• Individuals with learning disabilities in the US: approximately 15 million
• Number of students with LD now in public school: 2.9 million
• K-12 students formally identified with LD: 6%
• Students in the general population who drop out of high school: 11%
• Students with LD who drop out of high school: 27%
• Percentage of learning disabilities that are in the area of reading: 80%
• Percentage of children with reading difficulties not identified by age nine who will still have poor reading skills at the end of high school: 75%
• Students with LD who have graduated from high school who continue on to a four-year institution: 16%
• Students with LD who will quit within five years of entering a postsecondary institution: 48%
his year at the National Center for Learning Disabilities (NCLD), we can say with certainty that children with learning disabilities can succeed -- in school and in life. In 2003, NCLD worked harder than ever before to ensure that our children – truly our most important resource – received the early diagnosis and intervention they needed to fulfill their potential and experience success.

We also know, however, that success still eludes too many of the young people we represent and serve. Our youngest learners still need to be equipped with the skills necessary to start them on the path to literacy before they enter kindergarten. That’s why we created Get Ready to Read!, our early literacy program. This year, Get Ready to Read! finished its demonstration phase and embarked on a campaign to develop groups of expert trainers who can instruct thousands of teachers, parents and caregivers in use of the screening tool and skill-building activities the program has developed. Our goal is to make sure that all children nationwide are screened for reading problems before they enter kindergarten, just as they would be for vision or hearing problems.

We know that the voices of children and adults with learning disabilities still need to be heard when policies and legislation are shaped in both state and federal government. This year, with your help, we worked hard to make sure the current reauthorization of the Individuals with Disabilities Education Act (IDEA), one of the nation’s most important laws governing the education of our children, addresses the necessities of earlier diagnosis of learning problems and, where needed, earlier intervention. Our KeepKidsLearning.org and LDAdvocate.org Web sites also kept parents regularly informed on proposed changes in the IDEA, and generated more than 80,000 letters to legislators and the media to make sure their voices are heard in Congress and the press.

We know that parents and teachers of children with learning disabilities still need reliable, research-based information on LD. Our LD.org site is now a well-designed and highly interactive online presence, the Web’s finest information and referral resource for parents and teachers of children with learning disabilities. Parents across the country can now use our Resource Locator to find help for their children, from testing to tutoring to legal rights and advocacy. NCLD now communicates on at least a monthly basis with tens of thousands of subscribers to our electronic newsletters and advocacy sites. LD.org alone grew three-fold last year in the number of pages of information delivered directly to parents and teachers.

Through all of these efforts, in 2003 NCLD fought to improve the lives of all those with learning disabilities. Your support helped us make a measurable difference by increasing opportunities for success. We thank you for your passionate commitment to our cause.
NCLD’s Get Ready to Read! (GRTR!) is an early literacy program designed to help parents and early childcare providers ensure that young children are equipped with the fundamental skills necessary for learning to read.

The goal of Get Ready to Read! is to screen children for pre-reading skills before they enter kindergarten and provide skill-strengthening activities to ensure their reading success.

At the core of Get Ready to Read! is a 20-question screening tool developed for NCLD by Grover J. "Russ" Whitehurst, Ph.D., currently Director of the U.S. Department of Education’s Institute of Education Sciences. Based on more than two decades of research, the tool identifies where children are on the path to reading in three critical skill areas: print knowledge, emergent writing, and linguistic awareness. The results of the screening enable a teacher, parent, or early child care provider to help a child cultivate vital reading skills, as well as to see where potential reading problems may lie and how they may best be addressed. A full 80 percent of students with learning disabilities have problems with reading, and early diagnosis and intervention are the keys to ensuring that all children will reach their full potential as readers and writers.

Get Ready to Read! Grows in 2003

NCLD greatly expanded the scope of its Get Ready to Read! program in 2003, completing statewide demonstrations in Maryland, Georgia and Arizona and beginning field testing of the Spanish-language version of the screening tool. Since January of 2002, NCLD has trained 436 early childhood education and child-care professionals who have in turned screened almost 1,200 children at seven sites. A report on these demonstrations and a comprehensive evaluation of the program’s results will be available in November 2003.
In Georgia, the initiative saw the launching of large-scale demonstrations at five sites – Rainbow Montessori School, a rural child care center in Paulding County; United Way of Gwinnett, a center serving suburban Gwinnett County, outside Atlanta; and the Muscogee Board of Education, serving the City of Columbus and surrounding county; Scottdale Child Development and Family Resource Center, a family center in DeKalb County; and Premier Academy, a childcare center in downtown Atlanta.

These five sites represent a broad demographic, which includes rural, suburban and urban children of Caucasian, African-American, Hispanic, Sudanese, and Indian backgrounds, among others. Most are from lower-income households, and the program is placing special emphasis on reaching those considered at high risk for possible learning problems later in school. These sites acted as "hubs," bringing 54 other local organizations into the program. As a result, GRTR! is on track to attain its goal of screening 60% of Georgia’s four-year-old children over the next two years.

In Arizona, Get Ready to Read! has formed a partnership with the Phoenix-based Arizona Literacy and Learning Center (ALLC), a full-service, community supported, diagnostic and professional training organization focusing on speech and language. The Center provides direct services to children through collaborations with more than 100 agencies, schools, and community groups in Arizona. ALLC participated in the demonstrations by using the Get Ready to Read! Screening Tool and related materials in 15 of its early-childhood programs. ALLC is now preparing to conduct a statewide implementation of Get Ready to Read!, and will train 100 individuals to teach others in the use of the program.

Training teachers, parents and caregivers in proper use of Get Ready to Read! is vital to the program's success, and NCLD has been intensifying its "Train the Trainers" program. Train the Trainers is designed to create groups of individuals qualified to teach others in use of the screening tool and related materials. NCLD has now trained trainers in Georgia, Arizona, Maryland, Idaho, Pennsylvania and New Jersey, with trainings planned for several other states.

By the end of calendar year 2003, Get Ready to Read! will have trained 1,375 people in administration of the Screening Tool and screened 12,600 children.
Much of this expansion was made possible due to a $680,000 grant from the W.K. Kellogg Foundation, a national philanthropy dedicated to community self-improvement. *Get Ready to Read!* is part of Kellogg’s Supporting Partnerships to Assure Ready Kids (SPARK) initiative, which helps communities nationwide unite resources to better prepare children for school.

*Get Ready to Read!* also received a grant of $282,411 this year from Cisco System’s Cisco Foundation, a philanthropy that focuses on building strong and productive global communities. The funding from Cisco allowed NCLD to enhance the *Get Ready to Read!* Web site, develop a quarterly newsletter that now goes out to 3,000 parents, teachers and strategic partners, and to begin work on the first of three interactive reading games designed to expose young children to the building blocks of early literacy in a fun and enjoyable manner.

Finally, NCLD received a grant of $100,000 from the Ford Motor Company Fund. The funds were used for staff support and training, statewide coordination in Georgia, and Web support for the *Get Ready to Read!* Web site.

**Reaching Out to the Hispanic Community**

This year, the Spanish-language version of the *Get Ready to Read!* screening tool was developed and put through initial trials in preparation for wider implementation. Developed by Christopher J. Lonigan, Ph.D., a professor of psychology at Florida State University and the Associate Director of the Florida Center for Reading Research, trials of the Spanish-language program are now underway at sites in Atlanta, Georgia; Phoenix, Arizona; Green Bay, Wisconsin; and Los Angeles, California.

The next phase of the Spanish-language version will see statewide demonstrations in New York and Georgia and, ultimately, the screening of 700 to 800 children. All of the program’s core English-language materials are being translated into Spanish and will shortly be available on the *Get Ready to Read!* Web site. These include resources for parents and educators such as skill-building activity cards and checklists designed to ensure a literacy-rich home or classroom environment.

**Get Ready to Read! Partners as of the End of FY 2003**

- Easter Seals
- Family Education Network
- Home Instruction Program for Preschool Youngsters (HIPPY)
- International Dyslexia Association
- International Reading Association
- Learning Disabilities Association
- Lee Pesky Learning Center
- National Center for Family Literacy
- National Council of La Raza
- National Head Start Association
- Parent Child Home Program
- Parents as Teachers
- Parent Services Project
- Pearson Early Learning
- Public Library Association
- Reach Out & Read
- Reading Is Fundamental
- Schwab Foundation/Schwab Learning
- WETA/Reading Rockets
- WGBH
- Yale Bush Center 21st Century Schools
Since the beginning of our public policy program in 1990, NCLD has advocated for individuals with learning disabilities and provided national leadership in the shaping of policy and legislation. We have long advocated the early screening of all children for learning delays, just as they would be screened for any other developmental or physical problem. For children with learning disabilities, early identification and appropriate remedial services are crucial.

The educational opportunities and rights that a child with LD enjoys have primarily been shaped by Federal policies and laws such as the landmark Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB). Through our public policy efforts, led by the staff of our Washington, D.C. office, NCLD works to make sure that the hard-won access to effective instruction, appropriate assessment and critical support services that these laws mandate will truly be available to all those who need it.

Using the Web and other forms of public outreach, we continue to mobilize tens of thousands of parents, teachers and LD advocates — our most important partners — to speak in a single voice to Congress and the media. With this support behind us, we are working to improve Federal law, promote earlier identification of learning disabilities, and make sure that more effective early intervention programs are put into place, ensuring that all children will receive the education they need to live full, productive lives.
Building A Better IDEA

*KeepKidsLearning.org is Launched*

FY 2003 saw NCLD launch *KeepKidsLearning.org*, an e-advocacy site devoted exclusively to generating grassroots support for changes in the Individuals with Disabilities Education Act (IDEA), the federal law that provides educational rights and resources to students with learning and other disabilities. The site was designed to educate parents, teachers and others on the issues related to the IDEA reauthorization and to put strong advocacy tools, such as ready-to-send letters to government officials and the media, directly in the public’s hands. The site generated over 50,000 communications with members of government and the press, and engendered massive community support for changes in the law that will improve identification of students with learning disabilities and get help to them in the critical early years of their education.

In the past, students who struggled with learning, particularly reading, were required to fail for one or more years before being evaluated and given specialized services. With this antiquated "wait-to-fail" model, struggling students were getting critical help too late, making remediation more difficult and less effective. Through *KeepKidsLearning.org*, NCLD was able to inform the public of the harm being done as a result of these outdated methods of intervention and to suggest ways in which IDEA could be improved. These included:

- Not requiring schools to use IQ-Achievement discrepancy as a means to determine eligibility for students suspected of having a specific learning disability;
- Allowing schools to consider using scientific, research-based intervention as a part of the process used to determine whether a child has learning disabilities;
- Encouraging schools to provide early academic and behavioral services to students who need additional support to succeed in a general education classroom; and
- Providing the funding needed to improve personnel preparation and training for general and special education teachers to create better alignment of services and instruction in schools.
Legislative Action Center

NCLD’s Legislative Action Center (LAC), part of its LD.org Web site (http://capwiz.com/ld/home/), also engendered strong grassroots support for changes in the Individuals with Disabilities Education Act (IDEA).

In addition to information on IDEA, visitors to the LAC found a range of information regarding other pending legislation that would affect the LD community and could retrieve information on their elected representatives, including names and contact information.

Press coverage regarding IDEA drove parents and other concerned citizens to the site, with the number of communications going produced through the LAC averaging several hundred letters per day over a period of several months. In total, the Legislative Action Center was responsible for generating 35,000 communications to lawmakers and the media.

Giving Parents and Teachers a Louder Voice

In another of many efforts to reach out to our constituency, NCLD commissioned Peter D. Hart Associates and American Viewpoint to conduct a national survey of over 1,000 individuals, both parents with school-age children and teachers of grades K-6. The survey found that an overwhelming majority felt the current educational system was taking too long to identify children with learning disabilities and to offer those students assistance. The study, conducted in September of 2002 and which reported its findings in January of 2003, also found that 44 percent of the parents questioned reported having a struggling learner in the household.

“This year, NCLD conducted a nationwide poll asking both teachers and parents if they favored scrapping the "Wait to Fail" model currently in use for determining which students need special assistance.”
The parents who identified themselves as having a struggling learner in the household were especially critical of the educational system, with 67 percent saying it currently took schools too long to identify and get help for children who were struggling in the classroom. The survey strongly indicated that both teachers and parents favored replacing the "wait to fail" model for identifying children with learning problems with an alternative system that would focus on early identification and intervention.

### Key Findings of The National Opinion Survey

- 44% of parents have a child who has struggled to learn
- 54% of parents say schools take too long to give help
- 7 in 10 parents say teachers could use more training to learn how to identify students with LD
- 78% of parents favor adopting a new system to identify students with LD
- 72% of teachers say schools take too long to provide help
- 94% of teachers favor providing teachers more training and support to learn how to identify students with LD
- 85% of teachers favor adopting a new system to identify students with LD

The study also found that the level of opinion in favor of scrapping the "wait to fail" model was extremely high among teachers working in grades K-6, with 85 percent saying they favored replacing the current system with an alternative system that promoted early intervention. Only 15 percent said they thought the current system was working well.

In 2003 NCLD received extensive coverage in the national media, including coverage in the most of the nation’s largest daily newspapers. The organization was named and executive director James Wendorf quoted directly in several stories that covered breaking news regarding the reauthorization of the IDEA.
The National Center for Learning Disabilities is a powerful resource for all those who face the challenges of learning disabilities, either directly or because someone close to them is struggling.

For those with LD themselves, for a parent whose child has recently been diagnosed with a learning disability, for a teacher who might be trying to learn more about the early signs of LD, NCLD has been a trusted source of reliable, proven information and referrals for over 25 years. NCLD now makes these resources available via the Internet, offering an extraordinary array of information and services to the world at the click of a mouse button.

LD.org and LD InfoZone – Easing Access to Critical Information

2003 saw the overhaul and redesign of LD.org, NCLD’s flagship Web site and the addition of a new and highly interactive segment, the LD InfoZone.

InfoZone provides parents, educators, individuals with LD and others with an online search portal through which they can easily find the best and most comprehensive information available about learning disabilities, including information and resources both on- and off-line. The InfoZone was designed to be easy to understand and easy to navigate, and has an intuitive, point-and-click interface. It was developed under the direction of Dr. Sheldon Horowitz, NCLD’s director of professional services, who has extensive experience in helping parents and teachers understand the nature of learning disabilities and in making informed decisions.
To cite one example of the direct benefits InfoZone offers users, if a parent receives a call from a teacher recommending that their child be tested for learning difficulties, that parent can go to InfoZone’s resource locator and with a few mouse clicks have the names, phone numbers and URLs of all the organizations in their area that either offer testing or than recommend someplace they can go. The resource locator also allows users to search for information by age group and keyword, and searches can also be conducted by choosing from a list of LD-related topics.

Overall, the redesign makes the site easier to navigate and richer in content. The redesigned site premiered on April 1st, with the number of people visiting NCLD’s home in cyberspace more than doubling over the first six weeks. Individual page views are now totaling up to half-million per month.

This year, the National Center for Learning Disabilities (NCLD) named Muhlenberg Elementary School in Allentown, Pennsylvania, as the recipient of its Pete and Carrie Rozelle Award. The award honors Pete Rozelle, former National Football League commissioner, and his wife, Carrie Rozelle, the founder of NCLD.
Anne Ford Scholarship –
A Leg Up for the College Bound

Established by NCLD’s Board of Directors to honor Mrs. Anne Ford, who served as Board Chair from 1989 to 2001, the Anne Ford Scholarship provides an award of $10,000 to a deserving high school senior with a diagnosed learning disability and plans to attend a four-year college.

This year’s winner was Shannon Terrell of Fort Myers, Florida. Ms. Terrell was chosen from over 800 entrants, with NCLD receiving applications from all fifty states, Guam and Puerto Rico. Also chosen were two finalists, who received $1,000 each, and seven runners-up, who each received a certificate honoring their achievement.

The Anne Ford Scholarship is one of the many ways NCLD is working to help improve educational statistics regarding students with a diagnosed learning disability. The ideal candidate has faced the challenges of having a learning disability; is committed to completing a college degree; has demonstrated perseverance; embraces new opportunities; and has a well-rounded perspective shaped by experiences in school, in the community, and with family and friends.

2003 ANNE FORD SCHOLAR
Ms. Shannon Terrell
Ft. Myers High School
Ft. Myers Florida

From Trials and Tribulations, Shannon Terrell’s Scholarship Essay

“When I was in the third grade the decision was made to test me for a possible learning disability. The decision and the hunch from my third grade teacher proved to be right and I was put in special education classes. I still struggled in school however and by the time I got to the fifth grade, I again had to repeat another grade.

“The second go round of my fifth grade year, I had a wonderful teacher who took the time to break my academics into segments that I could handle and understand. From that point, I seemed to have learned how to cope with my disability and make it work for me instead of against me.”
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 advocate on their behalf.

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Stevan Kukic, Ph.D.
Ella Massie-Schuh
Catherine Miller
Peerless Importers
Arlyn Roffman, Ph.D.
Lesley University
Diane Smallwood
Annie Warner
Elizabeth Wendorf
Sarah Whitney
Anna Wulffleff
NCLD ANNUAL REPORT 2003

BOARD OF DIRECTORS AS OF DECEMBER 2003

NCLD’s policies and organizational endeavors are guided by a highly active Board of Directors. The Board comprises civic and corporate leaders committed to the LD cause and to NCLD’s mission.

John G. Gantz, Jr.
Chairman
President
Argonaut Insurance Company

Anne Ford
Chairman Emeritus
AFLD

Frederic M. Poses
Senior Vice Chairman
Chairman & Chief Executive Officer
American Standard Companies, Inc.

William Haney, Esq.
Secretary
Senior Vice President & Deputy General Counsel
USA SMBC

Mary J. Kalikow
Vice Chair

Mark Michael
Treasurer
Managing Director
Bear, Stearns & Co. Inc.

Jody Bellows

Margi Booth
President
M Booth & Associates, Inc.

Susan Sarnoff Bram

Robert M. Buxton
Director
Aida Capital
London, England

The Honorable Gaston Caperton
President
The College Board

Stephen S. Crawford
EVP & CFO
Morgan Stanley

Kimberly Olson Dorgan
Vice President
Federal Relations
American Council of Life Insurers

Mark J. Griffin, Ph.D.
Headmaster
Eagle Hill School

John E. Jonas, Esq.
Partner
Patton Boggs, LLP

The Honorable
Thomas H. Kean
President
Drew University

Stevan Kukic, Ph.D.
Vice President
Professional Services
Sopris West Educational Services

Victor Oristano
Chairman
Oristano Foundation

Alan D. Pesky
Principal
A. D. Pesky Co.

Shirley Ryan
Pathways Awareness Foundation

Richard C. Strauss
Chairman & Chief Executive Officer
RCS Investments

PROFESSIONAL ADVISORY BOARD AS OF DECEMBER 2003

NCLD’s Professional Advisory Board (PAB) includes leading physicians, psychologists, educators, researchers, and advocates. The PAB guides NCLD program activity and advises the staff and Board of Directors on educational needs, program opportunities, and strategic planning.

Stevan Kukic, Ph.D.
Chairman
Sopris West Educational Services
Longmont, CO

Donald Deshler, Ph.D.
Vice Chairman
Center for Research on Learning
University of Kansas
Lawrence, KS

W. Steven Barnett, Ph.D.
National Institute for Early Education Research (NIEER)
Rutgers University
New Brunswick, NJ

Jose Blackorby, Ph.D.
SRI International
Menlo Park, CA

Mary Ann Corley, Ph.D.
American Institutes for Research
Sacramento, CA
Washington, DC

Candace Cortiella
The Advocacy Institute
Marshall, VA

Jana Echevarria, Ph.D.
California State University, Long Beach
Department of Educational Psychology
Long Beach, CA

Judy Elliott, Ph.D.
Long Beach Unified School District
Long Beach, CA

Harold Epstein
Brooklyn Studio School
Brooklyn, NY

Douglas Fuchs, Ph.D.
Vanderbilt University
Department of Special Education
Nashville, TN

Russell Gersten, Ph.D.
Instructional Research Group
Signal Hill, CA

Lawrence Glocerder
VESID, New York State Education Department
Albany, NY

Ed Greene, Ph.D.
EM GREENE Associates
Princeton, NJ

John Hagen, Ph.D.
University of Michigan
Department of Psychology
Ann Arbor, MI

Daniel P. Hallahan, Ph.D.
Carnegie School of Education
University of Virginia
Charlottesville, VA

David Haskelkorn
Leiley University School of Education
Cambridge, MA

Thomas Heliir, Ed.D.
Harvard University
Cambridge, MA

Linda Lewis
University of Oregon
Eugene, OR

Bob Lichtenstein, Ph.D.
Connecticut State Department of Education
Middletown, CT

Louisa Cook Moats, Ed.D.
Sopris West
Longmont, CO

Sally Shaywitz, M.D.
Yale University School of Medicine
New Haven, CT

Dorothy Strickland, Ph.D.
Rutgers University
New Brunswick, NJ

Nancy Tidwell
National Association for the Education of African American Children with LD
Columbus, OH

Joseph Torgesen, Ph.D.
Florida Center for Reading Research
Tallahassee, FL

HONORARY PAB MEMBERS

Mark J. Griffin, Ph.D.
Eagle Hill School
Greenwich, CT

Betty Osman, Ph.D.
White Plains Hospital Med. Ctr.
White Plains, NY
Statement of Financial Position as of June 30, 2003

Assets:

- Cash and cash equivalents $1,262,639
- Contributions and other receivables 601,646
- Prepaid expenses and other assets 34,998
- Marketable securities 366,345
- Fixed assets, net of accumulated depreciation of $221,128 90,104

Total Assets $2,326,614

Liabilities and Net Assets

Liabilities:

- Accounts payable and accrued expenses $339,205
- Deferred rent and other liabilities 2,110
- Deferred revenue 166,667

Total Liabilities $341,315

Net Assets:

- Unrestricted 972,691
- Temporarily restricted 1,013,297

Total Net Assets $1,985,299

Total Liabilities and Net Assets $2,326,614

Where Each $1 Came From

- Contributions 43.6%
- Annual Benefit 44.3%
- Investment Income 2.3%
- Royalty Income 9.8%

How Each $1 Was Spent

- Public Awareness & Information 38.9%
- Research - to - Practice 30.1%
- Public Policy 9.7%
- Fundraising 11.3%
- Management and General 10.0%

The financial statements of NCLD for the fiscal year ended June 30, 2002 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.

#### Revenues, Gains, and Other Support

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total Restricted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue from fundraising events</td>
<td>$ 939,945</td>
<td>$ --</td>
<td>$ 939,945</td>
</tr>
<tr>
<td>Direct costs of fundraising events</td>
<td>(248,473)</td>
<td>--</td>
<td>(248,473)</td>
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<tr>
<td>Net support from fundraising events</td>
<td>691,472</td>
<td>--</td>
<td>691,472</td>
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<tr>
<td>Contributions</td>
<td>675,833</td>
<td>853,676</td>
<td>1,529,509</td>
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<tr>
<td>Royalty income</td>
<td>152,986</td>
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<td>152,986</td>
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<tr>
<td>Investment income</td>
<td>37,160</td>
<td>--</td>
<td>37,160</td>
</tr>
<tr>
<td>Net appreciation on marketable securities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>1,487,895</td>
<td>[1,487,895]</td>
<td>--</td>
</tr>
<tr>
<td>Total Revenues, Gains, and Other Support</td>
<td>$ 3,045,346</td>
<td>[$ 634,219]</td>
<td>$ 2,411,127</td>
</tr>
</tbody>
</table>

#### Expenses

##### Program Services:

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total Restricted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Program</td>
<td>$ 1,116,748</td>
<td>--</td>
<td>$ 1,116,748</td>
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<tr>
<td>Public awareness &amp; information</td>
<td>1,444,746</td>
<td>--</td>
<td>1,444,746</td>
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<tr>
<td>Public policy</td>
<td>350,317</td>
<td>--</td>
<td>350,317</td>
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<tr>
<td>Total Program Services</td>
<td>$ 2,911,821</td>
<td>--</td>
<td>$ 2,911,821</td>
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</tbody>
</table>

##### Supporting Services:

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total Restricted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and general</td>
<td>$ 422,786</td>
<td>--</td>
<td>$ 422,786</td>
</tr>
<tr>
<td>Fundraising and development</td>
<td>374,428</td>
<td>--</td>
<td>374,428</td>
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<tr>
<td>Total Supporting Services</td>
<td>$ 797,214</td>
<td>--</td>
<td>$ 797,214</td>
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<tr>
<td>Total Expenses</td>
<td>$ 3,709,035</td>
<td>--</td>
<td>$ 3,709,035</td>
</tr>
</tbody>
</table>

#### Change in Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total Restricted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>(663,689)</td>
<td>(684,219)</td>
<td>(1,297,908)</td>
</tr>
<tr>
<td>Net Assets, Beginning of Year</td>
<td>$ 1,685,691</td>
<td>$ 1,647,516</td>
<td>$ 3,283,207</td>
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<tr>
<td>Net Assets, End of Year</td>
<td>$ 972,002</td>
<td>$ 1,013,297</td>
<td>$ 1,985,299</td>
</tr>
</tbody>
</table>
## 2003 BENEFIT COMMITTEE

### STAFF

As of December 2003

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jody Bellows</strong></td>
<td>Committee Chair</td>
</tr>
<tr>
<td><strong>Mary J. Kalikow</strong></td>
<td>Honorary Committee Chair</td>
</tr>
<tr>
<td><strong>James H. Wendorf</strong></td>
<td>Executive Director</td>
</tr>
<tr>
<td><strong>Regina Cooper</strong></td>
<td>Data Entry Specialist</td>
</tr>
<tr>
<td><strong>Steven Cordova</strong></td>
<td>Executive Assistant</td>
</tr>
<tr>
<td><strong>Abel Devis</strong></td>
<td>Information Associate</td>
</tr>
<tr>
<td><strong>Amber Eden</strong></td>
<td>Assistant Director, Online Communications</td>
</tr>
<tr>
<td><strong>Karen Golembeski</strong></td>
<td>Program Manager, Get Ready to Read!</td>
</tr>
<tr>
<td><strong>Marcia Griffith-Pauyo</strong></td>
<td>Manager, Public Outreach Programs</td>
</tr>
<tr>
<td><strong>Jaana Hinkkanen</strong></td>
<td>Assistant Director of Development, Corporate and Foundation Relations</td>
</tr>
<tr>
<td><strong>Robert Caruano</strong></td>
<td>Program Director, Get Ready to Read!</td>
</tr>
<tr>
<td><strong>Margot Levinson</strong></td>
<td></td>
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<tr>
<td><strong>Andrea Levitt</strong></td>
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<tr>
<td><strong>Memrie Lewis</strong></td>
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<tr>
<td><strong>Bill &amp; Debbie Lipner</strong></td>
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<tr>
<td><strong>Nancy &amp; Roger Lynch</strong></td>
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<tr>
<td><strong>Audrey &amp; Grant MacDonald</strong></td>
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<tr>
<td><strong>Sally &amp; Eddie Maloney</strong></td>
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<td><strong>Derrel &amp; Matt Mason</strong></td>
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<tr>
<td><strong>Tina Sloan McPherson</strong></td>
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<tr>
<td><strong>Mark Michael</strong></td>
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<tr>
<td><strong>Ann &amp; Philip Miller</strong></td>
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<tr>
<td><strong>Muffie &amp; Don Miller</strong></td>
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<tr>
<td><strong>Lucinda Morgenthau</strong></td>
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<tr>
<td><strong>Kay &amp; Bill Morton</strong></td>
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<tr>
<td><strong>Kathy &amp; Daniel Mudge</strong></td>
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<tr>
<td><strong>Vicki Rother Muraskin</strong></td>
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<tr>
<td><strong>Betty &amp; Al Osman</strong></td>
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<tr>
<td><strong>Mickey &amp; Carol Palin</strong></td>
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<tr>
<td><strong>Gordon &amp; Dully Pattee</strong></td>
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<tr>
<td><strong>Paige Peterson</strong></td>
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<tr>
<td><strong>Rosemary &amp; Paul Richards</strong></td>
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<tr>
<td><strong>Nanette Rosenberg</strong></td>
<td></td>
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<tr>
<td><strong>Jane &amp; Arthur Rosenbloom</strong></td>
<td></td>
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<tr>
<td><strong>Ali Sanders</strong></td>
<td></td>
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<tr>
<td><strong>Andrew &amp; Denise Saul</strong></td>
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<tr>
<td><strong>Ken &amp; Joanna Schulman</strong></td>
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<tr>
<td><strong>John &amp; Cindy Sites</strong></td>
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<tr>
<td><strong>Barry &amp; Donna Slotnick</strong></td>
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<tr>
<td><strong>Katherine Smerling</strong></td>
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<tr>
<td><strong>Sharon Sternheim</strong></td>
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<td><strong>Judy Sullivan</strong></td>
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<tr>
<td><strong>Leonard Sylk</strong></td>
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<tr>
<td><strong>Mickey &amp; Lynne Tarnopol</strong></td>
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<tr>
<td><strong>Mary Ann Tizio</strong></td>
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<tr>
<td><strong>Kay Unger</strong></td>
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<tr>
<td><strong>Brook &amp; Michael Urban</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phyllis Cerf Wagner</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Carroll &amp; Berta Wetzel</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lee &amp; David Zackrison</strong></td>
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</tr>
</tbody>
</table>

### CREDITS

Design: Robert Antonik Novus

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.
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. To this end, NCLD promotes public awareness and understanding of learning disabilities, conducts educational programs and services that advance research-based knowledge, and provides national leadership in shaping public policy.

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www.getreadytoread.org