



NATIONAL CENTER FOR LEARNING DISABILITIES, INC.

A N N U A L R E P O R T 2 0 0 1



OUR MISSION

The mission of the National Center for Learning Disabilities (NCLD) is to increase opportunities for all individuals with learning disabilities to achieve their potential. NCLD accomplishes its mission by promoting public awareness and understanding of learning disabilities, conducting educational programs and services that advance research-based knowledge, and providing national leadership in shaping public policy.

**PROFILES
IN LD**
The "Profiles in LD" featured throughout this Annual Report aptly reflect NCLD's mission. These profiled individuals have been shaped in myriad ways by their experiences with learning disabilities. We thank them for sharing their insights.

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A Tradition of **LEADERSHIP**

Strong leadership has played a vital role in the development of the National Center for Learning Disabilities into one of the nation's leading education organizations. That tradition was continued in 2001 as NCLD welcomed a new chairman of the Board for the first time in more than a decade.

In July, John G. Gantz, Jr., a longtime member of the Board of Directors and a senior vice chairman for the past four years, became the third person to hold the chairmanship since NCLD's founding in 1977. He succeeds Anne Ford, who served as chairman for the past 12 years and is credited with many of the organization's most significant programs and achievements. A descendant of auto magnate Henry Ford and the mother of a daughter with learning disabilities, Ford will remain active at NCLD in her new role as chairman emeritus.



The chairman's gavel passes to John G. Gantz, Jr., as Anne Ford becomes chairman emeritus.

JOHN G. GANTZ, JR., NCLD's new chairman of the Board, has been a Board member since 1989. Like Ford, his involvement in NCLD has parental origins — he has a son and daughter with learning disabilities.

Gantz is a principal of Swiss Re New Markets, a member of the Swiss Re Group, which specializes in providing insurance-based corporate finance solutions for major corporations, banks, and insurers. He also serves as a member of the board of directors of North American Specialty Insurance Company, a subsidiary of Swiss Re. Prior to starting with Swiss Re New Markets in April 1999, he served as executive vice president and executive team member of Swiss Re America, as well as founder and head of its Alternative Risk Transfer Division.

During her 12 years as NCLD's chairman of the board, **ANNE FORD** has been an effective and tireless champion of the rights of those with learning disabilities.

She has helped make learning disabilities a national priority by organizing a series of regional conferences and national summits, including the National Summit on Learning Disabilities in 1994, which united the US Departments of Education, Health & Human Services, Labor, and Justice for the first time on the issue. She is also responsible for establishing NCLD's Washington, DC, office.

It was under Ford's leadership that NCLD embarked on its three-year strategic plan for 2001-to-2003 called *Going Forward Together*. Many elements of that plan are put forth throughout this annual report.

NCLD is greatly indebted to her service, and will continue to reap the benefits of her chairmanship for years to come.

Message from the CHAIRMAN

I am deeply honored to address you as NCLD's new chairman of the Board. It is a position that only two before me have held —Carrie Rozelle, the organization's founder, and most recently, Anne Ford, who is now NCLD's chairman emeritus. I look forward to building on their legacy, which is reflected in the changed landscape of research, programs, and policies that have made a measurable difference in the lives of millions of children and adults. Like them, I plan to continue raising awareness of learning disabilities (LD) and setting a national agenda for expanding resources and opportunities for those who learn differently.



John G. Gantz, Jr.
Chairman of the Board

As NCLD prepares to enter its 25th year, we look back with pride on our past achievements and forward to our future accomplishments. We do so with a renewed commitment to serving children and adults with learning disabilities, as well as their families, all of whom continue to face extraordinarily difficult challenges that require new approaches and solutions.

We still have much to accomplish: We must fight to ensure that early identification is guaranteed for all children with LD, that school officials play an active and cooperating role in that identification, and that promising research is applied throughout our schools. We must also train our teachers to be well-prepared to work with students who learn differently, educate the public on what learning disabilities truly are, and provide parents of children with LD with adequate support, reliable information, and messages of hope that will allow them to advocate for their children.

As the parent of two adult children with learning disabilities, I know the challenges that families face when children struggle to learn. I want their journey to be easier — with better and more accessible information to guide them and with the promise of better educational outcomes.

As a businessman, I know the value of building lasting relationships and leveraging all available resources. This past year, NCLD has joined with corporate and nonprofit partners, as well as government and academic institutions, to extend its programs to broader audiences. This is a new and necessary way for nonprofit organizations like NCLD to reach key audiences and achieve their service goals.

Learning disabilities do not go away. They endure a lifetime. But given the proper support and encouragement, people with LD can succeed in achieving their potential. We at NCLD keep this in sight as we move forward.

Finally, I want to take this opportunity to thank our many contributors. The work of NCLD would not be possible without your continuing support.

In closing, I want to recognize Anne Ford for her inspirational leadership over the last 12 years. I am delighted she remains an active member of our Board, where she will continue to bring her talents and commitment to the field and to NCLD.

A handwritten signature in black ink, appearing to read 'JGG' with a stylized flourish.

“LEARNING
DISABILITIES
do not go away.
They ENDURE
a LIFETIME.”

Message from the EXECUTIVE DIRECTOR

The cover of this year's annual report features a compass—a tool that points travelers in the right direction.

What an appropriate illustration of the work of the National Center for Learning Disabilities—an education organization dedicated to providing information, resources, and tools so that children and adults with learning disabilities (LD) can find their way, meet their goals, and achieve their potential.

Organizations need a reliable compass no less than individuals. Over the past year, NCLD's strategic compass has helped focus our efforts on two critical challenges:

1. Ensuring that all children have opportunities to succeed academically through the use of early identification and effective intervention programs; and
2. Providing to adolescents and adults with LD the tools needed to successfully make the transition to college or the workplace.

These are urgent challenges that call for innovative solutions. We know that almost a third of adolescents with learning disabilities drop out of high school, only 30 percent earn a diploma, and a mere 14 percent enroll at a two- or four-year college. The problems reflected in these statistics have roots in early childhood, and affect individuals throughout their lifespan.

Throughout this report you will see highlights of the programs, policies, and public awareness initiatives that NCLD has implemented to address these challenges. You will also see "Profiles in LD"—snapshots of individuals who are journeying with NCLD. All of those featured have been touched by learning disabilities, either personally or professionally, and all provide powerful insights about living with and succeeding with learning disabilities.

Countless friends, partners, and donors have made our work possible. This year alone, thousands of individuals and more than 100 corporations and foundations provided financial and programmatic support. We thank all who have joined us.

Our special thanks to Anne Ford for providing 12 years of extraordinary leadership at the helm of NCLD. Anne's passion and vision have served as our compass. With John Gantz, our new chairman, we continue to move confidently forward in new, exciting ways.



James H. Wendorf
Executive Director

“Over the past year, NCLD's STRATEGIC compass has HELPED FOCUS our efforts on . . . CRITICAL CHALLENGES.”

A handwritten signature in dark ink, appearing to read "John Gantz".

Early Childhood EDUCATION

NCLD is committed to serving young children with research-based programs that strengthen fundamental skills, address areas of weakness, and open wide the doors of learning.

Early childhood intervention was a significant focus of NCLD's work throughout the year, as the organization prepared for the nationwide launch of its groundbreaking *Get Ready to Read!* campaign, continued to foster the growth of its Every Child is Learning program, and played a key role in introducing Gus, a bright, popular, high-jumping rabbit who has difficulty reading, into the story line of WGBH's *Between the Lions*. NCLD also donated its expertise in the creation of a series of advertisements by the Coordinated Campaign for Learning Disabilities (CCLD); co-sponsored a conference on early literacy with the Center for the Improvement of Early Reading Achievement (CIERA); and continued to recognize excellence in general education through its Pete & Carrie Rozelle Award and Bill Ellis Teacher Preparation Award.

Get Ready to Read!

The *Get Ready to Read!* campaign, which is slated for a Fall 2001 launch, represents NCLD's most important contribution to date in the nation's battle against illiteracy. This innovative early literacy program is designed to help ensure that all children entering kindergarten are

equipped with the fundamental skills necessary for learning to read.

Literacy is considered especially important at NCLD, because more than 80 percent of students with learning disabilities have problems with reading. According to the US Department of Education,

almost 40 percent of the nation's fourth graders were found to read at a "below basic level" — a figure that can be dramatically reduced by ensuring that 4-year-olds have grasped certain pre-reading skills before entering kindergarten.

Several studies have drawn attention to the importance of equipping pre-kindergarten children with strong literacy skills. According to research conducted by the National Institute of Child Health and Human Development, learning to read is not a natural process, but rather a



lengthy endeavor that begins very early in a child's development before formal schooling. A 1998 report by the Committee on the Prevention of Reading Difficulties in Young Children states that many reading difficulties can be prevented by providing preschoolers with adequate literacy-related knowledge.



The *Get Ready to Read!* screening tool will help identify gaps in pre-reading skills.

The *Get Ready to Read!* program targets preschoolers in the year before they enter kindergarten. It consists of a 48-page manual, which includes a 20-item, research-based screening tool, along with skill-building activities and informational resources. The screening tool is based on more than 20 years of research that has identified three skill areas necessary for learning to read: *print knowledge*, or a child's understanding of books, printed letters, and words; *emergent writing*, or a child's first efforts to use print in a meaningful way; and *linguistic awareness*, or a child's understanding of how language works.

Get Ready to Read! Development Team

Grover J. Whitehurst, Ph.D.

Principal Investigator

Professor of Psychology and Pediatrics, and Chairman, Department of Psychology
State University of New York, Stony Brook, NY

Assistant Secretary, US Department of Education, Office of Educational Research and Improvement

Christopher Lonigan, Ph.D.

Co-Principal Investigator

Associate Professor, Department of Psychology
Florida State University, Tallahassee, FL

Jack Fletcher, Ph.D.

Professor, Department of Pediatrics
University of Texas, Houston, TX

Victoria Molfese, Ph.D.

Director, Early Childhood Research Center
University of Louisville, Louisville, KY

Joseph Torgesen, Ph.D.

Distinguished Research Professor of Psychology and Education
Florida State University, Tallahassee, FL



Get Ready to Read! is for children in the pre-kindergarten year.

The tool was developed for NCLD by Grover J. “Russ” Whitehurst, Ph.D., who in May 2001 was named assistant secretary of the US Department of Education’s Office of Educational Research and Improvement. It was developed during his tenure as professor of psychology and pediatrics and chairman of the Department of Psychology at the State University of New York at Stony Brook, a position from which he is currently on leave. Assisting him as co-principal investigator for the project was Christopher Lonigan, Ph.D., an associate professor in the Department of Psychology at Florida State University at Tallahassee.

Using the tool, a parent or early childcare provider will read the child a series of questions and ask the child to respond by pointing to one of four pictures illustrating possible answers. The end score will indicate the extent to which a child has mastered

pre-reading skills and guide the parent or early childcare provider to work with the child accordingly.

The tool will benefit all children by helping identify gaps in pre-reading skills during the pre-kindergarten year, so there is time to achieve the necessary skills or obtain appropriate support before kindergarten.

The components of the tool have been tested in a number of pilot programs throughout the country.

In order to achieve the broadest dissemination of the *Get Ready to Read!* program, NCLD entered into 19 strategic partnerships with nonprofit and corporate allies and is planning a Fall 2001 launch of *getreadytoread.org*, an informational Web site that will feature a free online version of the *Get Ready to Read!* screening tool. (See Page 22.)

In addition to the grassroots support provided by nonprofit partners, such as the National Center for Family Literacy and the Public

Library Association, corporate partners will also provide NCLD with distinct opportunities.

“The *Get Ready to Read!* campaign . . . represents NCLD’s MOST IMPORTANT CONTRIBUTION to date in the nation’s battle against ILLITERACY.”

Through its partnership with Pearson Education, the world's largest education business, NCLD has ensured that the *Get Ready to Read!* program will reach large-scale educational systems. At the same time, Pearson Education has committed to providing NCLD with 270,000 copies of the manual to distribute free of charge during the next several years to the nonprofit partners.

The *learningnetwork.com* Web site, owned by Pearson plc, will house the *Get Ready to Read!* screening tool, which will be accessible via *getreadytoread.org*.

The potential reach of the online tool is enormous. The *learningnetwork.com* Web site is the nation's largest education portal, with 4.5 million subscribers. It is also a partner with AOL Education network, which has 28 million subscribers.

Getreadytoread.org will be linked to NCLD's *LD.org*, which has attracted thousands of visitors since its January 2001 launch.

“In order to **ACHIEVE** the broadest dissemination of the *Get Ready to Read!* program, NCLD entered into **19 STRATEGIC PARTNERSHIPS** with nonprofit and corporate allies . . .”

The Power of Partnering

Get Ready to Read! Partners

- Easter Seals
- Home Instruction Program for Preschool Youngsters (HIPPY)
- International Dyslexia Association
- International Reading Association
- Learning Disabilities Association of America
- *learningnetwork.com*
- National Center for Family Literacy
- National Council of La Raza
- Parent-Child Home Program
- Parents as Teachers
- Parent Services Project
- Pearson Education
- Public Library Association
- Reach Out and Read
- Reading Is Fundamental
- Schwab Foundation for Learning
- WETA's LD OnLine and Reading Rockets
- WGBH's *Between the Lions*
- School of the 21st Century -Yale University Bush Center

“The program . . .
TRAINS childcare
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 behavior.”

Every Child is Learning

NCLD’s Every Child is Learning (ECIL) program continued to grow throughout the year with two “train the trainer” partnerships— one with the Yale University Bush Center’s School of the 21st Century (21C) and the other with the Home Instruction Program for Preschool Youngsters (HIPPY).

The program, which includes a user’s guide and training tape, trains childcare providers to become more attuned to a child’s behavior by understanding developmental milestones and observing, recognizing, and noting patterns of behavior. By monitoring a child’s skills in language, motor coordination, self-control, attention, social settings, and self-help, childcare providers can provide rich, meaningful information to others in a child’s constellation of care. Such information can be especially valuable when dealing with at-risk children, who greatly benefit from early identification and appropriate intervention.

In Fall 2000, the acquisition of a two-year grant of \$150,000 from the Educational Foundation of America allowed NCLD to fund training of the ECIL program by the School of the 21st Century. Since that time, 21C has trained 183 trainers from eight states and served an estimated 4,800 children in the process. About 70 percent of those trained have been teachers,

instructors, and program administrators, with the others being such professionals as nurses, counselors, and home visitors. The states represented in the training were Connecticut, Missouri, Kentucky, Maine, Oregon, New York, Arkansas, and New Hampshire. The School of the 21st Century expects to reach a similar number of childcare providers with ECIL training during the 2001-2002 school year.

Between the Lions

Between the Lions, the award-winning PBS children’s program that counts NCLD as a founding partner, broke new ground in educational television with the April 2000 introduction of Gus, a bright, popular rabbit who excels in long-jumping, but has difficulty reading.

Prior to Gus’s television debut, NCLD gave the media an opportunity to get acquainted with the fun-loving rabbit at an October event held at the Russian Tea Room in

New York City to celebrate Learning Disabilities Month. The event was attended by corporations and nonprofit organizations.

NCLD worked closely with *Between the Lions* in the creation of Gus, who was introduced to help children acknowledge, rather than hide, their reading difficulties and realize that reading problems can be remedied and do not reflect an ability to excel in other areas.

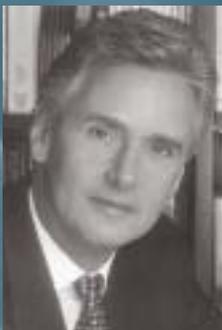
Between the Lions, which kicked off its second season in April 2001, continues to please critics and attract a growing audience. The program's inventive use of puppets, songs, stories, and animation to teach reading skills to 4-to-7 year olds earned it a Television Critics Association Award for Outstanding Achievement in Children's Programming, three Emmys, and seven Emmy nominations during the past year. The program, set around an endearing family of lions — parents Cleo and Theo and their children Lionel and Leona — who live in a library the parents oversee, is viewed by six million children daily on PBS TV stations nationwide.



New York City's Russian Tea Room provided the perfect backdrop for the unveiling of Gus, the popular, high-jumping rabbit who struggles with reading on *Between the Lions*. Left to Right: Christopher Cerf, Anne Ford, John G. Gantz, Jr., James H. Wendorf, Pat Jones, and Judith Stoia. Cerf, Jones, and Stoia are with *Between the Lions*.

PROFILES IN LD

Gaston Caperton



Gaston Caperton, one of West Virginia's most respected former governors and the current president of the College Board, a 100-year-old organization best known for its sponsorship of the nation's SATs, has forged a career that blends public service and educational innovation.

Growing up with dyslexia at a time when little was known about learning disabilities, Caperton credits his achievements to his mother's insistence that he was "just as smart," but "learned in a different way." Rather than seeing LD as a disadvantage, Caperton came to see it as an asset that instilled within him a greater sense of intuition, humility, and respect for others.

During his two terms as governor (1988-to-1996), Caperton proved an effective champion of education. He introduced computers to the state's impoverished school systems, undertook an \$800 million school building program, and raised teacher salaries from the 49th to the 31st in the nation.

Since assuming the College Board presidency in 1999, Caperton has fought educational inequality by rallying the nation's youth — especially the disadvantaged — to make college a part of their future.

Caperton is a member of NCLD's Board of Directors.

"Schools should recognize . . . that each student is remarkable, and that there is not one standard for success."

The Coordinated Campaign for Learning Disabilities

As an active member of the Coordinated Campaign for Learning Disabilities (CCLD), a coalition of leading LD organizations dedicated to improving public awareness about learning disabilities, NCLD worked closely with Grey Advertising of New York City and the Ad Council to craft a series of advertisements urging parents to seek help immediately if they suspect their child has a problem learning.

The ads, which were part of a national public service campaign in English and Spanish, were created in television, radio, and print formats, and included a toll-free telephone number and a Web site address. A brochure also available in English and Spanish was provided.

Early Literacy Conference

NCLD opened the doors of academic discussion and learning through its co-sponsorship of an early literacy conference with the Center for the Improvement of Early Reading Achievement (CIERA) and other education organizations last March at the University of Michigan in Ann Arbor.

The invitation-only conference, which attracted more than 175 researchers from the fields of developmental psychology, special education, early literacy, and early childhood, was titled *Early Literacy Instruction for Children At-Risk: Research-Based Solutions*. It included

Marshall H. Raskind, Ph.D.



As director of research at the Frostig Center in Pasadena, CA, Marshall H. Raskind, Ph.D., has earned a reputation as one of the nation's leading experts in the field of assistive technology.

He has studied speech recognition software for dyslexic students for 10 years and has published numerous papers on his findings. Among his most recent and promising discoveries has been the fact that children using speech recognition technology show significant improvements in reading, decoding, spelling,

and comprehension.

Raskind believes that assistive technology is most effective when matched with individual needs, and that such technology can create a level playing field for those with learning disabilities.

Raskind serves on NCLD's Professional Advisory Board and co-authored NCLD's *Reaching for Success* report, which studied the accessibility of Cisco Systems' Networking Academy program to those with learning disabilities. (See Page 13.)

“Assistive technology is a great equalizer . . . it can have positive implications for self-esteem.”

a panel discussion moderated by NCLD's executive director, James H. Wendorf. The panel covered such topics as early literacy skills, environments supportive to early literacy development, early intervention, assessment, and parents and caregivers.

RECOGNIZING EXCELLENCE IN THE CLASSROOM

NCLD encourages excellence in the classroom through the annual presentation of its **Pete & Carrie Rozelle Award** and **Bill Ellis Teacher Preparation Award**, which together recognize schools, programs, and teachers with demonstrated commitments to fostering the academic achievements of all children.

The Community Action School of New York City was presented the fourth annual **Pete & Carrie Rozelle Award**, which recognizes schools and programs that have addressed the educational and social/emotional needs of children with learning disabilities. Preference for the \$5,000 award is given to schools and programs that serve disadvantaged and underserved communities or demonstrate a unique impact for students with LD.

The school opened its doors in 2000 and currently serves a student body of 200 in grades six through eight. A high percentage of the students, who are from predominantly low-income households in the surrounding areas, enter the sixth grade with poorly developed reading, writing, problem solving, and organizational skills.

NCLD presented the **Bill Ellis Teacher Preparation Award** to Mary L. Hailes, a kindergarten teacher at Seaton Elementary School in Washington, DC.



Mary L. Hailes with Louisa Cook Moats, Ed.D.

The award, which honors NCLD's former director of professional services who passed away in 1995, recognizes excellence in teaching by a general educator committed to helping all students, including those with learning disabilities, learn successfully.

Hailes has taught at Seaton for 30 years, where she is now teaching some of the children of her original students. Seaton is an inner-city school that is part of the Early Interventions Project of the National Institute of Child Health and Human Development, led by NCLD Professional Advisory Board member Louisa Cook Moats, Ed.D.



Community Action School representatives with NCLD Executive Director James H. Wendorf (far left), former NCLD PAB member Claire Wurtzel (second from right), and NCLD Director of Professional Services Sheldon H. Horowitz (far right).

LD Throughout the **LIFESPAN**

NCLD is committed to developing and providing programs and resources that serve adolescents and adults with learning disabilities by expanding educational opportunities, improving workplace environments, and enhancing social interaction.

NCLD was involved in several projects and programs throughout the past year that serve adolescents and adults with learning disabilities by strengthening their support in the areas of education, employment, and social relationships.

NCLD partnered with Cisco Systems to conduct a study of the corporation's globally based Networking Academy program to help ensure accessibility to those with learning disabilities; developed *Living with LD*, a comprehensive Internet guide that will provide a wealth of information on issues affecting adolescents and adults with LD; worked closely with Ford Financial of Dearborn, MI, to help establish the company's Learning Differences in the Workplace program; and created the Anne Ford Scholarship program to encourage and support graduating, college-bound high school students with learning disabilities.



NCLD is using the Web to increase academic opportunities for adolescents and adults with LD.

Dean O'Hare



Corporate and civic leaders like Dean O'Hare, the chairman and chief executive officer of Chubb Corp. in Warren, NJ, understand the need to increase opportunities for both children and adults with learning disabilities.

As the father of two children with LD, O'Hare believes the nation's educational system should screen all children for potential learning disabilities to ensure early identification.

As a leading voice in the international business community,

“As a society, we need to find ways to spot LD earlier in life. If learning disabilities are identified early on, kids have a much greater chance for success.”

O'Hare recognizes the unique contributions of people with LD in the workplace. Through his experience at Chubb, one of the world's leading property casualty insurance companies, he knows that people with learning disabilities can make great employees when matched with the right jobs —those that balance personal comfort and challenge, without creating frustration. O'Hare says that employers who hire individuals with learning disabilities often gain employees who try harder and display strong loyalty.

O'Hare is a long-time supporter of NCLD and a former recipient of its Spirit of Achievement Award.

Cisco Systems' Networking Academy Program

The partnership that NCLD entered into with Cisco Systems in August 2000 has global ramifications: The Networking Academy program, available at high schools, colleges, universities, technical schools, and non-traditional educational settings, is a comprehensive e-learning program that provides more than 160,000 students in 130 countries with Internet technology skills. It delivers a Web-based curriculum, as well as online assessment, student performance tracking, hands-on labs, instructor training and support, and preparation for industry-standard certifications.

NCLD's role in the partnership was to conduct a study to help Cisco ensure that students with LD have full access to the academy's curriculum. To accomplish this, an NCLD team led by Sheldon H. Horowitz, Ed.D., NCLD's director of professional services, and Marshall H. Raskind, Ph.D., an NCLD Professional Advisory Board member and the director of research at the Frostig Center of Pasadena, CA, reviewed the academy's online curriculum and companion print materials, methods of instruction, student evaluation procedures, and use of assistive technology. The team, which included Professional Advisory Board members Douglas W. Carnine, Ph.D., and Paul J. Gerber, Ph.D., gathered data from academy sites in several states and interviewed academy instructors and students to accomplish its goals.

The findings, which included recommendations, were presented in a report titled *Reaching for Success: A Preliminary Investigation of the Accessibility of the Cisco Networking Academy Program for Students with Learning Disabilities*.

Living with LD

As a result of the study conducted for Cisco Systems, NCLD realized the need for an information resource that would serve adolescents and adults with LD, as well as others — such as teachers and employers — who need to understand such learning differences.

That realization has led to the creation of *Living with LD*, an Internet resource guide that will be



Adolescent- and adult-related issues are explored in the *Living with LD* section of *LD.org*.

located on NCLD's *LD.org* Web site. The guide, which will be launched in Fall 2001, will provide in-depth coverage on a wide range of issues affecting those with LD, including education, employment, and social relationships.

NCLD's goal is to provide valuable information not only to those with LD, but also to those involved in their lives —such as instructors, employers, family members, and spouses.

For teenagers, the site will provide information on assessing interests and abilities and understanding strengths and challenges. It will also explore a variety of educational choices, including university, vocational, and apprentice programs, and military options, and it will address classroom accommodations, self-advocacy, study skills, and strategies.

Adults will be able to access information on how LD affects their roles as employees, spouses, and parents. They will also be able to research such topics as employment, job searches, interviewing skills, work experience, internships, volunteering, and when and how to disclose learning disabilities.

The guide will include links to companies with LD-friendly policies and programs, including Cisco Systems, Ford Motor Credit Co., and Marriott International. Future plans include guest columns that address topics relating to adolescents and adults with LD.

Lena Jackson



Lena Jackson, a 19-year-old sophomore majoring in criminal justice and considering a career in the FBI, has a world of opportunities and choices before her.

Much of the blueprint for her bright future can be traced back to middle school when she was diagnosed with a learning disability that affects her ability to read. Prior to that time, Jackson had spent years not understanding why she had trouble learning. Because of the diagnosis, she was able to utilize accommodations such as audiotaped textbooks and lectures, which helped her

achieve the grades necessary to attend a university.

Her immediate goal is to graduate from college in four years. Jackson is considering a career in the field of criminal justice, because the work intrigues her and she feels that "a nine-to-five desk job is not for (her)." She believes that understanding her learning disability allows her to focus on her strengths and achieve her goals.

The Jackson family learned of NCLD after Lena's father, Melvin, an ABC *World News Now* engineer, taped an interview with James H. Wendorf, NCLD's executive director, in Summer 2000.

"My advice to other students with LD is to not give up. I used to think that I could not get through it, but I set goals for myself, and here I am!"

The guide was developed by Mary Ann Corley, Ph.D., a member of NCLD's Professional Advisory Board, and director of the National Center for Literacy and Social Justice in River Ridge, LA, and Juliana M. Taymans, Ph.D., professor of special education at George Washington University in Washington, DC.

Content reviewers were Marshall H. Raskind, Ph.D., director of research at the Frostig Center in Pasadena, CA; Paul J. Gerber, Ph.D., professor of special education at Virginia Commonwealth University in Richmond, VA; Arlyn Roffman, Ph.D., professor of special education at Lesley University in Cambridge, MA; and Patricia L. Anderson, Ph.D., trainer at Capitol Region Education Council in Hartford, CT.

Raskind, Gerber, and Roffman are members of NCLD's Professional Advisory Board.

“NCLD's goal is to provide VALUABLE information not only to those with LD, but also to those INVOLVED in their lives – such as instructors, EMPLOYERS, FAMILY members, and SPOUSES.”

Ford's Learning Differences in the Workplace Program

NCLD continued to serve as part of the core advisory team for the Ford Financial Learning Differences in the Workplace program. The purpose of the program is to increase awareness of learning differences among Ford Financial employees, other corporate communities, and the public, and make available greater resources and support mechanisms. By doing so, Ford Financial believes that business productivity is increased and the potential of employees, employers, and society is realized.

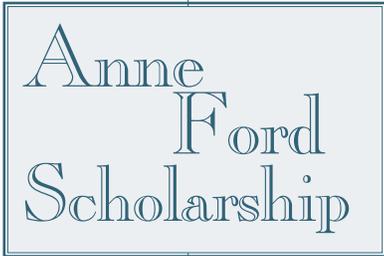
As part of the program, NCLD worked with Ford Financial to develop the informational brochure *Helping Children Learn: Information on Learning Differences*, which was widely distributed as part of employee information campaigns at Ford Financial North America, along with an LD resource sheet and an awareness video.

NCLD also helped Ford establish an interactive Internet site that contains information about the Learning Differences in the Workplace program.

Through the Lunch & Learn Series, NCLD helped Ford Financial Services arrange lectures featuring LD experts speaking on various topics related to LD. The lectures, many of which were given by NCLD's Professional Advisory Board members and staff, were videotaped for use in an LD library for company employees to access.

The Anne Ford Scholarship Program

A scholarship program designed to encourage graduating high school students with learning disabilities to attend college was established in honor of former NCLD Chairman Anne Ford, who stepped down from her post in June.



The importance of the program, which recognizes Ford's 12 years of service as chairman and her work on behalf of LD, is evident in light of statistics showing that only 14 percent of the graduating high school student population with LD attend two- and four-year colleges, compared with a national average of more than 50 percent.

The program will award an annual gift of \$10,000 to a graduating high school student diagnosed with learning disabilities who plans to pursue a college education. The monies will be distributed in annual installments of \$2,500 and will require the recipients to remain in good academic standing and provide NCLD with annual reports in written or video format detailing their progress in school and describing insights about their personal growth.

The ideal candidate is a person who has faced the challenges of having a learning disability and who, through perseverance and academic endeavor, has created a life of purpose and achievement. The candidate embraces new opportunities and ventures, and has a well-rounded perspective shaped by experiences in school, with family and friends, and through community involvement. The candidate understands how LD affects his or her life and knows the importance of self-advocacy. He or she is committed to completing a college degree and setting career goals.

Particularly important is a candidate who believes in contributing to society in a way that increases the opportunities and potential of others with learning disabilities. Thus, as an Anne Ford Scholar, he or she must be willing to mentor future scholars and serve as a role model for people with LD by engaging in public speaking and writing, and other opportunities made possible through NCLD.

A scholarship committee comprising members of NCLD's Board of Directors and Professional Advisory Board has been established to oversee the selection process. The inaugural scholar will be selected in March 2002.

“The IDEAL CANDIDATE . . . has faced the CHALLENGES of having a learning disability and . . . through PERSEVERANCE and academic endeavor, has CREATED a life of purpose and ACHIEVEMENT.”

A N I G H T T O R E M E M B E R

NCLD's 24th Annual Benefit, held June 18 at the Marriott Marquis in New York City, provided the perfect backdrop for honoring those whose contributions have furthered the cause of learning disabilities.

Among the highlights of the celebratory evening, which attracted more than 400 people and raised \$1.2 million, was NCLD's presentation of its annual Spirit of Achievement Award to J.W. Marriott, Jr., the chairman and chief executive officer of Marriott International.



J.W. Marriott, Jr.
Spirit of Achievement
Award honoree

Marriott was presented the award for his company's commitment to those with learning disabilities. Through the company's Bridges program, the Marriott Foundation for People with Disabilities helps prepare high school students with disabilities for the workforce. By pairing such students with local employers, the program provides meaningful work experience for students, and a valuable, yet highly untapped source of entry-level workers for employers. More than 60 percent of the students served have learning disabilities.

The evening also included a tribute to outgoing Chairman Anne Ford, who was honored by the announcement of the Anne Ford Scholarship program, which was established in her name. *(See opposite page.)*

"Anne's tireless efforts on behalf of those who learn differently have opened the doors of education to countless young adults," said John G. Gantz, Jr., her successor. "It is with great pleasure that we recognize her good works by establishing a continuing scholarship in her name."

Ford was also celebrated during the evening with the showing of an NCLD-produced video that highlighted her 12 years as chairman and the dissemination of a keepsake booklet that included a pictorial history outlining many of her achievements at NCLD.



John G. Gantz, Jr., presents Anne Ford with the Anne Ford Scholarship program as her children, Allegra and Alessandro, look on.

Advocacy on Behalf of CHILDREN AND ADULTS with LD

NCLD is committed to serving children and adults with learning disabilities by taking a pro-active stance on public policy. NCLD educates citizens on legislative issues, encourages grassroots advocacy, and works closely with policy makers to protect the rights of individuals with LD and increase their lifelong opportunities and outcomes.

NCLD, the only learning disabilities organization with a Washington, DC, office and full-time professional policy staff, continued to expand its Capitol Hill presence during the past year by strengthening its pro-active approach on public policy issues affecting those with LD.

As part of its strategy, NCLD established *Get Involved*, a new, multi-faceted section on its *LD.org* Web site designed to facilitate advocacy on the congressional level; forged strategic relationships on Capitol Hill; testified before a US House of Representatives subcommittee in support of NCLD's *Get Ready to Read!* program; and worked closely with Congress on the Elementary and Secondary Education Act (ESEA) reauthorization bill. In addition, an NCLD proposal designed to enhance the upcoming reauthorization of the Individuals with Disabilities Education Act (IDEA) was approved by the US Department of Education's Office of Special Education Programs (OSEP).

18

PROFILES IN LD

Sally E. Shaywitz, M.D.
Bennett A. Shaywitz, M.D.



Learning disabilities like dyslexia are better understood today because of medical researchers like husband-and-wife team Drs. Bennett A. and Sally E. Shaywitz of Yale University School of Medicine in New Haven, CT.

As principal investigators of the Connecticut Longitudinal Study, which has followed 445 Connecticut schoolchildren since they entered kindergarten in 1983, the Shaywitzes have helped change some of the

most entrenched beliefs about dyslexia, including the fact that dyslexia is not outgrown. Their studies have also shown that there is a significant failure of schools in identifying girls with dyslexia.

Through the use of functional magnetic resonance imaging (fMRI) to examine the basic neurobiological underpinnings of reading, the Shaywitzes discovered sex differences in the functional organization of the brain for language; differences in brain organization between dyslexic and non-dyslexic adults and children; and how neural systems for reading change with development.

The Shaywitzes are former members of NCLD's Professional Advisory Board.

"We must ensure that policy for granting accommodations reflects what science has taught us."

NCLD also continued to collaborate with national disability and education organizations on issues affecting those with learning disabilities.

Get Involved

NCLD carried public policy making to the grassroots level with the January 2 debut of the *Get Involved* section of its *LD.org* Web site. The section provides information on pending legislative matters and e-mail alerts on key issues. It encourages visitors to communicate with their congressional representatives by providing template letters and contact information— including e-mail links.

For example, this year’s site visitors were kept updated through easy-to-understand, detailed summaries of two important bills passed by the Senate and the House of Representatives to reauthorize the Elementary and Secondary Education Act (ESEA) and the Family Opportunities Act.

Site visitors also have quick access to NCLD’s stand on various issues through a series of policy briefs that NCLD is publishing on a regular basis. The briefs, which include policy recommendations, represent a milestone in NCLD’s history — the first time NCLD has issued official public policy statements designed to guide decision-making. Crafted by members of NCLD’s staff and Professional Advisory Board, the briefs currently cover four topics — the ESEA reauthorization, funding for the Individuals with Disabilities Education Act (IDEA), high stakes assessments and students with LD, and discipline.

Get Involved also provides an overview of 18 key laws governing disabilities and a tutorial in advocacy.

Working with Legislators and Key Policy Officials

Members of NCLD’s Board of Directors, Professional Advisory Board, and staff worked with key members of Congress and the legislative staff, including President George W. Bush’s new administration, throughout the year.

In testimony before the US House of Representative’s Appropriations Subcommittee on Labor, Health and Human Services, Education, Stevan Kukic, Ph.D., chairman of NCLD’s Professional Advisory Board, presented NCLD’s *Get Ready to Read!* program, and encouraged its endorsement.

NCLD also worked closely with Congress to craft legislative language in the Elementary and Secondary Education Act (ESEA) reauthorization bill that encourages the use of scientific, research-based pre-reading screening assessments for pre-kindergarten children. Should the bill be signed into law, it will allow programs such as *Get Ready to Read!* to be made available to grantees.



The *Get Involved* section of *LD.org* is a powerful tool in taking a pro-active stance on public policy.

Both bills, which include President Bush's Early Reading First initiative, provide \$75 million in grant monies to be available for:

- Improving pre-reading skills in children 3-to-5 years old
- Providing professional development for early childhood teachers
- Enlisting the use of scientific, research-based screening assessments to identify pre-kindergarten children at-risk for reading failure
- Identifying and providing scientific, research-based pre-reading language and literacy activities and instructional materials
- Integrating scientific, research-based instructional materials and literacy activities into existing preschool programs

IDEA Reauthorization

An NCLD proposal designed to strengthen the organization's influence in the upcoming reauthorization of the Individuals with Disabilities Education Act (IDEA) received approval from the US Department of Education's Office of Special Education Programs (OSEP). The proposal called for NCLD to create and head a partnership of key LD organizations to comment on the information gathered at the August 2001 OSEP Summit on Learning Disabilities.

Commitment to Collaboration

A collaboration with other disability and education organizations continues to be a key focus of NCLD. During the past year, NCLD worked with the Consortium for Citizens with Disabilities, Friends of the National Institute of Child Health and Human Development, and the National Coalition for Literacy.

Nancy R. Tidwell



As the mother of a child diagnosed with learning disabilities, Nancy R. Tidwell knows first-hand the importance of ensuring early diagnosis and educational accommodations.

As an African American woman, she is keenly aware that minority children with LD are often mislabeled when placed in special education classes.

In early 2000, Tidwell took a step toward ensuring greater equality in the LD field by founding the National Association for the Education of African American Children with Learning Disabilities (NAEAACLD), a

nonprofit organization based in Columbus, OH.

Among the statistics that convinced Tidwell to found the NAEAACLD were those indicating that African American children were less likely to be diagnosed with LD and three times as likely to be labeled mentally retarded — a move that greatly limits their chances for achievement.

In Fall 2001 Tidwell will become a member of NCLD's Professional Advisory Board.

“We need to expend greater efforts on preventing mislabeling and reducing the high dropout rates among minority children with disabilities.”

NCLD is committed to educating and empowering those with learning disabilities and those who care for and serve them by providing timely information on public policy, research issues, practical programs, and lifestyle needs through a multi-faceted communications program.

Communications continued to play a key role at NCLD during the past year as the organization sought to educate, inform, and spur to action those affected by learning disabilities, as well as those positioned to effect change. NCLD redesigned its newsletter, increased the publication frequency, and made it available online; introduced *LD.org*, a comprehensive Web site that earned a prestigious Web design and content award; and prepared for the Fall 2001 launch of *getreadytoread.org*, a Web site devoted to the *Get Ready to Read!* program. The organization also served as a source of information for journalists across the country, as evidenced by its mention in myriad media outlets.

LD.org

NCLD is assisting individuals in their quest for information and knowledge about learning disabilities through its newly launched *LD.org* Web site, which has garnered nearly half a million page views since its January debut. The interactive site, which was made possible through a gift from Chairman Emeritus Anne Ford, covers a range of topics and issues relating to LD, and includes services such as the Legislative Action Center (LAC), which provides legislative updates, policy briefs, and government contact information. It also features an online version of NCLD's newly redesigned newsletter, and will include a comprehensive adolescent and adult guide called *Living with LD*, to be launched in Fall 2001. (See Page 13.)

“NCLD is ASSISTING individuals in their quest for INFORMATION and knowledge about LD through its newly launched *LD.ORG* Web site. . . .”

The Tufts University Child & Family WebGuide announced at press time that it was awarding the *LD.org* site a four-star rating, stating that only a small percentage of sites pass the guide's "rigorous screening process," and of those, "less than 20 percent" receive such a high recommendation.



LD.org, launched in 2001, allows NCLD to reach a wide range of people with information on LD-related issues.

getreadytoread.org

The *getreadytoread.org* Web site, to be launched in Fall 2001, promises to provide parents, early childhood educators, and others easy access to NCLD's *Get Ready to Read!* early literacy program, which is designed to help ensure that all children entering kindergarten are equipped with the fundamental skills necessary for learning to read.

The site will function as an online information center by providing early literacy information, and serve as a portal to the *Get Ready to Read!* screening tool, which will be located on Pearson Education's *learningnetwork.com*. Parents and early childcare providers accessing the site will be able to administer the screening tool online and print out completed versions, along with information and activities to enhance skill development.

The site will address such topics as how children learn to read and why some children struggle with the task. It will also provide activities tailored to strengthening pre-reading skills, and list supplemental resources, such as books, Web sites, and local and national literacy programs.

Our World and Our World OnLine

NCLD rolled out a new newsletter format with the Fall 2000 inaugural issue of *Our World*. The tabloid-sized publication, which is now published three times a year, represents a new, more dynamic direction for the newsletter.

The frequency of publication allows NCLD to communicate in a more relevant and timely manner. An online version that provides more detailed information on many of the topics covered, along with links, is also being made available through the *LD.org* Web site, with an option to subscribe for automatic delivery.



A redesigned *Our World*, which features a new, convenient tabloid size, allows NCLD to deliver news in a more timely manner with an increased publication frequency.

Information and Resources

Providing relevant information has long been a service role of NCLD. Last year, the organization mailed more than 5,000 information packets in response to individual requests and reached countless Internet users through its new *LD.org* Web site.

The *LD.org* site provides immediate access to relevant LD information, including its database of local and national programs and services, customizing such details as age, geographical location, and area of interest.

In the Media

The nation's media continued to rely on NCLD's expertise throughout the year to report on stories, issues, and trends relating to learning disabilities. NCLD was quoted or mentioned in print and broadcast outlets across the country, reaching an estimated 21.4 million readers and viewers. The outlets included *The New York Times*, *USA Today*, *Parents*, *ABC World News Now*, and *Disney Kids & Learning*.

“NCLD was QUOTED or mentioned in print and broadcast outlets ACROSS THE COUNTRY, reaching an estimated 21.4 MILLION READERS and VIEWERS.”

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Thomas H. Kean



Thomas H. Kean, a former New Jersey governor and the current president of Drew University in Madison, NJ, is a strong believer in the powerful role that teachers can play in a child's life.

It's a subject he knows well. As a child struggling with dyslexia, Kean says his life was changed by a "few good teachers" who believed he could achieve and gave him the will to try. Although little was known about dyslexia at the time, Kean says these teachers realized he was struggling with words and provided him with the

confidence and individual instruction needed to overcome his problems.

Today, Kean honors those teachers by asking each senior at Drew University to nominate the teacher they feel was most influential in their years before college. A committee then selects a winner, who is recognized at graduation, and letters of commendation are sent to all the teachers nominated.

Kean believes that the effort put forth by teachers working with children with learning disabilities has a wonderful return when such children become good citizens and contributing members of society.

Kean is a member of NCLD's Board of Directors.

“Teachers often don't realize how they become a seminal influence in a child's life. School can shape a child's life in countless ways.”

Major DONORS

Fiscal Year 2001

NCLD extends its sincere gratitude to the individuals and organizations whose support advanced the organization's mission throughout this year. Their donations of time, talent, and resources have made it possible for NCLD to provide essential services to thousands of adults and children nationwide who are affected by learning disabilities, and to take a leadership role in advocating on their behalf. Because it is impossible to name all those who have helped in various ways, the following list is limited to those who contributed \$500 or more in the year ending June 30, 2001.

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The events of September 11, 2001 have profoundly affected this country and its people.

Many members of the NCLD family – boards, staff, donors, and friends – faced personal and professional losses. To them, we convey our deepest sympathies.

To the thousands of extraordinary individuals and organizations that have worked tirelessly to resurrect the body and spirit of New York City and heal the wounds of a nation, we offer our heartfelt gratitude and thanks.

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AS OF DECEMBER 2001

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AS OF DECEMBER 2001

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Novus Visual Communications

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Printing:
Crescent Graphics

Children and adults whose photos appear in this publication may not have learning disabilities, nor are they directly associated with the article in which they appear.

Financial STATEMENTS

Statement of Financial Position as of June 30, 2001

Assets:

Cash and cash equivalents	\$ 1,739,114
Contributions and other receivables	504,143
Prepaid expenses and other	203,675
Marketable securities	1,253,448
Fixed assets, net of accumulated depreciation of \$183,381	115,118
Total Assets	\$ 3,815,498

Liabilities and Net Assets

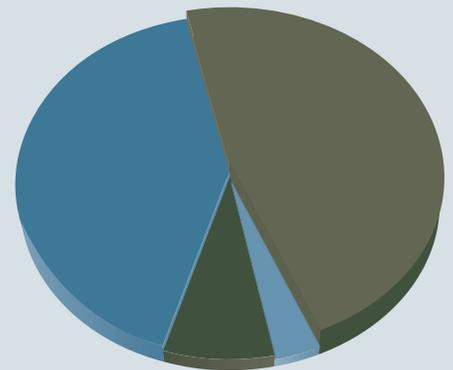
Liabilities:

Accounts payable and accrued expenses	\$ 213,517
Deferred rent and other liabilities	3,210
Deferred revenue	333,333
Total Liabilities	\$ 550,060

Net Assets:

Unrestricted	\$ 2,198,427
Temporarily restricted	1,067,011
Total Net Assets	\$ 3,265,438
Total Liabilities and Net Assets	\$ 3,815,498

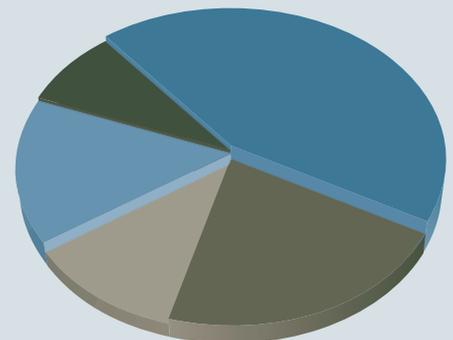
Where Each \$1 Came From



Contributions and Membership	41.8%
Annual Benefit	47.1%
Investment Income	3.3%
Royalty Income	7.8%

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How Each \$1 Was Spent



Public Awareness & Information	43.8%
Research - to - Practice	21.3%
Public Policy	11.3%
Fundraising	15.3%
Management and General	8.3%

The financial statements of NCLD for the fiscal year ended June 30, 2001 have been audited by independent certified public accountants Callaghan Nawrocki LLP. The auditors meet with the Finance Committee, which is composed of outside directors, on a regular basis. A complete copy of the audited financial statement is available upon request from the National Center for Learning Disabilities, Inc., 381 Park Avenue South, Suite 1401, New York, New York 10016-8806.

Financial

STATEMENTS

Statement of Financial Activities for the Year Ended June 30, 2001

Revenues, Gains, and Other Support	Unrestricted	Temporarily Restricted	Total Restricted
Revenue from fundraising events	\$ 1,160,218	\$ --	\$ 1,160,218
Direct costs of fundraising events	(125,708)	--	(125,708)
Net support from fundraising events	1,034,510	--	1,034,510
Contributions and membership	479,552	440,000	919,552
Royalty income	170,668	--	170,668
Investment income	126,751	--	126,751
Net appreciation on marketable securities	(53,704)	--	(53,704)
Net assets released from restrictions	402,622	(402,622)	--
Total Revenues, Gains, and Other Support	\$ 2,160,399	\$ 37,378	\$ 2,197,777
Expenses and Losses			
Program Services:			
Research to Practice	\$ 499,310	--	\$ 499,310
Public Awareness & Information	1,027,296	--	1,027,296
Public Policy	265,608	--	265,608
Total Program Services	\$ 1,792,214	--	\$ 1,792,214
Supporting Services:			
Fundraising	\$ 360,319	--	\$ 360,319
Management and general	193,052	--	193,052
Total Supporting Services	\$ 553,371	--	\$ 553,371
Total Expenses and Losses	\$ 2,345,585	--	\$ 2,345,585
Change in Net Assets	(185,186)	37,378	(147,808)
Net Assets, Beginning of Year	\$ 2,383,613	\$ 1,029,633	\$ 3,413,246
Net Assets, End of Year	\$ 2,198,427	\$ 1,067,011	\$ 3,265,438

The Power of PARTNERSHIPS



Emily Hall Tremaine Foundation



Ford Motor Company



American International Group, Inc.

The Chubb Corporation

Cisco Systems, Inc.

The Educational Foundation
of America

The Charles Engelhard Foundation



ExxonMobil Foundation



The Goldman Sachs Group, Inc.



The J. Willard and
Alice S. Marriott Foundation



WGBH's *Between the Lions*

School of the 21st Century –
Yale University Bush Center

The National Center for Learning Disabilities has a proud history of partnering with non-profit organizations, government agencies, foundations, and corporations. Through these partnerships, NCLD's programs have expanded in scope, size, and impact, and its partners have benefited from the organization's ability to put research-based knowledge to work.

In 2001, partnerships were especially important to NCLD. The *Get Ready to Read!* program attracted 19 corporate and nonprofit partners nationwide in an effort promoting early identification of potential reading problems. The Cisco Networking Academy, through its partnership with NCLD, is ensuring a curriculum that embraces students with LD. Ford Credit is cosponsoring seminars for its employees on learning disabilities and their effects through the lifespan.

In 2001, these partnerships provided the catalyst for NCLD to increase opportunities and improve outcomes for children and adults with learning disabilities— helping them fully achieve their potential.

The Starr Foundation

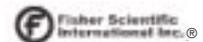
Swiss Re New Markets Corporation



AutoNation



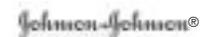
Bloomberg



Fisher Scientific International, Inc.



IBM Corporation



Johnson & Johnson



Korn/Ferry International



Lear Corporation



The Newman's Own Foundation

The Stratford Foundation

Parent-Child Home Program

Head Start
Baltimore County, MD

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*The power
to hope,
to learn,
and to succeed*