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NCLD’s Mission for Success

VISION
We envision a society in which every individual possesses the academic, social and emotional skills needed to succeed in school, at work and in life.

MISSION
Improve the lives of all people with learning difficulties and disabilities by empowering parents, enabling young adults, transforming schools, and creating policy and advocacy impact.

THEORY OF CHANGE
NCLD believes that better academic, social and emotional outcomes for individuals with learning difficulties and disabilities are directly linked to decisions and actions taken by parents, school leaders, policy makers and the young adults themselves. By empowering parents to support and advocate for their own and other children, enabling young adults to advocate for themselves and others, transforming schools through implementation of proven best practices, and creating policy and advocacy impact at the federal, state and local level, NCLD will improve the lives of people with learning difficulties and disabilities.
The National Center for Learning Disabilities changes lives. We educate and empower the people who make the biggest difference in the lives of children who struggle to learn—parents, educators, physicians and elected officials—establishing a community that advocates for the success of all individuals with learning disabilities in school, at work, and in life. And in 2012 we continued to increase our impact.

Last year, NCLD served more than two million families with our information and resources. We worked with Congress to block legislation dangerous to children with learning disabilities. We mentored hundreds of school leaders to implement effective teaching practices. And worked with a broad coalition of advocates to help end bullying and make schools safer for our children.

Empowering Parents
With over 1.1 million visitors in 2012, NCLD’s flagship website, LD.org, remains our primary vehicle for providing essential information related to LD. We continue to develop expanded tools and the most up-to-date content to empower parents with the resources they need to help their children succeed. This year, LD.org featured over 200 new or updated articles, online chats with experts, and materials all designed to better serve the varying needs of parents, educators, and advocates. Our team conducted weekly polls, responded to questions from our “help box,” and exceeded 2,500 listings on our free, online national Resource Locator. Also featured was a growing library of free e-books and over 50 new informational videos on LD.

Empowering Educators
By delivering evidence-based tools, resources, and professional development opportunities to educators, NCLD worked to improve student outcomes in the classroom, at home, and in the wider community in 2012. Through NCLD’s network of websites—LD.org, RTINetwork.org,
A Message from Chairman Frederic M. Poses and Executive Director James H. Wendorf

and GetReadyToRead.org—through forums and conferences, and by partnering with other nonprofits, NCLD empowered educators to be a catalyst for change.

Empowering Advocates
In 2012, NCLD worked not only to educate policymakers, but also to empower advocates with the tools they needed to speak out against legislation that was harmful to children with LD. NCLD lobbied Members of Congress and the White House to strengthen rights and opportunities for people who are affected by LD and to empower the families who support them.

Empowering Communities
NCLD led the effort to empower communities to create a bully-free world in 2012. Through a Special Needs Anti-Bullying Taskforce, NCLD partnered with The Bully Project to raise awareness of America’s bullying crisis—and specifically called attention to how bullying affects children with special needs and their families. Through the creation of a Special Needs Anti-Bullying Toolkit and the promotion of the documentary film Bully, NCLD helped individuals and communities take ownership of the problem and the solution, value diversity, and ensure that every child is treated with dignity and respect.

Changing Lives
With the support of our benefactors and the LD community, NCLD has reached a new level of leadership and impact. We strive every day to develop innovative resources for parents, provide new learning opportunities for educators, engage more advocates, and plant the seeds of change in our communities to ensure success for all individuals with LD. And with your continued partnership we can change even more lives and help even more families succeed moving forward. Together we will make a difference.

Best regards,

Frederic M. Poses
Chairman

James H. Wendorf
Executive Director
experienced tremendous growth in 2012, generating tangible results in our efforts to help more struggling learners succeed. To accelerate this growth, NCLD has crafted a forward-looking strategic plan that focuses our resources on four priorities:

**Empower Parents**
We will build a coalition of 600,000 parents who are informed about LD and empowered to ensure the success of their children and others with learning difficulties and disabilities.

**Build Policy and Advocacy Impact**
We will grow our national network of advocates to 30,000, who will strengthen rights and opportunities for struggling learners at the local, state, and federal levels.

**Strengthen Self-Advocacy for Young Adults**
We will develop a platform to help young adults with LD become confident advocates for themselves and their peers.

**Transform Schools**
We will develop and deliver tools, professional services and informational resources to ensure college and career readiness for students with learning difficulties and disabilities.

NCLD’s efforts last year garnered incredible positive feedback from the LD community. With your continued support, together we can build on this momentum to help even more families in 2013. Join us and amplify NCLD’s efforts to build a stronger future for those with learning difficulties and disabilities.
Empowering Spanish-Speaking Families

This year NCLD launched a Spanish-language initiative that reached thousands of Spanish-speaking families, empowering those with children who have LD and helping them thrive.

Through the development of a robust new section on LD.org—Recursos en Español—NCLD made it easier than ever for Spanish-speaking parents to access information on key topics and in a variety of formats, including articles, worksheets, publications, podcasts, and informational videos. The addition of an Español link on English-language pages makes it easy to identify pages and resources where translated content is available.

NCLD’s Spanish-language resources caught the attention of Univision, the largest Spanish-language media corporation in the United States, covering broadcast, radio, and web properties. NCLD established a formal relationship with Univision, a partnership that will be indispensable in helping NCLD reach even more families of English learners (with and without special needs) moving forward.
Thank you for providing such important and understandable information on your website. I’m sure that it helps many parents who feel helpless in getting their child the support they need. I’m grateful for that and sharing the information with other parents in the same situation.”

With gratitude, Angela M., parent

Expanding, Improving, and Refining LD.org

With over 1.1 million visitors in 2012, LD.org remains NCLD’s primary vehicle for disseminating information on all things LD related. To maintain and expand its reputation as the most trusted and authoritative site for information about LD on the web, NCLD developed expanded resources and fresh content. This year, LD.org featured over 200 new or improved resources concerning dyslexia, dysgraphia, dyscalculia, AD/HD, and Executive Functioning. These new articles, blog posts, videos, worksheets, and parent toolkits were developed in order to better serve the varying needs of parents and educators.

LD.org also features new resources to help people advocate for the needs and rights of individuals with LD on Capitol Hill, in state legislatures, and in local school districts. Learn more about the issues that could be affecting you and your loved ones—Learn the Law and Be an LD Advocate—all on LD.org.

Whatever your role, LD.org empowers you with the tools you need to make a difference.
NCLD partnered with Eye to Eye National and made over 40 Capitol Hill visits to raise awareness about LD.

Over 500 parents, educators, students and LD professionals participated in NCLD’s Special Education Roundtable at the White House.

Over 7000 educators helped through the RTINetwork.org’s “Ask the Expert” series.

1.1 million visitors to LD.org in 2012.

35 years spent advocating for the 15 million Americans living with LD.

15 MILLION AMERICANS
Teachers and fellow educators are critical allies for children with LD.

Through NCLD’s network of websites—LD.org, RTINetwork.org, and GetReadyToRead.org—forums and conferences, and by partnering with other nonprofits, NCLD delivered evidence-based tools, resources, and professional development opportunities to educators in 2012, empowering educators to be a catalyst for change.
NCLD’s Response to Intervention (RTI) Action Network provides information and tools to guide educators and families in the large-scale, nationwide implementation of RTI. The overarching goal of RTI is for each child to have access to quality instruction and for struggling students—including those with LD—to be identified early and receive the necessary supports to be successful.

Enhancements to RTINetwork.org in 2012 increased the number of site visits by over 50 percent, serving close to 300,000 educators in an effort to help improve student outcomes in the classroom:

• A new RTI Talks platform improved functionality during live Talks and made archived transcripts more accessible as a resource.
• A mobile version of the RTI website increased educator access to essential content during staff meetings, parent/teacher conferences, and in the classroom.
• A social media presence on Facebook and Twitter enabled the RTI Action Network to reach new audiences interested in guidance on RTI implementation.

The content on RTINetwork.org significantly expanded in 2012, with new resources to address LD identification and legal issues related to the implementation of RTI, which helps schools improve their determination process and speed services to students requiring additional support. The “Ask the Experts” section of the site continued to be popular, serving as a resource for over 7,000 educators seeking answers to frequently asked questions about effectively implementing RTI.

As a result of these many improvements, educators accessed over 900,000 pages of information specifically designed to guide them in the effective implementation of RTI in their schools.
Leadership Network
The RTI Action Network’s Leadership Network is an innovative, online leadership mentoring program that equips educators to effectively implement RTI to increase student proficiency in Reading and Math. In 2012, NCLD continued to provide mentoring from advisors experienced in RTI implementation through monthly live calls, on-demand and individualized problem solving, e-tips, and other helpful resources.

This year the Leadership Network included eleven school and district RTI teams, with participants ranging from rural schools to large urban school districts.

NCLD Celebrates Schools, Honors Pete & Carrie Rozelle Award Winners
Members of the NCLD community, including educators, parents, and leaders in special education, gathered at NCLD’s annual Celebrating Our Schools Luncheon to shine a spotlight on schools doing great work to support students with LD.

The Pete & Carrie Rozelle Award was presented to two deserving schools, Public School 380, The John Wayne Elementary School (Brooklyn, NY) and the Stephen Gaynor School (New York, NY). Created by NCLD’s Board of Directors in 2001, the Pete & Carrie Rozelle Award recognizes schools that are successful in addressing the learning and social/emotional needs of students with LD and other students who struggle to learn.

Senior Advisor to the NFL Commissioner Joe Browne joined in the festivities and introduced the Pete & Carrie Rozelle Award and the award presenters—Jillian Fortuna and Cassidy Kahn, alumnae of the two schools. Both Jillian and Cassidy spoke eloquently about the impact their schools had on their lives, and they could not have given higher praise to the committed staff and faculty at each school.
Principal Diane Vitolo accepted the award on behalf of P.S. 380, which was recognized as an exceptional New York City school for all students, and especially for struggling learners. At P.S. 380, students with LD have their progress closely monitored and receive the additional time and support they need to be successful. The school uses an “integrated” model and makes no distinction between general and special education classrooms—all students work together and are encouraged to understand and accept each other’s differences in learning style and learning challenges.

Dr. Scott Gaynor accepted the award on behalf of the Stephen Gaynor School, an independent, nonprofit elementary and middle school for bright students with learning differences. Students facing learning challenges are taught in a nurturing environment with high expectations and an unparalleled level of personal attention from the Gaynor School’s experienced and expert staff. Students at the Gaynor School break down barriers to learning, build self-esteem, and bridge the gap between their unrealized potential and performance.

Both schools remain committed to expanding programmatic and staff development activities to more fully incorporate effective data-based decision-making practices and progress monitoring activities into the classroom.

NCLD Celebrates Teachers, Honors Bill Ellis Award Winner

Established in 1996, the Bill Ellis Teacher Preparation Award is presented annually to a general education professional who demonstrates excellence in teaching and a commitment to all students, including those with LD. The award honors Bill Ellis, a great humanitarian, educator and visionary who served as NCLD’s director of professional services from 1991 until his death in 1995.

This year, NCLD honored Karin Lewis, who exemplifies the value that Bill Ellis placed on schools as vibrant learning communities. A twenty-year veteran of the education
Get Ready to Read! (GRTR!) is NCLD’s national initiative to build the early literacy skills of preschool-age children by providing parents, educators, health-care professionals and advocates with literacy screening and learning activities as part of early childhood education, child care and parenting practices. This year, GetReadyToRead.org was re-launched, featuring new research-based, high-quality early literacy screening tools and skill-building resources.

Our Early Learning Observation and Rating Scale (ELORS) supports early childhood classroom programming. Developed in partnership with experts at the University of North Carolina, it is designed to assist educators in recognizing characteristics of students who may be at risk for learning disabilities and in planning interventions with whole classrooms, small groups and individual children. It is also designed to help parents capture information about their children in ways that are easy to share with teachers, medical providers and other helping professionals.

Ten years and going strong, the Get Ready to Read! web site continues to provide early childhood providers and parents with resources and information to promote skill-building, early learning, and communication to help children develop fundamental reading skills.

field, Karin began her career as a classroom teacher in New Hampshire. After completing her M.Ed. at Notre Dame College in Manchester, New Hampshire, Karin shifted her focus to specialize in providing a wide range of reading interventions for K-5 students as a Reading Specialist. In 2001, Karin moved to Illinois with her family and worked in the LaGrange and St. Charles districts before landing in her current role at Hill Elementary School in West Aurora.

NCLD celebrates Karin as a proactive and powerful force for improvement in each of her school communities. Working closely with Dr. Susan Hall and others, Karin was instrumental in the successful implementation of Response to Intervention (RTI) practices at Hill Elementary that have led to a strengthening of core curricula, highly engaged parents, well-informed and skilled educators, and a school community that feeds on up-to-date data to serve all learners.

Bill Ellis saw beyond the world of LD and recognized the need to reach all educators; Karin Lewis embodies this vision and NCLD honors her for her commitment to helping empower all educators.
Educatng Policymakers, Advocates...
Long history of people with LD.

In two decades, educated Members of powerful political entities for people who are also people who support them.

2012 was a particularly successful year as NCLD worked not only to educate policymakers, but also to empower grassroots advocates with tools and resources to speak out against legislation that would be harmful to children with LD.
In September 2011, NCLD, in partnership with Eye to Eye National brought more
than 20 young adults with LD and AD/HD to visit Members of Congress and their staff. These
college students advocated for trained teachers and for early intervention and early help. Most
importantly, they helped put a face on what it means to have LD—and to succeed in school and
life. Together NCLD and Eye to Eye National made over 40 Hill visits to raise awareness about
LD and the difference a quality education can make.

In October 2011, NCLD partnered with the civil rights
community and the U.S. Chamber of Commerce to op
pose the Senate and the House Republican Elementary
and Secondary Education Act (ESEA) bill, which set lower
standards and expectations for at-risk and struggling stu-
dents in K-12 schools. Among the effective strategies em-
ployed to educate the public about the bill, NCLD placed
op-eds in several major media outlets, including the Boston
Herald, LA Daily News, and DC-area education trade
publications.

NCLD also spearheaded the effort to fight a particularly
damaging amendment to the Senate’s ESEA bill that would
have allowed schools to take nearly any student with a dis-
ability off-track for a regular diploma by requiring them to
take inappropriate off-grade level assessments as early as
third grade. Using online communications, press releases,
video and real-life stories, NCLD organized the special
education community to speak out against the amendment,
ultimately leading to its defeat.

At the invitation of the White House, NCLD co-hosted a
Special Education Roundtable at the White House in March.
The event also featured a call-in/audio connection to the
Roundtable with over 500 participants phoning in. NCLD
invited parents, young adults and college-age students with

Left to right: Bette Erickson, Mark Halpert, Altaf Rahamatulla,
Melody Musgrove, Marcie Lipsitt, and Esther Falcetta.
LD, and professionals from Virginia, Pennsylvania, New York and Michigan to discuss the priorities for both families and for the LD field in research and practice with key White House and U.S. Department of Education staff.

In 2012, NCLD generated additional public policy impact by:

- Securing language in both the House Republican and Democratic versions of the Workforce Investment Act and the House Democrat substitute bill for the Elementary and Secondary Education Act, to target and benefit individuals with LD in the workplace and in K-12 schools;
- Supporting the ABLE Act to allow families of a child with a disability to plan for their child’s future by putting money in a tax-free account;
- Building support among federal policymakers for the Safe Schools Improvement Act, which would require all states to use a Federal definition of bullying to help stop it in schools; and
- Advocating on behalf of the Keeping All Students Safe Act to stop children from being harmed in schools by outdated seclusion and restraint practices.

NCLD also created new content for LD.org to inform the public on key issues impacting the LD community, such as teacher quality and ESEA waivers. As a lead education organization in a special education coalition with over 80 members, NCLD promoted teacher quality, arguing that too many at-risk and disadvantaged students are being taught by undertrained teachers, thereby placing them at great risk for school failure, drop out and all of the other outcomes that stem from poor academic progress and achievement. NCLD also partnered with Education Trust to educate and inform the public about what’s happening as states apply for and receive waivers from the current ESEA (known as No Child Left Behind) law. NCLD developed and co-hosted a webinar that included over 150 live participants to explain the waivers. The webinar also provided the NCLD policy team with an opportunity to educate Members of the House of Representatives about the waivers and their implications for students with disabilities.
35 Years Ensuring That Our Kids Count

NCLD’s 2012 Annual Benefit Dinner

National Center For Learning Disabilities
suring ds Count

Emcee Paula Zahn and NCLD Chairman Fred Poses at NCLD’s 35th Annual Benefit.
On April 18, 2012, NCLD hosted its Annual Benefit Dinner. The Mary McDowell Friends School Concert Choir kicked off the evening with an inspiring performance, followed by opening remarks from New York City Mayor Michael Bloomberg.

The benefit, emceed by Paula Zahn, raised over $2.4 million to support NCLD’s work ensuring that all people with LD have the opportunity to succeed. Proceeds from the Annual Benefit allow NCLD to: empower parents by giving them the tools and support they need to advocate effectively for their children; empower students with LD by fighting for educational opportunities, research and civil rights to ensure that our kids count; and empower communities by making sure that critical issues—like bullying, stigma, and holding schools accountable—are front and center.

During the benefit, NCLD Chairman Emerita Anne Ford recognized the 2012 Anne Ford & Allegra Ford Thomas Scholarship winners. Since 2002, NCLD has been celebrating the accomplishments of graduating high school seniors who have shown that LD has been part of their “recipe for success” and not a “prescription for failure.”

NCLD’s 2012 Anne Ford Scholar, Silvia Ortiz-Rosales, describes herself as having a “thirst for knowledge and success.” Once her dyslexia was identified in fourth grade, Silvia promised herself that she would not let LD hold her back from academic and personal success.

The 2012 Allegra Ford Thomas Scholar, Joshua Piscitello, is the definition of a “hands-on learner.” After struggling for years with traditional learning because of his LD, Joshua found strength in his creativity.
The Anne Ford Scholarship Award is a $10,000 scholarship ($2,500/year for four years) given to a student who will be pursuing a bachelor's degree. Anne Ford Scholars clearly exemplify the importance of self-advocacy and are committed to completing a four-year college program. They have demonstrated high academic achievement, have shown perseverance and leadership, and have excelled as role models and spokespersons for others who struggle with LD.

The Allegra Ford Thomas Scholarship Award is a one-time, $2,500 scholarship given to a student who will be enrolled in a community college, vocational or technical training program, or specialized program for students with LD. Allegra Ford Thomas Scholars understand the importance of self-advocacy, are committed to post-high school study or career training, and have been involved in their school and local community. They have demonstrated perseverance and are committed to achieving personal goals despite the challenges of LD.

“...I acquired the ability to keep trying; to adjust and learn despite my disability... I also learned that there’s nothing wrong with asking for help when you need it. My focus has helped me exceed people’s expectations and show them that my learning disabilities will not hold me back.”

— Silvia Ortiz-Rosales

“My father helped me realize that I learn differently than most of my peers. He acknowledged my frustration with the traditional learning that I had to deal with at school and made me realize that my learning abilities were just different, not a personal flaw.”

— Joshua Piscitello
NCLD honored four extraordinary LD advocates during the Benefit. NCLD Board Member and former Head of the Eagle Hill School, Mark Griffin, Ph.D., presented NCLD’s Parent Advocate Award to Dan Tishman, Chairman and CEO of Tishman Construction Corporation, and his wife, Sheryl Tishman. The Tishmans spoke eloquently about supporting their sons, as well as advocating for all children who learn differently.

NCLD Professional Advisory Board member, Judy Elliott, Ph.D., presented NCLD’s Distinguished Education Achievement Award to Stevan J. Kukic, Ph.D., who spoke about the power of partnership between educators and families.

To close the night, Jennifer Hoos Rothberg from the Einhorn Family Charitable Trust presented the Children’s Advocacy Award to Lee Hirsch, Director of the award-winning documentary Bully, with help from David & Tina Long, whose story is featured in the film. In a moving award presentation and acceptance, Jennifer, David & Tina, and Lee expressed the importance of working to build a bully-free world and highlighted the important partnership between The Bully Project and NCLD.
Here’s how you can help:

• Visit LD.org and sign up for NCLD’s newsletters for all the latest updates on NCLD’s programs, resources and action initiatives.

• Be active in your community and advocate for the needs of those with LD. LD.org, RTINetwork.org and GetReadyToRead.org provide the best resources for getting started and staying engaged.

• Stay informed through NCLD’s Twitter, Facebook and Youtube accounts.

• Donate to NCLD. Your gift will allow our team to provide resources and essential information to those living with LD.

DONATE BY PHONE
Call 888-575-7373

DONATE ONLINE:
Visit LD.org

DONATE BY MAIL:
NCLD
Attn: Individual Giving Officer
381 Park Ave. South, Suite 1401
New York, NY 10016

NCLD’s Annual Benefit Dinner is the largest fundraising event of its kind in the nation—and this year marked the 35th anniversary of this important occasion.

“

There is nothing that excites me more than the thought of meeting new people and becoming an active member of a new community. I look forward to the coming years, even though I must continue to push myself. I will succeed. My thirst for knowledge and success fuels my passion for college. As a first generation college student who struggles with a learning disability, I’m eager to prove to the world that dyslexia isn’t going to hold me back.”

— Silvia Ortiz-Rosales, 2012 Anne Ford Scholar
THIRTEEN MILLION KIDS will be bullied in the U.S. this year.

Three million students are absent each month because they feel unsafe in school.

Bullying is widespread, often goes unnoticed, and can have immediate and long-lasting CONSEQUENCES.

Sixty percent of students with disabilities report being bullied regularly compared with 25 percent of all students.
NCLD established and led the Special Needs Anti-Bullying Taskforce in collaboration with PACER’s National Bullying Prevention Center, Autism Speaks, and Ability Path. The Taskforce partnered with The Bully Project to raise awareness of America’s bullying crisis—focusing specifically on how it affects children with special needs and their families. The Taskforce created a Special Needs Anti-Bullying Toolkit filled with resources and tools for confronting bullying of children with special needs—from talking to your children to knowing your rights to teaching tolerance in schools.

The Taskforce also helped spread awareness about the film Bully. Directed by Sundance and Emmy Award-winning filmmaker Lee Hirsch, Bully is a beautifully cinematic, character-driven documentary providing a window into the pained and often endangered lives of children who are bullied, those who engage in bullying behavior, and those who are bystanders, revealing a problem that transcends geographic, racial, ethnic and economic borders.

In February, NCLD hosted a luncheon and roundtable discussion about bullying with a number of influential bloggers and Bully director Lee Hirsch, followed by a screening of the documentary. During the film’s opening weekend, NCLD also led street teams assisting with promotion of the film and asked intermediaries from more than 450 schools and organizations that work with children with special needs to invite parents and teachers to NCLD screenings of Bully.

NCLD continued to build on the momentum generated by the film, holding an Online Day of Action in early May to encourage those affected by bullying of children with special needs to tell their stories to the community and get involved in fixing the problem. NCLD similarly held a virtual conference call later that month with a panel of experts on bullying in an effort to expand awareness among our intermediaries.

In 2012, NCLD brought forward the message that it is everyone’s responsibility — the bully’s, the victim’s, the bystander’s — to make sure that bullying stops.
Host Committee members Josh Wexler and Katelynn Smith speak at the Summer Soirée Young Professionals Event in June. Photos by NCLD team member Denise De Marco.
On June 19, NCLD hosted more than 130 young professionals in New York City for our second annual Summer Soiree, a gathering of young professionals passionate about providing educational and professional opportunities for people with LD.

Many Soiree attendees are themselves people with LD; others are drawn to the cause because of a friend or family member who struggles with learning. At the event, guests were able to speak freely about growing up with LD and the struggles they’ve overcome.

Two host committee members, Josh Wexler and Katelynn Smith, addressed the audience with their personal stories about LD. As guests listened to Wexler and Smith, it was evident that many in the audience felt a connection to the speakers. The night also highlighted the triumphs of young professionals with LD, offering a great networking opportunity for those looking to connect with other successful young adults working and living with LD.
REVENUE
Corporations & Foundations 39%
Special Events 51%
Other Individual Giving 9%
Investment and Other Income 1%

EXPENSES
Programs and Research 34%
Essential Information 34%
Public Policy 16%
Management and General 8%
Fundraising and Development 8%

National Center For Learning Disabilities
# NATIONAL CENTER FOR LEARNING DISABILITIES, INC.
## STATEMENTS OF FINANCIAL POSITION
### JUNE 30, 2012 AND 2011

### ASSETS
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### LIABILITIES AND NET ASSETS
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<td>Accounts Payable And Accrued Expenses</td>
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REVENUE, GAINS AND OTHER SUPPORT:

Revenue from annual fund-raising event
Direct costs of annual fund-raising event

NET SUPPORT FROM FUND-RAISING EVENTS

Contributions
Investment income
Rental income
Net assets released from restrictions

TOTAL REVENUE, GAINS AND OTHER SUPPORT

EXPENSES:

Program services:
Education programs
Essential information
Public policy

TOTAL PROGRAM SERVICES

Support services:
Management and general
Fund-raising and development

TOTAL SUPPORT SERVICES

TOTAL EXPENSES

CHANGE IN NET ASSETS

NET ASSETS:

Beginning
Ending
### Revenue, Gains and Other Support:

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<td>Direct costs of annual fund-raising event</td>
<td>($134,545)</td>
<td>($179,420)</td>
</tr>
<tr>
<td><strong>Net Support from Fund-Raising Events</strong></td>
<td>$2,348,187</td>
<td>$2,129,107</td>
</tr>
<tr>
<td>Contributions</td>
<td>$425,032</td>
<td>$1,949,687</td>
</tr>
<tr>
<td>Investment income</td>
<td>$4,725</td>
<td>$13,992</td>
</tr>
<tr>
<td>Rental income</td>
<td></td>
<td>$18,411</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>$1,443,899</td>
<td>$2,039,736</td>
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<tr>
<td><strong>Total Revenue, Gains and Other Support</strong></td>
<td>$4,221,843</td>
<td>$4,418,340</td>
</tr>
</tbody>
</table>

See Notes to Financial Statements.
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