It has been a remarkable year at the SALT Center, one filled with countless achievements across the department. Students within our community are thriving due to their commitment to learning and engaging the most comprehensive array of programs and services anywhere in the country. Throughout this issue of the SALT Journal you will read about many success stories of students with learning and attention challenges. These students and hundreds more each semester discover new ways to achieve success and develop competence not only in academics but in life as a whole.

Our professional staff within the department is what makes the SALT Center one of the most unique, innovative, and talked about programs in the nation. Their unwavering dedication to delivering quality services and educational opportunities to all of the department’s constituents is what sets us apart from other support programs at other colleges and universities. I receive calls throughout the year from parents, high school counselors, colleagues, professional associations, and the press inquiring about what makes the SALT Center such an effective model for students with learning and attention challenges.

The answer to that question can be discovered throughout this edition of the SALT Journal but it all comes back to the unwavering dedication and shared values held by our professional staff, graduate assistants, and peer tutors. Some of our outcomes from the last year include a wide array of new student programs and services including instructional course guides, a critical reading lab, and study intensive course review sessions. We admitted one of our largest freshman classes in the department’s history with over 230 new students joining our community. We have two research projects underway that have received approval from the UA’s Institutional Review Board that we plan to publish results from in the coming year. Lastly, despite a challenging economy, our donors continued to support the department’s mission and our development funds were up 27% from last fiscal year.

I want to thank all of our constituents for your continued trust in the SALT Center’s mission and the work we do with our students. You are all ambassadors for our community and we could not do it without you!

Warmest regards,

Jeff Orgera, PhD
Central to The University of Arizona’s land-grant mission is the goal to make a first-class college education accessible to as many Arizona students as possible. Toward this goal, in 2008 UA launched an initiative called Arizona Assurance.

Arizona Assurance makes what seemed impossible, possible by guaranteeing that students from low-income Arizona families can attend the UA at no cost. Arizona Assurance covers tuition, room and board, and books. In its inaugural year, UA had 600 students enroll in the program, and this year an additional 750 have enrolled as Arizona Assurance scholars. The vast majority of these students are the first in their family to attend college.

Beginning in 2010, the SALT Center is joining the Arizona Assurance partnership by waiving SALT fees for Arizona Assurance scholars who have a documented learning or attention challenge. Arizona Assurance is not only about access to higher education, it is also about success. For Arizona students with learning and attention challenges, we know that participation in the SALT program will increase their chances of being successful and graduating from The University of Arizona.

To qualify for the SALT fee waiver, Arizona Assurance students must meet all of the following criteria:

- Earn admission to UA and the SALT Center.
- Be an Arizona resident.
- Have a documented learning or attention challenge.
- Enter UA directly from high school, and enroll as a full-time student at UA.
- Apply for financial aid no later than May 1.
- Submit the SALT New Student Enrollment Contract no later than May 1.
- Have family income equal to or less than $42,400.
- Be eligible for the Federal Pell Grant.

For questions about SALT’s commitment to Arizona Assurance scholars, contact Nancy Singer at (520) 621-5285 or via email at nsinger@email.arizona.edu.

During the spring semester, Learning Support Services ran a pilot for what is now called Weekly Intensive Study groups (WINS). These groups were designed to provide students with additional academic support in a few traditionally difficult courses at UA. WINS leaders were selected from our existing tutoring staff for several reasons, including their willingness to expand their skill sets.

The WINS leaders received additional training in group management, collaborative learning, and techniques for incorporating study strategies into each study session. Students attending the session were unaware of the hidden agenda: study skill training. The study skills are transferable techniques, that once learned, can be used in other courses to their advantage.

For example, during a session a leader might have a student predict exam questions, or, as a group, have the students review the notes, highlighting the lecture’s main points. The success of the pilot project is represented in the accompanying chart. The students that attended the voluntary sessions achieved grades of A, B, or C at higher rates than those that didn’t attend the sessions. Furthermore, fewer students attending the sessions received the grades of D, E (UA’s equivalent to an F), or withdrew from the course (W). Thus, students attending the sessions were more likely to progress academically than students that didn’t attend.

It has been inspiring to see groups of students excitedly discuss the timeline of stars, identify geological features on power point slides and brainstorm psychology research topics. As a result of the success, SALT has expanded the WINS offerings for the fall semester, adding an additional course and additional sections. We celebrate student success!
At SALT we believe in the development of the whole student, and we pride ourselves in helping students find ways to actively engage in both SALT and the campus community. It is through this engagement that students gain tremendous confidence and self-assurance. As students grow, they are eager to serve in leadership roles within the SALT Center, to immerse themselves into the UA community, and to venture outside of Tucson to foreign countries.

Amy Menezes, a senior from San Diego, began serving as a SALT Ambassador last fall. SALT Ambassadors introduce new students and their families to SALT by leading tours, staffing college fairs, and organizing special events. In talking with prospective students, Amy quickly realized there was a need to spread the word about SALT scholarships that are available to help cover the cost of participating in the SALT program. As a Business Writing class project, Amy designed and wrote the copy for a SALT Scholarship brochure. A sophomore from Castro Valley, CA, Kelvin Davis' love for electronics and interest in helping people, meshed well with the student employee position he held in SALT’s Computer Resource Lab (CRL). As a CRL Lab Monitor, Kelvin assisted students with technology questions and provided assistive technology support. Both students are great examples of how SALT makes a concerted effort to find opportunities for students to develop as professionals in the SALT building.

Students’ Experiences
Enrich the SALT Community
By Rudy Molina, Assistant Director, External Relations & Research

Although SALT can be the hub for many students’ experience, it is also a launching-off point for many of our students. For instance, Casey Armstrong always considered himself to be an athlete, running cross-country in high school. It had never occurred to him that he could combine his love for running with swimming and cycling. Today, he is an active member of the UA Tri-Cats triathlon team and says that, “I plan to continue to compete long after graduation because the people I’ve met are incredible and I love the healthy lifestyle.” Nick Sproul admits, “Although I didn’t always have school as a priority, I always felt connected to the UA because of the sports and because of Rhonda.” [Assistant Director, Student Programs and Services] Because of Nick’s love of Pac 10 athletics, he played an instrumental role in the creation of the ZonaZoo sports pass, a popular program that promotes student attendance at Wildcat games. These students are great examples of how SALT students have enriched campus life at The University of Arizona.

SALT students come to the UA with a range of unique life experiences and many of them have the itch to travel. Last spring, Nora McDonald, a theater major from Chicago, studied abroad in Ireland. Her experience was enhanced with visits to London, Scotland, Italy and Greece. Zac York studied abroad, working on his Italian minor while studying the art, architecture, and people of Italy. Hoping to expand their understanding of our global society, additional SALT students studying abroad this fall include Alexandra Chunn in Prague; Andrew Kobren in London; Katherine Goldcamp in Australia; Griffin Sweet with Semester at Sea, and David Reischer, Josh Klebanoff and Danny Kaskel are in Barcelona, Spain.

Although students’ experiences vary, the one thing they all agree upon is that without SALT’s comprehensive support services, they would have struggled academically and not had the confidence to embrace the opportunities that the UA has to offer.
In last year’s SALT Journal, we introduced our plan to study how our students learn in order to better serve students with learning and attention challenges in higher education. Today, we are pleased to share with you that we successfully launched our study, collecting two-hundred and twenty-five student surveys, resulting in a 90% return rate. Of the students who completed the survey, 40% were female and 11% were students who come from underrepresented groups.

Our freshmen are from all over the country, but the majority of students come from California with 10% being Arizona residents. About half attended public schools and half attended private schools. Only 9% attended schools with a particular LD emphasis. Almost 60% of the students were diagnosed with a learning or attention challenge sometime between kindergarten and 5th grade. Close to half the freshmen have ADD or ADHD and 19% self-identified as having more than one disability.

The incoming students expressed a good deal of confidence in their academic abilities. Seventy-five percent or more thought they had “average” or better abilities in goal-setting, organization, reading, writing, and stress management skills. They were less confident in their test preparation, test-taking, note-taking, and concentration skills. The freshmen also indicated that they would actively self-advocate. The majority of students said they would seek out help from teachers, tutors, friends and relatives and work harder themselves, if they were faced with a low grade in a class. They also thought that if they earned a low grade in the class, it was probably not only due to the instructor or course material being hard, but that it was also due to their own inaction, namely not spending enough time studying or not utilizing available resources.

Being aware of their own abilities, having the knowledge about the resources available to help them, and taking responsibility for their own learning are important steps to being successful at the University and beyond. To support this developmental process, students will have the opportunity to review and discuss their responses with their Strategic Learning Specialist. This reflection process may prove to be a critical step as students take ownership for their academic careers. The research committee plans to use this data to better understand how students utilize our services. SALT students have the ability to succeed at the UA, and our goal is to better facilitate their development and success.

At first I was scared to even make an appointment with the SALT Center because I wasn’t sure if the tutors were going to be good or if they’re going to be friendly. But the tutors here are remarkable. And why do I do this, because I want to learn and make sure I get those A’s.

Students were most confident in their goal setting skills and least confident in their test-taking, test preparation, concentration, and note-taking skills. Based on the 217 incoming 2009 freshmen who completed the New Student Survey in Summer 2009.

32% of incoming Freshmen are from California and 10% are from Arizona. Based on 225 incoming 2009 freshmen.
Alumni Campaign: Success Beyond Imagination

Long before you step foot on the UA campus, you’ll be able to see what’s going on over at the SALT Center, connect with other prospective SALT students, and even connect with former students of the SALT Center. Our Website (www.salt.arizona.edu) links you to Facebook, podcasts, and video footage that highlight real life experiences of our former, current, and future students.

SALT alumni have been on Facebook for a while. In fact, they were the ones who first created a SALT presence on Facebook. Since then, we’ve taken it to the next level. Today, students use Facebook to stay connected to SALT updates and UA events, and post updates on their personal and professional lives.

Facebook is SALT’s primary communication tool with alumni. Recently, we set out to interview both currently enrolled and former students of SALT. To give you a sense of how successful Facebook is as an outreach tool, our alumni responded to our interview request within 24 hours. Within one week, over 10 students and alums were scheduled and interviewed. The alumni campaign has been so successful, that we’ve decided to extend the initiative, to interview at least four persons per month, two enrolled, and two alumni.

We hope to be in contact with you in the near future via Facebook. Look us up and become a fan!

Aged to Perrrrfection:
SALT at 28 years and counting...

Just like fine wine, the UA SALT Center has a long history of being great! Each year we serve approximately 550 students. Since 1981, we estimate that over 3,300 students have been served by SALT. We are proud to have touched so many lives, and students remind us on a regular basis how grateful they are to be a part of the SALT community.

This year, we would like to connect with you, your friends, and family on the UA Mall during the Homecoming Parade. Join us in the SALT tent for fun, games and refreshments! Strategic Learning Specialists and other staff will be onsite hoping to catch up on your latest and greatest endeavors and successes. Reconnect with the small community that supported your big experience at the UA!

Alumni Campaign: Success Beyond Imagination

Top 3 Ways to Connect Now:

1. **Facebook:** Get the latest information on the SALT Center, class of 2014, and alumni.
2. **SALTcast:** Listen to podcasts of student stories online or on-the-go.
3. **"Why SALT?" Video:** View students as they describe why they chose UA and SALT.
Alumni Paths to Excellence: Engineering, Entrepreneurship & Education

By Rudy Molina, Assistant Director, External Relations & Research

In essence, SALT helps students define what excellence means to them. During that process, students make decisions that impact their future. Some students know early in life what they aspire to be and others take advantage of the college experience to explore majors and align their interests, skills, and talents with potential careers.

Armando Membrila, an aerospace engineer at Paragon Space Development Corporation and 2008 graduate recalls that “…ever since I was a kid I’ve always known that I wanted to be a rocket scientist.” Despite knowing what he wanted to be, Armando is the first to admit that his path to success was filled with many challenges, due not only to his AD/HD and other learning challenges, but also because he and his mom were the first in their family to graduate from college, an accomplishment that will change the family tree for generations to come. Especially when courses became more challenging and time was of the essence, he relied on SALT to help him stay focused. He particularly enjoyed meeting with Rudy Molina (Strategic Learning Specialist), as it provided him the opportunity to gather his thoughts, plan for the upcoming week, and often share personal experiences.

On the other hand, Jon Blais, now an instructor at Pima Community College and Site Director for The Princeton Review, was not sure what he was going to do when he graduated from the UA in 2002. “I later learned that teaching was in my heart and I truly enjoyed understanding how students learn and develop.”

In terms of his own learning, his Strategic Learning Specialist, Mike Penn, suggested that he enroll in summer courses. Although Jonathan was not keen on the idea, it turned out to be great advice. He not only completed the courses successfully, but he also realized that he learns best with shorter, more intense, fast-paced course work. He would eventually apply this strategy to future semesters as well as his very own teaching philosophy. Jonathan is an avid cyclist and can be found riding his bike all over town. Whether in the classroom or on the road, his passions in life have allowed him to discover his path to success.

Paige Confino, Class of 1992, knew at a young age she was special. As a result of a head injury sustained in a car accident, she was diagnosed with a learning disability. Today, she is well-respected teacher with a Master’s degree and is blessed with parents who ensured that his learning needs were always met and helped him navigate the available resources. “I applied to a lot of different schools, but UA was one of two schools that had a huge program for students with learning disabilities. Once I came here for my interview with SALT, I realized that I was definitely going to the UA.”

Sharaf AlHarthy has made a name for himself on the international stage of commerce. As the CEO and President of SELA Holding Company, he is proud to be part of the SALT legacy. As a 1994 graduate, his memories of SALT provide a unique peek into the early days of the SALT Center. He described SALT as a warm place that provided intensive and individualized support. He was glad to hear that we have maintained that approach and have further refined our programs and services. Sharaf explained, “Eleanor [Harner], [Founder of the SALT Center] was my mentor. She helped me with so many assignments. Without her help, I would not have graduated.” Headquartered in Israel, he has expanded the family business into what is now a world-wide leader in communications, semiconductor technology, health care management, and IT consulting.

With the same entrepreneurial spirit, Jeff Kaiserman and Stephan Ochoa, co-owners of Frost, A Gelato Shoppe, have opened three locations in the greater Tucson community. Both UA alums, with Jeff having participated in SALT, the partners took what started as a dream and developed it into a thriving business. As a student, Jeff was always creative and a strong leader in and outside the classroom, but his grades did not always reflect his efforts. Reminding him of his out-of-box thinking skills, his mom reassured him during a challenging period in his academic career, “Don’t worry about your grades… many of the A students end up working for the C students anyway. Just graduate and you’ll be fine.”

For every person, excellence means something different. For alumni, the sense of accomplishment may come with landing one’s first job or in the case of a few, starting up their own business. Whether it be teaching your first cohort of students or expanding the family fortune, it will always be critical for individuals to have a strong foundation in learning to manage the “ups and downs” of one’s personal and professional life. By working with students in all aspects of their life, SALT challenges students not to accept the status quo and to help students define what success means to them.

To get the full story of the featured alumni, visit our website, www.salt.arizona.edu, and listen to our SALTcasts.
Mark your Calendars

Schedule of Events—
Saturday, November 7

9a  Tents on the Mall
11a  Parade begins
1:30p  Kickoff of football game, UA Wildcats vs. Washington State Cougars
The SALT Center is fortunate to have a very strong and active group of parents, friends, and supporters who contribute their time, money, and expertise to our department. Currently we have several endowed accounts that were established with a major gift of $10,000 and support student scholarships and health/wellness services. In addition we receive many gifts that are unrestricted and offer us flexibility in how we utilize those resources.

This past year we created the SALT Center Director’s Circle which is a leadership group dedicated to enhancing the mission and values of the department by providing an annual source of unrestricted funding to the SALT Center. We were overwhelmed by the interest in this group and their generosity directly supported student scholarships. The Director’s Circle is currently 43 members strong: 9 were parents of incoming SALT freshman last year, and 16 are parents of SALT alumni. This leadership group receives invitations to members-only events, recognition in publications, and regular program updates.

Thanks to members of the Director’s Circle and our many other supporters, the department generated over $270,000 in gifts last fiscal year which was an increase of 27% from the previous year. We had forty new donors and over $20,000 came from our growing base of SALT alumni!

Below you will see a list of our current Director’s Circle members and you may be receiving a call from one of them in the coming year to learn more about the SALT Center’s development goals. If you would like to learn more about the various creative ways to include the SALT Center within your philanthropy please feel free to call Jeff Orgera at (520) 621-1427 or email at jorgera@u.arizona.edu

Membership within the Director’s Circle is based on an annual commitment of $2,000. Members include friends of our program, parents of current and former students, professionals, business leaders, and alumni.

Jim Alexy and Karen Gilkum  Parents
Ian Arnol  Alumnus
Bruce and Patricia Bartlett  Parents
Donald and Marlyn Braun  Friends
Peter and Marsha Chemis  Friends
Keith and Sandra Chinn  Parents
David and Susan Cone  Friends
Roberto Constantiner  Parent of Alumnus
Janet Davis  Parent of Alumnus
Howard Erman and Jill Sterling-Erman  Parents
James and Gaynne Fijan  Parents
Mary and Elaine Finger  Parents of Alumnus
Michael and Kim Granatelli  Friends
Edward Habermann and Susan Koehn  Parents of Alumnus
Kevin and Connie Hackett  Parents
Jim and Rama Iaco  Parents of Alumnus
James and Vicki Irvine  Parents
Michael and Virginia Johnson  Alumnus
Timothy and Jeanne Johnson  Parents
Alan and Mary Anne Kraus  Parents
Robert and Marjorie Krause  Parents of Alumnus
Brad and Dana Krasuski  Parents
Robert and Jennifer Latty  Parents
Jeffrey and Randi Levine  Parents of Alumnus
Joel Levy  Parent of Alumnus
Morton and Louise Mack  Friends
Mark and Susan Marion  Parents
Walter and Ginny Meneses  Parents
Fred Petri  Parent of Alumnus
Georgene Petri  Parent of Alumnus
Joseph and Susan Power  Parents
Ken and Sheryl Pressberg  Parents
Paul and Sherri Robbins  Parents of Alumnus
Earl and Ann Skidmore  Parents of Alumnus
Steve Smith and Kathy Hawkes-Smith  Friends
Kenneth Steel, Jr.  Parent
Sharon Strehlmeier  Parent
Robert and Melissa Sutton  Parents
Alan and Anita Werner  Parents of Alumnus
Larry and Vickie Yamaoka  Parents of Alumnus
Ann and Nancy Youngman  Parents
Bob and Perrin Zamarripa  Parents of Alumnus
Joseph Zebras  Alumnus
Lee Zulch and Cindy Samuel-Zulch  Parents

THANK YOU to David and Laurie Fenske for hosting the Director’s Circle Social in their home during UA Family Weekend.
IN APPRECIATION

The SALT Center gratefully acknowledges the generous contribution of the following friends from July 2008 through June 2009. We feel fortunate to receive these expressions of respect and appreciation for our program and will use these gifts in support of both programming and scholarships.

Mr. & Mrs. Robert Alexander
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Mr. Gary White
Mr. Barry Paul & Dr. Lisa White Paul
Dr. & Mrs. John Wild
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Mr. & Mrs. Steven Wolf
Young Adult Institute, Inc
Mr. & Mrs. Allen Zappi
Mr. & Mrs. Robert Zamarripa
Leban Zulch & Mrs. Cindy Samual-Zulch

Thank you!