National Center for Learning Disabilities

Supporting Parents

Strengthening Schools

Advancing Public Policy

Annual Report 2009

The Power To Hope, To Learn And To Succeed
Our Mission

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.

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Message from the Chairman and Executive Director

Individuals with learning disabilities (LD) — as well as the parents, schools, and policymakers who support them — face many challenges and frustrations each and every day. That’s why last year, during the most challenging recession of our organization’s history, we continued to be resolute about supporting parents, strengthening schools, and advancing policies to enhance the education and lives of all people with LD.

Here is a small sample of what we accomplished.

To help support parents, we relaunched our flagship website, LD.org, a strategic reorientation to make the site a more comfortable landing place for families and parents of children with LD. Last year:
• Through streamlined navigation, reorganized content, and inviting design, we highlighted the information parents need and action they can take to be their children’s number-one advocates.
• Visitors to LD.org grew by 21 percent, or to nearly three-quarters of a million people.

To help strengthen schools, NCLD’s RTI Action Network provided content, connections, and collaboration that educators need to implement early and effective system-wide reform on behalf of all students. Last year:
• Almost a quarter of a million visitors from 165 countries came to our site, rtinetwork.org, viewing nearly 1.4 million pages.
• Through 28 blogs, 12 newsletters, nine RTI Talks, six video podcasts, two online national forums, and one virtual visit, we helped to disseminate some of the best RTI practices in the field.

To help advance policy, we continued to “walk the halls” of Congress, influencing laws and policies with the most immediate and long-lasting impact on children and adults with LD. Last year:
• We met with and advanced an action agenda to key Obama Education Transition Advisory Team members, including U.S. Secretary of Education Arne Duncan.
• We released advocacy briefs, developed Special Education Scorecards about each state, and helped finalize language in the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

With your support, we will continue in the years ahead to exemplify this kind of leadership, the kind you’ve come to expect from us.

Frederic M. Poses
Chairman, NCLD

James H. Wendorf
Executive Director, NCLD
### Year-at-a-Glance:

#### July 2008
- Presented at National Association of Secondary School Principals IDEA Task Force meeting and for American Speech-Language-Hearing Association’s web series
- Contributed article on RTI for National Association of State Boards of Education
- Released *Challenging Change: How Schools and Districts are Improving the Performance of Special Education Students*

#### August
- Redesigned and streamlined *LD News*, the monthly e-newsletter reaching 22,000 subscribers

#### September
- Authored introductory message in *Boston Globe* special insert on LD

#### October
- Released *Education and the 2008 Presidential Election: Where the Candidates Stand*
- Presented 2008 Bill Ellis Teacher Preparation Award to Dr. Judy Elliott, Vice-Chair of NCLD Professional Advisory Board and Chief Academic Officer of the Los Angeles Unified School District
- Produced National Online Forum, “The Role of RTI in LD Identification”

#### November
- Conducted workshop at the 92nd Y Wonderplay Conference in NYC
- Presented workshops and exhibited at International Dyslexia Association (IDA) Conference
- Contributed article on RTI for *Seminars in Speech and Language*

#### December
- Participated in Project Forum: Universal Design for Learning Policy Forum to bring in expertise on RTI
- Celebrated creativity of young people at LD Up Close event in NYC

#### January 2009
- Conducted professional development seminar for the directors of disabilities services at CUNY
- Launched RTI Action Network Facebook page
- Contributed article on RTI for *Topics in Language Disorders*
February

- Conducted a professional development session at the Learning Disabilities Association of America conference
- Released *Roadmap to Pre-K RTI: Applying Responses to Intervention in Preschool Settings*

March

- Presented workshop and exhibited at National Association of School Psychologists Convention and Western Regional Resource Center
- Conducted pre-K RTI Webinar attended by 250 participants and ADA Webinar attended by 450 participants

April

- Conducted NCLD’s 32nd Annual Benefit, raising $1.1 million
- Presented 2009 Pete & Carrie Rozelle Award to P.S. 48, the Michael J. Buczek School
- Posted online Virtual Visit to Boulevard Elementary School in Gloversville, NY
- Presented Anne Ford and Allegra Ford scholarships to high school seniors Macy Olivas and Zeke Nierenberg
- Produced National Online Forum, “Data-Based Decision Making,” reaching 5,163 participants in 10 countries

May

- Launched Student Success Collaborative, a partnership of Cisco grantees
- Launched Our Kids Count! campaign

June

- Relaunched LD.org, reaching an average of 62,425 visitors per month
- Relaunched Parent News, a monthly e-newsletter reaching 4,300 subscribers per month
- Completed validation study of the Early Learning Observation & Rating Scale
- Released *The State of Learning Disabilities 2009*, a comprehensive report on leading educational indicators for students with LD
Supporting Parents
With Information and Connections

In 2009, we thoroughly revamped our LD.org website to make it more accessible to the thousands of parents who have children with LD. Mindful of the essential partnership between teachers and parents, as well as the value of the site to educators, we sought to enhance the website’s usefulness for parents. We did this by overhauling its organization, using more parent-friendly language, and selecting warm, engaging images.

This relaunch makes information more available to parents and helps them more clearly see how to support their children with LD – not only in primary school, but from pre-K through college, and not only in school, but from childhood to adulthood, across the lifespan.

Here’s how we achieved some of these goals:

• Consistent formatting and intuitive navigation eases the visitor’s movement throughout the site. Visitors now can more easily search and find information, whether it resides in a newsletter, feature article, or publication.

• Detailed, easy-to-scan descriptions of publications on individual landing pages help visitors find what they’re looking for.

• Reorganization of the web site also better connects parents to targeted information of interest, such as age-related information, related content, or information located at our other websites, getreadytoread.org/ and rtinetwork.org/.

• Upgraded features of the web site help uncover underused resources. For example, in the About Us section of the site, we’ve created guidelines and highlighted the ability of nonprofits to reprint NCLD content for free. In addition, we’ve streamlined our Resource Locator, updating, enhancing, and reorganizing it into clearly refined categories. One of the most viewed pages on the old site, the Resource Locator provides more than 1,700 entries and now includes highly useful print and export features.
Last year, the number of visitors to LD.org increased by more than 20 percent and the average time on the site more than doubled. Visitation to the GRTR! web site also grew by more than 25 percent.

In addition to the relaunch of the web site, we also relaunched Parent News, a monthly email newsletter that provides features, practical tips on a wide range of topics, and links to other resources for parents. On hiatus for a few months during the web site reorganization, Parent News was relaunched in June of 2009. Parent News has the highest open and click-through rates of all NCLD’s newsletters.

SUPPORT in Numbers

LD.org visitors 750,000
RTINetwork.org visitors 210,000
GetReadytoRead.org visitors 199,000
LD News subscribers 22,000
Early Learning & Literacy subscribers 19,500
Parent News subscribers 4,300
LAC subscribers 3,000

“What a WONDERFUL web site. I applaud your good work, useable documents and information, and broad scope. I always find timely and helpful information.”

—Walt R.
Strengthening Schools Through Partnerships

Schools, of course, form the foundation of our children’s education. That’s why NCLD focuses so much of its efforts here. Directly with frontline educators and through partnerships with more than 30 education organizations, associations, and centers, we help bolster the efforts of educators in our public education system. And because children with LD spend the vast majority of their school day in general education settings, we seek to improve the education of all children, including those with learning disabilities.

RTI Action Network: Content, Connections, Collaboration

Response to Intervention (RTI) is a system-wide, multi-tiered approach to strengthening schools. It aims to deliver high-quality, research-based instruction and interventions that help learners at increasing levels of intensity based on their individual needs.

NCLD’s RTI Action Network (RTIAN) quickly became recognized as an exceptional leader in the field by providing the information and networking educators need. This is due in large part to the help of our seven Founding Partners — a select group of national educational associations representing key RTI stakeholders. Backed by funding from the Cisco Foundation, RTIAN has also created a strong web of support and partnership with 20 national education organizations and federally funded centers — our Implementation Partners. These connections have greatly extended our reach, helping us “touch” up to 13 million students and nearly 2 million educators worldwide to ensure an early, effective education for all students, including those with LD.

Through content, online communities, and professional development, we have pushed RTI models out of the realm of theory and into the world of reality in both general and special education settings across a broad spectrum — from preschool to secondary school, from reading to math, and from academic to behavioral skills.
Becoming a leader

Last year, we continued to build on a solid foundation established in our first year, when we assembled partners, developed our web site, and grew our reputation as a highly credible source for quality information. In 2009, we reached nearly a quarter of a million people from 165 countries through our RTINetwork.org web site. Whether measured in page views, subscribers, or visitors, we exceeded our goals, in some cases by over 400 percent of projections. We are continuing to enhance our web site’s functionality and social networking – you can now find us on Facebook, YouTube, and SchoolTube.

Not only did we have a presence through a variety of online vehicles last year — 28 blogs, 12 newsletters, nine RTI Talks, seven Voices from the Field stories, and six video podcasts, for example — but we also became a “go-to” expert elsewhere. At the request of colleagues in the field, RTIAN representatives presented at six educational conferences and panels, as well as shared RTI knowledge through various articles and interviews.

RTI pilots taking flight

As we scale up to further strengthen our schools, we’re harnessing our partners’ considerable resources, providing both customized and cross-disciplinary information and support to a wide range of audiences.

The Leadership Network is one example. This pilot program provides mentoring and support to more than 100 district and building leaders at all stages of RTI implementation through eTips, WebEx collaboration technology, and a variety of other tools.

In addition, NCLD is taking a leadership role with another RTI pilot project – the Student Success Collaborative (SSC). Supported by the Cisco Foundation, this one-year pilot joins NCLD and four other Cisco grantees:

- City Year
- One Global Economy
- Teachers without Borders
- Silicon Valley Education Foundation

The main goal of the SSC is to positively impact student outcomes through collaboration between partners.
In addition, this work and that of RTIAN as a whole has benefited from a one-year Cisco Leadership Fellow, Rob Barlow, who is Director of Corporate Communications and Marketing at Cisco Systems. Mr. Barlow provided his communications and public relations skills to help increase the sustainability and long-term success of the RTI Action Network. A former special education teacher, Mr. Barlow also envisions the SSC as a case study for other nonprofits to demonstrate the efficiencies gained by connecting grantees.

Get Ready to Read!
Preparing Preschoolers for Primary School

In November of 2008, we completed the final phase of our three-year Goizueta Foundation-supported program with SmartStart Georgia, an initiative of the United Way of Metropolitan Atlanta. The program focuses on the needs of underserved children in and around the State of Georgia.

This collaboration helped us successfully deliver our early literacy screening program, Get Ready to Read! (GRTR), which helps preschoolers strengthen pre-literacy skills in the year before kindergarten.

Over the three years of the program, the Center:
- Trained 240 trainers
- Trained 13,689 screeners
- Hosted 862 workshops
- Screened 159,261 children

Following successful completion of this grant, we developed a strategic plan for future joint work with SmartStart Georgia.

**STRENGTH in Numbers**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTInetwork.org views</td>
<td>1.4 million</td>
</tr>
<tr>
<td>Individuals reached through RTIAN partnerships</td>
<td>13 million</td>
</tr>
<tr>
<td>Educators reached through online and print communications</td>
<td>1.8 million</td>
</tr>
<tr>
<td>Subscribers to e-newsletter</td>
<td>5,800</td>
</tr>
<tr>
<td>Countries with visitors coming to RTInetwork.org</td>
<td>165</td>
</tr>
</tbody>
</table>
Advancing Public Policy
Through Advocacy

NCLD’s leadership is recognized not only among educators and parents, but also among policymakers and other LD advocates as well. Whether it’s advising Congressional members, assisting with the final language in bills, or “translating” legislation for parents, we’re a constant advocate for the rights of children with LD and their families.

Our knowledge and expertise is recognized in many ways. For example, our Director of Public Policy was recently elected to the board of the Consortium for Citizens with Disabilities in addition to co-chairing its Education Task Force, allowing us to play an even greater leadership role within the LD community.

These are a few other ways we’ve taken the lead over the past year within the public policy arena.

**Presidential campaign.** For the first time ever, we provided information during the 2008 Presidential campaign to our website visitors and subscribers about the candidates’ positions on education. Our detailed grid of issues allowed visitors to make a close comparison of John McCain’s and Barack Obama’s views.

“The work of NCLD makes a vital difference for individuals with disabilities.”

– Chairman Tom Harkin (D-IA)
Meeting members of Congress. Once the President was elected, NCLD worked diligently to update, share key recommendations, and actively work with the new administration, including key Obama Education Transition Advisory Team members and the Secretary of Education, Arne Duncan.

In May, NCLD also honored the late Chairman Edward Kennedy (D-MA), Senators Harkin (D-IA) and Hatch (R-UT) as well as Chairman George Miller (D-CA) and Ranking Republican Howard ‘Buck’ McKeon (R-CA) with the Distinguished Advocate Award. We did this as recognition for their work to support individuals with LD in the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

ADAAA. Last year, NCLD also helped to finalize the language impacting access to testing accommodations for graduate level exams as well as school-age students in the ADAAA, in particular, access to 504 plans. Related to this topic, we developed a parent advocacy brief, Understanding the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504. We also presented a webinar last March on the new ADA and Section 504, attended by 450 participants.

Special Education Scorecards. With a focus on educating a new Congress and administration, last year we developed 50 state scorecards to highlight special education funding and student academic outcomes, “snapshots” of each state that highlight:

- State special education enrollment, including those with learning disabilities
- Student performance on key indicators, such as graduation rates and math and reading proficiency scores
- Federal funding provided to the state in support of special education
- The state’s latest rating by the U.S. Department of Education

Funded by the Charles and Helen Schwab Foundation, this tool is a first of its kind related to students with learning disabilities.
Public policy publications. In 2009, NCLD released a variety of publications that help advance its positions on LD policy:

- **The State of Learning Disabilities 2009** is a groundbreaking report that shatters common myths about LD and provides benchmark data to show how people with LD are faring in school and work.
- **Challenging Change: How Schools and Districts are Improving the Performance of Special Education Students** highlights the efforts of two schools and three school districts to dramatically improve the academic achievement of their special education students.
- **Roadmap to Pre-K RTI: Applying Response to Intervention in Preschool Settings** explains how the essential components of RTI – universal screening and progress monitoring with research-based, tiered interventions – can be applied in preschool settings.

In a 2009 survey of NCLD legislative action center subscribers, 67 percent said they take action by emailing Members of Congress and 63 percent said that NCLD guides are very helpful to them.

Brittany H., Escondido, California
Honoring the Efforts of Students, Teachers, and Schools

Despite a sagging economy, this year NCLD was able to raise more than $1.1 million for children, teens, and adults with learning disabilities at our 32nd Anniversary Benefit Reception. This was a kick-off to Our Kids Count! — NCLD’s public engagement campaign to raise more than 20 million dollars and enlist 2.6 million active advocates over the next three years.

This event also honored the children, teachers, and schools who surmount the daily challenges of LD, including the recipients of the awards mentioned below. In addition, NCLD recognized The Honorable Thomas H. Kean with its first “Public Service Award,” honoring him for his commitment to children and education.

Anne Ford and Allegra Ford Scholarship

The Anne Ford Scholarship was first awarded in 2002 to a graduating high school student with learning disabilities. In 2009, with a generous donation from Anne’s daughter, Allegra, the award was renamed the Anne Ford and Allegra Ford Scholarship. It now offers a $10,000 award to two graduating high school seniors with LD who are pursuing undergraduate degrees. This year’s winners of the Scholarship were Zeke Nierenberg of El Cerrito, CA and Macy Olivas of San Diego, CA.
When Zeke struggled with learning to ride a bike, he taught himself to ride a unicycle instead. Identified with LD early in grade school, Zeke also found unique solutions to his learning challenges. Maintaining a 3.6 GPA, Zeke was a co-founder of Future Builders, a nonprofit organization that organizes concerts and other fundraising events to support humanitarian and environmental causes. Zeke is attending Hampshire College, where he will pursue what he calls, “the thing that is standing between me and my dreams: a college degree.”

Macy was first classified with LD in her junior year of high school when she revealed to a teacher that she woke up every morning at three a.m. to finish her homework. Now, she says she uses her LD as “a gateway to discovering fun new methods of learning.” While in high school, Macy participated in the FIRST Robotics competition, was captain of the varsity cheerleading team, and helped develop workshops for youths through the Building Understanding and Development in Determined Youth Program. Macy rounded out her senior year with a 3.8 GPA and chose to attend Whitworth University in Spokane, Washington.

**Pete & Carrie Rozelle Award**
The 2009 Pete & Carrie Rozelle Award is given to a school or school-related program that addresses the educational and social/emotional needs of all children, including those with learning disabilities. This year’s award went to P.S. 48, the Michael J. Buczek School, located in the Washington Heights section of Manhattan.

P.S. 48 is the academic home to 555 students from pre-K to grade five, with 47 percent of students receiving services as English Language Learners (ELL), and 87 percent qualifying for free or reduced lunch. Principal Tracy Walsh

> “Parents feel like they can trust what is happening in the school.”
> — Principal Walsh, P.S. 48
describes the instructional approach at P.S. 48 as one that relies on data-based and interdisciplinary decision making and parent engagement. The staff at P.S. 48 is committed to integrating all students into the learning community.

Named after a 24-year-old police officer killed in the line of duty in 1988, the school is a vibrant place, offering a range of after-school and evening programs for students and their families. “Parents feel like they can trust what is happening in the school,” said Principal Walsh, “and an air of respect makes P.S. 48 a special place for faculty and students alike.”

**Bill Ellis Teacher Preparation Award**

On October 30, 2008, Dr. Judy Elliott, Vice-Chair of NCLD’s Professional Advisory Board and Chief Academic Officer of the Los Angeles Unified School District, received the Bill Ellis Teacher Preparation Award at the 59th Annual Conference of the International Dyslexia Association in Seattle, WA.

In her school leadership position, Dr. Elliott pursues many interests, including effective instruction for students with diverse learning and behavior needs, IEP development and its alignment with standards and assessments, and accommodation and assessment of special populations.

She has trained thousands of staff, teachers, and administrators in the United States and abroad in the areas of inclusive schooling such as linking assessment to classroom intervention, strategies and tactics for effective instruction, curriculum adaptation for students with mild to severe disabilities, and collaborative teaching.
# Financial Statement

## Statements of Financial Position
June 30, 2009 and 2008

### ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,150,958</td>
<td>$1,426,183</td>
</tr>
<tr>
<td>Contributions and other receivables, net of allowance for uncollectible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>promises of $5,250 and $12,820 for 2009 and 2008, respectively</td>
<td>19,661</td>
<td>427,869</td>
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<tr>
<td>Prepaid expenses and other assets</td>
<td>43,686</td>
<td>35,636</td>
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<tr>
<td>Investments</td>
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<td>1,244,697</td>
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<tr>
<td>Security deposits</td>
<td>10,625</td>
<td>10,625</td>
</tr>
<tr>
<td>Property and equipment, net of accumulated depreciation and amortization</td>
<td>445,126</td>
<td>410,095</td>
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<tr>
<td>of $533,299 and $442,967 for 2009 and 2008, respectively</td>
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**TOTAL ASSETS** $1,699,661 $3,555,105

### LIABILITIES AND NET ASSETS

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<th>Description</th>
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<th>2008</th>
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<td>Accounts payable and accrued expenses</td>
<td>$340,607</td>
<td>$458,056</td>
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<tr>
<td>Deferred rent and other liabilities</td>
<td>83,853</td>
<td>62,092</td>
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**TOTAL LIABILITIES** $424,460 $520,148

### NET ASSETS

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<th>Description</th>
<th>2009</th>
<th>2008</th>
</tr>
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<tbody>
<tr>
<td>Unrestricted</td>
<td>$786,062</td>
<td>$1,075,026</td>
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<tr>
<td>Temporarily restricted</td>
<td>489,139</td>
<td>1,959,931</td>
</tr>
</tbody>
</table>

**TOTAL NET ASSETS** $1,275,201 $3,034,957

**TOTAL LIABILITIES AND NET ASSETS** $1,699,661 $3,555,105

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The financial statements of NCLD for the fiscal year ended June 30, 2009 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.
## Financial Statement

**Statement of Activity**
**Year Ended June 30, 2009**

### REVENUES, GAINS AND OTHER SUPPORT

<table>
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<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue from annual fundraising event</td>
<td>$1,125,046</td>
<td>$—</td>
<td>$1,125,046</td>
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<tr>
<td>Direct costs of annual fundraising event</td>
<td>$22,505</td>
<td>$—</td>
<td>$22,505</td>
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<tr>
<td><strong>NET SUPPORT FROM FUNDRAISING EVENTS</strong></td>
<td>$1,102,541</td>
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<td>$1,102,541</td>
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<tr>
<td>Contributions</td>
<td>$471,207</td>
<td>$423,610</td>
<td>$894,817</td>
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<tr>
<td>Investment income</td>
<td>$23,389</td>
<td>$—</td>
<td>$23,389</td>
</tr>
<tr>
<td>Rental income</td>
<td>$15,125</td>
<td>$—</td>
<td>$15,125</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>$1,894,402</td>
<td>$—</td>
<td>$1,894,402</td>
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<tr>
<td><strong>TOTAL REVENUES, GAINS AND OTHER SUPPORT</strong></td>
<td>$3,506,664</td>
<td>$(1,470,792)</td>
<td>$2,035,872</td>
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</tbody>
</table>

### EXPENSES

**Program services:**

- Program and research: $1,997,507
- Essential information: $638,173
- Public policy: $425,989

**TOTAL PROGRAM SERVICES** $3,061,669

**Support services:**

- Management and general: $319,223
- Fundraising and development: $414,736

**TOTAL SUPPORT SERVICES** $733,959

**TOTAL EXPENSES** $3,795,628

### CHANGE IN NET ASSETS BEFORE NON-OPERATING ACTIVITY

- $288,964
- $(1,759,756)

**Change in net assets after non-operating activity** $288,964

### NET ASSETS

- **Beginning of year** $1,075,026
- **End of year** $786,062

- **$ 1,275,201**
Acknowledgments, Donor Listings

NCLD extends its sincere gratitude to the individuals and organizations whose support advanced the organization’s mission throughout this year. Their gifts have made it possible for NCLD to provide essential services and support to nearly a million parents, educators and individuals affected by learning disabilities, and to advocate on their behalf.

Major Donors

**$100,000- $499,999**
Mr. and Mrs. John R. Ingram
Mr. and Mrs. Frederic M. Poses
The Cisco Foundation
Robert Wood Johnson Foundation

**$20,000- $99,999**
Mr. Alan Belzer and Ms. Susan Martin
Mr. and Mrs. Stephen S. Crawford
Mr. and Mrs. G. Peter D’Aloia
Mr. Kenneth DeRegt
The Charles Evans Foundation
Henry Ford II Fund
The Hirsch Family Foundation
Mr. and Mrs. Peter S. Kalikow
Mr. and Mrs. Paul J. Norris
Ms. Mary Q. Pedersen
The Carolyn Nancy Rozelle Revocable Trust
Charles and Helen Schwab Foundation
Mr. and Mrs. Richard Strauss
The Emily Hall Tremaine Foundation
Mr. and Mrs. Richard Zinman

**$10,000- $19,999**
Mr. and Mrs. Arthur Bellows
Mr. and Mrs. Lawrence Bossidy
The Honorable Gaston Caperton
Mr. and Mrs. Marvin H. Davidson
Educational Testing Service
Allegra Ford Foundation
Ms. Charlotte M. Ford
Mr. Theodore J. Forstmann
Mr. and Mrs. Michael C. Greene
The Honorable Thomas H. Kean
Mr. Michael C. Lasky and Ms. Peggi Einhorn
Lazard Freres & Co.,LLC
Ms. Shelly London and Mr. Larry Kanter
Ms. Abigail McKenna and Mr. Evan Sheinberg
The Optima Charitable Foundation
Raytheon Company
Jed David Satow Family Foundation
Schiffer Family Foundation
Skadden, Arps, Slate, Meagher & Flom LLP
Mr. and Mrs. Lenard B. Tessler
Wireless Generation, Inc.

**$5,000- $9,999**
American Institutes for Research
Ms. Margi Booth
Mr. and Mrs. Lawrence B. Costello
Mr. Richard DeMartini and Ms. Jennifer Bronsen
Mr. Curtis DeVito and Mr. Dennis Wedlich
Ms. Anne Ford
Ms. Elena A. Ford
Ms. Ethel Friedman
W.R. Grace Foundation, Inc.
Mr. and Mrs. David S. Grayson
Dr. and Mrs. Mark J. Griffin
Mr. and Mrs. William D. Haney
Mr. Christopher Heath
Mr. and Mrs. Isaac Kier
Ruth and Seymour Klein Foundation
Mr. and Mrs. Bob Laurie
Mr. and Mrs. Thomas J. Lynch
Dorothy Mikolaizyk Revocable Trust
Mr. and Mrs. Gary P. Naftalis
Mrs. Henrietta Poses
Mr. and Mrs. Barry B. Sidiat
Mr. Barney Skladany
Mr. and Mrs. John M. Sullivan, Jr.
American Institutes for Research
Wireless Generation, Inc.

**$2,500-$4,999**
The Howard Bayne Fund
Congregation Rodeph Sholom
Mr. and Mrs. Bruce R. Fisher
Ms. Barbara S. Jacobs
Optima Fund Management, LLC
The Alan D. Pesky Company
Mr. and Mrs. James Postl
Ms. Kristine Baxter Rein
Riverview School
Mr. John Ross, Jr.
Mr. Henry B. Schacht
Mr. and Mrs. Robert C. Smith
Ambassador and Mrs. William vanden Heuvel

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$1,000 - $2,499
- MCJ Amelior Foundation
- The AEG Family Foundation
- The American Occupational Therapy Association
- Mr. Peter Arbeeny
- Mr. and Mrs. William Barnet, III
- Mr. Jay H. Baroff
- Mr. Stephen Berger and Ms. Cynthia C. Wainwright
- Mrs. Jane C. Bressler
- Mr. and Mrs. William Browne
- Margarita Calderón, Ph.D.
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Let neither children nor adults—ever—doubt themselves or their minds because we are unsure of our commitment.