the power to hope, to learn, and to succeed
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Our Mission

The National Center for Learning Disabilities’ (NCLD) mission is to ensure success for all individuals with learning disabilities in school, at work and in life. We:

- Connect parents and others with resources, guidance and support so they can advocate effectively for their children
- Deliver evidence-based tools, resources and professional development to educators to improve student outcomes
- Develop policies and engage advocates to strengthen educational rights and opportunities

Our Commitment

To ensure that all students with learning disabilities graduate from high school with a regular diploma – prepared for college, adult education or the workplace.
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<tr>
<th>Essential Information</th>
<th>Program Strategies</th>
<th>Highest Priority Initiatives</th>
<th>Three-Year Goals</th>
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<td></td>
<td>Connect parents and others with the resources, guidance and support they need to be effective advocates for children and themselves.</td>
<td>Expand Parents as Advocates program through LD.org, social media, online campaigns and partnerships with other nonprofit organizations, public agencies and private philanthropies.</td>
<td>Reach and engage at least one million advocates for each of the 2.4 million students with LD.</td>
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<tr>
<td>Education Programs</td>
<td>Deliver evidence-based tools, resources, and professional development to educators to improve student outcomes.</td>
<td>Scale up RTI Action Network and Leadership Network through RTINetwork.org, social media and partnerships with schools, education associations, companies and private philanthropies.</td>
<td>Drive implementation of Response to Intervention (RTI) into each of the 15,746 school districts in the U.S.</td>
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<td>Public Policy</td>
<td>Develop policies and engage advocates to strengthen educational rights and opportunities.</td>
<td>Expand NCLD’s policy program through an integrated set of campaigns, events, publications and partnerships with other nonprofit organizations, companies and private philanthropies.</td>
<td>Ensure federal laws (e.g., ESEA and IDEA) hold schools accountable for educational outcomes of students with LD and provide funding to increase student achievement.</td>
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MESSAGE
from the Chairman and Executive Director

Everyone loves a success story. And few achievements have a more tangible impact – on individuals and society – than the successful education of a child. That’s why the National Center for Learning Disabilities (NCLD) has developed a Vision for Success, expanding educational success for all, including those with learning disabilities (LD).

Although last year’s achievements are too plentiful to summarize here, a few deserve special attention:

For parents
We reorganized and expanded our online resources, with an emphasis on our new Parents as Advocates program. We added new sections and more in depth stories, as well as a variety of formats such as checklists and worksheets. Enhancements like these led parents to invest about 25% more time and view 36% more pages than in the past.

For schools
We piloted our Leadership Network, a mentoring program that advised 180 school leaders on how best to implement Response to Intervention. These leaders represented about 2.3 million students and 170 school districts in 38 U.S. states, Canada, and Finland. The results for students are impressive.

For policy makers
We collaborated on many initiatives and made recommendations to ensure full inclusion of students with LD in draft education bills, such as LEARN.
MESSAGE
from the Chairman and Executive Director

NCLD doesn’t accept second best for students with LD. In fact, we remain committed to ensuring that every young person with LD attains a regular high school diploma. This is no small feat, given the dismal reality reflected in these numbers: Currently, only about 60% of students with LD currently earn a regular diploma, with 15% earning a certificate of completion and 25% dropping out of school altogether.

These numbers are unacceptable. If our students are to be college bound or career ready, we must continue to lead and join with parents, school leaders and policy makers for much better results.

And we will.

We look forward to reporting this time next year on the steps we’ve taken to move forward with our ambitious goals.

Frederic M. Poses, Chairman, NCLD

James H. Wendorf, Executive Director, NCLD
NCLD operates a family of websites providing vital information about learning disabilities and related issues.

Our LD.org flagship website connects parents and others with resources, guidance and support so they can advocate effectively for their children. The site delivers high-quality information and conveys messages of hope, helping to overcome public perceptions that individuals with LD will not succeed.

The RTI Action Network website provides information and tools to guide educators and families in the large-scale, nationwide implementation of Response to Intervention (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.

The Get Ready to Read! (GRTR!) website features an array of tools, activities and information regarding early literacy. NCLD’s national GRTR! initiative seeks to build the early literacy skills of preschool-age children. It does this by offering literacy screening and learning activities to incorporate into early childhood education, childcare and parenting practices.
Improved accessibility and navigation, more welcoming colors and design and enhanced content at LD.org make it easier than ever for visitors to access the vital information they need. Here, families and others know they can reliably find their way – building awareness, gathering new knowledge and developing confidence to help themselves or others with learning disabilities.

Building on the relaunch of our LD.org site in 2009, NCLD made further changes in 2010 to ensure greater growth and an even better experience for the more than half-million visitors who land here. For example, now when parents come to LD.org, they can search across more than one NCLD website. And, the new comment-on-an-article tool has provided visitors with improved opportunities to give us public feedback on content, to share stories and to ask questions. Changes like these might explain, in part, why last year the average time visitors spent on the site increased by 23 percent and the number of pages visited increased by more than a third.

To raise awareness about LD.org and to bring more visitors to the site, we also launched an expanded Google ad campaign last year. This campaign brought more than 27,000 visitors to LD.org, 89% of whom had never before visited the site.
With the help of the Oak Foundation and American Legion last year, NCLD launched the Parents as Advocates program – a new approach for creating and sharing information with parents so that they feel more empowered to help their children in school and with successful transitions into adulthood. This approach has made expanded information ever more accessible to parents – giving them handy “toolkits” – and also has brought parents’ voices onto the site in new ways.

With the help of an online survey funded by the Oak Foundation, we were able to obtain invaluable insight into the views and needs of our audience, which on average visits our site at least once a month. Through this survey, we found that parents not only use LD.org to gain information for themselves, they also find this information so valuable that they share it with teachers and other school professionals and use it to help protect their children’s educational rights. Survey results are being used to inform new content and tool development for LD.org.

Our Parents as Advocates program also has helped us connect to a select group of parent advocates – a team of parent leaders who have been provided additional training through our Public Policy program area, training that better enables them to serve as spokespersons in the public arena. We’ve also reached out to this specially trained group to get their input on content development and we’ve highlighted their experiences and expertise through blog posts, podcasts and online chats.
To better meet users’ needs, last year we:

- Republished, revised or consolidated existing articles, moving them to more appropriate locations, as needed

- Enhanced interactive features, such as adding Google custom search, RSS feeds and a social bookmarking tool

- Expanded content-sharing with other sites, such as Education.com, Nemours.org and GreatSchools.net

- Debuted an upgraded and streamlined Resource Locator with more than 1,700 listings across nine categories
We also developed a range of new content in a variety of formats to further support the educational experience of individuals with LD. This includes:

- Print & go packets – groups of articles that parents and others can have in hand with a simple click
- Checklists and worksheets – easy-to-use, printable forms
- More in-depth series on topics such as building life skills, behavioral challenges in children with LD and serving military families’ special education needs
- First-person stories from individuals intimately involved with LD
- New web sections or pages such as Financial Matters, Education Funding, Events and Podcasts
- Blogs, webcasts, and other avenues for tapping the experience of parents and bringing their voices onto the site

We now reach out to parents twice a month with our newsletter, LD News for Parents, a vehicle for not only educating parents but also prompting visits to the website. In 2010, our subscriber base increased to 21,120.
### Essential Information

#### 2010 Highlights

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<th>Service</th>
<th>Visitors/Subscribers</th>
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<tbody>
<tr>
<td>LD.org visitors</td>
<td>507,145</td>
</tr>
<tr>
<td>RTI Network.org visitors</td>
<td>280,391</td>
</tr>
<tr>
<td>Get Ready to Read.org visitors</td>
<td>194,462</td>
</tr>
<tr>
<td>LD News for Parents subscribers</td>
<td>21,253</td>
</tr>
<tr>
<td>RTI News subscribers</td>
<td>19,800</td>
</tr>
<tr>
<td>Early Learning &amp; Literacy subscribers</td>
<td>18,551</td>
</tr>
<tr>
<td>LD Advocacy newsletter</td>
<td>14,450</td>
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</table>

“LD.org has been an invaluable resource for years to me and my child who is now 20. She would not have made it through high school without the information and support I found here.”

“I think NCLD is the best information/advocacy organization relevant to my needs and interests. It’s so full of useful, friendly, [well-]packaged information, and featuring warm, informed, credible authorities.”
EDUCATION PROGRAMS
improving student outcomes
Response to Intervention (RTI) is a system-wide, multi-tiered approach to strengthening schools and helping all students succeed, including those with LD. It gained national attention as a provision of the U.S. Individuals with Disabilities Education Act (IDEA) of 2004, which NCLD helped to shape. The aim of RTI is 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 (RTI-AN) has become recognized as an exceptional leader in the field by providing the RTI information and networking educators need. This is due in large part to the help of our seven Founding Partners — a select group of national education associations representing key RTI stakeholders.

RTI Action Network has also created a strong web of support and dissemination 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 6 million educators worldwide to ensure an early, effective education for all students, including those with LD. By leveraging these partnerships and our Advisory Council of more than 30 nationally recognized RTI leaders, we have made significant advances in equipping educators and families to maximize RTI’s potential for success for all learners.

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.
“...Although our elementary school generally gets the concept of RTI and is willing to embrace it...it has been difficult for some teachers to know what to do....The middle school and high school are just beginning with RTI, so being involved with this Network is helping us to structure those programs from the ground up....”

-Marilyn Cook

2010 was a year to build on our past successes with RTI Action Network. For example, by upgrading our website’s interactivity, building our partnerships and instituting new avenues for virtual communication, we were able to:

- Collaborate with RTI leaders, better leveraging their expertise
- Consolidate the efforts of those involved with RTI
- Communicate the best practices to those who can most benefit

In addition to designing and launching an upgrade to the RTI Action Network website, we posted a total of more than 60 new articles, blogs, podcasts, RTI Talks, webinars and other special offerings.

An example of consolidating efforts with other RTI leaders is our partnership with the federally funded National Center on Response to Intervention (RTI). To cut costs, reduce redundancy and increase our reach to targeted audiences, we now collaborate closely with the Center to jointly sponsor their webinars, with follow-up RTI Talks posted on our RTI website.

Building on the primary support offered by Cisco Foundation, we worked diligently in 2010 to secure new funding, which bore fruit from the Colorado Department of Education, as well as the Oak, Tremaine and Good Samaritan foundations.

These are highlights of our 2010 accomplishments, thanks largely to growing support.
RTI AN’s Leadership Network is an innovative and successful method for enhancing the impact of RTI by providing online mentoring to building and district RTI leaders. It also allows us to simultaneously gather academic and behavioral performance data about our initiative’s direct impact on students.

Following are student outcomes realized from participating schools during the 2009–2010 school year:

- Half reported increases in the percent of students reading at proficiency or above in grades 3–8, as measured on state assessments.

- Nearly half reported increases in the percent of students proficient or above in math in grades 3–8, as measured on state assessments.

- About 70 percent of the schools experiencing declines in reading proficiency in previous years reversed their downward trends and showed an increase in the percentage of students proficient or above.

- About 60 percent of the schools experiencing declines in math proficiency in previous years reversed their downward trends and showed an increase in the percentage of students proficient or above.

In addition:

- Three-quarters reported a decrease in the number of disciplinary referrals.

- Fifty-four percent reported a decrease in special education referrals.

- Fifty-seven percent reported an increase in the accuracy of special education referrals.

“In today’s economic conditions, the Leadership Network has allowed me to participate in high-quality national training and helped our district’s RTI implementation be much more efficient.”
– Assistant Superintendent, Aiken, SC
Through the RTI Leadership Network, 10 experienced RTI implementers mentored less experienced implementers, representing about 2.3 million students, in 180 school districts in 38 U.S. states, Canada and Finland during the 2009–2010 school year.

RTI-AN mentors are carefully matched with implementers at the building or district level; urban, suburban or rural geographic areas; and elementary or secondary levels – helping them knowledgeably advise others on a wide range of issues. To strengthen the Network, NCLD provides participants with a wide range of online technology support and resources – including eTips, video conferencing and online meeting spaces to share information and tools.

The resounding success of the Leadership Network lies not only in the dependability of RTI, but also in the program’s ability to:

- Provide a cost-effective, accessible way to train and mentor
- Connect professional communities separated by thousands of miles
- Produce materials in preferred formats
- Target leaders to maximize systemic change in schools
In 2010, the RTI Action Network began sponsoring a higher education work group to strategize ways to infuse RTI training into professional preparation programs in colleges and universities. This is particularly critical, given that less than a third of first-year teachers have basic RTI skills.

The work group includes leaders from key education organizations including the:

- American Association of Colleges for Teacher Education (AACTE)
- National Education Association (NEA)
- American Federation of Teachers (AFT)

The work group plans to develop a blueprint for including RTI in teacher curricula and to draft language for national accreditation of teacher programs. The hope is to reach teacher candidates early so they can seamlessly move into existing RTI school programs and, in many cases, serve as new leaders with cutting-edge training.
Supported by the Cisco Foundation, the Student Success Collaborative (SSC) joins NCLD and four other Cisco grantees:

- City Year
- One Economy
- Teachers Without Borders
- Silicon Valley Education Foundation

The main goal of the SSC is to positively impact student outcomes through collaboration between partners. But this pilot project was also designed to more broadly explore the usefulness of creating collaboratives among connected, yet different, nonprofit organizations.

Last year, the SSC developed several resources, events and learning opportunities to share with each of the networks of the partner organizations. These were based on the key content areas of the SSC – early literacy, Response to Intervention and learning disabilities. In addition, the SSC created an in-depth case study detailing the process of developing the SSC in the first year and providing a set of recommendations for foundations and other nonprofits.

Following the project's first year, we sought and received a grant to continue the work for a second year, beginning in April of 2010. The plan for the second year of the grant is to increase awareness of the SSC's work by offering online events and additional co-created and translated materials, as well as conducting a focus marketing plan for increased impact and dissemination.

“Our group is.... going to use your PowerPoints and materials for internal discussion/direction.... These PowerPoints delivered in small groups have produced rich discussion and helped provide direction.”

– Example of how LN participant Meghan Caylor is using LN resources
**RTI ACTION NETWORK LINKS**

Virtual Visits: RTI in Action
- Visits with educators who are successfully implementing RT Checklists and worksheets – easy-to-use, printable forms
- Link: [http://www.rtinetwork.org/professional/virtualvisits](http://www.rtinetwork.org/professional/virtualvisits)

RTI Blogs: Views from the Front Line
- Comments from RTI researchers or implementers on common, emerging or controversial issues about RTI

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**SNAPSHOTS OF SUCCESS**

- Number of educators and families reached through RTI-AN partnerships: 6 million
- Number of individuals trained through online and onsite professional development: 100,000
- Number of countries with visitors coming to RTINetwork.org: 171
- RTINetwork.org page views: 1 million
- RTINetwork.org visitors: 250,000
- Subscribers to e-newsletter: 19,800
- Facebook fans: 1,600
Get Ready to Read! (GRTR!) is a national initiative of NCLD that works to build the early literacy skills of preschool-age children through a constantly expanding program of new activities and partnerships. GRTR!'s vision is for all preschoolers to have the fundamental skills they need to learn to read when they enter school.

To help spot challenges with learning early, GRTR! offers an easy-to-administer, research-based screening tool to early childhood educators, childcare providers and parents. Combined with information and learning activities, this tool can help prepare children to learn to read and write – whether on the home front or in early childhood education or childcare settings.
GRTR!
2010 highlights

Last January saw the release by Pearson Assessment of the newly enhanced GRTR! screening tool. The easel format contains both English and Spanish versions. 2010 was a year for expansion of our Spanish-language outreach.

Thanks to the Charles Evans Foundation, we conducted our first-ever marketing campaign targeted to Spanish-speaking parents of young children. We knew it was important for new parents coming to the site to feel welcome. So we created a new bilingual landing page especially for Spanish-speaking parents with links to all our Spanish-language materials.

In addition, this grant afforded us the opportunity to release our first bilingual press releases and marketing content as a way to increase the ability of both English- and Spanish-speaking parents and educators to disseminate our resources, regardless of the language they speak.

The grant also allowed us to use the Spanish-language area of Google ads. NCLD team members learned how to create Spanish Google ads and create a bank of Spanish search words connected to early literacy, parents and learning to read, all of which can be used in future campaigns. As a result of these initial efforts, we received a second, larger grant from the Charles Evans Foundation to build on our success – both on the GRTR! and LD.org websites.

With funding from the Education Foundation of America, we were also able to translate parent-focused early learning and literacy content into three other languages: Arabic, Chinese and Korean.
Get Ready to Read!

Get Ready to Read! Translations
Translations of early literacy skill-building resources:

- Spanish
- Arabic
- Chinese
- Korean


New Spanish Resources


Snapshots of Success

Get Ready to Read! website page views
544,360

Get Ready to Read! website visitors
194,460
improving the lives of people with LD
For more than 20 years, NCLD has been a consistent leader in shaping public policy and federal legislation. We’ve done this by advising Members of Congress, the White House and key Administration officials and by engaging parents and educators to strengthen rights and opportunities for all those who struggle to learn.

In recent years, NCLD implemented a national public affairs program that included an award-winning, Web-based advocacy campaign that mobilized tens of thousands of parents to support improvements in federal legislation.

NCLD is determined to ensure hard-won access to effective teachers and instruction in the general classroom. We also advocate early intervention and early identification for special education, appropriate accommodations and critical support services for every child who needs them.
Last year, NCLD continued to advocate on behalf of students with LD and their families and to lead and support coalitions, making our agenda highly visible through correspondence, personal Hill visits and e-alerts. At every major opportunity provided by the White House, the U.S Department of Education or members of Congress, we gave voice to people with LD and educated policy makers about the technical issues within laws and regulations.

Although no education bills were introduced or passed in Congress this past year, NCLD influenced all discussions involving federal reauthorizations and other education bills and regulations. In 2010, we:

- Conducted Hill briefings to ensure full inclusion of students with disabilities in school accountability and reporting in all draft education bills. For example, we made recommendations and negotiated language in the comprehensive literacy (LEARN) bill with the RTI being inserted into both HR 4037 and S. 2740.

- Collaborated with national organizations on RTI, the Americans with Disabilities Act Amendments (ADAAA), National Assessment of Educational Progress (NAEP), Universal Design for Learning and other initiatives.

- Submitted comments to the U.S. Department of Education on the Race to the Top Innovation Fund to ensure that students with disabilities were fully considered as states applied for grant funds.

In addition, NCLD’s Director of Public Policy is a board member of the Consortium for Citizens with Disabilities (CCD) and the Co-chair of the CCD Education Task Force, the primary place for the Hill to discuss any pending legislation that will affect students with disabilities. This puts her in a leading position to influence key legislative decisions.
Distinguished Advocacy Award

The Distinguished Advocacy Award was created by NCLD to spotlight leading individuals who have dedicated their work and talents to make a profound difference in the lives of our nation’s individuals with learning disabilities. In May, NCLD honored Rep. Dale Kildee, Chairman of the House Subcommittee on Early Childhood, Elementary and Secondary Education, and Rep. Mike Castle, the Ranking Member, respectively with the Distinguished Advocacy Award. Chairman Kildee’s legislative initiatives have frequently focused on early intervention, early identification and development of children. He has worked with his colleagues on the major reauthorizations of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), and authored the Head Start for School Readiness Act. Rep. Castle authored the 2004 IDEA, the main federal program concerning the education of children with disabilities. He also helped write the 2001 reauthorization of the ESEA and worked with his colleagues on both sides of the aisle to revise and update it.

Parents as Advocates

As part of our new Parents as Advocates program, which was funded by the Oak Foundation, we trained seven parents from different geographic locations and with kids of all ages. NCLD brought these parents together to learn the education issues at the federal level, as well as how to speak with their local legislators and work closely within their own school districts. Parent advocates participated in the dinner honoring Reps. Kildee and Castle, wrote blogs for LD.org, hosted live online parent chats, recorded podcasts and provided input on draft legislation.
AWARDS AND SCHOLARSHIP
Honoring the Efforts of Students, Teachers, and LD Champions
Held on April 28, 2010 at the Tribeca Rooftop in New York City, NCLD’s 33rd Annual Benefit Dinner raised $1.8 million, allowing us to robustly continue our work for the nation’s more than 15 million children, adolescents and adults with LD. We were also privileged to have Mayor Michael Bloomberg, George Stephanopolous and Paula Zahn contribute their time and talents to the success of the evening.

At this year’s event, we were happy to present awards to two very deserving individuals:

- Mr. Charles R Walgreen III, former CEO of the nation’s leading drugstore chain and one of the largest, proactive employers of people with disabilities
- Mr. Charles R Walgreen III, former CEO of the nation’s leading drugstore chain and one of the largest, proactive employers of people with disabilities

In addition, NCLD was pleased to honor the recipients of the awards on the following pages.
Anne Ford and Allegra

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. From more than 300 applications received, Page Ive of Seattle, WA and Mackenzie Meyer of Rochester, NY were selected for this year's Scholarship.
Learning disabilities have played a large part in Page Ive’s life because of her struggle with written expression (dysgraphia) and attention deficit disorder (ADD). Over time, with access to a computer and other accommodations, she climbed painstakingly from having report cards with Ds to ones with all As.

Reflecting on her own journey, Page committed herself to promoting global equality and disability awareness. She became involved with Mobility International USA (MIUSA), hosting teenagers with disabilities from Bahrain and then traveling to that country where, as a consultant, she was able to shape actions, such as a letter-writing campaign to the Minister of Education. At home, Page was an active volunteer in her community, instrumental in organizing a fully accessible theatre program for children with disabilities.

Page’s other passions and experiences include theatre training at the Oregon Shakespeare Festival, robotics team competition, a stint as a State Senate page, varsity tennis and volunteer work in Zambia. As a high school senior, she became involved in a project to offset her high school’s carbon footprint through carbon sequestration. With a strong interest in both Earth science and product design, Page is now attending Stanford University.

“The importance of accommodations in my life has instilled in me a larger dedication to global equality and disability awareness.”

Page Ive, Anne Ford and Allegra Ford Scholar

Read Page Ive’s essay on LD.org
Mackenzie grew up in a house bordering 70 acres of wetlands and green lands. From the age of five, she was fixing broken bird wings, nurturing abandoned fawns and returning snapping turtles to swamps while she protected newly laid eggs. Mackenzie was the self-appointed neighborhood veterinarian. At age eight, she decided that animal medicine was her calling. The challenge was how to deal with her dyslexia. With unwavering support from her family, a well-honed partnership with school personnel and an incredible work ethic, Mackenzie developed classroom strategies, leveraged assistive technology and perfected her self-advocacy skills. She also designed her own internship at a veterinary practice, a first for her school.

In addition to her academic achievements, Mackenzie earned the United States Presidential Volunteer Service Award for putting in more than 1,000 hours of community service, including work at a camp for disabled children and as an animal hospital attendant and a wildlife rehabilitator. Her activities have included band, swim team, soccer, lifeguarding and teaching swim lessons to children. A National Honor Society member, Mackenzie recently wrote a guide to help LD students select a college. She is now a biochemistry major at State University of New York College at Brockport, where she remains a vocal and active advocate for individuals with learning disabilities.

“I am a person who learns differently and therefore, by default, sees differently and will help this planet in ways it has yet to see.”

Mackenzie Meyer, Anne Ford and Allegra Ford Scholar

Read Mackenzie Meyer’s winning essay on LD.org
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 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 office 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.”
Professional development resource teacher with the School District of Lee County, FL, Evelyn Rivera, M.Ed. is the winner of the 2009 Bill Ellis Award.

For the past 16 years, Rivera has worked with English language learners, students with disabilities and struggling readers and writers. Her students’ success in the classroom and on standardized tests is proof that all students can learn despite their learning abilities and linguistic proficiency.

In her own words, “I held their hands throughout the path, but I never walked the path for them. I helped them discover new knowledge, facilitated the mastery of learning strategies and, most important, made sure they believed in themselves as much as I believed in them.”

For the last nine years, Evelyn has served School District of Lee County, Florida as a trainer/facilitator of ESOL (English for Speakers of Other Languages) courses through Staff Development. The training opportunities have allowed her to exchange valuable educational insights with her colleagues. This exchange of communication invigorated her teaching with new ideas, sound classroom practices and effective strategies. In addition, the courses allow her to facilitate new knowledge to teachers that seek the state-mandated ESOL endorsement.
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Serena M. Perlman
Greenwich, CT

Alan D. Pesky
Principal
The A. D. Pesky Co.
Ketchum, ID

Kenneth A. Plevan
Partner
Skadden, Arps, Slate, Meagher & Flom, LLP
Intellectual Property Litigation & Advice
New York, NY

Cassia Schifter
New York, NY

Richard C. Strauss
Chairman & Chief Executive Officer
Republic
**NCLD Team Directory**

**James H. Wendorf**  
Executive Director

**Alan Bendich**  
Director  
Finance and Operations

**Mira Borukhova**  
Finance and Operations Assistant

**Regina Cooper**  
Data Entry Specialist

**Karen Golembeski**  
Assistant Director  
Education Programs

**Marcia Griffith-Pauyo**  
Executive Assistant

**Kevin Hager**  
Director  
Development

**Jaana Hinkkanen**  
Assistant Director  
Corporate & Foundation Relations

**Sheldon H. Horowitz, Ed.D.**  
Director  
LD Resources and Essential Information

**Laura Kaloi**  
Director  
Public Policy

**Negar Kordestani**  
Program Coordinator  
RTI Action Network

**Amy C. Laudeman**  
Policy Associate

**Elaine Niefeld**  
Associate Director  
RTI Action Network

**Franco Pedicini**  
Development Assistant

**Elizabeth Sherman**  
Individual Giving Officer

**Celine Tobal**  
Program Manager  
RTI Action Network

**Jeremie Vella**  
Manager  
Web Production

**Marcelle White**  
Associate Director  
Online Communications

**Kathleen Whitmire, Ph.D.**  
Director  
RTI Action Network
Chairman
Donald D. Deshler, Ph.D.
University of Kansas
Lawrence, KS

Vice Chairman
Judy Elliott, Ph.D.
Los Angeles Unified School District
Los Angeles, CA

Members
Daniel B. Berch, Ph.D.
University of Virginia
Charlottesville, VA

Laura Breeden
Davis and Chapman
Washington, DC

Katherine Brodie, Esq.
Career College Association
Washington, DC

Mary Brownell, Ph.D.
University of Florida
Gainesville, FL

Lindy Crawford, Ph.D.
Texas Christian University
Fort Worth, TX

Louis Danielson, Ph.D.
American Institutes for Research
Washington, DC

Lynn Fuchs, Ph.D.
Vanderbilt University
Nashville, TN

Tamu Gibbs
Worthington Hills Elementary School
Columbus, OH

Susan Gorin, CAE
National Association of School Psychologists
Bethesda, MD

Connie Hawkins
Exceptional Children’s Assistance Center
Davidson, NC

Joanne Karger, J.D., Ed.D.
Center for Law and Education
Boston, MA

Janette Klingner, Ph.D.
University of Colorado at Boulder
Boulder, CO
<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dane Linn</td>
<td>National Governors Association Center for Best Practices</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Margaret J. McLaughlin, Ph.D.</td>
<td>University of Maryland</td>
<td>College Park, MD</td>
</tr>
<tr>
<td>Karen J. Miller, MD</td>
<td>Tufts Medical Center</td>
<td>Boston, MA</td>
</tr>
<tr>
<td>Diane Paul, Ph.D.</td>
<td>American Speech Language Hearing Association</td>
<td>Rockville, MD</td>
</tr>
<tr>
<td>David Rose, Ed.D.</td>
<td>Center for Applied Special Technology (CAST)</td>
<td>Wakefield, MA</td>
</tr>
<tr>
<td>Brenda Taylor</td>
<td>School District of Philadelphia (former)</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td>Martha L. Thurlow, Ph.D.</td>
<td>National Center on Educational Outcomes</td>
<td>Minneapolis, MN</td>
</tr>
<tr>
<td>Linda Wernikoff</td>
<td>New York City Department of Education (former)</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Markay Winston, Ph.D.</td>
<td>Cincinnati Public Schools</td>
<td>Cincinnati, OH</td>
</tr>
<tr>
<td>Betty Osman, Ph.D.</td>
<td>White Plains Hospital Medical Center</td>
<td>White Plains, NY</td>
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</table>

**Honorary Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark J. Griffin, Ph.D.</td>
<td>Eagle Hill School (former)</td>
<td>Greenwich, CT</td>
</tr>
<tr>
<td>Stevan J. Kukic, Ph.D.</td>
<td>Cambium Learning/Voyager</td>
<td>Longmont, CO</td>
</tr>
<tr>
<td>Betty Osman, Ph.D.</td>
<td>White Plains Hospital Medical Center</td>
<td>White Plains, NY</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Location</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>David Allsopp, Ph.D.</td>
<td>University of South Florida</td>
<td>Tampa, FL</td>
</tr>
<tr>
<td>Richard Barbacane</td>
<td>National Association of Elementary School Principals</td>
<td>Alexandria, VA</td>
</tr>
<tr>
<td>George M. Batsche, Ph.D.</td>
<td>University of South Florida</td>
<td>Tampa, FL</td>
</tr>
<tr>
<td>Renee Bradley, Ph.D.</td>
<td>U.S. Office of Special Education Programs</td>
<td>Manassas, VA</td>
</tr>
<tr>
<td>Virginia Buysse, Ph.D.</td>
<td>Frank Porter Graham Child Development Institute</td>
<td>Chapel Hill, NC</td>
</tr>
<tr>
<td>Ann Casey, Ph.D.</td>
<td>Minneapolis, MN</td>
<td></td>
</tr>
<tr>
<td>Linda Davin</td>
<td>National Education Association</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Donald D. Deshler, Ph.D.</td>
<td>University of Kansas</td>
<td>Lawrence, KS</td>
</tr>
<tr>
<td>Bill East, Ph.D.</td>
<td>National Association of State Directors of Special Education</td>
<td>Alexandria, VA</td>
</tr>
<tr>
<td>Barbara J. Ehren, Ed.D.</td>
<td>University of Central Florida</td>
<td>Orlando, FL</td>
</tr>
<tr>
<td>Judy Elliott, Ph.D.</td>
<td>Los Angeles Unified School District</td>
<td>Los Angeles, CA</td>
</tr>
<tr>
<td>Douglas Fuchs, Ph.D.</td>
<td>Vanderbilt University</td>
<td>Nashville, TN</td>
</tr>
<tr>
<td>Charles R. Greenwood, Ph.D.</td>
<td>University of Kansas</td>
<td>Kansas City, KS</td>
</tr>
<tr>
<td>Debra Jennings</td>
<td>Statewide Parent Advocacy Network of New Jersey, Inc.</td>
<td>Newark, NJ</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Institution and Location</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Joseph Kovaleski, Ed.D., NCSP</td>
<td></td>
<td>Indiana University of Pennsylvania Indiana, PA</td>
</tr>
<tr>
<td>Mary Beth Klotz, Ph.D.</td>
<td></td>
<td>National Association of School Psychologists Bethesda, MD</td>
</tr>
<tr>
<td>Mr. Thomas P. Komp</td>
<td></td>
<td>Boulevard Elementary School Gloverville, NY</td>
</tr>
<tr>
<td>Elizabeth B. Kozleski, Ed.D.</td>
<td></td>
<td>Arizona State University Tempe, AZ</td>
</tr>
<tr>
<td>Richard Long, Ed.D.</td>
<td></td>
<td>International Reading Association Washington, DC</td>
</tr>
<tr>
<td>Peggy McCandliss, Ph.D., MPH</td>
<td></td>
<td>National Institute of Child Health and Human Development Bethesda, MD</td>
</tr>
<tr>
<td>Maurice McInerney, Ph.D.</td>
<td></td>
<td>American Institutes for Research Washington, DC</td>
</tr>
<tr>
<td>Pedro Noguera, Ph.D.</td>
<td></td>
<td>NYU Steinhardt School Culture, Education and Human Development New York, NY</td>
</tr>
<tr>
<td>David Prasse, Ph.D.</td>
<td></td>
<td>Loyola University Chicago Chicago, IL</td>
</tr>
<tr>
<td>John T. Riley</td>
<td></td>
<td>National Education Association Washington, DC</td>
</tr>
<tr>
<td>Sharon R. Schultz</td>
<td></td>
<td>S2 Educational Consulting Anderson, SC</td>
</tr>
<tr>
<td>George Sugai, Ph.D.</td>
<td></td>
<td>University of Connecticut Storrs, CT</td>
</tr>
<tr>
<td>Lisa Thomas, Ph.D.</td>
<td></td>
<td>American Federation of Teachers Washington, DC</td>
</tr>
<tr>
<td>W. David Tilly, Ph.D.</td>
<td></td>
<td>Heartland Area Education Agency Johnston, IA</td>
</tr>
</tbody>
</table>
Amanda VanDerHeyden
Fairhope, AL

Karen K. Wixson, Ph.D.
University of North Carolina at Greensboro
Greensboro, NC

Naomi Zigmond, Ph.D.
University of Pittsburgh
Pittsburgh, PA
## Financial Statement


<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,728,515</td>
<td>$1,150,958</td>
</tr>
<tr>
<td>Contributions and other receivables</td>
<td>391,250</td>
<td>19,661</td>
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<tr>
<td>Prepaid expenses and other assets</td>
<td>42,685</td>
<td>43,686</td>
</tr>
<tr>
<td>Investments</td>
<td>34,080</td>
<td>29,605</td>
</tr>
<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>$379,852</td>
<td>445,126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES AND NET ASSETS</th>
<th>2010</th>
<th>2009</th>
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<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$248,486</td>
<td>$340,607</td>
</tr>
<tr>
<td>Deferred rent and other liabilities</td>
<td>101,080</td>
<td>83,853</td>
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</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>2010</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>Total Liabilities</td>
<td>$349,566</td>
<td>$424,460</td>
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</table>

<table>
<thead>
<tr>
<th>Net Assets</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>$1,176,417</td>
<td>$786,062</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>1,061,024</td>
<td>489,139</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Assets</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Net Assets</td>
<td>$2,237,441</td>
<td>$1,275,201</td>
</tr>
<tr>
<td>Total Liabilities and Net Assets</td>
<td>$2,587,007</td>
<td>$1,699,661</td>
</tr>
</tbody>
</table>
# Financial Statement

Statement of Activity – Year Ended June 30, 2010 and 2009

<table>
<thead>
<tr>
<th>Revenues, Gains and Other Support</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Total</td>
</tr>
<tr>
<td>Revenue from annual fundraising event</td>
<td>$1,835,034</td>
<td>—</td>
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<tr>
<td>Direct costs of annual fundraising event</td>
<td>(121,171)</td>
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</tr>
<tr>
<td><strong>NET SUPPORT FROM FUNDRAISING EVENTS</strong></td>
<td>$1,713,863</td>
<td>—</td>
</tr>
<tr>
<td>Contributions</td>
<td>$379,754</td>
<td>$1,973,000</td>
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<tr>
<td>Invest income</td>
<td>5,105</td>
<td>—</td>
</tr>
<tr>
<td>Rental Income</td>
<td>33,454</td>
<td>—</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>1,401,115</td>
<td>(1,401,115)</td>
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<tr>
<td><strong>TOTAL REVENUES, GAINS AND OTHER SUPPORT</strong></td>
<td>$3,533,291</td>
<td>571,885</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses: Program Services</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Total</td>
</tr>
<tr>
<td>Education Programs</td>
<td>$1,508,161</td>
<td>—</td>
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<tr>
<td>Essential Information</td>
<td>682,481</td>
<td>—</td>
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<tr>
<td>Public Policy</td>
<td>388,985</td>
<td>—</td>
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<tr>
<td><strong>TOTAL PROGRAM SERVICES</strong></td>
<td>$2,579,627</td>
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<table>
<thead>
<tr>
<th>Expenses: Support Services</th>
<th>2010</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Total</td>
</tr>
<tr>
<td>Management and general</td>
<td>$318,525</td>
<td>—</td>
</tr>
<tr>
<td>Fundraising and development</td>
<td>244,784</td>
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</tr>
<tr>
<td><strong>TOTAL PROGRAM SERVICES</strong></td>
<td>$563,309</td>
<td>—</td>
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</tbody>
</table>

| **TOTAL EXPENSES** | $3,142,936 | — | $3,142,936 | $3,795,628 | — | $3,795,628 |

<table>
<thead>
<tr>
<th>CHANGES IN NET ASSETS</th>
<th>2010</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Total</td>
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<tr>
<td>$390,355</td>
<td>$571,885</td>
<td>$962,240</td>
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</table>

<table>
<thead>
<tr>
<th>Net Assets</th>
<th>2010</th>
<th>2009</th>
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<tbody>
<tr>
<td>Beginning of year</td>
<td>786,062</td>
<td>489,139</td>
</tr>
<tr>
<td><strong>END OF YEAR</strong></td>
<td>$1,176,417</td>
<td>$1,061,024</td>
</tr>
</tbody>
</table>
Revenue and Expense Summaries

### Revenue
- Corporations & Foundations: 49%
- Education Programs: 42%
- Special Events: 1%
- Annual Board Giving: 4%
- Other Individual Giving: 4%
- Investment and Other Income: 1%

### Expense
- Corporations & Foundations: 48%
- Education Programs: 22%
- Special Events: 10%
- Annual Board Giving: 12%
- Other Individual Giving: 8%
- Investment and Other Income: 0%
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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000,000+</td>
<td>The Cisco Foundation</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Peter S. Kalikow</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Paul J. Norris</td>
</tr>
<tr>
<td></td>
<td>Ms. Mary Q. Pedersen</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Kenneth B. Plevan</td>
</tr>
<tr>
<td></td>
<td>The Schifter Family Foundation</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Barry B. Siadat</td>
</tr>
<tr>
<td></td>
<td>Peter J. Solomon Company, LP</td>
</tr>
<tr>
<td></td>
<td>Margaret Sorensen Charitable Trust</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Richard Strauss</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Lenard B. Tessler</td>
</tr>
<tr>
<td></td>
<td>The Emily Hall Tremaine Foundation</td>
</tr>
<tr>
<td></td>
<td>Wachtell, Lipton, Rosen &amp; Katz</td>
</tr>
<tr>
<td>$500,000 - $999,999</td>
<td>Oak Foundation USA</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Frederic M. Poses</td>
</tr>
<tr>
<td></td>
<td>Walgreen Co.</td>
</tr>
<tr>
<td>$100,000 - $499,999</td>
<td>The Good Samaritan Foundation</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Stephen S. Crawford</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. G. Peter D’Aloia</td>
</tr>
<tr>
<td></td>
<td>Mr. Kenneth DeRegt</td>
</tr>
<tr>
<td></td>
<td>The Educational Foundation of America</td>
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<tr>
<td></td>
<td>Henry Ford II Fund</td>
</tr>
<tr>
<td>$20,000 - $99,999</td>
<td>The American Legion Child Welfare Foundation</td>
</tr>
<tr>
<td></td>
<td>Mr. Alan Belzer and Ms. Susan Martin</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Kenneth DeRegt</td>
</tr>
<tr>
<td></td>
<td>The Kathleen B. and Charles R. Walgreen III Foundation</td>
</tr>
</tbody>
</table>
$10,000 - $19,999
- Mr. and Mrs. Neil Augustine
- Mr. and Mrs. Arthur Bellows
- Ms. Margi Booth
- Mr. and Mrs. Lawrence Bossidy
- Cambium Learning
- The Honorable Gaston Caperton
- Coca-Cola Company
- Mr. and Mrs. Lawrence B. Costello
- Mr. and Mrs. Marvin H. Davidson
- Educational Testing Service
- Allegra Ford Foundation
- Ms. Anne Ford
- Ms. Elena A. Ford
- Mr. Steven J. Golub
- Mr. and Mrs. David S. Grayson
- Mr. and Mrs. Michael C. Greene
- Mr. and Mrs. Jarrod Kahn
- Mr. and Mrs. Jamshid Keynejad
- Mr. and Mrs. Isaac Kier
- Kimberly-Clark Corp
- Mr. Michael C. Lasky and Ms. Peggi Einhorn
- Ms. Shelly London and Mr. Larry Kanter
- Mr. and Mrs. James Marden
- Ms. Abigail McKenna and Mr. Evan Sheinberg
- Mr. and Mrs. Gary P. Naftalis
- Jed David Satow Family Foundation
- Ms. Laura Schifter
- Skadden, Arps, Slate, Meagher & Flom LLP
- Telebrands
- Tyco Electronics Corporation
- Mr. and Mrs. Richard Zinman
$5,000 - $9,999

- Akin, Gump, Strauss, Hauer & Feld, LLP
- Anonymous
- W.R. Berkley Corporation Charitable Foundation, Inc.
- Century 21 Associates Foundation, Inc.
- Mr. and Mrs. Brad Cerepak
- Mr. Curtis DeVito and Mr. Dennis Wedlich
- Ms. Laurie Dowley
- Duane Reade
- Dr. Drake D. Duane
- Ms. Charlotte M. Ford
- Mr. Theodore J. Forstmann
- Ms. Ethel Friedman
- Mr. and Mrs. Edward Gardner
- The Gayda Family Foundation
- Mr. H. John Gilbertson
- Mr. and Mrs. Gary Glynn
- Goldman, Sachs and Company
- W.R. Grace Foundation, Inc.
- Dr. and Mrs. Mark J. Griffin
- Mr. and Mrs. William D. Haney
- Mr. Christopher Heath
- Mr. and Mrs. Lloyd Heller
- Mr. John R. Langeler
- Mr. and Mrs. Thomas J. Lynch
- Mr. and Mrs. Ralph Maccarino
- Mr. Antonio Magliocco and Ms. Carla Solomon
- The Max Leather Group
- Mr. Wade D. Miquelon
- Optima Fund Management, LLC
- Mr. Mark Plaumann and Ms. Marilyn Wilson
Major Donors, Continued

- Mr. Michael W. Sonnenfeldt and Ms. Katja Goldman
- Mr. Daniel Tishman
- United Refining Company
- Ambassador and Mrs. William vanden Heuvel
- Mr. and Mrs. Joseph N. Walsh, III
- Mr. and Mrs. David N. Weidman
- Winsor Learning, Inc.
- Ms. Paula Zahn

$2,500 - $4,999
- The Howard Bayne Fund
- Mr. and Mrs. Seth Berger
- Mr. Stephen Berger and Ms. Cynthia C. Wainwright
- Mr. and Mrs. Michel Berty
- Ms. Maureen B. Brenner
- Cascades Tissue Group
- Colgate-Palmolive Company
- Ms. Karen Finerman
- Mr. and Mrs. R. Bruce Fisher
- The Edsel B. Ford II Fund
- Mr. and Mrs. Martin Helfant
- Ms. Daria Hirsch
- Ms. Barbara S. Jacobs
- Ms. Cheryl A. Klauss and Mr. Curtis A. Jensen
- Ruth and Seymour Klein Foundation
- Mr. and Mrs. Bob Laurie
- Mr. John Lederer
- Mr. and Mrs. Mark A. Michael
- Mr. and Mrs. Drew Moss
- Mr. and Mrs. Daniel M. Neidich
- Mr. and Mrs. James Postl
MAJOR DONORS, CONTINUED

- Ms. Kristine Baxter Rein and Mr. James R. Rein
- Mr. Matthew K. Rose
- Mr. Harvey Sawikin and Ms. Andrea Krantz
- Mr. Henry B. Schacht
- Ms. Nancy M. Schlichting
- Mr. and Mrs. Howard Sternheim
- Mr. and Mrs. Alexander von Perfall
- Wilson Language Training Corp
- Mr. Joseph Zimmel
- Mr. Phillip A. Bradley
- Ms. Wendy Breck
- Mrs. Jane C. Bressler
- Brinton Eaton Wealth Advisors
- Mr. Robert M. Buxton
- Mr. and Mrs. John Casey
- Dr. Marjorie Castro
- Mr. George Cleary
- Mr. David Cohen
- Dr. and Mrs. Donald D. Deshler
- Mr. Michael DuCharme
- Mr. and Mrs. Dean Ellerhorpe
- Mr. and Mrs. Richard M. Feldman
- Mr. John G. Gantz, Jr. and Ms. Margot Levinson
- Stephen Gaynor School

$1,000 - $2,499
- Mr. Roger S. Aaron
- Mr. Peter Arbeeny
- Mr. Alan Barlis and Ms. Susan Naci
- Mr. and Mrs. Bill Barnet
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