



National Center *for* Learning Disabilities, Inc.
The power to hope, to learn, and to succeed



2005

Annual Report

Awareness. Advocacy. Action.

The National Center for Learning Disabilities (NCLD) works to ensure that the nation's 15 million children, adolescents and adults with learning disabilities have every opportunity to succeed in school, work and life.

NCLD provides essential information to parents, professionals and individuals with learning disabilities, promotes research and programs to foster effective learning, and advocates for policies to protect and strengthen educational rights and opportunities.



Mission

Dear Friends,



In 2005, the National Center for Learning Disabilities (NCLD) helped more children, more parents and more educators than ever before. Through our programs, information services, and policy initiatives, we raised awareness, mobilized advocates, and took action to help ensure that learning disabilities are identified and addressed early and effectively. Our growing array of programs, partnerships and online services is making a demonstrable difference in the lives of individuals affected by learning disabilities.

Our *Get Ready to Read!* program made a difference by training nearly 3,000 new adults and screening nearly 76,000 children last year. Thousands of subscribers benefited from our *Get Ready to Read!* online newsletter. And more than a million pages were viewed at www.getreadytoread.org, a redesigned site where we launched our third interactive reading game, “Wild West Round Up.”

We built on the achievements of *Get Ready to Read!* by committing new resources to support children’s successful transition to kindergarten. We convened a national Forum on Early Literacy Screening to Promote School Success. We joined forces with partners in Georgia and North Carolina to develop transition products and programs to help make a difference for early educators and parents. In addition, we invested in research to better understand how we can help kindergartners and first graders who struggle with math.

On the policy-making front, we continued to lead the Learning Disabilities Roundtable—comprising 14 national education organizations. This group was instrumental in driving innovations into the reauthorization of the Individuals with Disabilities Education Act '04. Our recommendations supported the use of research-based instruction to help identify students suspected as having learning disabilities. The U.S. Department of Education responded favorably, including the great majority of the Roundtable’s recommendations in the draft regulations released in June of 2005.



Frederic M. Poses



James H. Wendorf

In 2005 we took steps to ensure that parents understand the law and can use it to advocate for educational services for their children. Making sense of the No Child Left Behind Act for parents of children with LD was the goal of a 22-page handbook we co-developed with Schwab Learning and distributed free of charge. And we also continued to serve the growing number of advocates (13,000) who rely on NCLD for online quarterly legislative updates about issues affecting individuals with learning disabilities.

Last, but not least, we reached millions of people last year through the media—raising awareness about LD through television appearances, newspaper articles, special campaigns,

Message

From the Chairman & the Executive Director

and online chats. Our Web site, www.LD.org, continued to be a trustworthy resource for hundreds of thousands of parents and educators seeking information about LD. We responded individually to thousands of requests for information.

With the help of our funders and partners—and the inspiration of children, parents, and educators—we pledge to continue making a difference going forward. As a committed community, we will fight to bring the word “success” into the lexicon—and life—of every child and adult with a learning disability.

Thank you for your support and for sharing our commitment.

Frederic M. Poses
Chairman, Board of Directors

James H. Wendorf
Executive Director

Effective Programs



2 We Help Young Learners *Get Ready to Read!*

Most people know that reading skills form the base of a successful education. Fewer, however, understand that building a foundation for literacy is best done early—even before the first day of kindergarten.

Taking its cue from this fact, NCLD developed the *Get Ready to Read!* program to help parents and childcare providers strengthen children's literacy skills the year before they enter school. *Get Ready to Read!* screens preschoolers in their progress toward acquiring early literacy skills, identifies areas of weakness, and provides activities to strengthen specific skills. Based on more than two decades of research, the 20-question screener assesses children's linguistic awareness, print knowledge, and emergent writing skills. Grover J. Whitehurst, Ph.D., now at the U.S. Department of Education's Institute of Education Sciences, and Christopher Lonigan, Ph.D., of Florida State University, developed the screening tool.

“Get Ready to Read! is making a huge difference in our preschool classes. It is a means of identifying which children might need a little more help than others.”

— Marj Jones, Ed.D., Executive Director
Arizona Literacy and Learning Center

“The Get Ready to Read! screening tool and materials are especially valuable in the early education field because it is easy to administer and the results are available immediately.”

— Sharen Hausmann, Executive Director
Smart Start Georgia

Benefits of the *Get Ready to Read!* Program

Eighty percent of people with LD struggle to read. The *Get Ready to Read!* program offers many benefits to a multifaceted audience of young learners, parents, and education professionals. These include:

Accessibility. Requiring no formal training, *Get Ready to Read!* is an easy-to-use program that includes screening and skill-building tools accessible on the Web and available in print. Available in English and Spanish, materials can be easily used by both parents and professionals. Staff trainings at Head Start and publicly funded preschool and other early childhood education programs help reach low-income and other children who are at greatest risk.

Versatility. *Get Ready to Read!* combines screening with educational resources in a wide range of settings. With systematic training and support, the program has been used in centers as diverse as Head Start, family resource centers, and privately funded childcare.

Sustainability. Local *Get Ready to Read!* programs can benefit from a variety of funding sources. These include funding through the federal No Child Left Behind legislation, state pre-kindergarten funding, and private foundation support.

Effectiveness. Most important, *Get Ready to Read!* achieves tangible results. Our demonstrations found that children taking part in *Get Ready to Read!* programs develop key literacy skills at nearly twice the rate of children who do not participate. Likewise, Spanish demonstrations showed that children using Spanish versions of the screener and materials achieved gains in skill development equal to their English-speaking counterparts.

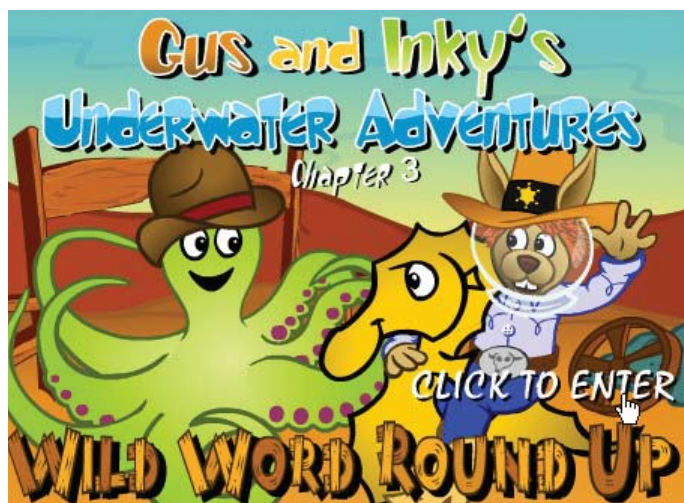
Reaching Parents and Educators Through the Web

In 2005, the *Get Ready to Read!* Web site at www.getreadytoread.org generated more than 1.43 million page views. We added a third animated interactive game, called “Wild West Round Up,” to our redesigned site. In each adventure, Gus the Bunny from the PBS Emmy Award-winning show *Between the Lions* invites young children to play early literacy games. Developed by NCLD and Pileated Pictures, along with Chris Cerf and Norman Stiles of Sirius Thinking, these games teach word recognition, letter names and sounds, rhyming, and blending letter sounds to make new words.

Parents and educators can also find a free online version of the user-friendly screener as well as free resources like activity cards and literacy checklists to help augment efforts at home or in the classroom. Activity cards are organized by skill area and skill level, giving educators and parents a tool that can be tailored for each child’s individual needs.

With 16,209 subscribers, our quarterly online *Get Ready to Read!* newsletter features our *Get Ready to Read!* partners and programs, provides early literacy news, and offers other activities and resources. Recent newsletter articles have covered topics ranging from *Get Ready to Read!*’s role in Head Start and Even Start programs to activities which enhance a child’s reading experience and help them make successful transitions to kindergarten.

Acknowledging the Web site’s contributions, The Literacy Network of Greater Los Angeles named GetReadytoRead.org the winner of the 2004 Literacy in Media Awards in Outstanding Interactive or Online Media category. The Literacy in Media Awards honor individuals or productions that showcase the importance of reading or writing.



Expanding Outreach Through Partners and Regional Centers

Through a network of national and local partners and trainers combined with NCLD's GetReadytoRead.org Web site, the *Get Ready to Read!* program trained an estimated 2,938 new adults and screened more than 75,840 children in the past year. With our growing list of partners—experts in education, reading, and LD—we pool our expertise to form a powerful community. Together, we provide research-based information to professionals and parents, working to ensure we reach underserved populations.

Get Read to Read! **Notable Numbers**

25 national partners

2,938 new adults trained last year

75,840 children screened last year

21,000 adults trained to date

345,000 children screened to date

In July of 2005, the Arizona Literacy and Learning Center (ALLC) became *Get Ready to Read!*'s first regional training center. Smart Start Georgia became the regional center for the program in Georgia, also in July of 2005. Smart Start Georgia is a public-private partnership between the state of Georgia, Joseph B. Whitehead Foundation, United Ways of Georgia, and the Georgia Chamber of Commerce. Supported by funds from the Hasbro and Emily Hall Tremaine foundations, the regional center is helping Smart Start Georgia implement its long-term plan to increase school readiness in the state of Georgia.

In New York City, *Get Ready to Read!* expansion efforts gained ground with the cultivation of new partners across the city. The NYC program is currently coordinated by the Day Care Council of New York, Child Welfare League of America, Child Care Inc., Urban Education Exchange, Saint Aloysius Education Clinic, Federation of Protestant Welfare Agencies, Literacy, Inc. and Universal Pre-K Association.

At the Rochester, New York site, the Norman Howard School focused on conducting outreach to new partners in the community, such as public libraries, community groups, and childcare networks. It trained an additional 1,030 trainers and 14,400 screeners in 2005.

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In collaboration with Morgan Stanley's Employee Volunteer Program, NCLD celebrated the first Get Ready to Read! Day December 9, 2004 in West Harlem to promote early literacy screening and skill strengthening. More than 370 children, 90 volunteers, and the entire NCLD staff participated during a morning full of engaging educational puppet shows and literacy activities.

Get Ready to Read! Gets Results!*

- 69% of children participating in *Get Ready to Read!* programs acquire literacy skills needed to enter kindergarten, compared with 35% of those not participating.
- *Get Ready to Read!* participants' print knowledge and linguistic awareness increase by 19%, compared with 4% of those not participating.
- Screening takes 10 to 15 minutes for each child.
- 98% of children screened complete all 20 items.
- Teachers rate the screening tool 9.75 out of 10 as helpful in planning activities.

* Demonstrations were conducted in 7 sites in 3 states (Arizona, Georgia, and Maryland) with a large, racially diverse sample of nearly 1,200 preschoolers and a comparison study with over 500 children in three counties in Georgia (DeKalb, Fulton, and Paulding). Children were screened at the beginning and end of the pre-kindergarten year. Findings of evaluation indicated above.

Get Ready to Read! Partners

- Child Welfare League of America
- Between the Lions, a public television show from WGBH
- Easter Seals Child Development Center Network
- Family Education Network
- Home Instruction for Parents of Preschool Youngsters
- International Dyslexia Association
- International Reading Association
- Jumpstart
- Learning Disabilities Association of America
- Lee Pesky Learning Center
- National Association for Family Child Care
- National Center for Family Literacy
- National Council of La Raza
- National Head Start Association
- Parent Services Project
- Parent-Child Home Program
- Parents as Teachers
- Pearson Education: Pearson Early Learning
- Public Library Association, a division of the American Library Association
- Reach Out and Read
- Reading Is Fundamental
- School of the 21st Century/Yale University Bush Center
- Schwab Foundation for Learning
- The Stern Center for Language and Learning
- WETA

Get Ready to Read! Funders

Emily Hall Tremain Foundation: \$350,000 to support regional centers and provide resources for parents and educators

Oak Foundation: \$210,000 to create transitioning materials, with a focus on children who struggle to learn

J.C. Kellogg Foundation: \$130,000 for general support and resource development

Ford Motor Company: \$100,000 for general support

Philadelphia Health Management Corporation: \$20,000 of a \$100,000 federal appropriation for training and technical needs

Sisters of Charity Foundation: \$19,840 of a \$99,200 federal appropriation for expanding the screening tool and resources to more counties in Ohio

Education Foundation of America: \$80,000 for screening, training, and literacy coaches

Morgan Stanley: \$52,000 for community outreach

We Aid Successful Transitions to School



“By working together to coordinate what happens to children before school with what happens afterwards, these community-state partnerships can help more kids be ready to learn in kindergarten and first grade.”

— Phyllis Meadows, former lead program director for the W.K. Kellogg SPARK initiative

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Expanding on the work of *Get Ready to Read!* NCLD committed new resources to the area of successful transition to school this past year. Mirroring the perseverance of the children we serve, NCLD continues to seek new avenues for addressing the needs of educators and families—with a special focus on the needs of children as they move through the education continuum.

Forum on Early Literacy Screening to Promote School Success

On February 23, 2005, NCLD hosted a day long national conference at George Washington University in Washington, DC. More than 100 people attended the forum, which focused on research, policy, and practice related to early literacy screening and its impact on young children's transition to the early school years. With funding from the W.K. Kellogg Foundation, the Oak Foundation, and J.C. Kellogg Foundation, the event highlighted information for parents, early child-

hood educators, program administrators, and policy officials—featuring updates on the progress of the National Early Literacy Panel and focusing on the efforts of state and local officials. Following the event, NCLD established a Web site (<http://www.ld.org/earlyliteracyscreeningforum/>) as a repository for the forum's agenda and materials. As a follow-up to the forum, NCLD held a 90-minute Webinar on June 1, 2005—combining phone conferencing, online presentations, and real time chat.

Transitioning to Kindergarten: A Toolkit for Early Education Professionals

One of 8 states participating in the W.K. Kellogg SPARK (Supporting Partnerships to Assure Ready Kids) initiative, Georgia is working with *Get Ready to Read!* to help smooth the transition to kindergarten for children who are likely to start school unprepared. In 2005, the Georgia Early Learning Initiative and United Way of Metropolitan Atlanta began collaborating with NCLD on products that help address the needs of the early childhood community, educators, and parents.

The two organizations formed an advisory group of researchers and educators to ensure that the pilot project encompasses the latest thinking in early childhood transition, and that the products are sensitive to the needs of parents and educators in a wide variety of early education settings. The NCLD Toolkit will become available in print and as a Web-based product in 2006.

Quality Early Education for All Initiative

With a two-year initial grant from the Emily Hall Tremain Foundation, NCLD formed a strategic partnership in November 2004 with the University of North Carolina/Frank Porter Graham Child Development Institute. Its goal is to help ensure that all young children—including those at risk for learning disabilities—start kindergarten with the necessary cognitive skills to succeed. The Early Learning Initiative is developing and implementing model programs to promote early recognition of and response to young children who struggle to learn. NCLD will provide those findings to educators and parents.

We Develop and Deliver Research-Based Programs

Responding to the changing needs of its constituents, NCLD has played a pivotal role the past 5 years in bridging the gap between research and practice in the nation's classrooms. Here are highlights from two projects that NCLD initiated in the last year to help the 2.9 million students with LD in public schools.



Math and LD Project

Early reading programs such as *Get Ready to Read!* have experienced great success. Early screening and intervention in kindergarten and first grade also show promise as strategies to help students who struggle with math. To help intensify the most effective practices, NCLD convened a math and LD research panel last year, including researchers from the University of Oxford, Vanderbilt University, and the University of Delaware, among others. Dr. Russell Gersten, former NCLD Professional Advisory Board member, spearheaded the formation of the working group, which met in June of 2005 to build consensus and establish a plan of action. Also participating were principal research and program personnel from the National Institute of Child Health and Human Development and the US Department of Education.



IBM Accessibility/Works Project

In November 2004, IBM awarded NCLD a one-year grant to work with scientists at the Watson Research Center. The purpose of the project was to field test and provide feedback about Linux-based Web browsing software designed to create greater accessibility to the Internet for individuals with special needs. To conduct the research, NCLD partnered with two New York City-based schools—The Mary McDowell Center for Learning in Brooklyn, New York and The Winston Preparatory School in New York City.



“With so much at stake, it is critical that students with LD be well prepared and receive the support they need.”

— Don Deshler, Ph.D.
Chairman
NCLD Professional
Advisory Board

Influencing Policy



8 We Develop Policy Solutions and Mobilize Advocates



NCLD is unique among organizations that advocate for people with learning disabilities. We operate a professionally staffed public policy office in Washington, DC, working closely with policy makers and providing a voice for those whose lives are most directly affected by LD. Last year, NCLD continued to develop policies with the potential for life-changing impact.

A New IDEA

In 2004, NCLD initiated and led meetings with 14 national organizations representing 400,000 parents, special education professionals, and related personnel. Called the Learning Disabilities Roundtable, its purpose was to finalize recommen-



dations for the revision of federal regulations regarding the Individuals with Disabilities Education Act (IDEA) of 2004. In February of 2005, the Roundtable released its recommendations, which focus on the identification and eligibility of students suspected of having a learning disability. As a result, IDEA '04 draft regulations include recommended language that helps states and school districts interpret the new law allowing them to identify students with learning disabilities using scientific, research-based intervention. This contrasts with the prior law, which required a discrepancy between IQ and achievement, typically forcing children to wait two years to receive help.

A Guide to No Child Left Behind (NCLB)

Last year, NCLD collaborated with Schwab Learning, a nonprofit program of The Charles and Helen Schwab Foundation, to produce a 22-page handbook for parents of children with learning disabilities. *Making the "No Child Left Behind Act" Work for Children Who Struggle to Learn: A Parent's Guide* is available online at www.LD.org/NCLB and

"This guide has the potential to have a huge impact on the learning environments of children with disabilities."

— Jodell Seagrave, Managing Director of Schwab Learning

www.schwablearning.org/NCLB. The handbook clarifies provisions of NCLB and IDEA, showing how they now work together. It also addresses the special challenges and opportunities of parents in improving educational services for their children with LD. More than 1,000 copies of the guide are downloaded from the Web site each week. The Oak Foundation provided funds to market the guide online and with the media through the month of October.

Online Advocacy

In addition to partnering with NCLD on the NCLB guide, The Charles and Helen Schwab Foundation awarded NCLD a grant last year, which in part supported the LD Advocate section of the LD.org Web site. Here individuals can find legislative updates concerning LD policies as well as ways to become effective advocates for children and adults with learning disabilities.



"It is often up to parents to work constructively with the school to make sure their children have every opportunity to succeed."

— Anne Ford
Chairman Emeritus
NCLD Board of Directors

NCLD sends quarterly legislative updates to more than 13,000 subscribers as well as timely e-alerts on legislative issues urging advocates to contact members of Congress on behalf of individuals with learning disabilities. As parents become stronger advocates for their children on an individual, local, and federal level, we respond by updating our LD advocacy information and materials.

Enhancing Knowledge Providing Hope



10 We Provide an Information Pathway for Action

The screenshot shows the homepage of the National Center for Learning Disabilities (NCLD). The header includes the NCLD logo and the tagline "The power to hope, to learn, and to succeed". Below the header, there are several navigation and content sections:

- Home**: A link to the home page.
- LD InfoZone**: A section for LD resources, information, and fact sheets.
- Living with LD**: A section for important topics for teens and adults.
- LD Advocate**: A section for writing your legislators and learning the latest policy news.
- Become a FRIEND**: A section for making a difference for those with LD today.

The main content area features several articles and updates:

- LD Talk:** Expert Rick Lavoie talks about the [social side of LD](#).
- NCLD's early literacy program**: Visit [GetReadytoRead.org](#).
- November LD News**: Learn about [Math LD](#) and more.
- Featured Reading:** "Laughing Allegra" is NCLD Chairman Emeritus Anne Ford's candid account of her daughter's struggles with LD. [Excerpt | Author Interviews](#).
- Become a Friend.** Join NCLD's new FRIENDS program and help those with LD for just \$35.
- Updated No Child Left Behind guide**: Learn how the Act affects your child with LD in this NCLD [free guide to No Child Left Behind](#).

At the bottom, there are links for "About NCLD", "Press Room", "LD InfoZone", "LD Advocate", "Support NCLD", and "Privacy". There is also a footer with the text: "The National Center for Learning Disabilities supports the Consumer WebWatch information practices on the Web. Get more more information on the [Consumer WebWatch](#)." Logos for "WEBXACT" and "ChildFamilyWebGuide" are also visible.

NCLD's flagship Web site, LD.org, is a comprehensive guide to the many services and resources we provide. As we expand our resources, our audience continues to grow, as reflected in more than 2.78 million page views last year. In addition to the LD Advocate Center and GetReadytoRead.org, here is a brief overview of what parents and educators use at LD.org.

LD InfoZone provides an online search tool through which individuals can find easy-to-read, yet detailed fact sheets on a variety of topics about learning disabilities. A resource locator helps parents find local help for their children. Here educators and parents can also find up-to-date research in the field of learning disabilities. LD InfoZone dominates the top 10 pages viewed by visitors with more than 262,084 page views since its launch in April 2003 and with 15,000 to 20,000 visitor sessions each month.

National Center for Learning Disabilities
The power to hope, to learn, and to succeed

NCLD Alert 12/7/2004 **NCLD to Hold Chat on High Stakes Testing on Dec. 8, 1 p.m. EST**

An e-publication of the National Center for Learning Disabilities

Introducing LD Talk - the Internet's only Web site dedicated to expert discussions about important issues facing people with learning disabilities.

The National Center for Learning Disabilities announces the debut of **LD Talk**, a new Web site featuring discussions on issues critically important to people with learning disabilities. This ongoing discussion series will provide you with unprecedented access to the nation's top experts. Join us as we begin to explore a variety of important topics at www.ldtalk.org.

Mark your calendar!

LD Talk
Wednesday, December 8, 2004
1-2 p.m. Eastern Standard time
(10 a.m. Pacific, 11 a.m. Mountain, Noon Central)

LD Talk's debut discussion will examine the issue of high-stakes testing and students with learning disabilities. With 23 states across the nation currently administering some type of high-stakes high school exit exam (see map below), the consequences of these tests are critical issues for students with learning disabilities. Special education attorney Paul T. O'Neill will answer your questions about the state of high-stakes.

How to Participate

Submit advance **questions** for the discussion now or join in at discussion time to <http://www.ldtalk.org/>.

No special equipment other than Internet access is needed to participate in this text-based discussion. A transcript will be posted shortly after the discussion.

Learn more about High-Stakes Testing

High-stakes testing was the featured topic of the November 2004 issue of **LD News**, the monthly e-newsletter of the National Center for Learning Disabilities. Read the **Newsletter** and **subscribe to LD News**.

Visit LD.org
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Living With LD
LD Advocate
About NCLD

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New York, NY 10016

NCLD Help Box

In an effort to better serve the needs of our audiences and build relationships, we developed an online help mailbox (help@ncl.org). Each month, more than 200 parents and educators use the help mailbox to share stories, request assistance, offer information about local resources, and provide feedback about the Web site and its contents. These constituents also become subscribers to our electronic newsletters and help enrich our database of potential donors.

For parents and educators who don't have easy access to the Internet, NCLD provides a way for them to access appropriate resources by calling 1-888-575-7373. Phone and mail information requests totaled 1,450 in 2005. Individuals sought information ranging from legal rights to financial aid to LD evaluation and testing.

Living with LD—its name speaks for itself. The impact of LD is life long and this web site helps teens and adults navigate everyday life challenges—forming relationships, making career choices, and realistically assessing individual interests and abilities. With practical tips on everything from legal rights to marketable skills, the site can answer many of the most frequently asked questions by teens and adults with LD.

LD Talk allows parents and professionals to have a free and engaging monthly online chat with nationally renowned LD experts. Topics last year included “high-stakes testing” for students with LD and the impact on school districts and students with LD of new provisions in IDEA '04. These talks featured Professional Advisory Board members Paul O'Neill, Esq. and Dr. Stevan Kukic. Transcripts of past chats are available at www.ldtalk.org/.

Funds provided by The Charles and Helen Schwab Foundation supported 50% of LD Talk from December of 2004 through May of 2005. Last year, NCLD conducted an online survey of 120 LD Talk subscribers to provide input and guidance in developing the topics for the 2005–2006 school year.

National Center for Learning Disabilities
The power to hope, to learn, and to succeed

LD News June 2005 **News You Can Use**

An e-publication of the National Center for Learning Disabilities

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Letter from NCLD
Executive Director James Wendorf discusses the social and emotional side of LD.

The Power to Learn
Self-esteem: A powerful ingredient for success.

Tips for Building Social Skills
NCLD offers friendly advice for students and their parents.

Reflections on the Social/Emotional Aspects of Learning Disabilities
Stories from Anne Ford Scholarship applicants.

Research Roundup
The importance of scientifically-based research.

News Desk
The latest headlines from the LD field.

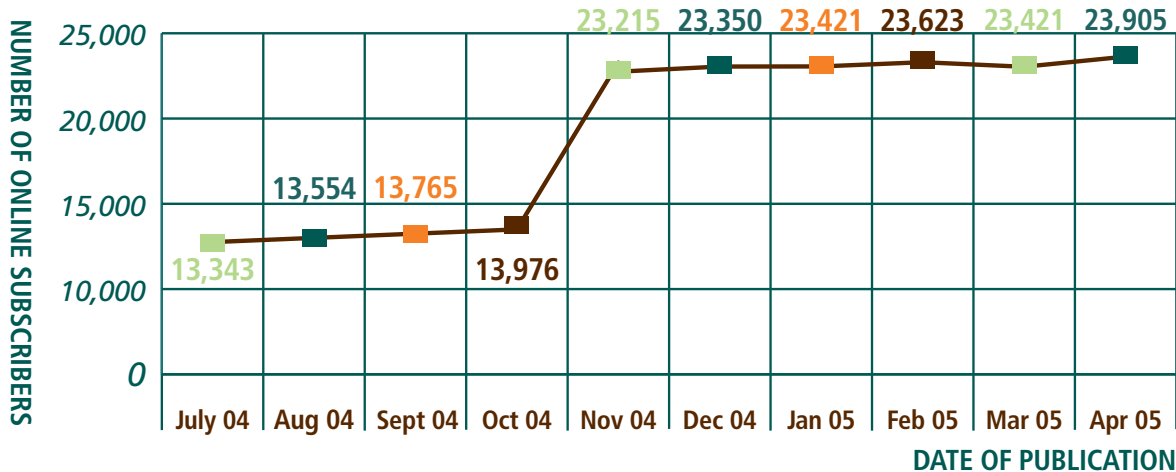
Policy Update
What's new in LD policy.

LD Links
Helpful information from the Web.

LD News is our electronic monthly newsletter, reaching 23,905 subscribers. Recent topics covered in the newsletter are “Social and Emotional Issues Associated with Learning Disabilities,” “Recognition and Response: A Strength-Based Approach to Supporting Early Learning,” and “Preventing Early Reading Failure and its Downward Spiral: The Evidence of Early Intervention.”

Fiscal Year 2005 Metrics — LD News

Note: *LD News subscribers reflect significant increase as of Nov 04 with the addition of Keep Kids Learning subscribers, a web based advocacy campaign led by NCLD.



Increasing the Public's Awareness of Learning Disabilities

NCLD does more than “preach to the choir” about learning disabilities. We raise the awareness of millions of people through the media, through special campaigns and publications, and in response to thousands of requests for information.

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Media coverage. NCLD continues to be a trusted authority for national and local media, serving as a resource on a variety of complex topics, including the No Child Left Behind (NCLB) Act, the legal rights of children with LD, and the intricacies of identifying children with learning disabilities. Last year, we were quoted in publications with national readership, such as USA Today and the New York Times. And we made our way onto small-town doorsteps with

local publications, like the Winchester Sun and Log Cabin Democrat. In 2005, we received print coverage in 32 states, reaching an estimated 14,118,577 people through 107 newspapers and 9 magazines. Our “No Child Left Behind Act” Parent Guide alone received press attention in 59 publications with a circulation of 2.3 million.

NCLD was also featured on a nationally syndicated television program called *Keep Kids Healthy*, which airs weekly on American Public Television (WNET in the NYC area). Sheldon H. Horowitz, Ed.D. was the featured LD expert. NCLD’s Web site was prominently featured as a resource when the program aired in February of 2005.

In 2005, NCLD received extensive coverage in the national media, including coverage in most of the nation’s largest daily newspapers. The organization was named and Executive Director James Wendorf quoted directly in several lead stories.

C-SPAN



The New York Times

AP Associated Press

The New York Times

School Achievement Reports Often Exclude the Disabled

By DIANA JEAN SCHEMO

The first time Tyler Brenneise, a 10-year-old who is autistic and mildly retarded, took the achievement

that's a major fault with the No Child Left Behind Act," Mr. Roeber added. Ms. Brenneise, who is the chair-

States' End Run Dilutes Burden For Special Ed

FRONT PAGE

By DIANA JEAN SCHEMO

SILVER SPRING, Md., June 6 — Every afternoon, a half-dozen fourth and fifth graders with learning disabilities gather in Julie Grant's classroom at Broad Acres Elementary. Some struggle to turn the words they see and hear into coherent thoughts, others to concentrate.

For now, the future of Broad Acres could depend on how well Ms. Grant's tiny class does on the state's achievement tests. Under the federal No Child Left Behind law, every category of student at Broad Acres — including special education — must show improvement or the entire

children were not is. But he said that test scores of children were instead school district level the state level. Hickok said.

special achievement receiving federal condition so in the future. Most state report cards schools. Like generally content schools, but



Living proof: Linda Hendrickson, a college senior, has overcome dyslexia to attain a near-perfect grade-point average. "I just have to take my time, and if I don't know a word or something in school, I usually just ask," she says. "I need a safe person who knows why I am asking and will not think I am stupid."

Sorting through dyslexia

Disability can be conquered with time

By Rebecca E. Johnson USA TODAY

Students' learning disabilities

An estimated 2.9 million public school students have a learning disability, and dyslexia is the most common of those that affect reading.

- Percentage of learning disabilities that affect reading: 80%
- K-12 students formally identified with a learning disability: 6%

see whether activity grows in an associated with reading. The implications from the study are clear: With early interventions many of the problems behind dyslexia, including school failure or dropping out, can be avoided or delayed.

"In education, we have the potential to be in an era where we have it

Press Kit. Through the generosity of Schwab Learning, the LD.org pressroom completed a new press kit in January of 2005. Posted on the site in April, the press kit provides information about NCLD's programs. It also provides answers to common questions about learning disabilities, fact sheets, key research findings, bios on NCLD leadership, and story ideas for reporters.

LD Essentials. In November of 2004, a new print newsletter called *LD Essentials* made its debut as a component of NCLD's direct mail campaign. Published three times a year for parents and educators, the newsletter features a legal column by Paul O'Neill, Esq., a member of NCLD's Professional Advisory Board and adjunct faculty member at Teachers College, Columbia University, where he teaches special education law. The newsletter offers nuts-and-bolts information on everything from enhancing self-esteem to interpreting changes in the IEP process.

Friends of NCLD. We introduced a new donor support program last year for donors of \$35 or more. Through this effort, several hundred givers joined our community, receiving these exclusive benefits: a copy of NCLD's Advocates Guide, semi-annual mailings of fact sheets, online alerts to new content, and a Friends card identifying them as a vital supporter of the NCLD community.

National Center for Learning Disabilities
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Spring 2005

LD Essentials

The Power to Learn

New IDEA Brings Change to the IEP Process and Transition Planning

Long considered the cornerstone of the Individuals with Disabilities Education Act (IDEA), the Individualized Education Program (IEP) is the blueprint used to outline the education and related services a school will provide for a child with a disability. The IEP describes the child's educational needs, details the child's goals, how the child will be assessed for academic skills and decisions about where the child receives services and instruction. The IEP is regarded as a "contract" of sorts between the school and the parents.

The newly reauthorized IDEA 04 makes several distinct and important changes to both the process to develop the IEP, the required components of the IEP and transition planning, including:

- IEP Team & Team Meetings
- IEP Statement of Academic Achievement and Functional Performance (and elimination of current requirements for short-term objectives)
- IEP Services and Peer Reviewed Research (see related article by Paul T. O'Neill)
- Student Participation in Assessments
- Transition Planning

The new provisions relating to IEPs are effective July 1, 2005. IDEA 04 continues to require that an IEP be in effect before a school can provide special education and related services to a student and that every student's IEP undergo an annual review.

IEP Team & Team Meetings

Offering Accolades



14 We Honor Champions of People with Learning Disabilities

Each year, we take the opportunity to honor those who have made a significant contribution to the LD community—people who advocate through political action, who teach by example, or who inspire through personal perseverance. Last year's Annual Benefit Dinner created even more cause for celebration: The nation's single largest fundraising event in support of people with LD reached a milestone by raising \$1,600,000—our biggest benefit ever.



Raymond W. Smith, Spirit of Achievement Award Honoree

Honorees for the event included the following:

Raymond W. Smith

Chairman of Rothschild, Inc. and NM Rothschild & Sons Canada Ltd., and former Chairman and CEO of Bell Atlantic (now Verizon), who received the *Spirit of Achievement Award*.

Kristine Baxter

Head of The Churchill School and Center, who received the *Distinguished Education Achievement Award*.



Kristine Baxter, Distinguished Education Achievement Award Honoree

U.S. Congressional Leaders

The Hon. Edward M. Kennedy, the Hon. Judd Gregg, the Hon. John A. Boehner, the Hon. George Miller, the Hon. Michael Castle, the Hon. Lynn Woolsey, who all received the *Children’s Advocacy Award*.

Honorary Benefit Committee Chair:

Mary Kalikow

Dinner Chair:

Gerald Rosenfeld, CEO of Rothschild North America

Leadership for the benefit:

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Nancy Poses



Left to Right: Anne Ford, Anne Ford Scholar Liana Stern Mulholland and NCLD Chairman Frederic M. Poses

Scholarship & Awards

2005 Anne Ford Scholarship.

This award was established in 2002 to honor Mrs. Anne Ford, who served as Board Chairman from 1989 to 2001. The scholarship provides an award of \$10,000 to a deserving high school senior with a learning disability who plans to attend a four-year college. In addition to these criteria, the ideal candidate is someone who has demonstrated perseverance and a well-rounded perspective shaped by experiences in school, the community, and with family and friends. This year, NCLD found that candidate in Liana Stern Mulholland from Cass Technical High School in Detroit, Michigan. Not able to read until sixth grade, Liana became an outspoken advocate for students who struggle to learn. She also became involved in civil rights and affirmative action. Liana's teachers describe her as a committed, generous woman, a powerful writer, a gifted artist, and someone who is "willing to go the extra mile to assist others."

"I'm still the same person, with an insatiable thirst for knowledge, a need to understand, a will to succeed. Only now. . . I can read. Now I'm dedicated to ensuring that others like me get that opportunity as well."

—Liana Stern Mulholland, winner of the
2005 Anne Ford Scholarship

2004 Bill Ellis Teacher Preparation Award.

Devoting nearly a quarter century to teaching third graders, Cathy Graf of Charlotte Park Elementary School in Nashville, Tennessee was named winner of the 2004 Bill Ellis Award by NCLD. For the past 14 years, Graf has partnered with researchers at Vanderbilt University, collecting data and providing feedback on peer-assisted learning activities and curriculum-based measurement procedures. This body of work has enhanced the design of math instruction for all students, including those with LD. In July 2004, Graf was a presenter at the Research to Practice Summit, held by the U.S. Department of Education in Washington, DC.



Liana Stern Mulholland, 2005 Anne Ford Scholar

2005 Pete and Carrie Rozelle Award.

This NCLD award recognizes a school or school based program that addresses the educational, social, and emotional needs of all children, including those with LD. This year's recipient is Aragon Elementary School in Fountain, Colorado. Aragon Elementary realized a significant gain in student reading scores—once well below the state average. It achieved this through a rigorous tutoring program for struggling learners, committed professional development, the Open Court reading program, and the DIBELS screening system to monitor student progress.

Looking Forward to 2006



As we look forward to the coming year, we resolve to continue building on our past successes—and never to rest on our laurels. Our mission is as urgent as ever. Inspired by the resilience of the children we serve, we anticipate the coming year by working toward these goals.

Programs and Research

We will scale up *Get Ready to Read!* through regional centers in Georgia and Arizona with the goal of screening more than one in five preschoolers in each state.

We will complete *Transitioning to Kindergarten: A Toolkit for Early Education Professionals*, featuring a new observation tool to help identify preschool-age children at risk for LD.

We will publish research papers on mathematics disabilities to prepare for a new program.

Public Policy and Advocacy

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We will promote the new model of LD identification and eligibility, called Response to Intervention, which we championed in the reauthorization of IDEA. We will fight to preserve school accountability for students with disabilities under the No Child Left Behind Act.

Essential Information for Parents and Educators

We will build a major new online Parent Center. It will help give parents the information they need to advocate for their children in their local schools.

We will rebuild our LD.org flagship Web site into a multi-site portal that will offer our constituents the most comprehensive, authoritative information about LD on the Internet.

We will continue to communicate regularly with tens of thousands of parents and educators through our electronic newsletters, advocacy alerts, LD Talk expert chats, and conference presentations.

Major Donors

NCLD extends its sincere gratitude to the individuals and organizations whose support advanced the organization's mission throughout this year. Their donations of time, talent, and financial resources have made it possible for NCLD to provide essential services to tens of thousands of adults and children nationwide who are affected by learning disabilities, and to advocate on their behalf.

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NCLD is grateful to the hundreds of individuals and businesses who have donated goods and services for our benefit awards program raffle, auctions, and overall success. Special thanks to the following individuals and corporate friends:

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Financial Statement

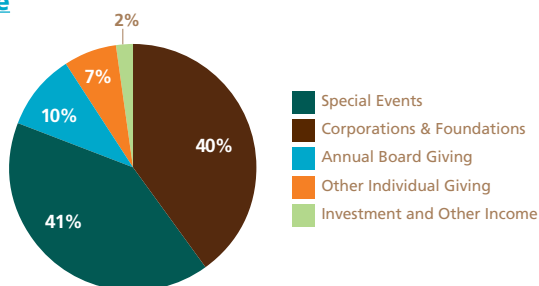
National Center for Learning Disabilities, Inc.

Statements of Financial Position June 30, 2005 and 2004

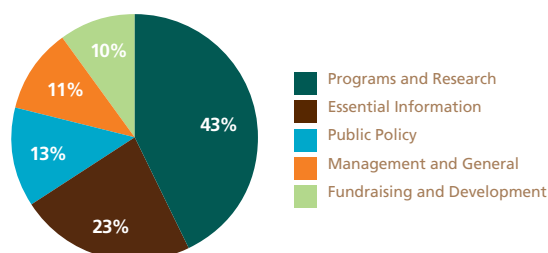
	2005	2004
ASSETS		
Cash and cash equivalents	\$976,105	\$727,380
Contributions and other receivables, net of allowance for uncollectible promises of \$17,000 and \$10,000 for 2005 and 2004, respectively	827,893	392,283
Prepaid Expenses and other assets	9,159	17,212
Investments	225,066	32,741
Security Deposits	10,625	10,625
Property and equipment, net of accumulated depreciation and amortization of \$339,044 and \$293,678 for 2005 and 2004, respectively	177,197	202,284
Total assets:	\$2,226,045	\$1,382,525
LIABILITIES AND NET ASSETS		
Liabilities:		
Accounts payable and accrued expenses	\$ 196,742	\$121,665
Deferred rent and other liabilities	19,581	28,956
Total liabilities:	216,323	150,621
Net Assets:		
Unrestricted	917,436	499,956
Temporarily Restricted	1,092,286	731,948
Total net assets:	2,009,722	1,231,904
Total liabilities and net assets:	\$2,226,045	\$1,382,525

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Revenue



Expenses



The financial statements of NCLD for the fiscal year ended June 30, 2005 have been audited by independent certified public accountants McGladrey & Pullen LLP. The auditors meet with the Audit Committee, which is composed of outside directors, on a regular basis. A complete copy of the audited financial statement is available upon request from the National Center for Learning Disabilities, Inc., 381 Park Avenue South, Suite 1401, New York, New York, 10016-8806

Financial Statement

National Center for Learning Disabilities, Inc.

Statements of Activities
Year Ended June 30, 2005

	2005		
	Unrestricted	Temporarily Restricted	Total
Revenues, Gains and Other Support:			
Revenue from annual fundraising event	\$1,591,394	\$ —	\$1,591,394
Direct costs from annual fundraising event	(269,181)	—	(269,181)
Net support from fundraising events:	1,322,132	—	1,322,132
Contributions	604,886	1,284,522	1,889,408
Royalty income	1,700	—	1,700
Investment income	6,677	—	6,677
Net assets released from restrictions	924,184	(924,184)	—
Total revenues, gains and other support:	2,859,660	360,338	3,219,998
Expenses:			
Program Services:			
Program and research	1,066,725	—	1,066,725
Essential Information	554,902	—	554,902
Public policy	309,054	—	309,054
Total program services:	1,930,681	—	1,930,681
Support services:			
Management and general	268,500	—	268,500
Fundraising and development	242,999	—	242,999
Total support services:	511,499	—	511,499
Total expenses:	2,442,180	—	2,442,180
Change in net assets:	417,480	360,338	777,818
Net Assets:			
Beginning of the year:	449,956	731,948	1,231,904
End of the year:	\$ 917,436	\$1,092,286	\$2,009,722

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The financial statements of NCLD for the fiscal year ended June 30, 2005 have been audited by independent certified public accountants McGladrey & Pullen LLP. The auditors meet with the Audit Committee, which is composed of outside directors, on a regular basis. A complete copy of the audited financial statement is available upon request from the National Center for Learning Disabilities, Inc., 381 Park Avenue South, Suite 1401, New York, New York, 10016-8806

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Children and adults whose photos appear in this publication may not have learning disabilities, nor are they directly associated with the article in which they appear.

- **15 Million** — Approximate number of individuals with LD living in the US
- **2.9 Million** — Number of students with LD now in public schools
- **6%** — Percentage of K-12 students formally identified with LD
- **11%** — Percentage of students in the general population who drop out of high school
- **27%** — Percentage of students with LD who drop out of high school
- **80%** — Percentage of students with learning disabilities who struggle in the area of reading
- **75%** — Percentage of children with learning difficulties who, if not identified and provided help by grade 3, will still have poor reading skills at the end of high school
- **20%** — Percentage of high school students with learning disabilities who are reading 5 or more grade levels behind
- **35%** — Percentage of students with learning disabilities who have been retained at grade level during their K-12 school career
- **25%** — Percentage of students with LD who continue on to a four-year institution after graduating from high school
- **48%** — Percentage of students with LD who drop out, and do not earn a degree or certificate within five years of entering a postsecondary institution

Measuring

The Scope and Impact of LD





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.



NCLD Credo



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