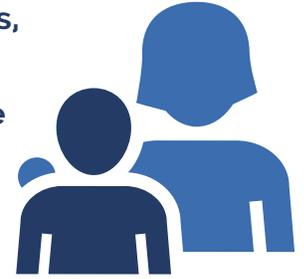


The mission of NCLD is to improve the lives of the 1 in 5 children and adults nationwide with learning and attention issues — by empowering parents and young adults, transforming schools, and advocating for equal rights and opportunities. We're working to create a society in which every individual possesses the academic, social and emotional skills needed to succeed in school, at work, and in life. In 2016 and 2017, NCLD focused on reducing stigma, empowering communities, and promoting self-advocacy skills.



## Reducing Stigma

### State of Learning Disabilities: 2017

Children with learning and attention issues are as smart as their peers and can achieve at high levels but too often are misunderstood as lazy or unintelligent. Without the right academic or emotional support, they are much more likely than their peers to repeat a grade, get suspended, and drop out. NCLD released its most recent edition of “The State of Learning Disabilities: Understanding the 1 in 5,” which uses recent research and data to shine a light on the current challenges and opportunities facing the 1 in 5.



### Student Voices in Washington, DC

In 2016, Jocelyn – a young and talented soccer player with dyslexia – and her mom, April, visited Washington, DC, to share their experience and talk about the need for strong supports for students and parents. Soon after, Savannah – an honors-level college student with dyscalculia – and Lena – a passionate advocate and resilient young woman with learning and attention issues – met with their members of Congress and shared their stories at NCLD’s State of LD launch event on Capitol Hill.



## LD STUDENT POPULATION

NCLD is working to combat stigma by educating parents and professionals so that students with learning and attention issues have every opportunity to succeed.

### 1 in 5



1 in 5 children in the U.S. have learning and attention issues like dyslexia or ADHD.

### Parental Beliefs

48 percent of parents believe incorrectly that children will outgrow these brain-based disorders.



### Educator Beliefs



33% of educators believe that sometimes what people call a learning disability is merely laziness.

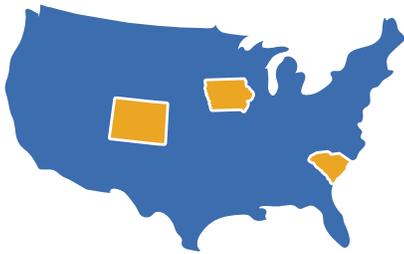
### Inequitable treatment

Nearly two-thirds of special education disciplinary removals involve students with learning or attention disorders.



## Empowering Communities

### Strong Foundations for Mobilization



To set the stage for effective parent advocacy efforts across the country, NCLD built teams in three key states: Colorado, Georgia, and Iowa. These parent engagement and organizing teams facilitated meaningful conversations about the 1 in 5 in local communities and laid the foundation for parents to become advocates on a larger scale by hosting events, building relationships, and sharing resources.

### Facilitate Clear Communication Between Schools & Families

After hearing from parents about the confusion and challenges they face when using terms like dyslexia, dyscalculia, and dysgraphia in IEP meetings, NCLD successfully advocated for guidance from the U.S. Department of Education clarifying that those terms may, in fact, be used. To help foster clear and effective communication between parents, educators, and other school professionals – and thus better identify and meet the needs of students – NCLD brought together 12 national organizations to develop a [resource](#) to help facilitate positive conversations between parents and schools.



## Promoting Self-Advocacy Skills

### Resources & Parent Advocacy on ESSA



With the Every Student Succeeds Act (ESSA) came an opportunity and requirement for parents and stakeholders to become involved in decision making at the state and local level. NCLD and Understood developed a [toolkit](#) to explain the importance and key provisions of the law and highlight opportunities for parents to take action. NCLD also participated in ESSA boot camps around the country for parent advocates and organizers to learn about and prepare to shape state and local decision making.

### National Dialogue on Self-Advocacy

Students with disabilities who are most successful are those who are able to make active choices about their learning, assert their needs, and pursue their goals. These self-advocacy skills are essential for all students – particularly for the 1 in 5 – but are often neglected in our schools. NCLD hosted a national conversation with education and advocacy organizations to discuss how to ensure that students with disabilities gain the necessary self-advocacy skills and the capacity to exercise self-determination.



## The Year in Numbers

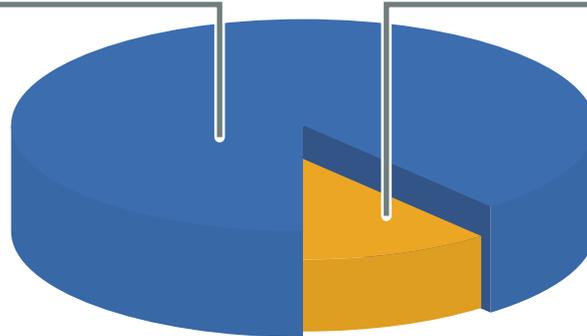
### 2016-2017 Financial Report

	Fiscal Year Beginning July 1, 2016 and Ending June 30, 2017	Fiscal Year Beginning July 1, 2017 and Ending December 31, 2017
Total Revenue	\$10,383,834	\$4,157,517
Total Expenses	\$9,835,409	\$5,509,169
Net Assets – Beginning of the Period	\$4,208,833	\$4,757,258
Net Assets – End of the Period	\$4,757,258	\$3,405,606

#### Total Expenses – Year End June 30, 2017

Program Services: \$8,755,904 (89%)

Support Services: \$1,079,505 (11%)



#### Total Expenses – Year End December 31, 2017

Program Services: \$4,302,269 (78%)

Support Services: \$1,206,900 (22%)

