At NCLD, 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.

For more than 35 years, we’ve committed our passion and expertise to make this vision a reality.

We’ve helped improve millions of lives—by empowering parents, helping to transform schools, and advocating for families and children challenged by learning and attention issues.

Our work is guided by the belief that better academic, social and emotional outcomes for individuals with learning and attention issues are directly linked to decisions and actions taken by the most important people in their lives.

This report tells the story of NCLD in 2013 and what we achieved to help people realize their power to learn, to hope and to succeed.

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2013: A Year of Action and Impact

Connected with 1.9 million LD.org visitors

As the year concluded, activities were at all-time highs for NCLD.

Shared information with 257,000 monthly visitors

Guided 75,000 educators and families on RTINetwork.org

Informed 23,000 pediatricians on signs of LD

Communicated with 30,000 Facebook fans in the year’s closing month

Mobilized 34,000 for legislative action

Listened to 37,000 young adults through FriendsofQuinn.com

Shared information with 257,000 monthly visitors

Guided 75,000 educators and families on RTINetwork.org

Informed 23,000 pediatricians on signs of LD

Communicated with 30,000 Facebook fans in the year’s closing month

Mobilized 34,000 for legislative action

Listened to 37,000 young adults through FriendsofQuinn.com
Dear Friends,

At NCLD, we look back on an extraordinarily productive year with gratitude to our partners and supporters who worked with us to fulfill our mission. Our success is very much about people—parents feeling heard and supported, teens ready for college or work, principals taking schools to new heights and legislators understanding the impact of their decisions.

We’re proud of all the NCLD team, volunteer boards and trusted advisors have done to advance the Strategic Plan adopted by the Board in 2012 to achieve the measurable results you will read more about in this report. A great deal has been accomplished to begin to fulfill the goals laid out in this three-year plan.

To Empower Parents—we listened and we acted. Parents guided the reimagining of LD.org leading us to create best-in-class content and more than 350 new web products. We significantly expanded social media activities to reach more parents and connect them to vital information. The significant increase in visits and meaningful time spent on LD.org proved that what we did was working.

We believe that empowering parents is the single most effective way to improve the lives of children with learning and attention issues. In the coming year, we will take that understanding and commitment to parents to much greater heights. Stay tuned.

Our School Transformation initiative produced a more targeted approach to engaging schools, districts and state departments of education through collaborative action. Mentoring and strategic consulting focused on leaders to produce systemic change that improves the entire public school community.

In Public Policy and Advocacy, we again successfully advanced critical policy recommendations and advocated for changes in laws. This year we intensified our efforts to mobilize parents, doubling the number receiving alerts and reaching out to legislators.

While we have worked for many years to help Young Adults with learning and attention issues advocate for themselves and their peers, in 2013 NCLD committed to learning much more about this age group. A major research project began looking at the critical transition period from high school to college or work to help us assess what is needed to fill gaps so that our young people strengthen their ability to succeed.

Most important this year, we came to a greater appreciation of the importance of partnerships, understanding that collective impact is far more powerful than what we can do alone. By working with others who care deeply about learning and attention issues—parents, other non-profits, schools, foundations and policymakers—we navigated and helped to shape rapid changes in our field.

As we look ahead, NCLD is poised for yet greater growth and impact. Our agenda is ambitious—launching a major initiative to create a stronger parent advocacy network, significantly increasing our work with schools, furthering best practices, advocating for new policy changes and taking action on what we learn from our research with young adults.

Thank you for being part of this exciting period of learning, growth and change. We could not do it without you!

Best regards,

Frederic M. Poses
Chairman

James H. Wendorf
Executive Director
Our Four Strategic Priorities

Empower Parents
Transform Schools
Create Policy and Advocacy Impact
Enable Young Adults

Each aims to ensure success for individuals with learning and attention issues. They work together to connect parents and others with resources, guidance and support; 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; and better understand the aspirations and needs of young adults.

60 million people, 1 in 5, including 10 million children, struggle with learning and attention issues. Our 2012 Strategic Plan laid out a broader mission for NCLD to address the needs of the more than one in five children, adolescents and adults impacted by learning and attention issues—in school, at home, in the community and in the workplace. While NCLD had always met the needs of the learning disabilities community, we recognized the chance to serve a much larger community. Individuals with a formally identified learning disability represent 5% of the population, those with unidentified learning and attention issues represent another 15%.

By expanding our reach, we can be more responsive to a rapidly changing educational landscape and impact millions more individuals, changing the trajectory of their lives and their families, schools and communities.
This year NCLD expanded its outreach to parents to encompass a wider range of learning and attention issues—through LD.org and a very proactive social media initiative. We created a more engaging site that drew in a larger national network of parents and conducted campaigns to empower and mobilize them. Our goals were met and exceeded; LD.org experienced unprecedented growth.
THE SINGLE MOST IMPORTANT REASON we increased our reach and deepened our impact is a simple one—we listened to parents. They are our best feedback loop. LD.org’s popularity increased by more effectively addressing their concerns, better defining audiences and areas of interest, creating multiple touch points and best-in-class content.

What we did worked—parents came back to the site in much bigger numbers and stayed longer. They were more fully engaged. Visits to the site rose some 80%; monthly visits doubled year over year.

This incredible growth happened because of actions on a number of fronts—as we:

- Embarked on a complete redesign of the site—a new architecture and browser-personalized content by age and stage for the issues facing parents in a child’s journey
- Concentrated on creating the highest quality content that most resonates for parents and makes them feel empowered and ready to take action
- Surveyed the community through LD.org comments, email and social media
- Applied SEO practices to find out what resources parents are searching for and how they came to a particular site
- Significantly increased social media activity to better understand issues and help parents find us more easily
- Engaged new nationwide networks of parent bloggers who kept us up to date on the latest insights and connected parents to each other and with thousands of professionals.

A lot can happen in one year and it did on LD.org

1.9 million
LD.ORG VISITORS (UP 80%)

1.8 million
NEW VISITORS (UP 78%)

843,198
RETURNING VISITORS (UP 178%)
We asked, we listened, we responded.
LD.org relied on parents and their understanding of what they needed for their child’s journey.

And so in 2013, LD.org introduced more than 350 new products with more approachable content in bite-size, digestible pieces including downloadable e-books, videos, monthly quizzes and podcasts.

Produced video “101s” to lay out basics on critical subjects such as dysgraphia, executive functioning, dyslexia and more

Published “50 Questions About LD,” an expert-reviewed and popular collection of parent questions

To keep the dialogue going and to remain current on parent concerns, we accelerated our social media activity on Facebook, YouTube and other sites. Here’s what we did:

Promoted LD.org via earned media, Google ads, Facebook ads

Began work with partners like Huffington Post and Univision

Increased Facebook fans annually from 4,990 to 46,092 and daily active users from 749 to 25,000

Started year at 1,200 Twitter followers, closed at 5,000

Conducted weekly Twitter #LDchat with over 100,000 participants in facilitated discussion

Expanded blogger outreach with influential parents as advisors and increased NCLD awareness among relevant online communities
And parents liked what we did.

“I’m proud to say that because of you my grandchildren are not going to be left behind.”

“It takes time, patience, understanding, and good information for your child to succeed. LD.org is where you can get the good information. The rest is up to you.”

“Thank you for the steady stream of information that equipped my family to walk alongside my nephew and so many unknown children with LD to wholeness.”

“Thank you for doing these #LDchats on Twitter. They really help with the feelings of isolation on this parenting journey.”
We initiated a comprehensive new strategy in 2013 to expand the reach and impact of our services to schools and their leaders. And our efforts paid off. We’re working with leadership at all levels across the country to achieve systemic changes that transform schools into better places for all our children.
WE’RE BUILDING A MORE ROBUST KNOWLEDGE BASE of crucial issues facing school leaders; delivering professional learning, resources and tools; and providing strategic consulting services to state, district and school level leaders.

Central to this new strategy was supporting school leaders in the implementation of a seven component Multi-Tier System of Supports (MTSS), essential to whole-system school transformation: Professional Learning, Leadership, Empowering Culture, Assessments, Curriculum, Instruction and Data-Driven Decision Making.

In 2013, we enhanced collaboration with schools around the country:

Our Leadership in Action Mentoring Program is creating systemic transformation with seven cohorts of principals and their school teams in Colorado, Kentucky, Minnesota, South Dakota and Vermont in partnership with the National Association of Elementary School Principals.

New custom-designed Strategic Consulting programs began with three state departments of education (Virginia, Kansas, and South Dakota) and seven school district (Chicago, Illinois; Wichita, Kansas; Greenville and Sumter, South Carolina; Deer Valley, Arizona; Region 3 districts in Michigan; and Puget Sound ESD, Washington.)

On the Professional Learning front, our Common Core Roundtable brought together parents, educators, school administrators, researchers and professional organizations to address barriers to students with LD achieving Common Core Standards and national strategies to ensure success.

Some 3,000 people viewed our follow-up Common Core webinar, broadening the audience to consider the important issues raised at the Roundtable, reflecting our commitment to creating ongoing dialogues on subjects of critical importance.

“NCLD has been working with our Family School Partnership Initiative to make certain that Chicago Public Schools are offering services that are responsive to its diverse learners and their families…As our partner, NCLD is providing facilitation that is responsive, competent and compassionate.”

– Chicago Public Schools Office of Diverse Learner Supports and Services
Improving schools for all students.

RTI Network Builds on Impact

At the end of 2013, our Response to Intervention (RTI) Action Network site RTINetwork.org reached more than 75,000 educators per month—a 37% increase in unique visitors and 24% increase in page views from the previous year.

The site expanded with new modules and webinars, most notably the introduction of a Field Guide to Implementing RTI in partnership with Corwin Press which offered interactive learning modules to guide school teams through the planning and development process for establishing a Multi-Tier System of Supports to give every child access to quality instruction and identify struggling students early to receive necessary supports to be successful. The Guide has been well-received, supporting schools through this all-important planning process.

Bill Ellis Award Honors Vision and Impact

NCLD honored Dr. Lydia Carlis with the 2012 Bill Ellis Teacher Preparation Award, named in memory of Bill Ellis, a great humanitarian, educator and visionary who served as NCLD’s director of professional services. Bill recognized the value that general educators can play in the lives of children with LD.

Dr. Carlis is Chief of Research and Innovation for the AppleTree Institute which provides accelerated early language and literacy programs to underserved preschoolers in Washington, DC. Dr. Carlis was selected for her dedication to the art and science of teaching in a truly inclusive environment. She has led her school in the extensive use of the Response-to-Intervention (RTI) model to continually track the progress of all students through staff reviews in three-week curriculum cycles ensuring that no child is allowed to fall through the cracks and needed interventions are implemented promptly.
The Carrie and Pete Rozelle Award for Innovation

NCLD’s 2012 “Celebrating our Schools” Luncheon once again brought together key supporters and thought leaders in education and learning disabilities to honor two outstanding New York City schools addressing the educational and social-emotional needs of children with LD and producing extraordinary student achievement school-wide.

The award, named for NCLD’s founders, was presented to The High School for Excellence and Innovation (HSEI) and The Churchill School and Center. HSEI is a first of its kind school in New York City providing transitional support for students who come from middle school with seemingly insurmountable challenges. Students are empowered by HSEI’s positive culture and personalized support and the ReDesign Education model integrating best practices into a complete approach to curriculum.

Churchill is an independent K-12 school where students with specific learning disabilities benefit from a rigorous, multi-dimensional “Teaching Learning Model” with individualized learning profiles, adapted and updated curricula and systematic observation.

Dr. Marilyn Bartlett, guest speaker, discussed the challenges growing up with dyslexia and the significance of winning her 1998 landmark case (Bartlett v. NY Board of Law Examiners), which ensured that those with LD have access to rights afforded in the Americans with Disabilities Act (ADA).

LEFT: NCLD Board Members Michael C. Lasky, left, and Margi Booth, center, with guest speaker Dr. Marilyn Bartlett
Top right: HSEI student Jonathan Ferraro presents award to Principal, Tyona Washington.
Bottom right: Churchill Head of School Dr. Robert Siebert was presented the Rozelle Award by Julia Romano, Churchill alumna and teacher
In 2013, NCLD once again influenced critical discussions in Congress, expanded options and protections for students with learning and attention issues and laid the foundation for increasing advocacy efforts by parents at the state and local levels.
WE HELPED ENGAGE PARENTS as more effective spokespersons on policy issues by communicating with them in a more frequent and targeted way.

Our increased and targeted efforts were met with great success, and by the end of 2013, the number of parents and supporters receiving action alerts and legislative updates grew 40 percent, from 24,000 to over 34,000.

For the important No Child Left Behind legislation (ESEA Elementary and Secondary Education Act), 2,100 parents and supporters wrote to Congress to express support for reauthorization of the law with strong accountability, the most ever for an NCLD action alert and double the number of major action alerts in the previous year.

Our work together resulted in significant impact on a number of key fronts, as we:

**Recommended expanded education research** on learning and attention issues in Education Sciences Reform Act (ESRA), urging Congress to incorporate these into legislation and bring attention to the need for more research

**Worked with members of the U.S. House of Representatives** to include NCLD’s recommendations in the **Workforce Investment Act (WIA)**

**Helped achieve the end of the “Two Percent Rule”** by collecting over 300 public comments thanking the U.S. Department of Education for ending the rule, including dozens of personal stories about the impact of the change on children

“I am advocating for a strong reauthorization of the Elementary and Secondary Education Act so that children with learning disabilities are counted and given high expectations.”

– Myriam Alizo, NCLD Parent Leader
Parents stepped forward to join us as advocates on a number of critical initiatives this year.

“By advocating with NCLD here in Washington, D.C. I hope to inspire parents in my home state of Texas to get involved and make a difference for kids with learning disabilities.”

– Lyn Pollard, NCLD Parent Leader

Left: Parent Leader Lyn Pollard of Texas with White House Special Assistant Steve Robinson.
Right: Michael Yudin, right, Acting Assistant Secretary, Office of Special Education and Rehabilitative Services, responds to the concerns of NCLD’s Parent Leader Team.
Report Leads to Action

In 2013, NCLD issued a highly informative report on high school graduation rates, “Diplomas at Risk” with more than 4,400 downloads spurring parents to greater action and legislators to respond.

» Visit LD.org/advocate

Petition for a Quality Education

More than 8,000 parents and supporters signed NCLD’s Petition for a Quality Education, presented at the White House to education officials in June.

» Visit LD.org/petition to sign on

Laura Kaloi (presenting right) with NCLD parent leaders discussing high school graduation data from Diplomas at Risk with White House policymakers.
In the 2012 Strategic Plan, NCLD for the first time formally identified young adults as a priority population to engage. This was not a new population for us but we wanted to learn more about how to better address their needs at this critical juncture in their lives. The first step was for us to get a clearer picture of their transition from school to postsecondary educational settings and the workplace.
Working closely with our partners at the Oak Foundation and Poses Family Foundation, we embarked on a large-scale research initiative in 2013, looking at more than 1,000 households with young adults 16 to 25 affected by learning and attention issues in the US.

The study is designed to listen to young people about their learning and attention issues to find out what has and has not worked for them and what tools they need to increase the odds of success in this transition.

It will establish a knowledge base about the unique strengths, challenges and preferences of young adults with learning and attention issues.

Out of this data, NCLD will begin to identify strategies, activities and resources that help young adults be confident and effective self-advocates, as well as provide the LD field with the insights and recommendations of young people in an accessible “open source” format.

Friends of Quinn

FriendsofQuinn.com Joins NCLD
Our commitment to young adults deepened when we engaged an influential website for this age group, FriendsofQuinn.com to become part of NCLD in 2013. The site features interviews with prominent individuals living with learning and attention issues whose lives are an inspiration.

Steven Spielberg discussed his dyslexia for the first time in an exclusive interview with FriendsofQuinn.com.

It is more common than you can imagine. You are not alone. And while you will have this the rest of your life, you can dart between the raindrops to get where you want to and it will not hold you back.”
- Steven Spielberg, Director, in an exclusive interview with FriendsofQuinn.com

» Visit FriendsofQuinn.com to view full interviews with Steven Spielberg, Richard Branson and others.
Celebrating Young Professionals

More than 150 young adults gathered at the Standard Highline in New York City last summer to celebrate the power of self-advocacy for young professionals with learning and attention issues. Attendees were encouraged to connect, speak out and step forward—by sharing experiences and advocating for themselves and other young professionals.

The evening celebrated NCLD’s new partnership with Friends of Quinn, an innovative online community that offers resources and support for young adults with learning differences, as well as for the people who love them. CEO and founder Quinn Bradlee shared an excerpt of his exclusive interview with Sir Richard Branson at the event.

“Being different is definitely good.”
- Sir Richard Branson on FriendsofQuinn.com
In the coming year NCLD will:

Reach more parents with new e-products that resonate such as “Executive Function 101”

Revise and expand “The State of Learning Disabilities 2014” with the most up-to-date and relevant information

Expand our partnership with McREL, an international contributor in the school transformation market

Convene experts and offer online tools to bring evidence-based practice ideas to thousands in RTI-Based LD Identification Roundtable

Disseminate first of its kind survey focused on parents’ experience of budget cuts in public schools, reaching out to more than 1,000 parents and delivering the results to every member of Congress

Complete major research project on young adults and assess what is needed for this community

Visit LD.org to learn more about the latest news at NCLD.
NCLD hosted its 36th Annual Benefit Dinner, the largest event in the country in support of individuals with LD. Raising more than $2.4 million, the benefit helps NCLD achieve its mission of improving the lives of all individuals with learning and attention issues—empowering parents, enabling young adults to become effective self-advocates, creating policy and advocacy impact and transforming schools nationwide.
NCLD honored the Ford Motor Company and the extraordinary leadership of Bill Ford for support of individuals with disabilities through the company’s program FEDA (Ford Employees Dealing with disAbilities).

The Distinguished Leadership Award was presented by Anne Ford, NCLD Chairman Emerita and John S. Weinberg, Honorary Benefit Chair.

Legendary journalist Barbara Walters presented the Young Leader Award to Quinn Bradlee, founder and CEO of FriendsofQuinn.com for his extraordinary outreach to young people with LD.

Sigourney Weaver presented the Anne and Allegra Ford Thomas Scholarships to three high school students. Ross Chapman and Holly Schallert were awarded the Anne Ford Scholarships, and Kcory Woltz was awarded the Allegra Ford Thomas Scholarship. “These three self-advocates with boundless potential have each proven that they can thrive despite any challenge or setback that comes their way,” she explained.

The Anne Ford Scholarship is a $10,000 scholarship for a student pursuing a bachelor’s degree who exemplifies the importance of self-advocacy, demonstrates high academic achievement, shows perseverance and leadership and excels as a role model and spokesperson for others struggling 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 who demonstrates perseverance and commitment to achieving personal goals despite the challenges of LD.
The Year in Numbers

REVENUE

- Corporations & Foundations (47%)
- Special Events (42%)
- Annual Board Giving (3%)
- Other Individual Giving (5%)
- Fee for Service/other (3%)

EXPENSE

- School Transformation (24%)
- Parent Empowerment (46%)
- Public Policy (15%)
- Young Adult (1%)
- Management and General (8%)
- Fundraising and Development (6%)

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National Center for Learning Disabilities, Inc.
Statements of Financial Position

June 30, 2013 and 2012

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$2,064,238</td>
<td>$2,026,381</td>
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<tr>
<td>Contributions and Other Receivables</td>
<td>1,238,161</td>
<td>961,561</td>
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<td>Prepaid Expenses and Other Assets</td>
<td>92,434</td>
<td>62,478</td>
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<td>Investments</td>
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<td>Security Deposits</td>
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<td>10,625</td>
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<tr>
<td>Property and Equipment, net</td>
<td>170,585</td>
<td>178,600</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$3,632,837</strong></td>
<td><strong>$3,286,577</strong></td>
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<table>
<thead>
<tr>
<th>LIABILITIES AND NET ASSETS</th>
<th>2013</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$251,612</td>
<td>$242,737</td>
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<tr>
<td>Accrued vacation</td>
<td>127,991</td>
<td>132,250</td>
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<tr>
<td>Deferred revenue</td>
<td>22,500</td>
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</tr>
<tr>
<td>Deferred rent</td>
<td>104,436</td>
<td>115,564</td>
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<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>506,539</strong></td>
<td><strong>490,551</strong></td>
</tr>
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</table>

Net Assets:

- Unrestricted            | 1,437,408     | 1,512,151     |
- Temporarily restricted    | 1,688,890     | 1,283,875     |
| **TOTAL NET ASSETS**      | **3,126,298** | **2,796,026** |

**TOTAL LIABILITIES AND NET ASSETS**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>$3,632,837</strong></td>
<td><strong>$3,286,577</strong></td>
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National Center for Learning Disabilities, Inc. / Statements of Activities
Years Ended June 30, 2013 and 2012

<table>
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<tr>
<th></th>
<th>2013 Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
<th>2012 Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>REVENUE, GAINS AND OTHER SUPPORT:</strong></td>
<td></td>
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<tr>
<td>Revenue from annual fund-raising event</td>
<td>$2,449,897</td>
<td>$</td>
<td>$2,449,897</td>
<td>$2,482,732</td>
<td>$</td>
<td>$2,482,732</td>
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<td>Direct costs of annual fund-raising event</td>
<td>(149,800)</td>
<td>--</td>
<td>(149,800)</td>
<td>(134,545)</td>
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<td>(134,545)</td>
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<td><strong>Net support from fund-raising event</strong></td>
<td>2,300,097</td>
<td>--</td>
<td>2,300,097</td>
<td>2,348,187</td>
<td>--</td>
<td>2,348,187</td>
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<tr>
<td>Contributions</td>
<td>493,792</td>
<td>2,648,204</td>
<td>3,141,996</td>
<td>412,932</td>
<td>1,798,876</td>
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<td>Investment income</td>
<td>12,091</td>
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<td>12,091</td>
<td>4,725</td>
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<td>Fee for Service</td>
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<td>12,100</td>
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<td>12,100</td>
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<tr>
<td>Net assets released from restrictions</td>
<td>2,243,189</td>
<td>(2,243,189)</td>
<td>--</td>
<td>1,443,899</td>
<td>(1,443,899)</td>
<td>--</td>
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<tr>
<td><strong>TOTAL REVENUE, GAINS AND OTHER SUPPORT</strong></td>
<td>5,203,744</td>
<td>405,015</td>
<td>5,608,759</td>
<td>4,221,843</td>
<td>354,977</td>
<td>4,576,820</td>
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</tbody>
</table>

| **EXPENSES:**                     |                   |                        |        |                   |                        |        |
| Program Services:                 |                   |                        |        |                   |                        |        |
| School Transformation             | 1,276,045          | --                     | 1,276,045 | 1,515,819         | --                     | 1,515,819 |
| Parent Empowerment                | 2,452,325          | --                     | 2,452,325 | 1,516,756         | --                     | 1,516,756 |
| Public Policy                     | 767,762            | --                     | 767,762  | 719,978           | --                     | 719,978  |
| Young Adult                       | 47,040             | --                     | 47,040   | --                | --                     | --     |
| **TOTAL PROGRAM SERVICES**        | 4,543,172          | --                     | 4,543,172 | 3,752,553         | --                     | 3,752,553 |
| Support Services:                 |                   |                        |        |                   |                        |        |
| Management and general            | 404,248            | --                     | 404,248  | 343,292           | --                     | 343,292  |
| Fund-raising and development       | 331,067            | --                     | 331,067  | 369,683           | --                     | 369,683  |
| **TOTAL SUPPORT SERVICES**        | 735,315            | --                     | 735,315  | 712,975           | --                     | 712,975  |
| **TOTAL EXPENSES**                | 5,278,487          | --                     | 5,278,487 | 4,465,528         | --                     | 4,465,528 |
| **CHANGE IN NET ASSETS**          | (74,743)           | 405,015                | (330,272) | (243,685)         | 354,977                | 111,292 |

| **NET ASSETS:**                   |                   |                        |        |                   |                        |        |
| Beginning                         | 1,512,151          | 1,283,875              | 2,796,026 | 1,755,836         | 928,898                | 2,684,734 |
| Ending                            | $1,437,408         | $1,688,890             | $3,126,298 | $1,512,151        | $1,283,875             | $2,796,026 |

CONTENTS
Friends and Supporters

NCLD extends its sincere gratitude to the individuals and organizations whose support advanced the organization’s mission throughout this year. Their generosity has made it possible for NCLD to provide essential services and support to over 500,000 educators and individuals affected by learning and attention issues each month.

$300,000+
Oak Foundation USA
The Poses Family Foundation

$100,000-$299,999
Ascend Performance Materials LLC
Ford Motor Company Fund
Goldman, Sachs and Company
The Hirsch Family Foundation
Robert Wood Johnson Foundation
Mr. and Mrs. Peter S. Kalikow
Ms. Mary Q. Pedersen

$20,000-$49,999
American Legion Child Welfare Foundation
Mr. Alan Belzer and Ms. Susan Martin
The Marvin H. Davidson Foundation
Mr. and Mrs. Bruce Fisher
Mr. David B. Golub and Ms. Lisa Piazza
Mr. and Mrs. Ralph M. James
Mr. and Mrs. Jarrod Kahn / The Max Leather Group
Mr. and Mrs. Isaac Kier
Mr. and Mrs. Kenneth B. Plevan
Ms. Sally Quinn and Mr. Ben Bradlee

$10,000-$19,999
Mr. and Mrs. Arthur Bellows
Ms. Margi Booth
Mr. and Mrs. Lawrence Bossidy/Bossidy Foundation
Century 21 Associates Foundation, Inc.
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Our Parent Leader Team is comprised of advocates from across the country who take the pulse on how policy and practice are impacting students. The team serves in an informal advisory capacity to NCLD, giving input and feedback on issues that stand in the way of children receiving the support they need to succeed.

The Parent Leaders also help plan, develop and review NCLD informational resources to ensure that they address parents’ ongoing needs. Team members also share their experience and expertise through blogs, articles and social media engagement.

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Join our growing national network of dedicated advocates—make your voice count to protect rights and opportunities at the local, state and federal levels by visiting LD.org/advocate.

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NCLD is an accredited charity of the Better Business Bureau.
The mission of NCLD is to improve the lives of the 1 in 5 children and adults nationwide with learning and attention issues—by empowering parents and young adults, transforming schools and advocating for equal rights and opportunities. We’re working to create a society in which every individual possesses the academic, social and emotional skills needed to succeed in school, at work and in life.

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