HELPING OUR CHILDREN TO SUCCEED, IN SCHOOL AND IN LIFE.
• Individuals with LD in the US: approximately 15 million
• Number of students with LD now in public schools: 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 students with learning disabilities who struggle in the area of reading: 80%
• Percentage of children with learning difficulties who, if not identified and provided help by grade two, will still have poor reading skills at the end of high school: 75%
• Percentage of high school students with learning disabilities who are reading five or more grade levels behind: 20%
• Percentage of students with learning disabilities who have been retained at grade level during their K-12 school career: 35%
• Students with LD who continue on to a four-year institution after graduating from high school: 25%
• Students with LD who drop out and do not earn a degree or certificate within five years of entering a postsecondary institution: 48%
Dear Friends,

We are delighted to report that in 2004 the National Center for Learning Disabilities (NCLD) significantly expanded programs and services for young people and adults who struggle to learn. We dramatically increased the numbers of young children screened for development of literacy skills, we succeeded in serving record numbers of parents and professionals, and we achieved our goal of reshaping Federal education law to ensure earlier and more effective intervention for children at risk for learning disabilities.

Our success this year is especially notable because individuals with learning disabilities and their families faced difficult challenges. Local school resources for learning disabilities programs fell far short of what our children need, the Federal government remained unwilling to provide its full share of funding promised decades ago, and many public schools were reported as "needing improvement" because their programs for students with learning disabilities were shown to be unacceptable. In this challenging environment, parents and educators turned to NCLD for proven programs, trusted information, and guidance in advocating for their children.

In 2004, NCLD’s Get Ready to Read! program passed a milestone by screening its 200,000th four-year-old. And by year’s end, more than 15,000 early educators had been trained to administer the research-based Screening Tool. Increasing numbers of pre-kindergarten programs and childcare centers are adopting our program of training, screening, and skill-building activities. Powerful evaluation studies are helping to make the case for early literacy screening as a key component of early education.

This year NCLD provided essential information about learning disabilities, early literacy, and related concerns to more individuals than ever before. Through our electronic newsletters, action alerts, and messaging system, we communicated with more than 34,000 parents and educators on a regular basis. They were joined by tens of thousands of others in using the extensive resources we provide on LD.org and GetReadytoRead.org. Some three million pages of Web information were delivered into homes and schools – nationwide and globally on these award-winning sites.

And this year our advocacy efforts in support of a stronger Individuals with Disabilities Education Act (IDEA) culminated in a new law that puts increased emphasis on early recognition, identification, and intervention. We fought hard to enact changes to the previous law, which required that young people fail for a year or more before they receive special education services. We enlisted other leading education organizations to join us, along with thousands of parent advocates.

We could not have done this without you! Your commitment and financial support have enabled NCLD to implement programs and services that deliver results – to schools and early education centers, to teachers and other professionals, and especially to parents. Together, we’re demanding and getting what individuals with learning disabilities need and deserve.

Thank you!

Frederic M. Poses
Chairman, NCLD Board of Directors

James H. Wendorf
Executive Director
Most children can become successful readers if they enter school having acquired important pre-reading skills. To help parents and early childcare providers make sure all children have these critical skills, NCLD has developed Get Ready to Read!, an early literacy program that screens children for pre-reading skills before they enter kindergarten and provides skill-strengthening activities to ensure reading success.

At the core of Get Ready to Read! is a twenty-question Screening Tool developed 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 Screening Tool identifies where children are on the path to reading in three critical skill areas: print knowledge, linguistic awareness and emergent writing. Our goal is to see that every child is screened in the year before they enter kindergarten, the same as they would be screened for hearing or vision problems. If reading skills are already strong, Get Ready to Read! helps parents and teachers encourage and more fully develop them. If reading skills are weak, the program helps show where these weaknesses lie and provides specific activities to help strengthen them.
**Get Ready to Read! Shows Solid Results in FY ’04**

NCLD has now completed seven program demonstrations of Get Ready to Read!, evaluating use of the Screening Tool and additional program resources in partnership with early childhood education and childcare centers in Arizona, Maryland, and Georgia.

NCLD studied the use of Get Ready to Read! with racially diverse samples of preschoolers, aged 48 months and older, attending different types of early education and childcare programs, including Head Start, publicly and privately funded centers, and family childcare.

After evaluating the progress of more than 1,500 children at these sites, the results showed that significantly more children from participating sites than non-participating sites had the early literacy skills they needed (i.e. scores of 16+) to benefit from formal reading instruction in kindergarten – 69 percent versus 35 percent.

At each site, teachers and caregivers screened approximately 250 to 300 four-year-old children. Each group was screened at the beginning and the end of the school year, with three of the sites able to provide a non-Get Ready to Read! group for comparison.

With these exceptional results, the Get Ready to Read! program has proved to be a highly effective way for parents, teachers and caregivers to help ensure reading success for children.

Easy to administer and given high ratings by the teachers and caregivers who have used it, the Get Ready to Read! approach to early screening and intervention is effective, efficient, and empowering for both children and educators.

**We Help the Latino Community Get Ready to Read!**

In an effort to promote better outcomes for children and students in Spanish-speaking communities, NCLD has now completed the initial trials of our Spanish-language version of Get Ready to Read! One of only a few screening tools available for children with English as a
second language, the Spanish version of *Get Ready to Read!* was made possible by funding from the W.K. Kellogg Foundation. It is poised to provide an important and needed tool to help Spanish-speaking children develop critical pre-reading skills.

The initial trials were conducted at sites in Atlanta, Georgia; Phoenix, Arizona; and Green Bay, Wisconsin; with later, larger-scale demonstrations in Atlanta and New York City. These demonstrations saw the screening of more than 700 monolingual and bilingual children. To further aid in this effort, NCLD has also translated the program’s core English-language materials into Spanish and has made many of these materials available on the *Get Ready to Read!* Web site, at www.getreadytoread.org.

### Get Ready to Read! On the Web – An Important Resource for Parents and Educators

In addition to our work in the field, NCLD has made sure that any parent or teacher with access to the Internet can help a child benefit from the *Get Ready to Read!* program. Last year saw the debut of the program’s rebuilt Web site, at www.getreadytoread.org. The site provides an online version of the Screening Tool, along with detailed instructions for its use, and a wealth of resources that can help strengthen a child’s early literacy skills.

One of the Web site’s most popular features is our three-part, interactive online reading game, *Gus and Inky’s Underwater Adventures*. The game features Gus the Bunny, a character from the award-winning WGBH television program *Between the Lions*, and other colorful cartoon characters. Using engaging action and dialogue, the games help young children explore and master a wide variety of essential early literacy skills, such as word recognition, letter sounds, and rhyming.

Developed by NCLD and Pileated Pictures, in conjunction with Chris Cerf and

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### Get Ready to Read! Fast Facts

- Number of English-speaking children screened to date: 200,000+
- Number of Spanish-speaking children screened to date: 700+
- Number of screenings completed through the GRTR! Web site: 50,000+
- Time needed to screen a child: 10-15 min.
- Average increase in GRTR! participants’ reading proficiency: 18.6%
- Average increase for non-participants: 3.7%
Norman Stiles of Sirius Thinking, the creators of *Between the Lions*, the game’s three installments premiered in 2004. *Getreadytoread.org* also now features expanded sections for both parents and educators, two sets of skill-building activity cards in both English and Spanish, and downloadable copies of the results from the initial demonstrations of the program. The redesign of the Web site, the interactive *Gus and Inky* games and the skill-building activity cards and other important early-literacy features were funded by a grant from the Cisco Systems Foundation.

**Funding for NCLD’s Get Ready to Read!**

In mid-February, NCLD was awarded a two-year, $236,800 grant from the Hasbro Children’s Foundation to expand training in use of the program at sites in Arizona, Georgia and Pennsylvania, and to launch activities at two new sites in New York. Trainings in Arizona, Georgia, Pennsylvania and New York (New York City and Rochester) began in May and are set to continue until early 2006. This grant will also allow *Get Ready to Read!* to conduct widespread training and screening with the Spanish version of the Screening Tool.

Ford Motor Company, one of the original funders of *Get Ready to Read!* continued its generous support, with funding of $100,000 in 2004. Additionally, NCLD received $75,000 total for 2004 from the J.C. Kellogg Foundation, which supported printing of training materials, marketing of the interactive reading games, and other activities. NCLD also received a grant of $7,500 from the Fuller Foundation for training Americorps volunteers in Jumpstart, to work with four-year-olds at Head Start centers in Boston, Massachusetts. The initiative is also funded by multiyear grants from The Goizueta Foundation and the W.K. Kellogg Foundation for training educators and screening children in Arizona and Georgia.
For a parent who needs information on where to have a child tested or tutored, for a teenager or young adult with LD who needs help making decisions and grappling with life’s responsibilities, for a teacher who needs access to research-based knowledge for students who are struggling – for all of these, NCLD is a trusted source of reliable, proven information, and has been for over 25 years.

The Web’s Trusted Source for LD Information

NCLD develops a wide array of resources available free of charge via the World Wide Web, providing crucial knowledge that helps lessen the mystery and stigma surrounding LD. With an Internet presence that is now one of the most complete and comprehensive on the Web, NCLD serves tens of thousands of parents and educators each year. In 2004, the number of page views on our LD.org site totaled 2.75 million and our electronic newsletters and bulletins now reach more than 34,000 constituents.

Last year, one of our most helpful and popular Web destinations, LD InfoZone, continued to be a top attraction of NCLD’s LD.org site. With information for parents, professionals and individuals with LD, LD InfoZone overwhelmingly dominated the top 10 pages viewed by visitors to the site, with more than 18,000 visitors per month.
The LD 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 LD InfoZone was designed to be easy to access and navigate, and provides users with an intuitive, point-and-click interface. The LD InfoZone is helping people across the country better understand and cope with the challenges of LD.

Because learning disabilities can affect not only the ability to acquire, process and use information, but also the ability to interact with others, make friends, and develop sustaining relationships with peers, in addition to the clinical issues surrounding LD we address behavioral and social issues, as well. Living with LD is a Web-based guide devoted to helping teens and young adults navigate high school and the transition to college and a job.

With emphasis on LD issues such as education, legal rights, LD on the job, programs to help those with learning disabilities and other resources, Living with LD provides a critical resource to help the estimated 15 million people in the U.S. with learning disabilities to help themselves.

NCLD also publishes several electronic newsletters, including LD News, a monthly e-newsletter delivered to over 23,000 subscribers. LD News contains feature stories of interest to the LD community, including interviews with researchers, educators and parents of children with learning disabilities, along with breaking news from the LD field. Our Get Ready to Read! partner newsletter is published four times per year, with news and views on early literacy.
A QUICK TOUR OF NCLD ON THE WEB

LD.org
Our award-winning Web site is a portal to the many services and resources NCLD provides. As home to the LD InfoZone, Living with LD, LD Advocate Center and our online newsletter, LD News, LD.org is a comprehensive online destination for LD questions and concerns.

LD InfoZone
Our most popular feature, LD InfoZone provides access to valuable, accurate LD information and resources across the country. Inside LD InfoZone, you can find easy-to-read fact sheets about learning disabilities and many of the issues that surround LD, an interactive resource locator to help you find the help you need in your area, as well as summaries of important research in the learning disabilities field.

Living with LD
Living with LD is an innovative online tool to help teens and adults with LD navigate the many choices they have to make. Decisions about school, work and home are always challenging, but can be especially difficult for those with LD. By laying out the important questions to ask, defining the rights provided by Federal law, as well as suggesting possible solutions to some of the issues teens and adults face, Living with LD provides a roadmap to managing life with a learning disability.

LD Advocate Center
NCLD’s Washington, D.C. office works with policy makers and with other national organizations to develop national policies regarding the specific needs of people with LD. As America’s educational system evolves, NCLD represents individuals with LD so they can receive the education they deserve.

GetReadytoRead.org
Get Ready to Read! is a research-based early literacy initiative designed to ensure that all children are ready to learn to read as they enter kindergarten and first grade. Get Ready to Read! provides early education and childcare professionals and parents nationwide with an early literacy Screening Tool and related learning resources. The program screens children for pre-reading skills in the year before they enter kindergarten and provides them with skill-strengthening activities to help ensure their reading success. Literacy is especially important to NCLD, as more than 80% of students with learning disabilities have problems with reading.
We Give Voice to Those Who Struggle to Learn

NCLD has long provided national leadership in the shaping of public policy and legislation, working effectively to make sure that the voices of individuals with learning disabilities are heard by those in government. Since launching our public policy program in 1990, we have now become the most visible and effective LD advocacy organization on Capitol Hill. Last year, we continued our work strengthening educational rights and opportunities for children with learning disabilities, striving to ensure that all will have the chance to fulfill their potential and participate fully in society.

These educational opportunities and rights 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). Led by our Washington, D.C. office and working closely with policy makers, their staffs, federal agencies, and other national organizations, NCLD is determined 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.

Because of our efforts, IDEA ’04, which President Bush signed into law in December of 2004, contains language that supports findings from a benchmark study released by NCLD in January 2003. The study indicated that both parents and teachers strongly favor an alternative model for classifying students with learning disabilities, a model that would focus on early identification and intervention.

In 2004 NCLD received extensive coverage in the national media, including coverage in most of the nation’s largest daily newspapers. The organization was named and executive director James Wendorf quoted directly in several lead stories that covered breaking news regarding No Child Left Behind and the reauthorization of IDEA.
We Help Parents Speak Out For Their Children

Last year, NCLD wrote, designed and published the *LD Advocates Guide*, an online handbook that provides simple, accessible instruction on how to work with government and the media on issues affecting individuals with learning disabilities. Made possible by Schwab Learning, a non-profit program of the Charles and Helen Schwab Foundation, the guide helps parents ensure that the voices of those who struggle to learn are heard in government at both the federal and local level.

The first guide written explicitly for those wishing to advocate for individuals with learning disabilities, the *LD Advocates Guide* offers a complete “how-to” reference on all aspects of public policy advocacy. Written in easy-to-understand language, the guide is an invaluable information source for those wanting to play a role in the important area of public policy, both locally and nationally.

With almost three million school-age children with learning disabilities currently receiving special education services, parent advocacy is essential in ensuring that children with LD receive effective instruction, and accommodations when needed, and that the public has a better understanding of the realities and challenges those with learning disabilities face every day. To facilitate this necessary parent advocacy, the guide simplifies tasks that might seem daunting to a first-time advocate, such as writing a letter to a member of Congress or the press, by breaking them down into a series of easy steps.

“Parent advocacy is **essential** in ensuring that children with LD receive **effective** instruction, and **accommodations** when needed.”
Seeing Our Work Through on IDEA

In 2004, NCLD maintained its focus on the reauthorization of the Individuals with Disabilities Education Act. Last year, NCLD’s IDEA-related activities included:

• Continuing to muster grassroots support for changes in IDEA through our e-advocacy Web site, KeepKidsLearning.org, and through our Legislative Action Center (LAC), part of the LD.org Web site. We are especially proud of our KeepKidsLearning.org site, which last year received a prestigious National Pollie Award, given by the National Association of Political Consultants. Our grassroots campaign has, to date, generated over 50,000 emails to Congress, encouraging lawmakers to adopt NCLD’s recommended changes in IDEA.

• We convened three, two-day meetings of the Learning Disabilities Roundtable, a group of 14 education and advocacy organizations led by NCLD and representing children served through IDEA. The meetings were made possible by funding from the Emily Hall Tremaine Foundation and included representatives from the U.S. Congress and the U.S. Department of Education. These meetings were convened to set priorities in producing regulatory recommendations to the U.S. Department of Education concerning LD identification, criteria for special services eligibility, and procedures for specific learning disabilities under IDEA.

• In order to more fully facilitate the work of the LD Roundtable, NCLD formed a working group within its Professional Advisory Board (PAB) to develop a consensus on the recommendations we would present to the LD Roundtable. NCLD’s Professional Advisory Board includes leading educators, psychologists, researchers, physicians and advocates. The PAB guides NCLD program activity and advises the staff and Board of Directors on educational needs, program opportunities, public policy development and strategic planning.

Members of the 2004 LD Roundtable

The organizations participating in the Learning Disabilities Roundtable consist of the following (in alphabetical order):

- Association of Educational Therapists (AET)
- Association for Higher Education and Disability (AHEAD)
- American Speech-Language-Hearing Association (ASHA)
- Council for Exceptional Children’s Division for Administrators of Special Education (CASE)
- Council for Exceptional Children’s Division for Communicative Disabilities and Deafness (DCDD)
- Council for Exceptional Children’s Division for Learning Disabilities (DLD)
- Council for Learning Disabilities (CLD)
- International Dyslexia Association (IDA)
- International Reading Association (IRA)
- Learning Disabilities Association of America (LDA)
- National Association for the Education of African American Children with Learning Disabilities (NAEAACLD)
- National Association of School Psychologists (NASP)
- National Association of State Directors of Special Education (NASDSE)
- National Center for Learning Disabilities (NCLD)
In 2004, NCLD shone a bright spotlight on the individual achievements and successes of those within the LD community. We applauded well-known personalities who have endured their own private struggles to learn. Actor, producer and director Henry Winkler received NCLD’s first-ever Children’s Advocacy Award; clothing designer Tommy Hilfiger received NCLD’s Spirit of Achievement Award; and the Tremaine Family and the Emily Hall Tremaine Foundation received NCLD’s Distinguished Leadership in Philanthropy Award. All of these exceptional individuals were honored at last year’s Annual Benefit Dinner.

We also honored many who, while they may not possess a well-known name, are a superb model for all those who struggle with a learning disability - individuals with LD who have not allowed a learning disability to hold them back, and educators who have distinguished themselves through their service to the LD community.
The Anne Ford Scholarship – Help for the College Bound

More than one in four students with learning disabilities drops out of high school. Of those students who do graduate, only 25 percent continue on to a four-year college and, of those, almost half will quit before graduating. To help students with learning disabilities face the rigors of getting a college degree, NCLD’s Board of Directors created the Anne Ford Scholarship.

Established 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 who plans to attend a four-year college. The ideal candidate has faced the challenges of having a learning disability, is committed to completing a college degree, has demonstrated perseverance, and has a well-rounded perspective shaped by experiences in school, the community, and with family and friends.

Our 2004 Anne Ford Scholar — Ms. Erica Irwin

This year’s winner was Erica Irwin of Kent, New York, who was honored as one of the guests at NCLD’s 27th Annual Benefit Dinner. Ms. Irwin was chosen from over 1000 entrants, with NCLD receiving applications from all 50 states. Also chosen were two finalists, who received $1,000 each, and seven runners-up, who each received a certificate honoring their achievement.

This year, NCLD honored Ms. Erica Irwin as its 2004 Anne Ford Scholar. Pictured from left to right are Michael Sokol, president and CEO of Kurzweil Educational Systems, which also honored Erica; Mrs. Anne Ford, NCLD Chairman Emeritus; Ms. Erica Irwin; and John G. Gantz, Jr., outgoing chairman of NCLD’s Board of Directors.
**2003 Bill Ellis Teacher Preparation Award**

NCLD named Brian Coffey of the William H. Kelso Elementary School in Inglewood, California recipient of the 2003 Bill Ellis Teacher Preparation award for his excellence in teaching and commitment to all students, including those with learning disabilities. Though Kelso Elementary is 90 percent free lunch eligible, and more than 60 percent of the student population does not have English as a first language, both the school and Mr. Coffey are 100 percent invested in using research-based reading instruction and in making sure that all children in their charge are reading at grade level or better.

![Mr. Brian Coffey (left) receiving the Bill Ellis Teacher Preparation award from NCLD Executive Director James Wendorf.](image)

**2004 Pete and Carrie Rozelle Award**

NCLD named Muskegon High School in Muskegon, Michigan as recipient of its 2004 Pete and Carrie Rozelle Award, presented March 18th, at the 2004 annual international conference of the Learning Disabilities Association of America, in Atlanta, Georgia. The award recognizes Muskegon’s commitment to meeting the needs of students and faculty through its implementation of Strategic Instruction Model (SIM) training for its special education faculty. Coupled with opportunities for intensive instruction for struggling general education students, the SIM challenges students to become better readers, writers, mathematicians and all-around more confident learners. The 2004 Pete and Carrie Rozelle Award was graciously sponsored by Victor Oristano and the NFL Charities.

![Muskegon High School principal Arlyn Zack (left) receiving the 2004 Pete and Carrie Rozelle Award from NCLD’s Dr. Sheldon Horowitz (right), with LDA president Marianne Toombs.](image)
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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Statement of Financial Position as of June 30, 2004

Assets:

Cash and cash equivalents $ 727,380
Contributions and other receivables 392,283
Prepaid expenses and other assets 17,212
Marketable securities 32,741
Security deposits 10,625
Property and equipment 202,284

Total Assets $ 1,382,525

Liabilities and Net Assets

Liabilities:

Accounts payable and accrued expenses $ 121,665
Deferred rent and other liabilities 28,956

Total Liabilities $ 150,621

Net Assets:

Unrestricted 499,956
Temporarily restricted 731,948

Total Net Assets $ 1,231,904

The financial statements of NCLD for the fiscal year ended June 30, 2004 have been audited by independent certified public accountants McGladrey & Pullen LLP. The auditors meet with the Audit 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.
## Statement of Financial Activities for the Year Ended June 30, 2004

**Revenues, Gains, and Other Support**

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue from fundraising events</td>
<td>$ 1,120,726</td>
<td>$ -</td>
<td>$ 1,120,726</td>
</tr>
<tr>
<td>Direct costs of fundraising events</td>
<td>(232,424)</td>
<td>-</td>
<td>(232,424)</td>
</tr>
<tr>
<td><strong>Net support from fundraising events</strong></td>
<td>888,302</td>
<td>-</td>
<td>888,302</td>
</tr>
<tr>
<td>Contributions</td>
<td>545,116</td>
<td>572,087</td>
<td>1,117,203</td>
</tr>
<tr>
<td>Royalty income</td>
<td>8,307</td>
<td>-</td>
<td>8,307</td>
</tr>
<tr>
<td>Investment income</td>
<td>2,670</td>
<td>-</td>
<td>2,670</td>
</tr>
<tr>
<td>Net appreciation on marketable securities</td>
<td>44,697</td>
<td>-</td>
<td>44,697</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>853,436</td>
<td>[853,436]</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues, Gains, and Other Support</strong></td>
<td>$ 2,342,528</td>
<td>[$ 281,349]</td>
<td>$ 2,061,179</td>
</tr>
</tbody>
</table>

**Expenses**

**Program Services:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs and Research</td>
<td>$ 1,104,696</td>
<td>-</td>
<td>$ 1,104,696</td>
</tr>
<tr>
<td>Public Awareness and Information</td>
<td>642,464</td>
<td>-</td>
<td>642,464</td>
</tr>
<tr>
<td>Public Policy</td>
<td>318,121</td>
<td>-</td>
<td>318,121</td>
</tr>
<tr>
<td><strong>Total Program Services</strong></td>
<td>$ 2,065,281</td>
<td>-</td>
<td>$ 2,065,281</td>
</tr>
</tbody>
</table>

**Supporting Services:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and general</td>
<td>$ 408,322</td>
<td>-</td>
<td>$ 408,322</td>
</tr>
<tr>
<td>Fundraising and development</td>
<td>340,971</td>
<td>-</td>
<td>340,971</td>
</tr>
<tr>
<td><strong>Total Supporting Services</strong></td>
<td>$ 749,293</td>
<td>-</td>
<td>$ 749,293</td>
</tr>
</tbody>
</table>

**Total Expenses**

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$ 2,814,574</td>
<td>-</td>
<td>$ 2,814,574</td>
</tr>
</tbody>
</table>

**Change in Net Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change in Net Assets</strong></td>
<td>(472,046)</td>
<td>(281,349)</td>
<td>(753,395)</td>
</tr>
</tbody>
</table>

**Net Assets:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Year</td>
<td>$ 972,002</td>
<td>$ 1,013,297</td>
<td>$ 1,985,299</td>
</tr>
<tr>
<td>End of Year</td>
<td>$ 499,956</td>
<td>$ 731,948</td>
<td>$ 1,231,904</td>
</tr>
</tbody>
</table>
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NCLD ANNUAL REPORT 2004

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THE NATIONAL CENTER FOR LEARNING DISABILITIES (NCLD) WORKS TO ENSURE THAT THE NATION’S 15 MILLION CHILDREN, ADOLESCENTS AND ADULTS WITH LEARNING DISABILITIES HAVE EVERY OPPORTUNITY TO SUCCEED IN SCHOOL, WORK AND LIFE. NCLD PROVIDES ESSENTIAL INFORMATION TO PARENTS, PROFESSIONALS AND INDIVIDUALS WITH LEARNING DISABILITIES, PROMOTES RESEARCH AND PROGRAMS TO FOSTER EFFECTIVE LEARNING, AND ADVOCATES FOR POLICIES TO PROTECT AND STRENGTHEN EDUCATIONAL RIGHTS AND OPPORTUNITIES.