

## CHANGING LIVES - THE EBC SCHOOL PROGRAM

by Karen Breslow, Interim Director, Esther B. Clark School, Children's Health Council

Changing Lives - the unofficial motto of the Esther B. Clark School - reflects what staff members set out to accomplish daily for their students who face severe emotional and behavioral challenges. This goal drives the way staff interact with their students and their students' families, as well as *with* each other. In following the students and staff of our seven classrooms through a typical day at EBC School, it's easy to see why these two words capture the essence of the school's mission.

### THE MORNING ROUTINE:

Our multi-grade level classrooms are staffed by four professionals; a Lead Teacher, a Behavior Specialist, a Teaching Assistant, and a Classroom Clinician. They stream through the door between 7 and 7:30 to grab that first cup of coffee, complete their clerical chores, and settle into their classrooms. Between 7:30 and 8:15, they are checking the phones and computers to check voice mail and e-mails from parents of students who had difficult evenings or mornings. This intensive home-school communication ensures that what happens at home is rewarded and/or consequence at school, and what happens at school is rewarded and/or consequence at home - a hallmark of our program.

At home, our students are busy completing the morning routine designed by their family and the Behavior Specialist. The caretakers have been trained in the level and behavior system used in the school, known as the Positive Behavior Training system, or PBT. The adults write a message to their child on the week's PBT, read it to them, and assign a level from 0-3. Students hop on their bus, and are met at the curb by staff who will receive a Transportation Report for each student, as well.

First on the daily schedule are morning meetings and transitional activities that lead to English/Language Arts. Students are asked to reflect on their behavior just before recess at "check-in". After recess is Math. These core academics are taught at the same time throughout the entire school so that students can receive instruction

in any group in any classroom that meets their particular needs. All academics follow the state's curricular standards, and pupil progress is assessed through administration of STAR testing, the California High School Exit Exam, and any individual testing deemed necessary.

### THE AFTERNOON ROUTINE:

Lunchtime at EBC is peak Social Skills practice time, with staff coaching students in the use of Social Skills they have learned in direct instruction the previous week. The classes in the afternoon include History/Social Studies, Science, P.E., and Computers. More significantly, the Mental Health component is implemented in the afternoons, with activities that include individual therapy, Therapeutic Activity Group (TAG), Music and Art Therapies, and Family Therapy on a bi-weekly basis. The Classroom Clinician and Behavior Therapist also co-teach Social Skills classes on Friday afternoons. Just before dismissal, our classroom teams write an end of the day message on each student's PBT, read it to them, and escort them out to transportation.

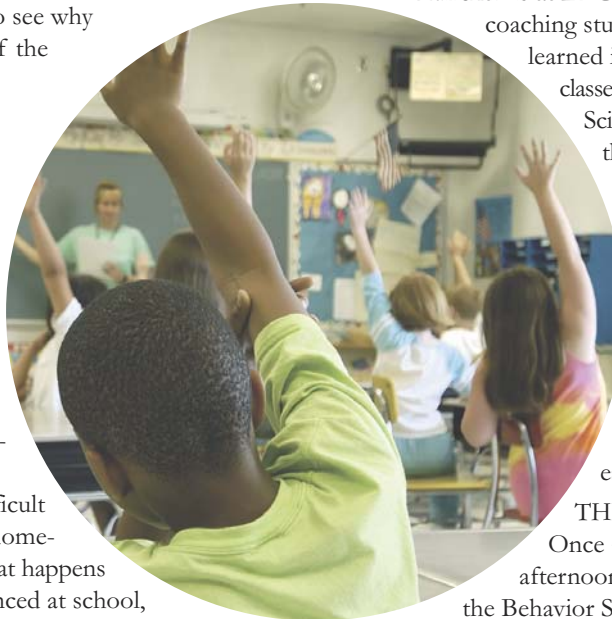
### THE EVENING ROUTINE:

Once a student arrives at home, they begin their afternoon routine, also designed by their family and the Behavior Specialist. Just before bed, adults write the final message on the PBT, and the whole process begins again the next morning.

### THE OFF-CAMPUS ROUTINE:

New this year are EBC's consultative services, designed to meet the needs of students who are still attending their neighborhood school, but are at risk for being placed at EBC, given their behavioral and emotional challenges. In this case, a member of EBC's administrative staff meets with the district's Special Education Director, designs a behavioral program to support the student, and a staff member from EBC becomes the consultant to the public school personnel.

Need more information? For a tour of EBC School in action, please contact Elizabeth Guare at 650.322.3065. Or send your question for a quick answer to [ebcschool@chconline.org](mailto:ebcschool@chconline.org). We look forward to hearing from you!



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Dear Friends,

This edition of New Futures highlights a few of the exciting programs and services that CHC is offering both onsite and offsite to children and families in our communities.

We continue to focus on increasing access to more people, and factor in location, partnerships and cultural diversity in determining how best to deliver services that improve the lives of our clients.

Our cover story about the Esther B. Clark School brings you up-to-date on how the school continues to be an excellent program to help students with emotional, behavioral and/or learning challenges.

Since the fall, we have been offering school-based services in East Palo Alto in partnership with the Stanford Schools Corporation. Two other school-based programs, the Behavioral Specialist Outreach Program (BSOP) and the Behavioral Consulting Program, that work with schools and school districts, have been part of CHC's program for many years and continue to enrich special education services in our communities.

For more than a year, we have conducted parent/child play groups for young mothers who have found shelter at the Bill Wilson Center. In addition to the mothers learning parenting skills, their children have benefited from receiving developmental assessments and are referred for additional services when appropriate.

You will also read about the progress of KidConnections, the county-wide initiative that is helping children 0-5 in Santa Clara County who are at greatest risk of not developing to their fullest potential. This program involves multiple organizations and reaches populations of children who otherwise would not have assessment and treatment options available.

Dr. Lynne Huffman, Director of Outcomes Measurement and Research, will give you information about how her department is evaluating onsite and offsite services to ensure their effectiveness and positive results for children.

Our emphasis on recruiting and training linguistically and culturally competent staff has resulted in our ability to offer our services in Spanish, Mandarin, Taiwanese, Cantonese and Russian, all of which are threshold languages. As a staff, we are becoming increasingly reflective of the communities we serve.

Finally, your support of our work is critical to many of our families and children who need financial assistance to receive our services. We ask that you consider a gift before June 30 to support our 2006-2007 Annual Campaign and that you will kick-off our new fiscal year by joining us on July 15 for the 48th Summer Symphony featuring Dionne Warwick!

Sincerely,

Executive Management

**Do You Know**  
of a child who may benefit from  
the EBC School? For answers to all  
your questions and information about  
the EBC School program, contact  
650.322.3065 or email:  
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Please send your comments to:

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## Spotlight-CHC Employees Who Make a Difference



Joan Baran, Ph.D.

Joan is the Mental Health Department Head: Young Child at CHC. She conducts consultations and evaluations at CHC, at the Development and Behavior Clinic at Lucile Salter Packard Children's Hospital and within the KidConnections program in San Jose.

Dr. Baran considers herself privileged to have worked with infants and young children for almost 20 years,

after training at the University of North Carolina – Chapel Hill, Johns Hopkins and Stanford Universities and CHC. Her areas of specialty are young children and their families facing cancer, developmental disabilities and substance exposure. "CHC is unique because the presence of multiple disciplines working together truly allows for a 'whole child' picture."

Dr. Baran has lived abroad in Spain and Bolivia and enjoys being able to work with families in both English and Spanish. In her free time, Dr. Baran watches Tar Heels basketball and reads autobiographies.



Lynne Huffman, M.D.

Lynne is a developmental-behavioral pediatrician and brings over 20 years of research, administrative, clinical and teaching experience to her position as Outcomes Measurement and Research (OM&R) Director at CHC. After receiving her M.D. from George Washington University, Lynne joined the CHC staff in 1997 and established the OM&R Department.

She is also an Associate Professor of Pediatrics and Psychiatry in the Stanford University School of Medicine.

Lynne enjoys working at CHC because it allows her to translate research findings from the academic world and apply them to the "real world" of community-based service delivery.

In her spare time, Lynne vicariously enjoys the pursuits of music, ballroom dancing and basketball, while cultivating relatively new skills in bowling and billiards. She and her husband have three children—two in college and one in high school.

## CHC Outcomes Measurement and Research (OM&R)

*by Lynne Huffman, M.D., Director of Outcomes, Measurement and Research, Children's Health Council*

In 1997, CHC established its Outcomes Measurement and Research Department (OM&R) with major grant funding from the David and Lucile Packard Foundation. Directed by Lynne Huffman, M.D., who is also Associate Professor of Pediatrics at Stanford University, and staffed with skilled researchers from a variety of backgrounds, the starting focus of OM&R was to establish rigorous and dynamic outcomes measurement strategies on-site. Such strategies are part of an information-based program evaluation model that aids decision-making about how to improve ongoing CHC service programs, when to launch new CHC service programs, and how to communicate successes to those organizations and funders that support CHC.

In recent years, we have expanded this on-site model to include off-site work, sharing our experience and knowledge with other community agencies. In this way, CHC supports improved service delivery to children and families throughout California. OM&R's off-site work is accomplished in two major ways. First, in 2002, OM&R was expanded to create the CHC Outcomes Research Consulting Service (CORCS). The philosophy of CORCS is that evaluation should be: (1) based on tested research models; (2) sensitive to cultural and economic differences; (3) a component of

every program and project; (4) a key to building organizational capacity; (5) a means to assure sustainable funding; and (6) a cornerstone for learning and success. Through CORCS, we have provided evaluation support to various agencies that serve children and their families, such as Childcare Coordinating Council (San Mateo), Legal Aid Society of San Mateo County, Preemie Project at Lucile Packard Children's Hospital, and First Five Ventura County.

Second, in 2005, OM&R received a three-year grant from the Lucile Packard Foundation for Children's Health for a project titled, "Collaborative Evaluation Training Initiative (CETI)." The goal of CETI is to help community-based agencies to build their internal capacities for evaluation through training, establishing partnerships and sharing best practices. CHC provides group-based evaluation training and specific program evaluation support to four community-based agencies—After-School All Stars Greater San Jose, Family Connections, Friends Outside and Women's Recovery Association. Training is directed to all agency levels—Boards of Directors, program managers and program staff. The CETI project already has demonstrated significant improvements in each community agency's learning culture and understanding of evaluation and best practices

# CHC and the East Palo Alto Charter School

by Ramsey Khashlo, Psy.D., Mental Health Department Head for School-Aged Child Services, Children's Health Council

The East Palo Alto Charter School opened its doors in the fall of 2006 to approximately 150 students in the kindergarten, first, and sixth grades. The school was established by Stanford University's School of Education and supported by the Ravenswood School District. The school plans to expand over time by adding two new grades each year.

The Children's Health Council has partnered with the East Palo Alto Charter School by providing on-site behavioral health services to the students and staff of the academy. The services include individual and group therapy to children and their families, teacher consultations, in-class behavioral management and support, crisis interventions, didactic classroom presentations on topics such as empathy and friendship, and parent engagement and support services. The services are provided by a doctorate level CHC



staff member and a psychology practicum student from CHC's psychology training program.

In the short amount of time that CHC has collaborated with the East Palo Alto Charter School, the program has addressed various emotional, behavioral and community issues. These issues range from the common distracted student and student with learning challenges to the more global community violence.

Since its inception, the collaborative between the Children's Health Council and the East Palo Alto Charter School has grown with the addition of on-site psychological assessment services and on-site speech and language services. The partnership is currently working on plans to expand CHC's support to the East Palo Alto Charter School by adding behavioral management programming to the school. CHC also hopes to grow the mental health programming by adding additional hours of psychology practicum students in training to provide direct mental health services through individual, group, and family therapy.

What we find most valuable about our relationship with the East Palo Alto Charter School is that its principal, Dr. Nicki Smith, and the entire staff understand and value the impact that emotional, behavioral and community issues have on academics. Accordingly, they are committed to the quality programming provided by members of the CHC team.

## Providing Services at the Bill Wilson Center

by Joan Baran, Ph.D., Mental Health Department Head: Young Child, Children's Health Council

For the past 18 months, CHC has been providing services to children (ages 1 month to 7 years) and their young parents at a transitional housing program of the Bill Wilson Center. Our program has two primary components: 1) mom and child have a mental health/developmental screening to determine if there are any obstacles to the infant/mother relationship (e.g., possible developmental delays, undiagnosed mental health conditions), as well as to promote positive interaction; 2) if needed, we then offer a variety of services, including parent/child play groups, parenting groups and parent/child therapy. To increase the effectiveness of the program, CHC staff travel to the homes in Santa Clara, Sunnyvale, San Jose and Mountain View.

\*Susan and her 14 month old son \*Joey are prime examples of the success of the program. When Joey and Susan first started with the project, Joey was very clingy and fussy with his mother and often aggressive with other children. Susan was frustrated with her son's behaviors and at a loss with how to "make him listen to her". Working with a CHC clinician has helped both of them. Susan has become more attuned to Joey's needs, using simple

phrases to encourage positive behaviors such as gentle touch and back and forth play. She now sets limits more effectively and has realistic

expectations of what her son is capable of doing (e.g., he is able to sit for only 2-3 minutes while she reads a story to him).

In recent months, Joey has not only become a lot less aggressive with other children, but he and his mother have found joy and pleasure in playing and spending time together.



\*All names have been changed to protect client confidentiality.

# Behavior Management Department & BSOP

by Kendra Evans, Behavior Management Department Head, Children's Health Council

If you are a parent who has felt frustrated or helpless by your child's behavior at home, school, or in public places you are not alone. Many parents struggle with behavioral challenges and families who have children with special needs can feel even more taxed by the way their child expresses feelings or needs. The Behavior Management Department at the Children's Health Council and our team of behaviorists can help by providing consultation, assessment, and treatment services to help children reduce problem behaviors and promote the development of socially appropriate skills.

Does your child do well at school but won't listen to anything you say at home? This is not unusual. Often kids will maintain better behavior in one environment than another. Behavior Specialists in our Behavioral Consulting Program (BCP) collect information from families to try and determine what settings, times of day, and under what situations problem behaviors occur. We also look at how others respond and what the child attains or avoids through the use of certain behaviors. Once the behaviorist has collected information we make recommendations and determine how to replace the maladaptive behaviors.

Our behaviorists have many years of experience and a range of training to facilitate work with children who have issues around anger management, attention, emotional regulation, social cognitive, communication, developmental, and relationship deficits. Advanced training in such things as behavioral principles, applied behavior analysis (ABA), discrete trial, direct teaching, picture exchange communication programs, social skills training, and theory of mind enables them to individualize treatment for each unique child. We have recently added a behaviorist certified in Relationship Development Assessment and Intervention (RDA/RDI) which is a structured approach to help develop prerequisite skills to assist a child in developing relationships with others. It is often used with children on the autism spectrum but has also been effective with other children.

Families, schools, and professionals are the primary referral sources for the behavioral consulting program and we often collaborate with psychologists, educators, speech and language and occupational therapists to generalize the new skills children are learning in clinic settings to natural environments. The ultimate goal is to increase the child's independent functioning and eventually reduce the need for prompts and adult support.

Families are not alone in feeling ineffective when dealing with difficult behavior. An entire classroom can be thrown off when one child is aggressive, disruptive, unmotivated, or work avoidant. And that child may likely have had low self-esteem and impaired peer relationships. BCP gets many referrals from schools to address these behaviors and support school staff; however, they have found that regular and consistent behavioral support can provide more services and training to children and staff on school sites.

For the past 8 years the Behavioral Specialist Outreach Program (BSOP) has contracted with public schools throughout the Bay Area to place behaviorists in special education classes for the entire school year. Behaviorists in BSOP have provided an array of services including: training staff on principles of behavior; tailoring staff trainings for interventions for specific populations; creating and monitoring classroom wide behavioral management systems; teaching social skills or communication strategies in one to one, pairs, or small groups; crisis management support; behavioral assessments, behavior support plan development, and assisting staff with plan implementation. As more schools need support to respond to intervention requirements outlined in the Individuals with Disabilities Education Improvement Act (IDEA) they have utilized site-based behaviorists to assist mainstream teachers in developing classroom, small group, and individualized interventions.

In addition to individual services, behaviorists are available on a consulting basis and for small group presentations and trainings to parents, childcare staff, and educators.

## KidConnections - A CHC Collaborative Project

by Joan Baran, Ph.D., Mental Health Department Head: Young Child, Children's Health Council

In December, CHC began KidConnections, an evidenced-based, collaborative project involving multiple non-profit mental health agencies throughout Santa Clara County and the Santa Clara Department of Mental Health and First 5 Santa Clara County. Hundreds of children have been referred into the program and more than 100 have received developmental screenings to determine if there are any developmental, behavioral, health or emotional issues. Common areas of difficulty include: speech/language delays, inattentiveness, over-activity, trauma, behavioral difficulties and developmental delays. Four year old \*Arianna and her mother were seen by clinicians due to her "out of control" behaviors and her mother's frustration with trying to manage her energy in a small apartment with multiple family members. An assessment revealed Arianna was at significant risk

*\*All names have been changed to protect client confidentiality.*

for attention issues and had minimal exposure to an academic environment—although she had a great eagerness and ability to learn. Through the project, referrals were made for Arianna to start pre-school and a Spanish-speaking home visitor began to come to the home to help the mother with establishing good routines and to problem solve what age appropriate activities Arianna could do to use some of her energy. Finally, developmental guidance was provided so that her mother knew what were realistic expectations (Arianna has the ability to sit for 5-10 minutes for meals), what skills she could teach her (colors and numbers) and what behaviors needed to be addressed to reduce danger (no standing on the furniture). Through this process, Arianna is happier to be around other children and her mother feels she has more strategies to address Arianna's behaviors successfully.

# Dionne Warwick - A Career that Spans Decades

Celebrating 45 years in show business, Dionne Warwick's signature interpretations have made their mark on the landscape of pop music through each decade, touching generations of listeners from every demographic. Her reputation as a hit maker has been firmly implanted into American consciousness, thanks to nearly sixty charted hits since "Don't Make Me Over" in 1962.



Since that first historic meeting with Burt Bacharach and Hal David in 1962, Warwick and the legendary songwriting duo began a hit-filled, twelve-year association with Scepter Records. In all, Warwick, Bacharach and David racked up thirty hit singles and close to twenty best-selling albums during their first decade together. Songs like "Message to Michael," "This Girl's In Love With You," "I'll Never Fall in Love Again," "Reach Out For Me," and "Do You Know the Way to San Jose," established Warwick as a consummate artist and performer. Known as the artist who "bridged the gap," her soulful blend of pop, gospel and R&B music transcends generation, culture and musical boundaries.

Warwick received her first of five Grammy Awards in 1968 for her classic hit, "Do You Know The Way to San Jose?." Warwick's landmark recordings of the songs

"A House Is Not A Home," "Alfie," "The Valley of the Dolls," and "The April Fools" made her a pioneer as one of the first female artists to popularize classic movie themes to mainstream listeners. In 1968, Dionne made her own film debut in the movie, "Slaves".

In 1970, Warwick received her second Grammy Award for the best-selling album, "I'll Never Fall In Love Again," and she embarked on her second decade of hits with Warner Bros. Records. In 1974, she hit the top of the charts with "Then Came You," a million-selling duet with The Spinners.

In 1976, Warwick signed with Arista Records, beginning a third decade of hit-making. Barry Manilow produced her first Platinum-selling album, "Dionne," which launched two back-to-back hits, "I'll Never Love This Way Again," and "Déjà Vu," which both earned Grammy Awards, making Warwick the first female artist to win the Best Female Pop and Best Female R&B Performance Awards.

In 1985, Dionne reunited with producer Burt Bacharach, and longtime friends Gladys Knight, Stevie Wonder and Elton John to record the smash hit, "That's What Friends Are For." The landmark Grammy-winning, chart-topping single was the first music collaboration which raised millions of dollars for AIDS research and Warwick's album, "Friends," achieved Gold status.



Throughout the world, the socially conscious singer has devoted countless hours to many philanthropic causes, serving as the U.S. Ambassador for Health, Global Ambassador for the United Nation's Food and Agriculture Organization, among several other educational and charitable endeavors.

Warwick recently received the first Support Music Appreciation Award in Washington, DC for her efforts in lobbying Congress to keep music education in school curriculums, a cause which she continually advocates.

As she celebrates her 45th decade of great music, Dionne says that she still has some important personal goals; "As I've said over the years, I still want the Tony, Oscar and Emmy!" Nothing seems impossible to Dionne, a woman who has inspired and empowered millions through her music, her performances, and her work as a humanitarian.

## Arnie Roth - Conducts the Summer Symphony Orchestra



A classically trained violinist, conductor, producer and Grammy Award-winning artist, Arnie Roth will once again conduct the Summer Symphony Orchestra. Mr. Roth has conducted the London Symphony Orchestra, National Symphony, Atlanta Symphony, and the San Francisco Symphony, among many others. Since 2004, he has brought critical acclaim to the Chicagoland Pops Orchestra as music director and principal conductor.

Mr. Roth has performed with a host of artists including: Il Divo, Diana Ross, Jewel, The Three Tenors, Mannheim Steamroller, Art Garfunkel, Johnny Mathis and Andrea Bocelli.

The following special gifts were made to CHC in memory or in honor of loved ones between January 15, 2006 and May 15, 2007

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**Grace Vitale's Birthday**

Elizabeth Moder-Stern

\* Memorials and tributes to honor and remember those special to you can be arranged through contacting the Development and Community Relations Office, 650.326.0643.

Care has been taken to provide an accurate listing as of May 15, 2007. Please accept our apologies for any error or omission.

## Annual Fund Campaign

*We want to thank the many donors who have supported our work during this fiscal year.*

Your gifts have:

- Helped to ensure that children with emotional, developmental, behavioral and/or learning challenges can access programs and services that will make a difference in their lives.
- Continued a partnership with an agency that is unique in our community with a staff representing multiple disciplines able to help each child with the treatment and assessment services best suited to his/her individual needs.
- Helped us meet increased demand for financial assistance -the number of families qualifying is up 20% from last year. In the first half of this fiscal year alone, we gave over \$450,000 to families whose children need the specialized services that we provide.
- Invested in our children's future, and our own.

If you have not yet made a gift to our 2006-2007 Annual Campaign, and would like to, please use the enclosed envelope. All gifts received on or before June 30th will provide financial and program support for this year.

## Auxiliary



The 45th Annual Domino Tournament drew 44 advanced player teams and 6 novice player teams. The day included keen competition, great fun and benefited children and families! Nancy Schumacher, Chair of the event, presented a check for \$12,000 to CHC to support programs and services. Thanks to our wonderful volunteers who make this event possible each year!

## Planned Giving

If you would like information about how to help future generations of children and families with a planned gift, please contact Terry Kurfess at 650.617.3820.

### Do You Know?

Summer Symphony tickets are available now through [Ticketweb.com](http://Ticketweb.com) - 866.468.3399 or [summersymphony.com](http://summersymphony.com)

## Join the CHC Team

Our employees are the heart of CHC! They are talented and committed to making a difference in a child's life. If you are interested in joining our team, we would love to hear from you. Please contact our Human Resources Department at 650.617.3886 or check our website: [www.chconline.org/content/jobs.html](http://www.chconline.org/content/jobs.html) for more information on positions currently available at CHC.



Answers for families, help for kids

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The Children's Health Council presents...  
48th Summer Symphony

DIONNE WARWICK

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*That's What Friends are for...*



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