Psycho-Educational Evaluations at Morrissey-Compton: What Makes Us Unique?

by John T. Brentar, Ph.D., Executive Director

Evaluations are a major part of our business at Morrissey-Compton. Most students are referred for psycho-educational evaluations that focus on educationally-related psychological tests and educational tests, including tests of intelligence and cognitive abilities, achievement tests, tests of behavior, processing skills (e.g., executive function), and attention.

In addition to these evaluations, we are asked to perform educational evaluations, ADHD evaluations, autism spectrum evaluations and/or social-emotional evaluations. Among the goals of these evaluations are to determine whether the student has a diagnosable condition, such as a learning disorder or ADHD, or Autism Spectrum Disorder, or to help parents understand their child’s learning profile. Sometimes families bring in younger siblings of students already diagnosed to identify any early warning signs of learning challenges that will allow for early intervention (if necessary). Additionally, some previously diagnosed students are re-evaluated to monitor academic progress following a course of educational therapy. Finally, some families are interested in determining the impact of mental health concerns on a student’s educational performance or day-to-day life activities.

continued on page 4
Dear Friends,

We hope that you have been keeping cool and comfortable lately; we have certainly been busy here at Morrissey-Compton in our air-conditioned offices. Although school is out, there is still plenty going on with Challenge Summer School, which started June 19th and runs through July 20th. And many of our services including Psychiatric Consultations, Speech Therapy, Psychotherapy, and Social Skills Groups for Kids do not slow down during different seasons; indeed, summertime frees up lots of families for appointments throughout the day.

Summer is also an ideal time to take advantage of our Diagnostic and Evaluation Services, which can involve several hours of testing. We’re very proud to be able to offer assessments of the highest quality thanks to our outstanding staff of professionals, all of whom are singularly qualified with special expertise in the field of learning differences. Be sure to read all about the newest additions to our team, Dr. Patrice Crisostomo and Dr. Sarah Ordaz, on page 8. My cover article describes all of the features that make Morrissey-Compton’s evaluations unique. They are certainly an invaluable investment for those who can afford to pay full cost—and for those who cannot, we’re so grateful to be able to offer financial aid for not only testing but for all of our services, thanks to our supporters. On that note, please turn to pages 13-15 to see a list of all of those who made gifts in 2016, as well as a breakdown on page 12 of just where your donor dollars went. It’s an impressive accounting that illustrates that our agency’s ability to provide scholarships changes many lives each year.

We have also been hard at work lately planning our 35th Birthday Picnic to be held on Saturday, July 15th. Although the event will feature Challenge School, it is still a celebration of all that Morrissey-Compton does, and an opportunity to celebrate with our past and current clients and other friends of the agency. If you have not yet RSVP’d, please do so very soon; it’s going to be a lot of fun, with prizes, games, and a delicious catered barbeque lunch.

I also want to call your attention to the return of our Executive Function (EF) & Learning Conference shown on the next page. Our own Dr. Surina Basho brought this innovative conference to the West Coast in 2015, and under her direction we have partnered with the Stanford Graduate School of Education to present the conference again this coming November. The event is a great representation of the goals of our EF Research program, which include: sharing our knowledge with others, deepening our understanding of the assessment and treatment of EF, and furthering the underlying theory of EF in the learning differences field. Our conference will bring professionals in the field of EF together to provide them with valuable knowledge and the latest research to help them better understand, teach, and treat those with EF difficulties.

Finally, I wanted to share with you that Morrissey-Compton is seeking passionate, energetic, and innovative new Directors to further strengthen our Board and help guide us in meeting the many challenges—financial, technological, social, and philanthropic—that will be an inevitability in years to come. Please see the announcement on page 6, and consider becoming part of a team that will work together to ensure that Morrissey-Compton can continue to provide the very best quality services to individuals and families, as well as champion us in our role as advocates for those who learn differently, in the coming years.

With Warmest Wishes,

John T. Brentar, Ph.D.

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Morrissey-Compton Presents Innovative Conference at Stanford University

Save the date for November 4, 2017! Under the leadership of Dr. Surina Basho, director of Morrissey-Compton’s Executive Function (EF) Research Program, Morrissey-Compton Educational Center, in partnership with the Stanford Graduate School of Education, is presenting the second Executive Function & Learning Conference 2017. This innovative conference focuses on disseminating the most up-to-date information on EF for professionals in the field of learning differences. The one-day conference will feature speakers from multiple disciplines including psychologists, teachers, educational therapists, and physicians. Topics will encompass assessment, clinical treatment, teaching of EF in the schools, and more.

Who Should Attend?

- Teachers and learning specialists
- Educational therapists, speech-language pathologists, and other paraprofessionals
- Psychologists
- Psychiatrists and behavioral pediatricians

Please note that this conference is intended for professionals and will not include hands-on information for parents to use with their children. However, parents who wish to attend are welcome to do so at the general admission rate.

Comments from 2015 EF & Learning Conference:

- “This is such valuable information for regular education teachers—so impressive!”
- “Thank you for a deeper and insightful perspective on EF and learning differences.”
- “This was a great conference to obtain a ton of information—thank you, thank you!”

Your Support is Key

In 2015, one-sixth of the 225 teachers, learning specialists, and tutors who attended our first-ever EF & Learning Conference were only able to do so because they received partial and full scholarships to cover their registration costs. Parents, please consider sponsoring a teacher, learning specialist, educational therapist, or tutor to attend this conference. If you are interested in sponsoring an attendee, or in making a donation to help make this conference a success, please contact Dr. Surina Basho at the email address above.

What is Executive Function?

Executive Function is an “umbrella term” for the multiple processes in the brain that are responsible for regulating our thoughts, emotions, and behavior. These processes include abilities such as working memory, cognitive flexibility, prioritizing, organization, planning, and self-monitoring.
What to Expect During an Evaluation
continued from page 1

1. At our first appointment, parents will meet with a staff psychologist who will gather information about their presenting concerns about their child, birth history, developmental history, medical history, academic history, social/emotional history, and family history. We also request teacher involvement in the evaluation through direct interviews with the teacher(s) or teacher rating forms. At this first meeting time, we also determine whether a school observation would be helpful.

2. Following this initial meeting, the clinicians develop an assessment plan that is based on parents’ concerns and their child’s history.

3. The students participate in testing sessions. The number of sessions can range from one to five depending on the information requested by parents.

4. Students are evaluated in one-to-one testing sessions by our highly trained clinicians. We try to make the sessions as non-threatening as possible to alleviate students’ anxiety and allow them to feel comfortable and motivated to perform at their best. During the sessions, the clinicians will interview the student, and gather important information and behavioral observations (e.g., does the student use any strategies; engage in positive or negative self-talk; level of frustration tolerance; impulse control; restless/fidgety behaviors, distractibility, simple attention errors; etc.). These observations are invaluable in identifying potential hurdles or supports for their learning.

5. Depending on the referral question(s), we will administer intelligence tests, processing tests (such as short-term memory, working memory, organization, attention, and other executive function skills), and academic tests (in reading writing, and math as well as processing tests that directly impact academic performance, such as phonological processing, visual-motor integration, and orthography). Most of the students participating in evaluations are screened for attention disorders and social-emotional concerns. If parents have specific social or mental concerns, we will also administer psychological tests that assess social-emotional functioning. When the referral question includes autism spectrum concerns, we administer a comprehensive assessment of Autism Spectrum Disorder (ASD).

6. Following the evaluation, the clinicians involved in the case meet to discuss the results and develop an integrated conceptualization of the student’s profile, areas of strengths and weaknesses, and treatment plan.

7. Our clinicians meet parents at a follow-up conference to discuss the results of the evaluation and present a treatment plan, which may include accessing special education services or developing an accommodation plan at the student’s school, follow-up therapy (mental health or educational therapy), and other services such as group therapy, summer school, speech and language services, or medication consultation. Our clinicians will help you find appropriate referrals. If the parents are interested, the clinicians will also meet with the student for a 30-minute debriefing session. The clinicians will write a report and be available for follow-up consultations, sometimes even several years following the evaluation.

Having a student undergo an evaluation is a complex and confusing process for most parents. At Morrissey-Compton, we have performed psychoeducational evaluations for more than 30 years, and our years of experience have allowed us to develop an expertise in this area.

Quality, Expertise, and Flexibility
Here is a list of what makes Morrissey-Compton’s evaluations different:

• We routinely receive feedback from educators, psychologists, pediatricians, and others that our reports are exceptional. They are comprehensive, clear, and written in everyday language for parents and educators to digest.

• Our staff have specific expertise. Our psychoeducational evaluations almost always involve at least two clinicians, a psychologist, and an educational specialist. At times, a sole practitioner clinician does not have specific training in education or mental health. Morrissey-Compton’s team approach combines expertise in psychological assessment and education. Many of our educational specialists have experience and training in special education and most have been teachers and/or tutors, which provides them with invaluable insights regarding which accommodations and strategies work in a classroom setting. This allows our clinicians to develop a comprehensive understanding of the student’s needs from two professional viewpoints and minimizes the likelihood of a misdiagnosis.

• Our reports are comprehensive. They include an extensive review of parents’ presenting concerns, history, and previous evaluations, which makes them a single reference document. We also provide detailed description of test scores and a qualitative analysis of the student’s performance, identifying areas of strengths and weaknesses.

• We write clear recommendations for implementation in school and at home. We also help prioritize recommendations based on our staff expertise and experience.

• We work with families to find the specialist they need and tailor specific referrals to the individual client. Often, this can be in our own clinic with our very talented multidisciplinary team. Indeed, many times the student requests working with a clinician who performed the assessment because of the rapport they established or ability to understand the student’s needs. As many of you know, we offer a wide variety of follow-up services including educational therapy, mental health therapy, group (social skills) therapy, psychiatric (medication) services, speech and language services, advocacy at school, and consultation with parents or schools.

• We can attend school meetings to advocate for student’s needs and support at the school.

• We are very well versed in which tests and the language that is needed for specific boards/testing agencies, and have a high success rate with securing accommodations for College Board tests, ACT, GRE, MCAT, etc. We have a track record of securing accommodations that are not typical such as 100% additional time, or based on mental health diagnoses. Moreover, we will work with the family though this process on appeals and advocacy if the accommodation request is denied.

• Many of our students return for follow-up evaluations as they advance through school. It’s not unusual for us to see student first seen at age six or seven who are then seen during their middle school years, high school years, college years, and/or postgraduate years. Returning students are an incredible vote of confidence in our services.
Morrissey-Compton Celebrates 35 Years of Empowering Individuals with Learning Differences!

by Lyn Balistreri, Director, Fund Development

Thirty-five years ago in Palo Alto, Patricia Morrissey, Ed.D. and Carolyn Compton, Ph.D. saw a need in their community and decided to take action.

 Origins of an Agency
In 1975, the Education for all Handicapped Children Act had mandated a Free and Appropriate Education for all students. However, later that decade Proposition 13 led to government funding cutbacks that were impacting California’s school-based programs, particularly special education—leaving few, if any, individualized resources and services for students with learning disabilities.

Pat and Carolyn’s vision was to develop an organization that could provide tutoring, summer school, and diagnostic services to these students that would allow them access to the same opportunities as their peers. Over the course of three and a half decades, their organization, Morrissey-Compton Educational Center, has helped thousands of individuals with learning differences get the help they need to do better in school, and in life. Since 2006, John T. Brentar, Ph.D. has served as Morrissey-Compton’s executive director.

A Comprehensive Suite of Offerings
The needs of individuals with learning differences, as well as their families, can be complicated. In order to serve our clients as best as we possibly can, Morrissey-Compton has added many programs through the years. Current offerings include psycho-educational evaluations, psychological evaluations, educational evaluations, psychotherapy, family therapy, group therapy, consultations, parent education classes, advocacy, research, psychiatric services, and speech therapy. Turn the page to learn more about each of our programs and services.

More Good Works
Under Pat and Carolyn’s direction, in 1999 Morrissey-Compton joined Youth Education Advocates, now known as the Educational Rights Program. In this collaborative program, our educational consultants work with attorneys, social workers, probation officers, and teachers on behalf of more than 400 foster children and youths in the juvenile justice system each year to ensure that these students are receiving appropriate educational services. These efforts won Morrissey-Compton the Legal Advocates for Children and Youth honor from the Silicon Valley Law Foundation in 2005.

Establishment of Scholarship Fund
As early as 1986, families in need of Morrissey-Compton’s services started requesting financial assistance. In 1990, the John A. Inglis Scholarship Fund was established to provide financial aid for students to attend Challenge School. Since then, gifts from individuals and foundations have enabled us to fulfill our mission of providing services to all who need them, regardless of ability to pay.

Celebrating Our Past, Present, & Future
Page 6 shows information about a special Birthday Celebration which will take place on Saturday, July 15th at Holbrook-Palmer Park in Atherton. All are welcome to join us in celebrating our wonderful agency. If you love Morrissey-Compton, or just love fun, we promise that you will have a great time. We hope you can make it!
Get to Know Us—Again!

To this day, Morrissey-Compton does little advertising; the majority of our clients are referred by word of mouth. We want to make sure that you are aware of all that we do so that you may help spread the word in our community. In this way, we can all pitch in and continue to ensure that our agency can continue to help as many individuals as possible.

Diagnosis & Evaluation

Diagnosing a learning difference is the first step to finding the best way to treat it. As described in our cover story, our comprehensive evaluations are performed by our team of gifted specialists and include:

Psychoeducational Evaluations
Typically used to determine whether a learning disability is present. Includes educational and intellectual evaluations.

Extended/Comprehensive Psychoeducational Evaluations
Conducted when further testing/observation is needed to assess for social or emotional concerns, inattention, and executive function weaknesses.

Psychological Evaluations
Issues such as anxiety or depression are measured through rating scales, clinical interview, and specific psychological tests.

Autism Spectrum Evaluations
Early diagnosis is key to effectively help parents and the individual with Autism Spectrum Disorder (ASD), but sometimes ASD is diagnosed later in life often in relation to learning, social, or emotional difficulties. There are specially trained psychologists who administer autism-specific behavioral evaluations for individuals of all ages to identify ASD and support with intervention therapies.

Groups for Kids
Skill-building groups are available for kids who struggle with issues such as making/keeping friends, impulse control, anxiety, emotion regulation, and managing stress.

Parent Education
Free workshops are held in both our Redwood City and Half Moon Bay offices, as well as at schools and to parent groups, that address various topics (e.g. ADHD and EF, anxiety, maintaining connection with your kids, organizational skills, and homework). Fee-based support groups are also available.

Advocacy
We provide consultations, evaluations, and advocacy for students with learning differences, and coaching for parents, to ensure that, as legally required, their school program includes appropriate special education services and accommodations.

Parent Education

Visit morrissey-compton.org/group_programs.php for info and to sign up.

Professional Services

Executive Function Research
Our Executive Function (EF) Research Program addresses the growing needs of students with weaknesses in EF skills and general learning difficulties. Problems with EF often contribute to academic and life challenges.

Visit morrissey-compton.org/parent_classes.php for workshop descriptions, presenter biographies, dates & topics, and links to pre-register via Eventbrite (required).

Career/Vocational Assessments
Used to analyze an individual’s current skills and experience, identify potential career and vocational interests, and help set career/vocational goals.

Visit morrissey-compton.org/summer_school.php.

NEW Services at Morrissey-Compton!

Psychiatric Consultations
Psychiatric medications are rarely used alone and are usually one part of a comprehensive treatment plan. Morrissey-Compton now has a psychiatrist on staff, Dr. Thomas Butler, who can provide psychiatric consultations to families—allowing our students to access medication services along with our other support services such as individual, family, and group therapy; educational therapy; and executive function therapy.

Speech & Language Evaluations & Therapy
With the recent addition of Patricia (Pat) K. Klein, M.A, CCC to the Morrissey-Compton staff, we are able to provide treatment, support and care for adolescents and children who have difficulties with speech, language, and social communication. Pat has particular interest and experience with non-verbal children as young as 18 months and toddlers and preschoolers with verbal dyspraxia.

Treatment
Educational Therapy/Tutoring
Our educational specialists are highly trained in effective techniques specific to reading, writing, math, and study skills across all age groups and learning differences.

Psychotherapy Services
Play Therapy for Children: Addresses social/emotional concerns.
Cognitive Behavior Therapy: Teaches skills for behavior change.
Dialectical Behavior Therapy: For emotion regulation and adjusting ineffective behavior.

Family Therapy
A means to identify and cope with issues that affect multiple family members.

Consultation
An initial step taken to address difficulties for individuals, families, schools, and other agencies.

All About MCEC Continued
We welcome two licensed clinical psychologists to our team:

**Sarah Ordaz, Ph.D.**

Dr. Sarah Ordaz has extensive experience conducting neuropsychological and socioemotional evaluations of children and adolescents with ADHD, learning disabilities, concussions, and medical problems. In addition, she conducts therapy using research-based treatments including Cognitive Behavioral Therapy (CBT), Mindfulness-Based Stress Reduction (MBSR), and Dialectical Behavioral Therapy (DBT). Her specialty is in working with depressed adolescents, and she also sees school-aged youth who struggle with anxiety, obsessive-compulsive behaviors, trauma exposure, ADHD, and oppositional behavior. She works collaboratively with youths and their families to leverage existing strengths so that their clients can thrive.

Dr. Ordaz graduated from Duke University with a B.S. in Psychology with Distinction, where she researched neuropsychological characteristics associated with ADHD. After teaching middle school, Dr. Ordaz went on to the National Institutes of Health, where she conducted neuropsychological assessments and worked on a research team showing that brain development continues to mature through the teenage years. She then earned a Ph.D. in Clinical and Developmental Psychology from the University of Pittsburgh, where she continued to study adolescent brain development and was trained in empirically-supported therapies. She continued her clinical training and research as an intern at the University of Washington, then as a postdoctoral fellow, and subsequently as faculty at Stanford University.

Dr. Ordaz is passionate about helping children, adolescents, and families reach their full potential. In her free time, she enjoys biking, swimming, and hiking with her husband and daughter.

To schedule an appointment with any of our accomplished clinical staff, call (650) 322-5910.

**Patrice Crisostomo, Ph.D.**

Dr. Patrice Crisostomo is passionate about working with children, adolescents, parents, and families. She has extensive experience conducting comprehensive psychological assessments and providing evidence-based treatments for youth and families. She graduated from the University of California, Berkeley with a B.A. in Psychology, with honors. Thereafter, she coordinated a longitudinal research study evaluating treatment outcomes for children with ADHD. She pursued graduate studies at the University of Denver (D.U.), where she completed her M.A. and Ph.D. in Child Clinical Psychology. At D.U., her research focused on understanding components of psychotherapy that lead to improvements in the treatment of adolescent depression. She completed an APA-accredited pre-doctoral psychology internship at the Lucile Packard Children’s Hospital at Stanford University/Children’s Health Council consortium. She sought continued training in comprehensive psychological assessments and evidence-based treatments of anxiety and mood disorders, autism and developmental disabilities, and eating disorders through a postdoctoral fellowship within the Department of Child and Adolescent Psychiatry at Lucile Packard Children’s Hospital at Stanford University (APA-accredited). She has previously served as the clinical director of an Intensive Outpatient Program (IOP) for adolescents and young adults with moderate to severe mood, anxiety, and other comorbid disorders. A California native, she enjoys cooking, hiking, practicing yoga, reading, and traveling.

**How Does One Fund Dreams? We’ll Tell You!**

For any nonprofit organization, finding new ways to raise money is essential to long-term sustainability. This year, we needed to find a way to fill the void created by the suspension of Silicon Valley Gives, the one-day online giving event that raised $277,795 for Morrissey-Compton over the past three years. Thus our own crowdfunding event, “Fund Dreams, Support Morrissey-Compton” was born.

During the first two weeks of this month-long event, the Grace-Rosenberg Family Foundation generously provided us with $25,000 worth of matches and prizes to help motivate people to give. People had the option of giving online, via phone by texting a keyword to a five-digit number, or by mailing in a check.

**Did it Work?**

Did it ever! All told, we raised $94,435 to help empower students who learn differently to do better in school, and in life. And 21 staff and board members went the additional mile by signing up as individual fundraisers, helping to spread the word about the event within their own networks.

To all of those who stepped up to make our first very own crowdfunding endeavor more successful than we had dared to hope, thank you so very, very much for your support.

**Client Testimonial**

We love sharing your success stories! Enjoy the following email that we received from a former client who was primarily seen at Morrissey-Compton by Janet Dafoe, Ph.D.:

“I am not sure you remember me, but I just want to let you know that four years has passed by quickly and now I am a Cal graduate. I received my BS in EECS (Electrical Engineering and Computer Science) with highest honors Saturday.

I want to thank you for being my advocate and believing in me. I would not be where I am today if it had not been for your diligent work on my behalf. I was able to receive the accommodations I needed at Cal without any question or problem....so different than what we had to go through in high school. I will always be very grateful for your assistance.

I have two job offers but I have another company that I am still interviewing with. I will continue my education in a couple years; I need to save up some money for that.”
We're Naming Names—and Providing Backup
by Lyn Balistreri, Director, Fund Development

Morrissey-Compton Educational Center is able to help a great many individuals each year who can afford to pay full price for our services, and we are so proud to have helped thousands of students go on to enjoy academic success and amazing careers over the past 35 years. However, the heart of our agency is our ability to provide services to all who need them, regardless of ability to pay, and our donors are the lifeblood that keep that heart ticking year after year.

The Numbers
Your generous support helped us to do the following in 2016:

- Allow 28 children the opportunity to discover their strengths, build self-esteem, and make lifelong friends by attending Challenge Summer School.
- Enable 57 individuals to discover the nature of their learning differences—and gain access to the tools that can help overcome them—by receiving full and partial scholarships for Educational, Intellectual, Psychological, and Psychoevaluations.
- Provide 22 young people with 354 hours of therapy to help them resolve self-esteem issues, social/emotional problems, and ineffective behaviors.
- Help 52 students do better academically, and enjoy the same opportunities as their peers, by receiving financial aid for 355 hours of tutoring.
- Give 325 parents of children with learning differences, and another 19 parents of children with executive function difficulties, valuable strategies to help their children succeed by attending free Parent Education classes and receiving scholarships to attend our innovative day-long EF Conference for Parents.

Expressions of Gratitude
For the individuals on the above list, it is difficult to express in words the difference that your gifts have made in their lives. Ideally, we would like to start by thanking all of you in person. On Tuesday, May 9, were able to do just that during an evening reception held at the University Club of Palo Alto. This very special event was attended by 70 friends of Morrissey-Compton, both old and new, and enjoyed by all. In fact, it was so successful that we plan to make it an annual event. We hope that you will be able to join us next year; it is the least we can do to try to thank you for all that you have done for us, and especially for our clients.

Who's Who in Local Philanthropy
Over the next three pages, we are listing the names of those who in 2016 gave to Morrissey-Compton. We thank each and every one of them for enabling us to live to fulfill our important mission for another day, another month, another year, and hopefully, far into the future.

Thanks to Those Who Gave in 2016!

Anonymous (11)
Kent & Susan Adler
Nancy Agaibi
Judy Algas-Sasaki & Greg Sasaki
Ted Alper, Ph.D. & Marsha Alper
AmazonSmile Foundation
Michael & Helen Amick
Arden & Marilyn Anderson
Jill Armbrust
Lety Arreola-Garcia & Jose Cabrera
Harry G. & Pauline M. Austin Foundation
Jean Baer
Barbara Baill & Lee Rhodes
Donna Balistreri
Frank Balistreri
James Balistreri
Jo-Anne Balistreri
Lyn Balistreri
Suzanne Balistreri
Alex & Sybilla Balkanski
Joyce Baran & Carl Gabrielson
Francois Barbou-des-Places
William “B.J.” Barry
Dick & Nancy Bartlett
Surina Basho, Ph.D.
Bob & Rosyland Bauer
Michel Bayloq & Mary Wright
Kathryn Beadle, Ph.D.
Don & Martha Bender
Roy Bennett
Ruth Benz
Chuck Bernstein & Candace Hathaway
Bob & Mary Ann Boland
Dora Bourgault
Park Avenue Travel Services
Barbara Jo Brandt
John T. Brentar, Ph.D.
Valerie Brooke-Wilke
Daniel G. Brown & Susan E. Goerss
Michelle Browning
Dan & Kathy Button
Anthony deLeon
Harry & Susan Dennis
The Dem Family
Denise DiCataldo
Margaret Diesel & David Laurance
Jody Domingos
Linda Dowling
Tom & Mary Ann Drazina
Peggy & Michel Dubes
Dion & Ida Dubois
Edward Stryker Duggan, Ph.D.
John Duhring & Sheila Gholson
Christine Dunn
Paul & Susan Duryea
Eileen & John O’Brien
Boris & Michelle Efroin
Natalie Eisinger
Jerry & Linda Elkind
Richard & Penelope Elson
Phil & Barbara Endliess
Peter & Ana Eng
Anne & Steve Engleart
Rob English & Anna Maria Zara
The Enlight Foundation/ Ms. Xin Liu
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Allan & Suzanne Epstein
Meredith Feinberg
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Dorothy & Ledger Free
Sheila French
Sue Garber
David & Janet Garibiold
Kim Gasset Schiller & Philip Schiller
Janet Gault
Leanne George & Matthew Lincoln
continued on next page

Donor Appreciation

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Jo-Anne Balistreri
Lyn Balistreri
Suzanne Balistreri
Alex & Sybilla Balkanski
Joyce Baran & Carl Gabrielson
Francois Barbou-des-Places
William “B.J.” Barry
Dick & Nancy Bartlett
Surina Basho, Ph.D.
Bob & Rosyland Bauer
Michel Bayloq & Mary Wright
Kathryn Beadle, Ph.D.
Don & Martha Bender
Roy Bennett
Ruth Benz
Chuck Bernstein & Candace Hathaway
Bob & Mary Ann Boland
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Margaret Diesel & David Laurance
Jody Domingos
Linda Dowling
Tom & Mary Ann Drazina
Peggy & Michel Dubes
Dion & Ida Dubois
Edward Stryker Duggan, Ph.D.
John Duhring & Sheila Gholson
Christine Dunn
Paul & Susan Duryea
Eileen & John O’Brien
Boris & Michelle Efroin
Natalie Eisinger
Jerry & Linda Elkind
Richard & Penelope Elson
Phil & Barbara Endliess
Peter & Ana Eng
Anne & Steve Engleart
Rob English & Anna Maria Zara
The Enlight Foundation/ Ms. Xin Liu
Aimee Epstein
Allan & Suzanne Epstein
Meredith Feinberg
Stephen Feinberg
Mr. & Mrs. Bob Fennell
First Tech Federal Credit Union
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Shelley Fisher-Fishkin & James Fishkin
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Dorothy & Ledger Free
Sheila French
Sue Garber
David & Janet Garibiold
Kim Gasset Schiller & Philip Schiller
Janet Gault
Leanne George & Matthew Lincoln
continued on next page
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continued from previous page

Viana & Daniel Gerke
Robert & Paulette Giovannoni
Leslie Godman
Lori Goldfarb Plante, Ph.D.
& Thomas C. Plante, Ph.D.
Cassandra A. Goldberg, Ph.D.
Harrison Gordon
Ruth Gordon
Vladimir & Marina Gorelik
The Grace-Rosenberg
Family Foundation
Navin & Edwina Graham
Vladimir & Yoshiro Gravé
Marilyn Jennings
Richard & Sue Jacobsen
Don Jackson & Darlene Yaplee
James & Randi Hutchinson
Mary Ann Hurlimann
Kathleen & Tony Foley Hughes
Rick Holmstrom & Kate Ridgway
Hilton Foundation
LPL Financial Services
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Bill & Sally Hewlett
Steven & Susan Heller
Day School
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Heather & Mark Heffel
Lea Hallert & Jeremy Korito
Jyllian Halliburton
Philip & Karen Grites
Alameda Radiation Oncology
Ranu Bahl, M.D./
Vladimir & Marina Gorelik
Ruth Gordon
Harrison Gordon

Donor Appreciation

Please forgive any misspellings or omissions—and help us ensure that they don’t happen again by letting us know of your corrections. Call (650) 322-5910, ext 117.

Matching Gifts:
Adobe Systems
Apple Inc.
google Inc.
Intel Corporation
salesforce.com Foundation
State Farm Companies Foundation
State Farm Companies Foundation

Gifts In-Kind
CuisineStyle by Pamela Keith
Bruce Ladd
Sierra Ricks

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Bill Benz
Bob Caputo
Jane Cashman
Rudie Tretten

Chris Bischof
Brooke Cargile
Carolyn Compton
Meredith Feinberg
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It is the mission of the Morrissey-Compton Educational Center to enable children and adults with learning disabilities and school-related difficulties to achieve their goals by providing the highest quality diagnostic and intervention services in a supportive environment.