT
Laurel and Clifford Asness	Greenwich, CT	Marsha and James McCormick	New Rochelle, NY
Elona and Dmitry Balyasny	Chicago, IL	Allison and Roberto Mignone	Bronxville, NY
Courtney Benoist and Jason Fish	San Francisco, CA	Morgan Family Foundation	Los Altos, CA
Anna and Dan Benton	Greenwich, CT	The Morningstar Foundation	Chevy Chase, MD
William K. Bowes, Jr. Foundation	San Francisco, CA	Alexandra and John Nichols	Winnetka, IL
Devon and Pete Briger	New York, NY	Kate and Robert Niehaus	Rye, NY
Judy and Russell Carson	New York, NY	Scott C. and Amy Rath Nuttall	New York, NY
The Chartrand Foundation	Jacksonville, FL	Wendy Paulson	Washington, DC
Maxine Clark and Bob Fox	St. Louis, MO	Karen Payne	Los Altos, CA
Alexandra and Steven A. Cohen	Greenwich, CT	Nancy Peretsman and Robert W. Scully	New York, NY
Stephanie and Chase Coleman	New York, NY	Pumpkin Foundation / Joe & Carol Reich	New York, NY
Shirley and Milton Cooper	New Hyde Park, NY	Lindsay and Arthur Reimers	Greenwich, CT
Penny and James George Coulter	San Francisco, CA	Larry Robbins	New York, NY
Harriet and Hilliard Crews	Collierville, TN	Mr. & Mrs. Julian H. Robertson, Jr.	New York, NY
Susan and Thomas Dunn	Upper Montclair, NJ	Toni Rembe and Arthur Rock	San Francisco, CA
Victoria and David Elenowitz	New York, NY	Sharon and Joe Saunders	San Francisco, CA
Todd Epsten and Susan McCollum	St. Louis, MO	The Shumway Family Foundation	Greenwich, CT
Alison and John Ferring	St. Clair, MO	Dr. James H. Simons	New York, NY
Mary and Paul Finnegan	Evanston, IL	Smart Family Foundation	Wilton, CT
Bobbie and Lew Frankfort	New York, NY	C.D. Spangler Foundation	Charlotte, NC
Anne and Ken Griffin	Chicago, IL	WLS Spencer Foundation	San Francisco, CA
Amy and John Griffin	New York, NY	Robert Steel	Greenwich, CT
Cynthia and Ben Guill	Houston, TX	Cecelia Vieira Stone and Maximilian Stone	New York, NY
The Hall Family Foundation	Kansas City, MO	Joyce and Lawrence J. Stupski	Mill Valley, CA
Hellman Family Foundation	San Francisco, CA	Kat Taylor and Tom Steyer	San Francisco, CA
Leo Hindery, Jr.	New York, NY	Sandi and John W. Thompson	Woodside, CA
William H. Hurt	San Marino, CA	Margie and Nate Thorne	New York, NY
Barbara and Pitt Hyde	Memphis, TN	The Toler Foundation	New Orleans, LA
Leslie and Scott Jacobs	New Orleans, LA	J. Wayne and Delores Barr Weaver	Jacksonville, FL
Lindy and Mike Keiser	Chicago, IL	Jean and Rick Witmer	Greenwich, CT
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