Learn
Grow
Thrive

Committed to improving the lives of the 1 in 5 individuals nationwide with learning and attention issues

ANNUAL REPORT 2014
Dear Friends,

At NCLD we work every day to advocate for change that transforms schools, empowers parents, gives voice to young adults and strengthens policies affecting people with learning and attention issues. This year we moved in important new directions.

We made major investments to increase our impact with schools and at all levels of government and policymaking and, most significantly, in empowering parents. Building on nearly four decades of work, Understood.org launched in October 2014. This comprehensive, free nonprofit resource represents a transformative moment for the field. The site is managed and operated by NCLD in partnership with 14 of the country’s leading nonprofits. Understood.org will support millions of parents in becoming more confident and effective advocates.

Leading the way is not new for NCLD. We’ve screened hundreds of thousands of young children. We’ve created evidence-based tools for educators. We’ve strengthened laws. We’ve provided professional development to school leaders. And we’ve given support to millions of parents. Our work is making a difference. More children and young adults are achieving a regular diploma, fewer are dropping out, and more are advancing to community colleges, universities and meaningful employment.

We also want to better understand young adults with learning struggles. In a groundbreaking research study, more than 1,200 young adults are sharing their life experiences with us. In the coming year, we’ll take a hard look at what we find and plan from what we learn.

2014 was a year of expanded partnerships to advance policies and best practices. We dedicate this report to the community of partners with whom we work to change lives. And we look forward to working with more partners in the year ahead to deepen our impact in the field.

“For 37 years, we’ve helped chart the course for children, teens and young adults who struggle with learning. And parents chart our course every step of the way—NCLD was founded by parents and continues to be led by parents.”

JAMES H. WENDORF

James H. Wendorf
EXECUTIVE DIRECTOR

Frederic M. Poses
CHAIRMAN
Who is NCLD?

IT’S Sherri, A PARENT AND MODERATOR FOR TEEN TALK ON UNDERSTOOD.ORG
“As parents, we know intrinsically what our children need and hold the key to forging solutions.”

IT’S John, A SCHOOL SUPERINTENDENT, LEADING WHOLE SYSTEMS TRANSFORMATION
“With NCLD as a sounding board, we knew we could embark on this huge undertaking to achieve real change for all our students.”

IT’S Kristin, AN ADVOCATE AND FOUNDING MEMBER AT DECODING DYSLEXIA VA
“My work didn’t stop with my son…I wanted to fix it for the next kid.”

IT’S Kcory, 2013 ALLEGRA FORD THOMAS SCHOLAR AND MEMBER, NCLD STUDENT ADVISORY PANEL
“I had a secret weapon—my very supportive family and teachers. They saw something in me I had not yet realized.”

We work to ensure that the 60 million children, teens and adults with learning and attention issues in the U.S. have every opportunity to succeed in school, work and life. In 2014, NCLD actively engaged with key communities, as we:

- Connected with 750,000 parents and educators per month on LD.org
- Shared expert information with 640,000 educators on RTInetwork.org
- Disseminated action alerts and legislative updates to over 50,000 advocates
- Enlisted more than 1,200 young adults in a first-of-its-kind research study

NCLD 2014 ANNUAL REPORT
We are reaching out to change lives.

Our organization was founded by parents determined to make schools and communities listen and act on behalf of children struggling in school. What they set into motion is an unparalleled movement of advocacy, educational change and opportunity for people who learn differently.

Today the NCLD professional team, volunteer boards and trusted advisors are more committed than ever to creating effective schools and more empowered parents, to understanding the needs of young adults and achieving sound public policy.

NCLD seeks to improve the lives of the 1 in 5 individuals nationwide with learning and attention issues through four strategic priority areas. Read on to learn more.
We empower parents to become more confident advocates by offering them a supportive and informed community.

EACH YEAR more and more parents come to us for accessible information that resonates with them; they stay with us because they find other parents and professionals who are working on behalf of kids like theirs.

This past year, NCLD’s LD.org experienced an unprecedented increase in the number of parents who turned to us for help.

More people joined the conversation—visits to the site tripled to 750,000 unique visitors per month.

Activity on Facebook soared with 130,000 likes, doubling from the previous year.

Parents chatted on weekly Twitter chats (#LDchat) with leading experts on learning and attention issues.

Informational messages, tips and calls to action were sent to an email list exceeding 250,000.
SPOTLIGHT:
Staying Positive, Staying Informed

Early in the social media revolution, Sherri Turnquist learned to “Tweet, Google and Facebook”—whatever she had to do to better understand how to help her two children diagnosed with ADHD. And she wanted to share what she learned to help other parents arm themselves with the best information to advocate for their child. Sherri started a blog to alleviate parents’ frustration, to let them know they were not alone and that the diagnosis of ADHD is the beginning—not the end—of the journey.

Today Sherri’s own children are flourishing in college, each having learned the tools to deal with their learning and attention challenges. And Sherri is never far from the parent community she came to know and respect. “They are the people who know intrinsically what their children need and hold the key to forging solutions.” Her positive attitude and eagerness to learn from and bond with other parents made Sherri a natural choice as a Teens and Young Adults moderator on Understood.org. Sherri jumped at the chance to bring her passion and understanding to more parents and, as always, to learn from them as well.

LOOKING AHEAD

The fall of 2014 marked the official launch of Understood.org, a comprehensive, free nonprofit resource, managed and operated by NCLD on behalf of 15 nonprofit partners. This unprecedented collaboration of leading organizations in learning and attention issues provides personalized information, daily access to experts, specially designed tools and an online community that emphasizes the wisdom of other parents. The site will become NCLD’s primary vehicle for communicating directly with parents. A brand-new NCLD.org was unveiled in December 2014 as an information hub for schools, policymakers and young adults.

“Through positive awareness, the world will be a better place for kids with learning and attention issues to learn, grow and be everything they can be.”

Sherri Turnquist, Parent

DID YOU KNOW?

In 2004, NCLD launched LDTalk, the first free, online LD-focused chat.
We mobilize advocates to advance laws and opportunities that support people with learning and attention issues.

Our team worked with Congress to pass important laws to help all students get the education they deserve. We organized parents across the country to strategically shape policies and create a pipeline of information for policymakers. We brought the fight to state and local levels as well.

- We helped gain congressional approval of the Workforce Investment and Opportunity Act (WIOA), which will support more young adults in entering the workforce.
- We attained Senate approval of a National Technical Assistance Center for Students with Disabilities to break down barriers to higher education.
- In the face of rising accountability requirements, we mobilized parents and organizational partners for better instruction and accommodations to help students with LD meet new demands.
- We advanced state-specific digital engagement on local advocacy issues in Georgia, Tennessee and Colorado and in the coming year we’ll scale this work across the country.

Our infographic on competency-based learning was widely disseminated to parents and policymakers.
SPOTLIGHT: Taking Her Battle to a Larger Stage

When Noah was 4, he could explain the theory of gravity but struggled with his ABCs. His mother Kristin Kane was told her son just needed more time. By second grade, Noah was still unable to read and barely able to identify letter sounds. Kristin knew something wasn’t right.

As a result of her persistence, Noah—finally diagnosed with dyslexia—began to get the proper services and accommodations. But Kristin’s story didn’t end with her child. Seeing other parents leaving IEP meetings dejected and confused, she knew she had to act—“I wanted to fix it for the next kid.” She networked, started a special education committee and got the school to acknowledge that parents needed help.

The story doesn’t end there. In 2012, with seven other families, Kristin founded the Virginia chapter of Decoding Dyslexia to raise awareness and advocate for changes in state laws. They work with NCLD in an alliance that Kristin says gives parents a meaningful seat at the table where the most important conversations are taking place. Now 14, Noah is in middle school taking honors classes and once again made honor roll. He joins his mom at meetings with district legislators and in Congress. He’s taken on the cause.

LOOKING AHEAD

A Bill & Melinda Gates Foundation grant will allow NCLD to take a closer look at six different school districts’ personalized learning systems to see how different approaches work for students with disabilities. As personalized learning programs become more central to all student instruction, students with LD must be considered in the planning process to make sure they benefit equally.

“The line between helping your own child and helping another child is so thin it’s almost invisible.”
KRISTIN KANE, PARENT ADVOCATE

DID YOU KNOW?
NCLD convened the first National Summit on Learning Disabilities in Washington, DC, in 1994, for researchers, practitioners, public policy experts and parents.
We transform schools by driving best practices for creating effective learning environments.

We work from the inside out—our teams help schools implement new education models to better serve all kids. In 2014, we engaged state, district and school leaders around the country in a number of initiatives.

- **Our evidence-based mentoring program** worked with 56 principals and schools, 53 school districts, education departments in Kentucky, Minnesota, Colorado, Vermont and South Dakota, five state principal organizations and more than 250 school team members.

- **Strategic consulting** teams used MTSS (Multi-Tier System of Supports) to achieve whole system reform, working with Wichita, Kansas and South Dakota to fully adopt the model.

- **RTInetwork.org** was again a popular site for educators’ information and tools with 640,612 visitors, a a 55 percent increase over the prior year and well-received features such as **RTI Talks** on secondary schools and **videos and podcasts** on Specific Learning Disabilities (SLD) and Common Core.
SPOTLIGHT:
Examining Schools Through a Wider Lens

With more than 51,000 students in 97 schools, Wichita is the largest school district in Kansas. Five years ago when they decided to embrace the school reform model recommended by the state to address academic and behavioral needs, they could have focused exclusively on special education. But they chose to work on improving performance and graduation rates for all students in the district, a huge undertaking. According to Superintendent John Allison, they knew they had to take the plunge. Fortunately they also knew they could count on NCLD to advise them throughout the five-year process in the use of MTSS framework and provide access to the tools from the NCLD website for educators, rтинetwork.org.

At the end of the fifth year, Dr. Allison believes they have turned a corner and the investment has paid off. A major culture change has taken hold. Today he sees a much more collaborative district. Previously very site-focused, they are now using a district-wide lens to look at how they operate. Most importantly, kids are doing better. Dr. Allison credits NCLD for keeping the district on course, assessing progress and fine-tuning approaches during summer in-person meetings and sharing advice throughout the school year.

LOOKING AHEAD
Work will fully get under way in 2015 for a transformative project aimed at one school district that will benefit from our experiences throughout the country. A multi-year grant from The Peter and Elizabeth C. Tower Foundation will focus on the Barnstable Public Schools in Massachusetts.

An RTI-Based LD Identification online toolkit provides a clear vision for best practices to improve outcomes for students. It grew out of an earlier NCLD professional roundtable and webinar.

“By getting the insights of NCLD on the experiences of other urban schools, we were able to fully commit to real change for our schools. We didn’t have to reinvent the wheel and that is huge.”

DR. JOHN ALLISON, SUPERINTENDENT, WICHITA PUBLIC SCHOOLS

DID YOU KNOW?
One-third of students with LD have been held back in a grade at least once.
We engage young adults to better understand their experiences and target services to meet emerging needs.

A first-of-its-kind research study is allowing us to learn much more about the struggles of teens and young adults transitioning to college, vocational school or the workplace and will guide our work going forward.

Significant progress was made on the study in 2014:

- **One-on-one interviews with young adults** were conducted to gather qualitative information, which helped in the construction of a national quantitative survey.
- **An online national survey** was conducted by a major market research firm reaching out to more than 1,200 young people between the ages of 18 and 22.
- **Analyses of the results** will show how different segments of young people are alike or different in their perception of what mattered most during their transition from high school to college or work settings, and what experiences and characteristics drove them toward success. An advisory panel of young adults will be engaged in these discussions and will help to inform the planning process.

At the same time, our understanding continues to be enhanced by [FriendsofQuinn.com](http://FriendsofQuinn.com), our online portal for young people, which features inspirational interviews with prominent individuals with learning and attention issues and insights from young people around the country.
SPOTLIGHT:
Support and Love Are His Secret Weapon

As a child, Kcory Woltz struggled in school and with activities that were supposed to be fun like video games, unable to navigate the directions. Like other children with a learning disability, Kcory had to deal with self-esteem issues too. Fortunately, he had a “secret weapon”: a relentless team of mentors, teachers, and advocates—led by his mother and his aunt—who helped him understand his learning disability, develop strategies to be successful in school and life, and find ways to use his unique strengths.

And successful he was. This confident high school graduate had a transcript packed with college prep courses and an extracurricular resume that included Junior Reserve Officers Training Corps, school golf team, prom committee, and a Nature Conservancy Leadership internship program. To give back to his community, Kcory decided to become a paramedic. With the support of the 2013 Allegra Ford Thomas Scholarship, Kcory enrolled in a college program to earn his Emergency Medical Technician certification that will also lead to an associate’s degree.

His giving back continues. Kcory is serving on the NCLD Youth Advisory Panel, sharing his life lessons as part of their research study on the transition from high school to college, work and career. He certainly knows a lot about that subject.

“I was able to overcome the barriers of my learning disability with a lot of support from my family and supportive teachers. They saw something in me I had not yet realized.”

Kcory Woltz, 2013 Allegra Ford Thomas Scholar

LOOKING AHEAD

Work in 2015 that will grow out of the young adults research includes identifying gaps in service and clarifying the role of NCLD and other partners. Most importantly, findings will be made available to the public so that researchers, school personnel, policy officials and members of the advocacy community as well as youth-serving organizations will benefit from the research. And the results of the work will most certainly inform NCLD’s public policy agenda.
Since our founding in 1977, we’ve worked hand in hand with thought leaders, policymakers and advocates to lead the discussion about learning and attention issues on professional and public stages around the country.

Our first national summit in 1994 has been followed by groundbreaking policy roundtables and convenings that have produced major initiatives, publications and new program models.

In October 2014, Donald D. Deshler, Ph.D., a dedicated member of the NCLD community, completed his service as Chair of NCLD’s Professional Advisory Board, passing the reins to David Chard, Ph.D., Chair and George Batsche, Ed.D., Vice Chair.

Knowledge and Field-Building: Our Professional Advisory Board

Our partner in all that we do to advance the field is a Professional Advisory Board made up of leading educators, psychologists, researchers, physicians and advocates, which advises the NCLD team and Board of Directors on educational needs, program opportunities, public policy development, and our strategic plan.

They are a valuable sounding board on critical issues, most recently Common Core State Standards and assessment, post-secondary transitions, and competency-based education and personalized learning.
On Public Stages

We address emerging issues, providing research findings, best practices and recommendations for the field.

James Wendorf, left, and Marian Wright Edelman, right, represented early childhood advocates at the U.S. Senate Democratic Steering and Outreach Committee discussing early education and learning.

Sheldon Horowitz presented at meetings of the Learning Disabilities Association of America, the International Dyslexia Association and the American Dental Education Association.
NCLD is called upon regularly by various media to comment on learning issues. The reach goes beyond their audiences through our active tweeting with 200,000+ constituents!

In 2014, James Wendorf commented on the President’s budget set aside of $12 billion to assist states in education of students with special needs including a $100 million competitive grant for states to develop new ways to help students learn. He participated in C-SPAN’s “Your Money” series.
The third edition of NCLD’s **State of Learning Disabilities** offers expanded and updated data, detailed information about different subtypes of specific learning disabilities and an important section about public and parent perceptions. Also featured in this edition is an Emerging Issues section that points to areas of concern for individuals with LD for which there are insufficient data or data that need to be updated. The report is a valued resource for university teacher preparation programs and is a go-to resource for policy officials and staffers on Capitol Hill. Frequently referenced in the media, it is the only resource of its kind for anyone involved in the LD community.
Award-winning journalist Paula Zahn again served as emcee at NCLD’s Annual Benefit, at New York City’s Mandarin Oriental in April 2014. Now in its 37th year, the event raised more than $2.5 million to help NCLD achieve its mission to improve the lives of the 1 in 5 individuals nationwide with learning and attention issues—by empowering parents and young adults, transforming schools and advocating for rights and opportunities.

Tom Brokaw, Special Correspondent to NBC and former anchor of NBC Nightly News, presented NCLD’s Distinguished Leadership Award to renowned attorney, David Boies, a long-time friend. In his eloquent acceptance, Boies spoke openly about his dyslexia as a motivating factor in his successful career, stressing that when you have a learning difference you need time to adapt and discover your own pace.
Award-winning director Ken Burns captivated the audience with a clip from his new PBS film *The Address*, documenting the struggles, determination and triumphs of students with learning issues who participate in an annual speech competition at The Greenwood School in Putney, Vermont. Students at this specialized school memorize and recite the Gettysburg Address. The two winners from a nationwide version of this competition attended and spoke movingly about their personal struggles and their sense of accomplishment.

The evening showcased a preview of Understood, Shelly London, President of the Poses Family Foundation, presented a video preview of this comprehensive, free nonprofit resource for parents of children with learning and attention issues, which is managed and operated by NCLD. Guests from the 15 nonprofit partners and other project developers were present to share this ground-breaking moment.

“I needed to make sure that everyone knew I had high hopes and dreams for my future. I wasn’t going to be held back or defined by my struggle with learning, but rather by my hard work, my perseverance and my achievements.”

Macy Olivas, 2009 Anne Ford Scholar and Presenter of the 2014 Scholarship

Watch Video

Visit FriendsofQuinn.com to view the interview with David Boies by Quinn Bradlee where the world-famous attorney discusses his experiences with dyslexia.
A Tribute to Anne Ford

Anne Ford was celebrated as she stepped down in 2014 from NCLD’s Board of Directors, on which she played a vital role for many years.

In 2002, the NCLD Board awarded the first Anne Ford Scholarship in Anne’s honor, and in 2009, with a generous donation from Anne’s daughter, Allegra, the scholarships were renamed the Anne Ford and Allegra Ford Thomas Scholarships. Each year, the scholarships recognize two outstanding graduating high school seniors with documented learning disabilities who are pursuing post-secondary education, career preparation or a specialty/certification program. The Ford women are an inspiration to the generations of students benefiting from their service and generosity.

NCLD SPOTLIGHT:
Passing the Torch of Opportunity

Presentation of scholarships at NCLD’s Annual Benefit is always emotional but in 2014, it was especially so. Presenter Macy Olivas was the 2009 Anne Ford Scholarship recipient. She is now the Executive Director of the Patricia & Christopher Weil Family Foundation in San Diego. As Anne Ford had intended in creating the scholarship, Macy demonstrates the incredible inner courage and fortitude needed to overcome learning challenges.

Hanna Pintado said she always knew something was wrong with her learning. But finally being identified with LD and ADHD did not slow her down. She proudly accepted the 2014 Anne Ford Scholarship to help her pursue a bachelor’s degree at the University of Central Florida majoring in biomedical sciences with plans to attend medical school.

Kaila Hatton exemplifies the perseverance and commitment to personal goals that the Allegra Ford Thomas Scholarship honors. She comes from a family that struggled with dyslexia. Kaila had a focused passion in her studies that helped her decide her career choice to care for animals. Thanks to the scholarship, she will get fully certified as a veterinary technician after receiving an associate’s degree from St. Petersburg College.

LEARN MORE ABOUT THE SCHOLARSHIPS AND READ KAILA AND HANNA’S ESSAYS ON NCLD.ORG

Our Annual Benefit: “Empowered Parents, Confident Kids”
Honoring Great Teachers and Remarkable Schools

The Pete and Carrie Rozelle Award

“I never expected to graduate high school, let alone go to college,” Monica DiBella, 18, explained tearfully as she spoke to 125 guests gathered for NCLD’s 4th Annual “Celebrate Our Schools” luncheon on November 4. The event recognizes New York City public and private schools with the Pete and Carrie Rozelle Award, named for the organization’s founders to honor extraordinary leadership around educational and behavioral needs of all children, including those with learning and attention issues. Today Monica is a thriving college student thanks to a dedicated principal and staff at Staten Island’s New Dorp High School who always believed in her.

The Windward School based in Westchester and opening its first Manhattan campus in 2015 was also honored as a shining example of instructional excellence, educational innovation and high expectations for all students. Former student Denis O’Leary, today an analyst at a major investment bank, explained that his learning disabilities undermined his feelings of self-worth, confidence and capability. All of that changed at Windward. New Dorp and Windward shared another special connection. The academic gains realized by New Dorp were a direct result of having adopted a school-wide writing program that was created at Windward.

The Bill Ellis Award

Every day, John Carruth lives out the values embodied in the Bill Ellis Teacher Preparation Award—the enduring value of effective instruction for all learners and the powerful contribution educators can make helping students realize their dreams. A great humanitarian, educator, visionary, and Director of Professional Services at NCLD, the late Bill Ellis understood the tremendous impact one person could have in helping parents, educators and school administrators meet the needs of all students, especially those who struggle with learning. As Assistant Superintendent of Special Programs and Projects for the Vail Unified School District in Tucson, John was recognized at the awards ceremony for leading a collaborative change process that addresses poor student outcomes. Today, student performance in Vail is considered among the best in Arizona.
The Year in Numbers

REVENUE

- Fee for Service/Other (52%)
- Special Events (23%)
- Corporations & Foundations (19%)
- Individual Giving (5%)

EXPENSE

- Parent Empowerment (73%)
- School Transformation (10%)
- Public Policy (5%)
- Young Adult (5%)
- Fundraising and Development (4%)
- Management and General (3%)

NATIONAL CENTER FOR LEARNING DISABILITIES, INC.
STATEMENTS OF FINANCIAL POSITION
June 30, 2014 and 2013

ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
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<tbody>
<tr>
<td>Cash</td>
<td>$1,640,834</td>
<td>$2,064,238</td>
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<tr>
<td>Contributions and other receivables</td>
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<td>1,238,161</td>
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<td>Prepaid expenses and other assets</td>
<td>141,817</td>
<td>92,434</td>
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<td>Investments</td>
<td>70,920</td>
<td>56,794</td>
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<td>Security deposits</td>
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<td>Property and equipment, net</td>
<td>284,196</td>
<td>170,585</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$3,520,191</strong></td>
<td><strong>$3,632,837</strong></td>
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LIABILITIES AND NET ASSETS

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<tr>
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<tr>
<td>Accounts payable and accrued expenses</td>
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<td>Accrued vacation</td>
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<tr>
<td>Deferred revenue</td>
<td>281,966</td>
<td>22,500</td>
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<td>Deferred rent</td>
<td>86,772</td>
<td>104,436</td>
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<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>1,284,229</strong></td>
<td><strong>506,539</strong></td>
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</table>

Net Assets:

- Unrestricted | 890,788 | 1,437,408 |
- Temporarily restricted | 1,345,174 | 1,688,890 |

**TOTAL NET ASSETS** | **2,235,962** | **3,126,298** |

**TOTAL LIABILITIES AND NET ASSETS** | **$3,520,191** | **$3,632,837** |
# National Center for Learning Disabilities, Inc.
## Statements of Activities
**Years Ended June 30, 2014 and 2013**

### Revenue, Gains and Other Support

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<tr>
<th></th>
<th>2014 (Unrestricted)</th>
<th>Temporarily Restricted</th>
<th>Total (Unrestricted)</th>
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<td>Revenue from annual fundraising event</td>
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<td>$</td>
<td>$2,521,527</td>
<td>$2,449,897</td>
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<td>Direct costs of annual fundraising event</td>
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<td>(157,460)</td>
<td>(149,800)</td>
<td>(149,800)</td>
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<td>Net support from fundraising event</td>
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<td>2,300,097</td>
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<td>Contributions</td>
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<td>2,626,644</td>
<td>493,792 2,648,204</td>
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<td>Fee for service</td>
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<td>5,467,222</td>
<td>154,575</td>
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<td>In-kind contributions</td>
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<td>Investment income</td>
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<td>Net assets released from restrictions</td>
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<td>2,243,189 (2,243,189)</td>
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<td><strong>Total Revenue, Gains and Other Support</strong></td>
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<td>10,542,504</td>
<td>5,203,744 405,015</td>
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### Expenses

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<th>2014 (Unrestricted)</th>
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<th>Total (Unrestricted)</th>
<th>Temporarily Restricted</th>
<th>Total</th>
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<tr>
<td>Program Services:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School transformation</td>
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<td>Parent empowerment</td>
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<td>Public policy</td>
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<td>Young adult</td>
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<td><strong>Total Program Services</strong></td>
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<td>4,543,172</td>
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<tr>
<td>Support Services:</td>
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<td>Management and general</td>
<td>312,235</td>
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<tr>
<td>Fundraising and development</td>
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<td>444,824</td>
<td>331,067</td>
<td>331,067</td>
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</tr>
<tr>
<td><strong>Total Support Services</strong></td>
<td>757,059</td>
<td>--</td>
<td>735,315</td>
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<td>735,315</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>11,432,840</td>
<td>--</td>
<td>5,278,487</td>
<td>--</td>
<td>5,278,487</td>
</tr>
<tr>
<td><strong>Change in Net Assets</strong></td>
<td>(546,620) (343,716) (890,336) (74,743) 405,015</td>
<td>330,272</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Net Assets

<table>
<thead>
<tr>
<th></th>
<th>2014 (Beginning)</th>
<th>2013</th>
<th>2014 (Ending)</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
<td>Beginning</td>
<td>1,437,408</td>
<td>1,688,890</td>
<td>3,126,298</td>
<td>1,512,151</td>
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<tr>
<td>Ending</td>
<td>$890,788</td>
<td>$1,345,174</td>
<td>$2,235,962</td>
<td>$1,437,408</td>
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</table>

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NCLD extends its sincere gratitude to the individuals and organizations whose support advanced our mission throughout the year. Their generosity has made it possible to provide essential services and support to the 60 million children, adolescents and adults with learning and attention issues across the nation.

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Support
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NCLD CREDO

Let no children be demeaned, or have their wonder diminished, because of our ignorance or inactivity;

Let no adults be deprived of discovery, because we lack the resources to discover their learning needs;

Let neither children nor adults—ever—doubt themselves or their minds because we are unsure of our commitment.