

NOVEMBER 2021 - OCTOBER 2022

TESOL Annual Report

2022



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Message From the President



Another year at TESOL has closed, giving us all time to reflect on what we have accomplished together. This year, we started to emerge from the pandemic to dip our toes back into gathering together in person. It felt like a return to normal (but still different).

The excitement among the attendees at the TESOL annual convention in Pittsburgh was palpable. At the same time, we welcomed participants to the virtual convention. This is a great example of returning to normal but taking with us what we learned during the pandemic – if TESOL had a theme for 2022, this would be it!

In other travel, it was my pleasure to participate in the regional conference in Tashkent, Uzbekistan. This conference was part of the English Speaking Nation: Secondary Teacher Training professional development program. It was an honor to witness the participants' desire to learn new techniques and improve their teaching. You can read more about the program and how TESOL and George Mason University partnered to offer cascading professional development in the [TESOL blog series](#). Applying the lessons of the pandemic, I was fortunate to join the TESOL Advocacy Summit virtually. Our U.S. members had the opportunity to participate in a virtual advocacy day while in-person attendees were visiting their members of Congress.

Meanwhile, the TESOL board of directors concluded the work begun under Gabriela Kleckova to update TESOL's strategic plan. We adopted a multistep strategic thinking process that included reviewing previous strategic plans, establishing guiding principles, brainstorming the most pressing problems, and seeking feedback. With this process, we adopted an agile framework that is grounded in continuous, incremental improvements

through small and frequent updates and identified eight priorities to guide the path to our ideal future state. We released the strategic direction in September at two leadership town halls, where we met with volunteer leaders to review the priorities. You can learn more about the strategic direction on page 16 of this report.

As part of the strategic planning process, the board reviewed and updated [TESOL's mission, vision, and values, and our diversity, equity, inclusion, and access \(DEIA\) statement](#) to better reflect what we all believe and stand for and to begin decolonizing our language. In this review, we changed our DEIA statement to a Commitment to Diversity, Equity, Inclusion, and Access and added our commitment to antiracist and antidiscrimination policies and practices. As we are on this journey to be more equitable, inclusive, and accessible, we will need to review our documents, statements, and practices to ensure they reflect our current beliefs and commitments.

In conclusion, I would be remiss not to acknowledge the first anniversary of TESOL's executive director, Amber Crowell Kelleher. Amber will give you a report of her first year on the next page, but I want to recognize her leadership this year. We are lucky to have Amber on the TESOL team. As we continue to navigate a postpandemic return to normal, I am pleased to report that TESOL International Association has weathered the storm and is taking the lessons learned into charting its future direction. We are a resilient community that continues to adapt and bring forth the best for our students and colleagues.

A handwritten signature in black ink that reads "Joyce Kling".

Joyce Kling
2021–2022 TESOL President

Message From the Executive Director



Greetings from TESOL International Association! Two words come to mind as I reflect on our past year: **community** and **resilience**. During my first 12 months with TESOL International Association, I witnessed and experienced plenty of both.

TESOL is proud to serve as the professional home and trusted global community for thousands of English language professionals across the globe (page 5). I had the privilege this year to meet with hundreds of people across our affiliates, colleague organizations, communities of practice, funding partners, and professional councils. We shared ideas, discussed concerns, and devised creative ways to work alongside each other – transparently, more efficiently, and in community – to advocate for and advance our profession.

In 2022, our board of directors proudly and visibly reaffirmed TESOL's commitment to diversity, equity, inclusion, and access (page 9), continuing our journey toward a more welcoming and inclusive association for all. We adopted an agile strategic direction (page 7) that honors our past and sets a course for increased relevance, greater engagement, and long-term sustainability for the association.

As you will see from our financial statements (page 18), TESOL is still recovering from the impact of world events. Despite the challenges and changes, TESOL staff and our trusted leaders have been steadfast and resilient. I am grateful for their perseverance and passion for the work we do.

As I look to the year ahead, I am optimistic about our future. The TESOL team is aligned in our focus to deliver excellent products,

programs, services, and experiences, in person and online. We are exploring new partnerships, testing new technologies, and seeking new ways to increase member engagement and expand our impact around the world.

Exciting times are ahead for TESOL. We welcome you to continue the journey with us!

In collaboration,

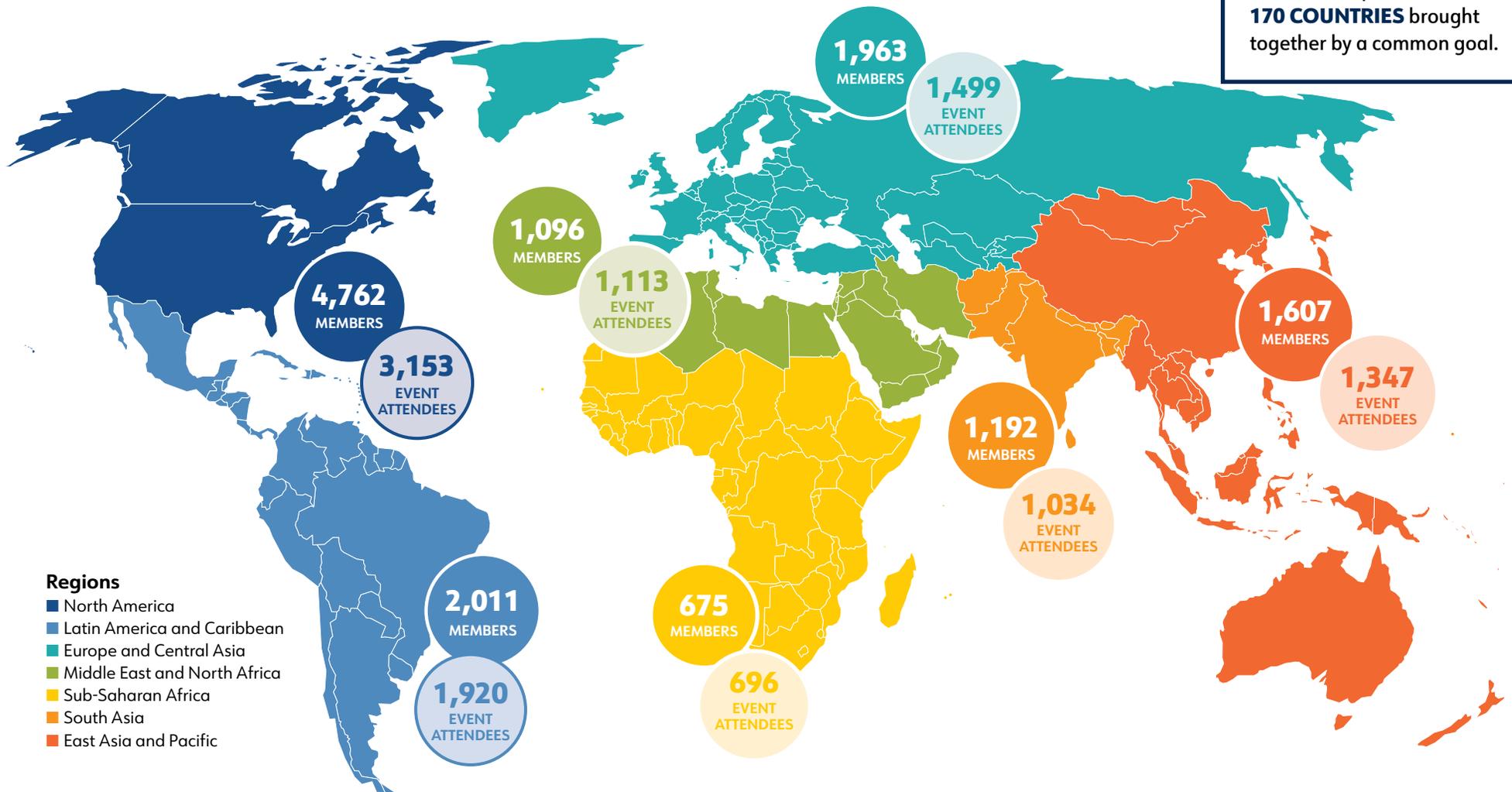


Amber



Global Community

TESOL members and event* attendees represent more than **170 COUNTRIES** brought together by a common goal.



- Regions**
- North America
 - Latin America and Caribbean
 - Europe and Central Asia
 - Middle East and North Africa
 - Sub-Saharan Africa
 - South Asia
 - East Asia and Pacific

*annual convention, regional conference, and ELevate

33
COMMUNITIES
OF PRACTICE

6,619
NEW
MEMBERS

13,306
ACTIVE
MEMBERS

116
AFFILIATES

TESOL welcomed **1 new affiliate:**
Ho Chi Minh City TESOL (Vietnam)

Member Leaders

2021-2022 Board Members

OFFICERS

Joyce Kling
President

Shelley Taylor
President-Elect

Gabriela Kleckova
Past President

Amber Crowell Kelleher
Executive Director

DIRECTORS

Elizabeth Chan

Ayanna Cooper

Okon Effiong

Raichle Farrelly

Tamara Jones

Graciela Martin

Kate Mastruserio Reynolds

Mawa Samb



275
VOLUNTEERS

Volunteer Opportunities

TESOL members volunteer their talent and time to help lead the association and propel the profession forward. Members may serve as an interest section or professional learning network officer, a professional council member, a reviewer, or on the TESOL board. Watch your email for more information. Calls for volunteers are open throughout the year.



The LMP at TESOL International [Association] goes beyond a leadership mentoring program; it is a place to educate and nurture me to become a global language mentor-leader-educator. Working and learning from and with Luciana de Oliveira, my mentor, has given me critical love, tremendous support, and hands-on experience so that I am able to continue supporting future teachers, educators, researchers, and leaders in and beyond TESOL in the future.

—Ethan Trinh, 2022 LMP Recipient

thank you volunteers



Our New Strategic Direction

Between October 2021 and September 2022, the TESOL board of directors engaged in a multistep strategic thinking process that included a review of previous strategic plans, the establishment of guiding principles, brainstorming the most pressing problems, feedback from volunteer leaders and staff to validate three focus areas, and identification and ranking of eight strategic priorities. Board members, volunteer leaders, and TESOL staff contributed ideas, input, and feedback for an Agile Strategic Framework that is grounded in continuous, incremental improvements through small and frequent updates tracked via an internal work plan.

Our Focus Areas

Our strategic direction is framed by three focus areas that describe our ideal future state.

Agility, Sustainability, & Viability

TESOL is agile, data-driven, and responsive to global trends. Diverse revenue sources ensure resilience and long-term stability for the association.

Voices & Values

TESOL is a visible advocate and champion for its members and other stakeholders, speaking in a unified voice that reflects the association's values.

Expertise & Community

TESOL advances excellence by leveraging thought leadership, global research, and collaborative technologies to deliver excellent products, programs, services, and experiences.

Our Guiding Principles

The board of directors identified seven guiding principles that influenced the development of our strategic direction.

- ▶ Transparent
- ▶ Innovative
- ▶ Efficient
- ▶ Visionary
- ▶ Inclusive
- ▶ Stakeholder-Focused
- ▶ Resilient

Our Priorities

Our strategic direction includes eight priorities that guide the path to our ideal future state.

- 1 Stabilize and support the association's staff.
- 2 Advocate for issues of multilingual learners and the profession.
- 3 Build member value and engagement.
- 4 Develop a diverse pipeline of leaders.
- 5 Improve efficiencies with TESOL's communities.
- 6 Diversify revenue sources.
- 7 Elevate English language teaching content and research.
- 8 Expand TESOL's global impact.

Our New Strategic Direction

Vision Statement

TESOL International Association is the trusted global community for knowledge and expertise in English language teaching.



Values

Professionalism

Offering excellence in standards, research, and practices that enhance English language teaching and learning

Integrity

Committing to ethical and transparent action

Lifelong Learning

Enabling a culture of continuous learning

Respect

Advocating for equity, diversity, inclusion, access, multilingualism, multiculturalism, and language rights

Commitment to Diversity, Equity, Inclusion, and Access

In principle and in practice, TESOL values and seeks diverse and inclusive participation within the field of English language teaching and is committed to upholding antiracist and antidiscrimination policies and practices within the association while requiring the same level of commitment from its global partners and sponsors. TESOL promotes equitable representation, engagement, and access to professional opportunities for all and proactively works to eliminate any kind of discrimination and social injustice based on individual differences, including language background, race, ethnicity, gender identity, religion and belief, age, sexual orientation, national origin, disability, culture, appearance, and geographic location.

TESOL is committed to being a welcoming organization. This commitment is reflected in our leadership, membership, sponsors, global partners, resources, and staff and by ensuring an inclusive environment at all levels.



Mission

TESOL International Association advances professional expertise in English language teaching to speakers of other languages in multilingual contexts worldwide through professional learning, research, standards, and advocacy.

Commitment to Diversity, Equity, Inclusion, and Access

As we journey toward better understanding and achieving equality and inclusion for everyone, we have undertaken the following activities this year:

DEIA training for board, staff, and volunteer leaders

Applied a DEIA lens to new strategic plan

Encouraged historically marginalized and underrepresented groups to become TESOL leaders

Reviewed the TESOL awards to ensure they reflect our values and are inclusive of all

Asked any vendors and service providers for their company commitment to DEIA before signing any new contracts

Conducted implicit bias training for staff and volunteers

Changed our statement on DEIA to a commitment

Updated DEIA commitment to uphold antiracist and antidiscrimination policies and practices in TESOL

Demographics

MEMBERS

Racial Identity

53% white

9% Asian

7% Black

5% identify as disadvantaged

74% identify female

41% identify as working in a primary-secondary setting

26% identify as working in a postsecondary setting

42% identify as a classroom teacher or professor

VOLUNTEERS

Racial Identity

65% white

17% Asian

6% Black

11% identify as disadvantaged

73% identify as female

19% identify as working in primary-secondary setting

49% identify as working in a postsecondary setting

44% identify as a classroom teacher or professor

Advocating for English Language Educators and Multilingual Learners of English



2,403
ACTIVE
ADVOCATES

11
STATEMENTS

11,808
CONTACTS

26
CAMPAIGNS



24
COALITIONS
AND PARTNERS



2022 Summit Attendees



TESOL Advocacy Summit

100+
MESSAGES TO
CONGRESS

50+
HILL VISITS

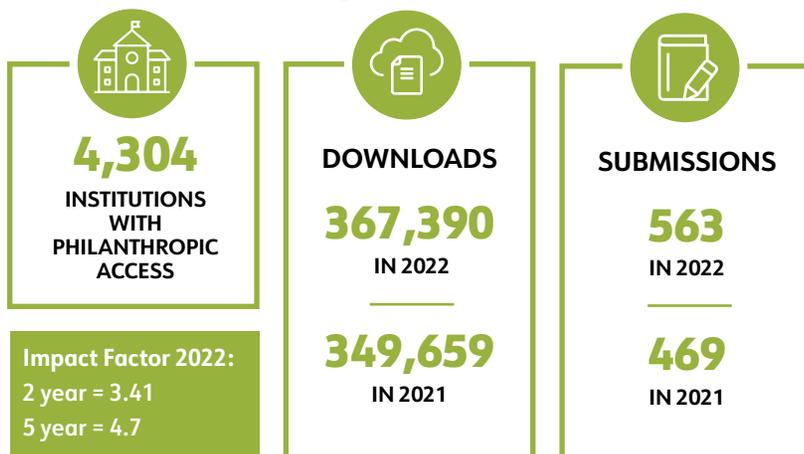
62
ATTENDEES

Statements

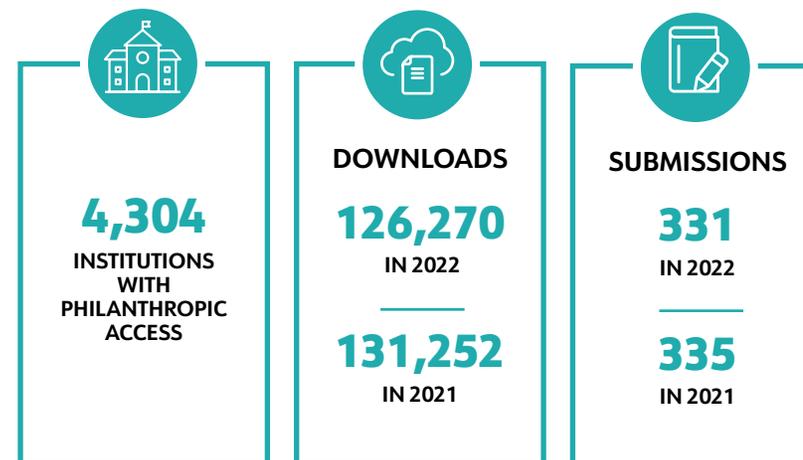
- 1 TESOL Joins Coalition for the American Dream (December 2021)
- 2 TESOL International Association Statement on Crisis in Ukraine (February 2022)
- 3 FY2023 U.S. Federal Budget Proposal Includes Historic Increases for Programs Serving English Learners (April 2022)
- 4 TESOL International Association Statement on the Tragedy at Robb Elementary School, Ulvade, Texas, USA (May 2022)
- 5 TESOL Joins Over 120 Organizations in Call for \$2 Billion Investment in Title III of ESEA to Support English Learners (May 2022)
- 6 TESOL Seeks Senate Appropriations Funding for ESSA for FY23 (August 2022)
- 7 TESOL Proposal to U.S. Department of Education in Support of Multilingual Learners (September 2022)
- 8 TESOL International Association Statement on Protests in Iran (September 2022)
- 9 TESOL Statement on the U.S. 5th Circuit Court of Appeals Ruling Invalidating DACA (October 2022)
- 10 TESOL Joins the Coalition for the American Dream to Protect Dreamers (October 2022)
- 11 TESOL Joins 97 Organizations to Advance the Bilingual Educational Seal and Teaching Act (October 2022)

Advancing Excellence

TESOL Quarterly



TESOL Journal



Top 5 Most Downloaded Articles

Downloads	Article Title
5,524	Brevik, L. et al. (2020). Language Use in the Classroom: Balancing Target Language Exposure With the Need for Other Languages
4,058	Basturkmen, H. (2018). Dealing With Language Issues During Subject Teaching in EMI: The Perspectives of Two Accounting Lecturers
3,872	Goodman, B. et al. (2020). Making the Shift From a Codeswitching to a Translanguaging Lens in English Language Teacher Education
3,511	Kormos, J., & Csizér, K. (2013). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups
3,347	Galloway, N. (2019). Global Englishes Language Teaching: Bottom-up Curriculum Implementation

Top 5 Most Downloaded Articles

Downloads	Article Title
1,977	Farrell, T. S. C. (2012). Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön
1,642	Murray, H. (2022). Teaching About Indigenous Peoples in the EFL Classroom: Practical Approaches to the Development of Intercultural Competence
1,610	Nation, P. (2020). Is It Worth Teaching Vocabulary?
1,523	Spencer, J. (2022). The Other Third Culture Kids: EAL Learners' Views On Self-Identity, Home Culture, And Community In International Schools
1,390	Kessler, M. (2020). Can Task-Based Language Teaching Be "Authentic" in Foreign Language Contexts? Exploring the Case of China

Advancing Excellence

Blog



355,225
PAGE VIEWS



4:25
AVERAGE MINUTES
PER PAGE

TESOL Connections



45,600
PAGE VIEWS



4:06
AVERAGE MINUTES
PER PAGE

Professional Learning

537 TOTAL PARTICIPANTS



District Workshops

CUSTOM SWEL WORKSHOPS OFFERED

- Wyoming Public School, Michigan, USA
- Black Hills Special Services Cooperative, South Dakota, USA
- North Dakota Department of Public Instruction, USA



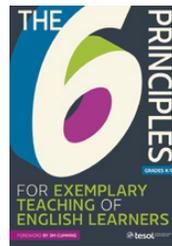
I recommend SWEL training as a resource to create successful ELD coaching partners. We believe in the potential of SWEL coaching to lead to optimum learning environments for our multilingual learners.

—Jenny Leroux, District ELD Program Administrator, Minnesota, USA

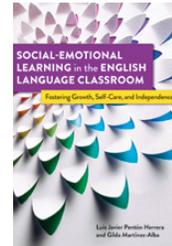


TESOL Press

Top Sellers



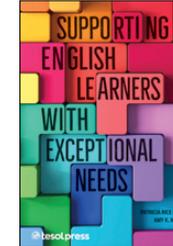
The 6 Principles for Exemplary Teaching of English Learners®



Social-Emotional Learning in the English Language Classroom: Fostering Growth, Self-Care, and Independence



The 6 Principles for Exemplary Teaching of English Learners®: Young Learners in a Multilingual World

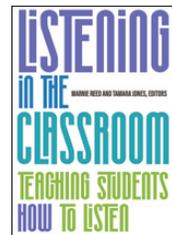


Supporting English Learners with Exceptional Needs

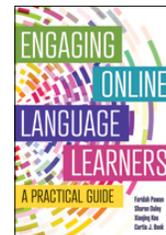


The 6 Principles® Quick Guide for Paraeducators (5 pack)

New Titles



Listening in the Classroom: Teaching Students How to Listen



Engaging Online Language Learners: A Practical Guide



TESOL Zip Guide: Essentials for Engaging Families of English Learners



TESOL Zip Guide: Advocating for English Learners



Transforming Practices for the English as a Foreign Language Classroom

Back Together in Person

Convention/In-Person



659

SESSIONS



13

SPONSORS



46

EXHIBITORS



1,977

ATTENDEES

Convention/Virtual



299

SESSIONS



13

SPONSORS



34

EXHIBITORS



8,101

ATTENDEES



Uzbekistan Regional Conference



90

SESSIONS



454

ATTENDEES



Elevate Virtual Conference



10

WORKSHOPS



1,002

ATTENDEES



Back Together in Person



Grants, Projects, and Partnerships

Active Programs

- Uzbekistan English Speaking Nation Secondary Teacher Training in partnership with American Councils, funded by the U.S. Embassy Tashkent
- India State Government Mentors Blended Certificate Program, funded by the U.S. Embassy New Delhi
- Fulbright ETA Professional Development Program in partnership with the Institute for International Education

English Speaking Nation (ESN): Secondary Teacher Training Program in Uzbekistan

546
REGIONAL
PEER MENTORS
CASCADED
TRAINING ON
THE 6 PRINCIPLES
TO MORE THAN

4,500
SECONDARY
ENGLISH
TEACHERS IN
UZBEKISTAN



Teachers in Uzbekistan holding their certificates

92
CORE
TRAINERS
AND
296
REGIONAL PEER
MENTORS
COMPLETED
THE TESOL CORE
CERTIFICATE
PROGRAM

Professional Learning



7,874
TOTAL
PARTICIPANTS



1,024
PROFESSIONAL
DEVELOPMENT
CERTIFICATES ISSUED



Row 1 (front): Briana Rogers, Heidi Faust, Lizbeth England; Row 2: Gina Bennett, Mary Scholl; Row 3: Saida Akbarova, Nilufar Begibaeva, Tamrika Khvtisiasvili; Row 4: Jodi Crandall, Alicia Bradley, Mina Gavell

20
EXPERT TESOL
REPRESENTATIVES
TRAVELED TO
6
REGIONS OF
UZBEKISTAN
FOR ESN
PROFESSIONAL
DEVELOPMENT
ACTIVITIES



Two years ago my life and my confidence and my other skills started changing because of the [TESOL] TCCP course. Before this course I have to say that I didn't like teaching at all. I thought of changing my profession before this, but after attending TCCP course, I started feeling myself more confident and then I changed my attitude towards my profession. I started enjoying it. I changed a lot.

—Regional Peer Mentor, English Speaking Nation Secondary Teacher Training Program, Uzbekistan

CREDIT: Funded by the U.S. Embassy in Tashkent. Administered by American Councils for International Education in cooperation with the Uzbekistan Ministry of Education. Training partner George Mason University.

Awards

14
AWARDS

\$15,500
TRAVEL GRANTS

- Albert H. Marckwardt Travel Grants
- Award for International Participation at TESOL
- Betty Azar Travel Grant for Practicing ESL/EFL Teachers
- Meral Güçeri TESOL/TEFL Travel Grant

\$2,000
SCHOLARSHIPS

- TESOL Leadership Mentoring Program
- Professional Development Scholarships

\$6,250
AWARDS FOR
EXCELLENCE
AND SERVICE

- D. Scott Enright TESOL Interest Section Service Award
- Mary Finocchiaro Award for Excellence in Nonpublished Pedagogical Materials
- Ron Chang Lee Award for Excellence in Classroom Technology
- Ruth Crymes TESOL Fellowship for Graduate Study
- TESOL Award for Distinguished Research
- TESOL Teacher of the Year Award
- TESOL Virginia French Allen Award for Scholarship and Service
- The James E. Alatis Award for Service to TESOL

TESOL Teacher of the Year Award: **Meg Eubank**



“This recognition is exciting and validating and it inspires me to keep working to improve my teaching and help others learn the best methods to work with English language learners.”

Sponsored by  NATIONAL GEOGRAPHIC LEARNING

28
AWARD
RECIPIENTS

Algeria
Cameroon
Canada
Czech Republic
Egypt
India

Iraq
Japan
Kazakhstan
Nepal
Russia
Turkey

Turkmenistan
United Arab Emirates
USA
Vietnam

FROM
16
COUNTRIES

Envisioning the Future of TESOL

PHASE 01

- Select and implement learning management system
- Develop content strategy and user journeys
- Select and implement website interface

PHASE 02

WE ARE HERE

- Select and implement community platform
- Evaluate existing systems to optimize or replace to improve record keeping and data analytic capabilities
- Develop and roll out data and security policies

PHASE 03

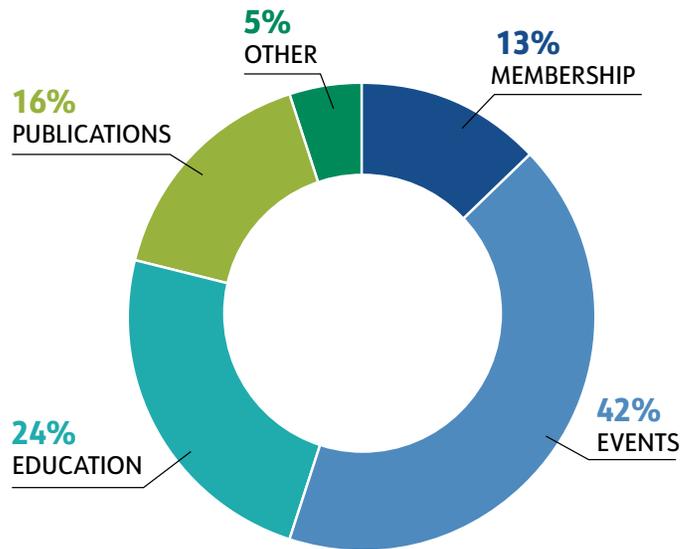
- Envision transition to future state system architecture
- Establish continuous improvement process

In 2021, TESOL initiated a 3-year project to overhaul our technology to envision and support the TESOL of the future. In undertaking the process, we committed to keeping our members and TESOL's values and strategic priorities at the center of our decision-making. This year, we launched a new learning management system, conducted a complete audit of our website, launched a new broadcast email system, and began a redesign of tesol.org.

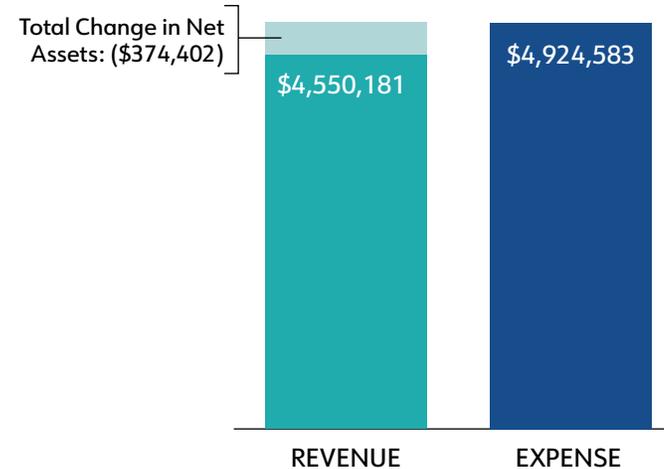
Our Finances

2022 was a year of continued recovery for TESOL. It was the first postpandemic year in which TESOL did not receive COVID relief funds from the U.S. government, and world events wreaked havoc on the financial markets. TESOL met in person for the first time since 2019, but revenues were lower than projected, and expenses associated with hosting a hybrid event were significantly higher than budgeted. However, TESOL made solid strides toward diversifying our revenue streams, which ultimately positions us as a stronger and more nimble organization for the future.

REVENUE BY SOURCE



TOTAL REVENUE AND EXPENSES



Our Finances



Rogers & Company PLLC
Certified Public Accountants

8300 Boone Boulevard
Suite 600
Vienna, Virginia 22182

703.893.0300 voice
703.893.4070 facsimile
www.rogerspllc.com

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Teachers of English to Speakers of Other Languages, Inc.
DBA TESOL International Association

Opinion

We have audited the accompanying financial statements of Teachers of English to Speakers of Other Languages, Inc. DBA TESOL International Association (TESOL), which comprise the statements of financial position as of October 31, 2022 and 2021; the related statements of activities, functional expenses, and cash flows for the years then ended; and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of TESOL as of October 31, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of TESOL and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.



Responsibilities of Management for the Financial Statements (continued)

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about TESOL's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of TESOL's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about TESOL's ability to continue as a going concern for a reasonable period of time.

Our Finances



Auditor's Responsibilities for the Audit of the Financial Statements (continued)

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Rogers & Company PLLC

Vienna, Virginia
March 21, 2023

Teachers of English to Speakers of Other Languages, Inc. DBA TESOL International Association

Statements of Financial Position
October 31, 2022 and 2021

	2022	2021
Assets		
Cash and cash equivalents	\$ 1,023,966	\$ 1,138,129
Investments	4,102,404	5,064,033
Accounts receivable	104,571	190,181
Grants and contributions receivable	91,044	405,379
Inventory	25,231	37,907
Prepaid expenses	288,472	261,371
Property and equipment, net	626,167	370,962
Deposits	22,784	22,693
Total assets	\$ 6,284,639	\$ 7,490,655
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 401,482	\$ 352,970
Deferred revenue	686,046	568,547
Deferred rent and tenant improvement allowance	407,073	441,495
Loan payable – Economic Injury Disaster Loan	30,000	90,000
Total liabilities	1,524,601	1,453,012
Net Assets		
Without donor restrictions	4,361,417	5,534,541
With donor restrictions	398,621	503,102
Total net assets	4,760,038	6,037,643
Total liabilities and net assets	\$ 6,284,639	\$ 7,490,655

See accompanying notes.

Thank You to Our Partners

Partners



A Union of Professionals



Convention Sponsors



A Union of Professionals

