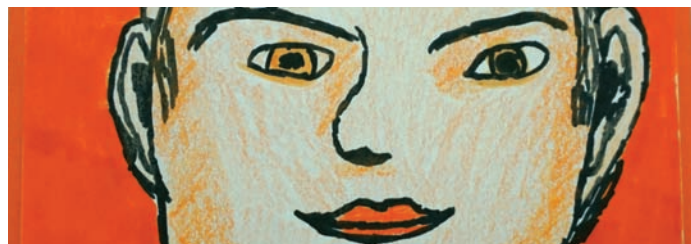




PHILLIPS
Programs for Children and Families



**They
Never
Gave Up
on Me**





PHILLIPS

Programs for Children and Families

In 2017 PHILLIPS Programs for Children and Families* commemorated the 50th anniversary of its founding, as a place where every person receives the individualized program and services he/she needs to succeed. We honor those pioneering teachers, behaviorists and staff committed to their youth's potential, while reflecting on the past that has helped define our goals of today: **innovation, collaborative partnerships, sustainability** and **impact** in our community.

This commemoration is not only a celebration of what we stand for, it is also an opportunity for our community to define how we will animate our vision as we embrace the next fifty years.

To that end, PHILLIPS is committed to preparing our youth for 21st Century career and technical skills. That is why we created Career Partners in 2016. Today this transformative thinking underlies our focus on students transitioning from school to work through the expansion of career and technical education and workforce development for young adults.

PHILLIPS continues to be a trailblazer, serving those others cannot. We continually assess those needs in conjunction with parents and public agencies so that we can serve those most in need. We welcome the future while celebrating our past.

** Formerly the School for Contemporary Education (SCE)*



Our society should be judged by its concern for the quality of life for all its members without exception.

— E. Lakin Phillips, Founder





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Our Programs

PHILLIPS Schools ~ Annandale, Fairfax, and Laurel

At PHILLIPS Schools, the core of our philosophy and practice is our students' ability to reach their potential with the right support and our commitment.

We offer special education day school programs for students in elementary through high school in nationally acclaimed facilities for students for whom public or other specialized schools were not successful. We welcome a diverse group of youth from Virginia, Maryland and Washington, D.C.

Our youth's lives have been colored by a variety of personal and neurodevelopmental circumstances, so we tailor our approach to each unique individual.

PHILLIPS provides a fresh start. We address student's needs honestly with acceptance, respect, compassion and a creative plan to make a better tomorrow. We focus on the students' behavioral and academic needs, their emotional needs, communication needs and beyond that, their family and community needs. We help them communicate, advocate and navigate their environment. As one staff member said, "I don't think the youth are particularly active in choosing their better life in the beginning of the process, but I think for many of them they are extremely active in the process coming to an end."

We offer highly individualized learning environments, social skills training and practice, individualized and integrated related services including counseling, speech and language therapy, occupational and physical therapy, career and technical education curricula, and authentic job opportunities in the community along with crisis prevention through a strengths-based approach.

We build a program around each child, we do not fit a child into a program.

The environment was calm, safe, professional, with adults who obviously care about the children. Although the staff work with an intense population, they make it look effortless.

— Educational Consultant

FOLLOW OUR MILESTONES...

2017 PHILLIPS Celebrates 50th Anniversary »



PHILLIPS ~ Career Partners

Changing the employment landscape!

Following our decades long history of partnering with local businesses that provide authentic job experiences, PHILLIPS is changing the employment landscape for persons with behavioral health needs. We envision exciting expansion opportunities to strengthen our impact.

PHILLIPS ~ Career Partners prepares our students and young adults for 21st Century careers via several innovative avenues that yield multiple career pathways, real life skill sets and industry certifications:

Designing Futures teaches 3D design and print in our schools and in the community, particularly for those on the autism spectrum. This is a foundational skill that will lead to IT jobs involving cyber-security, an identified employment need in the metropolitan area.

Building Futures offers building trade skills and industry certification. Our students construct houses which are sold on the open market and complete major renovations at a local retreat site. This program operates in Fairfax and Loudoun counties.

Growing Futures offers an indoor vertical farm coupled with a culinary arts program. Pairing urban agriculture with the food industry yields exciting avenues for employment. This program offers industry certification opportunities.

A cooperative model, for example, applied to businesses born out of these initiatives will provide chronically underemployed young adults with stability, prosperity and ownership opportunities. PHILLIPS is excited to be creatively responding to a significant need in our communities.

PHILLIPS ~ Family Partners

Helping families grow together!

PHILLIPS ~ Family Partners helps families cope with and meet the challenges associated with their children's individual needs. Whether it be mental health, behavioral difficulties at home or school, developmental disabilities, autism spectrum disorders, or adjustment to traumatic life events, children and their families count on the support of our expert staff to help them succeed.

Services

PHILLIPS ~ Family Partners is located in Annandale, VA. Our mission is to strengthen and preserve the family system. At PHILLIPS our clinicians represent a broad range of experience and expertise recognized by national professional organizations. Each of our clinicians has specialized training in effective and practical approaches.

We take a comprehensive approach to working with children and families. Our services include case management, family counseling, and collaborative goal-setting to address specific family concerns. Services include:

Home-Based Counseling

- Family and Child In-Home counseling
- Behavior Services including ABA and Positive Behavior Support services
- Parent training, identification of community resources, and 24 hour crisis support

Outpatient Counseling

- Individual and Family Therapy – available to families in the community

Therapeutic Supervised Visitation

Without the intensive counseling and support services that Family Partners provides, there is absolutely no doubt that my family would not have survived and remained intact this long.

— Family Partners parent



2015 Trudy Bell named one of The Washington Post 2015 Distinguished Educational Leadership Award winners »



Left: SCE in 1967;
Right: PHILLIPS School ~
Annandale today

Evidence-Based Research and Practice

A close examination of our historical beginnings confirms the true essence of how we design and implement high-quality services and programs. In 1971, Dr. E. Lakin Phillips wrote:

SCE (PHILLIPS) is committed to a basic philosophy of approaching education through the methods of scientific inquiry. As such, in so far as possible, SCE (PHILLIPS) relies on established empirical knowledge and is actively concerned with the advancement of scientific information as it relates to the increased ability to meet the educational needs of children in general, and SCE's (PHILLIPS') population in particular. This basic empirical approach supersedes an unquestioning or rigid adherence to any given set of procedures. Flexibility of approach, when based on objective information, is a basic tenet of the organization.

This kind of foundational approach supports a pattern of rigor and flexibility focused on the use of effective instructional and strength-based strategies, interventions, or programs supported by evidence, research and the quality implementation of best practices. PHILLIPS continues to use this evidence-based approach in our practice, ensuring that we never lose sight of the necessity to promote services and programs that remain focused on positive change and outcomes. Research findings indicate that key practices should be evidence-based. With this in mind, we use approaches, guidelines, and strategies to improve child, youth and family engagement and outcomes, including the following:

2014 Family Partners receives national recognition from the Center for the Study of Social Policy as an Exemplary Initiative program for supporting the Youth Thrive framework »

- Focus on **positive outcomes** by documenting client experiences and successes – having impact always matters
- Implement **high-quality** services and programs to support positive outcomes and experiences
- Openness to **collaborate and partner** between our staff, clients, families/guardians and community
- Focus on **longevity and sustainability** when working with clients in our programs
- **Innovation** across all programs and services with a willingness to enhance services
- Opportunities to establish and maintain **social connections and meaningful relationships** between staff, clients, families/guardians and community
- Focus on **resilience** for clients and their families/guardians

At the national and state levels, PHILLIPS remains active in the collection of data regarding emerging outcomes. As we have done since our inception, key research and evaluation data are monitored, including assessments regarding positive exits, for example, transitions to less restrictive environments for children and youth in our school and family programs; family satisfaction, for example, on parent/guardians' perceptions on the overall quality of our programs and services and their willingness to recommend our services and programs; and, post-school outcomes focused on our graduating youth in school programs. We use these evaluation elements to enhance program design, share insights on effective practices and program design with others, and remain focused on what really matters in an intentional and strategic fashion—the children, youth and families we continue to serve.

Exit Highlights

PHILLIPS Schools ~ Annandale and Laurel (2012-2017)

The overwhelming majority of PHILLIPS School ~ Laurel students served between Fall 2012 and Summer 2017 have experienced positive exits by transitioning to less restrictive placements and/or environments.

This trend repeats itself at the Annandale campus: the overwhelming majority of PHILLIPS School ~ Annandale students served between Fall of 2012 to Summer 2017 have also experienced positive exits by transitioning to less restrictive placements and/or environments.

Less restrictive placements include, for example, graduation, post secondary educational programs, public special education, private day special education, career education or training programs, public school, home instruction and/or employment.



Our Vision for the Future

In 1967 our founder pioneered what was later expressed by the landmark legislation, *The Education for all Handicapped Children Act of 1975* (now IDEA). This Act required all public schools to provide equal access for children with “physical and mental disabilities.” Just as we are proud of our pioneering legacy then, we continue to set a high standard as we work to shift the paradigm and continue to improve. The school model we established works well. Over the decades we have responded where services were needed. In the past 50 years PHILLIPS Programs has established highly reputable school programs serving youth with behavioral health needs throughout the DC metropolitan region. We have a 35 year history of providing therapeutic foster care services, and a 20 plus year family preservation program that has been nationally recognized. In 1972 we received federal funding to develop a model pre-school program and in 1993 and 2002 we were recognized by the U.S. Department of Education as a “National Blue Ribbon” school amongst many other recognitions.

As we look forward to the next 50 years we continually assess the services we offer our youth. In that vein, PHILLIPS has committed to expanding our services to support young adults in their quest for independence through jobs. This initiative, falling under our newly formed umbrella program, Career Partners, is setting the stage for us to change the landscape of employment for people with behavioral health needs. We are excited to partner with content expert businesses, such as YouthQuest Foundation and Agritecture, that align with our vision to grow our 3D design and print, building trades, and urban agriculture/culinary arts high school programs into thriving career opportunities that provide a livable wage. This is just the beginning!

PHILLIPS Moments

Stories of Hope

Fairfax School: Returning to Public School!

Jessie came to PHILLIPS School ~ Fairfax after completing residential treatment. Jessie's parents and team strongly felt she needed a small structured school that could provide her with emotional support. Jessie strongly disagreed. She started off so angry that she could not attend a public school, demanding to choose her seat in every class, insistent that she needed to listen to music during any non-instructional time and adamant that she hated everyone.

Jessie was guarded and did not trust anyone. One thing she did share with a few staff was her artwork. She began forming positive relationships with those individuals and slowly opened up. With the support of her preferred staff, Jessie appeared to feel more comfortable in school and no longer walked out of classes without permission, slammed doors or made negative comments to peers. Jessie learned it was safe to ask for what she needed, walks, space or someone to listen.

During the third quarter, Jessie became more self-confident. Her affect brightened and she embraced who she is. Jessie made some friends and learned to tolerate others by using her coping skills. Over the course of the year the wall she had put up slowly came down and instead of hiding she was willing to be seen. As a result of her hard work, willingness to appropriately communicate her feelings and strong support from staff over the year Jessie is now attending a public school.

My time at PHILLIPS was very impactful. I am a LCSW now, with something of an expertise in childhood trauma. At PHILLIPS after a student in my class had a mega meltdown, his counselor asked me, "Do you know about his past?" That statement changed my outlook and set me on the career path I'm still on."

— Dan LaCroix, LCSW

Truth be told, Dan is considered one of the area's experts on childhood trauma.

— Angela Gannon, PHILLIPS Clinical Supervisor



Family Partners: Helping Families Build Resiliency

Mary came to Family Partners with her son Kevin after a long period of instability within the family. Mary was in recovery from substance use and worked tirelessly to regain custody of Kevin through the court system. She faced significant trauma growing up and survived domestic violence during her relationship with Kevin's father. While she deeply cared for Kevin and wanted to ensure his safety, she needed to address her own substance use needs before becoming the mother she wanted to be. Kevin was exposed to multiple illicit substances while Mary was pregnant - Mary was unaware of her pregnancy for some time while she was using. Losing custody of her only child due to substance use was devastating. Mary decided to use her circumstances as motivation to fulfill what she believed to be her true purpose: to be a loving mom. When a counselor from Family Partners began working with Mary and Kevin, it was clear that Kevin was still adjusting to living with his mom full-time. In utero exposure to substances had left him with struggles related to attention, focus, learning and physical aggression. Mary was providing a nurturing home, but felt both overwhelmed and ill-equipped to manage Kevin's needs. Within the first month of home-based counseling services, the Family Partners counselor reviewed the family's strengths and needs. During a strengths assessment the counselor helped Mary identify what she was good at and how these traits combined to create a resilient individual. Past guilt, doubt and anguish initially prevented Mary from truly internalizing these positive characteristics until one day she broke down in session. The counselor asked her to describe what she was feeling. With tears in her eyes Mary said she had never considered what she has to offer. After looking at her list of strengths, which the counselor had asked her to hang next to her mirror and read each day, she finally accepted her whole self.



Family Partners: Home Based Supports Keeping Families Together

When services began, the entire family was in crisis as a result of their teenage son, Travis, returning from a residential wilderness program. Travis was resistant to services, refused to go to school and treated the other family members in a rude, dismissive and often terrorizing manner. PHILLIPS ~ Family Partners put a counselor in place who was able to interact and effectively communicate with Travis on his level. After many months of services, Travis was able to successfully identify the internalized struggle that he was dealing with, as well as previous emotional pain of which the rest of the family was not even aware. Travis successfully worked with the family counselor and his family members to create communication styles that worked effectively for the entire family and to mend the emotional injuries that had occurred in the past. When services ended, the family had significantly less conflict, spent quality time together on a daily basis as much as they could and were able to comfortably move to outpatient services with Travis regularly attending school and following house rules with minimal issues.

As a parent of a child with complex special needs and challenges PHILLIPS has been a Godsend. I could not possibly describe how much PHILLIPS Programs and services have benefitted both me and my son. I honestly do not know where we would be without their invaluable help, support and expertise.

— Family Partners parent



PHILLIPS
Programs for Children and Families

Family Partners
2014 Youth Thrive™ Exemplary Initiative





Center
for the
Study
of
Social
Policy

YOUTHRIVE
PROTECTIVE & RISKY FACTORS FOR HEALTH DEVELOPMENT AND WELLBEING

www.phillipsprograms.org

Laurel School: College Bound!

My name is Davontae. When I started high school, I was confused about who I was and who I wanted to be. I lacked appropriate male role models and had no true understanding of how to live my life in positive, healthy ways.

I began following other people in my neighborhood who were making poor choices and traveling down a destructive path. At the time, I thought these people were my friends. I came to find out that they were not my friends, because friends should want the best for you and encourage you to be the greatest person that you can be. It took failure at school, at home and in my community for me to realize that I needed to make some serious changes.

In 9th grade, I became involved in some extremely dangerous situations involving rival neighborhood groups. These conflicts started to carry over into my school life as a boy from a rival neighborhood started attending my school. We were getting into fights at school every day and my grades dropped. I began to not care about anything other than my neighborhood friends. My home life suffered, too, as I began to disrespect my grandmother and go against everything she tried to teach and tell me. I was out of control and no one could seem to get through to me.

Left: Hydroponic microgreens grown at PHILLIPS School ~ Laurel

Right: Myrna Cardin presents Davontae with a MANSEF Michael Cardin scholarship.



While the PHILLIPS staff tried hard to reach me in school, my grandmother encouraged me to apply for an internship program in my community called “I Can.” This program concentrates on technical theater management at THEARC Theater in Washington, D.C. Working with the adults in this program and with the PHILLIPS staff opened my eyes as to what could be possible for me if I could learn appropriate ways to act in school and in the community! My grades improved and my relationships became so much better. I became involved with our school’s microgreens growing project and was chosen to represent our school on television, making a smoothie from the microgreens we had grown and harvested. I was taking pride in my work and who I was beginning to be.

During my struggles, certain PHILLIPS staff members invested so much time, energy, and love in me to help me see a different way to live. I did not expect these gifts because my behavior was challenging. Staff stuck by me, despite my actions, through my tough times. All of this made me appreciate the staff more and realize who was going to be there for me no matter how difficult things could be at times. I began to understand that I needed help in order to change and grow and was so grateful for those staff members at PHILLIPS who reached out to help me get on the right track.

My time at PHILLIPS has allowed me to recognize a need for me to be a mentor for my peers and younger students. So many students feel discouraged about their futures, feeling like college is not available for them, so they settle for less and limit their possibilities and opportunities. They stop trying. I want to change that attitude. I want our students to realize that there is so much out there for them if they have goals and work hard! They need to have faith in themselves and understand that everyone has problems, but that does not mean you cannot live up to your full potential. I try to be a positive example for other students, telling them about my college plans—I am attending Virginia State University with the future goal of owning my own photography and visual arts studio.

I am certain that my involvement in theater and photography outside of school and working hard in school with the PHILLIPS staff saved my life. I believe that God put certain people in my path to help me pull away from the negative and strive for the positive so that I can become the man I want to be. I have many people in my community and school who are working to help me succeed. Their love and concern are gifts I receive on a daily basis. When I think about my life, I feel these words from Matthew 6:21 could have been written just for me: “For where your treasure is, there will your heart be also.”

**Hope. You
give our
children and
us parents
hope. What
seemed
impossible
before is
possible with
hope and
PHILLIPS!**

— Parent



Building Futures: Self Advocacy

Marc was first eligible for special education services in kindergarten as he was not able to be in a group, work independently nor was he learning essential foundational academic skills. Thus began his special education journey. He attended multiple elementary schools. Each one he enrolled in was difficult, as they were not able to meet his needs. His family moved and he continued to change schools. He fell behind academically and had increased difficulty getting along at school and at home. As Marc entered middle school, he lost motivation to learn; he was not able to get along with classmates; and was increasingly hard to handle at home. He lacked self-control, was impulsive and was involved in multiple fights and verbal altercations. Absences from school and suspensions started to pile up and his home life grew increasingly difficult.

Marc moved in with his grandmother and continued to struggle navigating his life circumstances. He fell further behind in reading, writing and math skills, making high school coursework seem out of his reach. He continued a journey of multiple educational settings searching for a program that could meet his needs. He began to make progress at another school that subsequently closed. When he was transferred to a different school program he reached out to the public school contact and the School Board asking to be placed at PHILLIPS along with some of his past peers and counselor as PHILLIPS assumed the Building Futures program. At the age of 18, Marc was enrolled in PHILLIPS ~ Building Futures. He remained at PHILLIPS for two and half years, where he gained hope, skills and a belief in himself. With his new found determination and ongoing support from PHILLIPS, he graduated with his high school diploma.

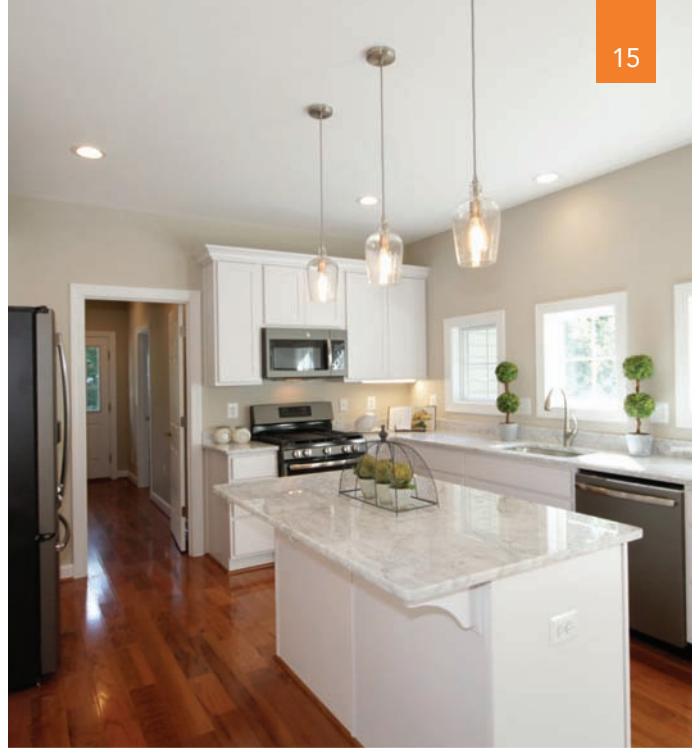
During Marc's time at PHILLIPS, he formed relationships with staff who listened to his struggles, provided positive encouragement, identified his strengths and taught him the academic, career and social skills he needed to succeed. On the job site, Marc discovered that he loved constructing houses. He became an enthusiastic worker who excelled in the building trades.

Marc opened up about his concern for the future. He talked with staff about himself, his family and his life situation. As he found success in the classroom and on the job site, Marc became a highly motivated learner. Soon he was being given work tasks to complete independently. He especially enjoyed drywall and framing. Once he learned a building trades skill, he always could be counted on to get the job done, get it done correctly, and then report back to his work supervisor asking for the next project. He became proficient in using tools such as a nail gun, saw and drill. Marc was given the responsibility for getting out and putting away the tools needed each day. He took pride in his work. He developed a strong work ethic.

Marc began to believe in himself and made plans for the future. To him, unemployment was unacceptable. He made a goal to obtain a high school diploma and become employed after graduation. He asked about interview skills, how to seek employment and what to wear to an interview. He began to believe that he had skills and could lead a different life than what he had witnessed all around him. Marc wanted to learn as much as he could. During his time at PHILLIPS, he helped construct two houses and gained multiple skills, including carpentry, framing and drywall.

Today Marc is a thriving young adult working full time, earning a livable wage and renting his own apartment. He has friends and is happy.

Right: First home constructed by Building Futures students



Speech given
by Laura Heyer at
PHILLIPS School ~
Annandale
graduation

Annandale School: A Metamorphosis

In order to explain why Justin is so deserving of the Ty Banks award, I am going to focus on Metamorphosis.

Metamorphosis: The word means “total transformation.” In Biology, we use the word to describe a process of development where an animal goes through profound and abrupt changes in the body from one life stage to another, often involving a complete change in behavior and even environment. An example is the monarch butterfly.

The monarch butterfly starts out life as a caterpillar, unable to fly, and in fact, only able to feed on one kind of plant. At some point, something happens to trigger the caterpillar to start to form a cocoon...to shut itself off from the outside world, and enter the next critical stage in its life.

To the outside world, it appears as if nothing is happening in the cocoon. However, inside, there is remarkable change taking place. A total transformation. And when the chrysalis stage is done, what emerges is a monarch butterfly. A magnificent creature with a whole new world opened up for it. It has the ability now to take in nourishment from all kinds of plants. And of course, it can fly. The monarch butterfly, smaller than my hand, is strong and determined. It has to be, as it will eventually spread its wings and fly...over 2,000 miles to Mexico and then back again.

When Justin first came to PHILLIPS, he was building a cocoon. He was withdrawn and mute at school. His anxiety was so great that he often could not transition even from place to place. It was difficult to know what he knew and what he could understand. He produced very little work. From the outside, it wasn't always clear that there was a lot going on inside.

But there was. And the people that worked closely with Justin and his mother knew that there was potential hidden inside that cocoon. What we couldn't figure out was how to help spark the change to the next stage. I have no idea if that caterpillar knows it will eventually become a monarch butterfly, and I am not sure that Justin knew what he was capable of during those early years at PHILLIPS.

But just as the butterfly knows when it is time to emerge from the cocoon, something caused Justin to begin to open up. He began to talk, and began to really show people what he knew and what he was able to understand. The butterfly does not charge out of the cocoon, it emerges slowly, tentatively. And so it was with Justin. He did not immediately take on his many challenges head-on, but tentatively took on some.



Justin and his mom

However, the process had begun. After that period of vulnerability, the monarch butterfly opens its wings and takes a few cautious flutters. And Justin began to take a few cautious steps out into the world. This young man that often had not been able to leave the classroom was able to go on class trips into the community. Justin worked and passed his Virginia State tests. He began to participate much more in class.

He began to spread his wings and expand his environment. This young man felt hopeless about ever being able to hold a job early on. He has worked hard. He began participating in our off-campus work program last year and this year was chosen to go through the Walgreen's training program, not just the PHILLIPS internship program. In the classroom, Justin has been flying as well. Where once he did not speak and did not participate, now he is a leader. A leader that other students look to for advice. He has taken ownership of his education and is able to work and learn independently. He is able to transition to other rooms for class. He has maintained an A average over at least 2 years and seeks out opportunities to learn and grow.

Yes, Justin has gone through a total transformation. A metamorphosis. He has emerged from his cocoon and is a different person now. He has begun to stretch his wings and fly.

Justin, may this be only the beginning of your journey. As you set forth into whatever the future holds for you on this graduation day, remember you are not done yet. Your determination can carry you as far as you want to go. You are ready, and your wings are strong.

Justin has been working successfully at Ft. Belvoir, with a community of friends and is thriving.

A Shared Interest in Social Justice

Our first school was located in a small house on Chain Bridge Road in McLean. The Chain Bridge also represents our services, bridging the gap, to the entire DC metropolitan region. The Chain Bridge Giving Circle (CBGC) helps PHILLIPS foster its tradition of philanthropy by recognizing its most generous supporters. The CBGC recognizes members on an annual basis.

Why become a Chain Bridge Giving Circle member?

What does it really mean to be a CBGC member? Members of the CBGC are individuals, corporations and foundations with a shared interest in social justice. Making an annual gift of \$5,000 or more allows you to play an important role in the financial health of PHILLIPS and make a powerful statement about how much you value our mission.

BB&T
Children's Charities Foundation
Dina and Martin Friedman
Dr. Sally A. Sibley
Rob and Stephanie Arnall
David and Pilar Bell
Carl and Roberta Berquist
The Leland and Diane Brendsel Family
Foundation
Ernst & Young
Megan Malone
The J. Willard and Alice S. Marriott Foundation
RyanSharkey
Lynda Mann

Sonja Shockey
David and Joy Truitt
Venable LLP
Lincolnia Educational Foundation
AIMS India Foundation
BDO
Cross Country Consulting
More Direct, Inc.
David Perry
Sharon Weiss
Peter David Brendsel Fund for Children's Literacy
Philadelphia Insurance
Fair Oaks Corporate/Menard Doswell Corporation



Nourishing Students

In 2008 Children's Charities Foundation provided the first donation that began PHILLIPS' Food For Thought program, providing a hot breakfast and lunch for youth with complex challenges who qualify for free and reduced fee lunch. One parent, who lost their job during that first year summed up the importance of this vital service: "I don't know how we would have fed our son without this program."



Bricks and Mortar

This school, this entire organization, has meant a world of difference to my daughter. In the years since she started at PHILLIPS, her success as a student, her confidence as a young woman, her outlook on life, and her happiness have grown and grown in ways I couldn't imagine before PHILLIPS.

— Annandale parent

Sibley Building Capital Campaign

Those named created our first building, we are grateful for their founding support.

E. Lakin Phillips	David and Judy Evans	Mr. and Mrs. Joseph S.
Freddie Mac	Chesapeake District Civitans	Glickauf in Honor of
WEST*GROUP	IBM	Katie Fingerson
Katharine Pollard Maddux	Edwin and Helen Lynch	Reginald K. Hudson
Memorial Mental Health	Mr. and Mrs. Donald B. Harris	J.A. Loveless Company
Foundation	Senator and Mrs. Clive L	Joseph and Patricia Morris
Mary and Daniel Loughran	Duvall II	E.A. Prichard
Foundation Inc.	Washington Forrest	Kaiser Scherer & Schlegel
The Eaton Foundation	Foundation	Sally A. Sibley
Civitan International Foundation	Mr. and Mrs. Leon Blazey Jr.	David and Patricia Williams
Philip L. Graham Fund	James and Barbara Korman	GEICO
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German Orphan Home	Guest Services, Inc.	Frank and Sandra Warren
Foundation	American Postal Workers	Dave and Pam Wallace
Marietta McNeill Morgan and	Union, AFL-CIO	Alice Hashim in Honor of
Samuel Tate Morgan, Jr.	Richard and Caroline T.	Mark Mahachek
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Mrs. Milton D. Korman	UNISYS	Harrison
H. Cabell Maddux, Jr. and	The Sibley Family	Hechinger Foundation
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Michael and Gail Stolarik
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Eugenie & Michael Kaplan,
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John Schafer
Scott and Debby Hansen
Ken McFarlane Smith
Washingtonian Magazine
Thomas and Joy Sibley

D and Kathleen Sibley
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Education for Employment

PHILLIPS Programs recognizes the need for robust career readiness opportunities and formed Contemporary Workshop, a woodworking enterprise, in 1970. From there we started with one job mentor and students working in a local bagel shop and in 1990 expanded our community based career education program working with Meadow Farms, Southland Corporation, and First Virginia Bank. Today we partner with over 40 businesses in the greater Annandale and Laurel communities that provide our students with valuable authentic work experiences, as well as job shadow opportunities.

In 2016 and 2017 PHILLIPS participated in a day-long job-shadowing program at the DoubleTree and Embassy Suites in Crystal City as part of Hilton Hotels Worldwide Careers@Hilton Live: Youth in Hospitality Month initiative.

Businesses that have partnered with PHILLIPS Schools ~ Annandale and Laurel for over 10 years include:

Be The Match: National Bone Marrow Donor Program
 City of Alexandria Archives
 Fairfax County Archives
 Fairfax County Libraries
 Fairfax County Park Authority
 Fairfax Fire Department Safety Office
 Food For Others
 Greenspring Village Retirement Center
 Leukemia Society: Light the Night
 Lions Club Eyeglass Recycling Center
 Lorton Community Action Center
 Morningside House of Laurel
 Restore ~ Habitat for Humanity
 Savage Branch Library
 TJ Maxx

Business Partners Over the Years

Advanced Auto Parts
 Alexandria Animal Welfare League
 American Heart Association
 American Red Cross
 Arlington Art Center
 Arlington County Social Services
 Bureau of Land Management
 CASPR: The Center for Advanced Studies in Photonics Research at UMBC
 Chariots for Hire
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You believed in my son. The first day and I did not get a call to pick him up. He just bloomed, the confidence education wise. People promise things and do a lot of talking. I wish I had known about PHILLIPS sooner. One lady mentioned PHILLIPS and that changed our lives.

— Laurel parent



Remembering the Past; Looking to the Future

Dave Williams, Ph.D. former Vice President

The School for Contemporary Education (now PHILLIPS) was founded on innovative empirically developed procedures to provide services for children and youth with behavioral health needs. Over the years the program has expanded and evolved but continues to adopt innovative successful procedures. In the early 1970s, PHILLIPS began a research unit to develop language in non-verbal children with autism. Partly based on that, PHILLIPS was asked to assist Israel in creating programs for children with autism and subsequently sent two staff to Israel. We received a 3-year federal grant to develop a national model pre-school program. Subsequent to that, federal grants allowed us to provide training in these procedures to a number of others including a program in West Virginia providing services to all of Appalachia, and to the State of Virginia. As public services for pre-school children evolved, PHILLIPS no longer needed to provide these services. Periodically we conducted needs assessments to identify areas of need to help guide our program development. For example, it was determined that a number of our students would benefit from residential services. Again, based on federal funding, we developed Community Teaching Homes with the intent that it would be the residential component of our special education program. CTH was in fact approved by the Department of Education as a residential special education program, but due to foster care licensing requirements, this program took a different direction. Still it provided 35 years of excellent service.

Learning from this program determined that there was a need for intense in-home treatment for some families and thus Family Partners was developed. As it has done throughout its history, PHILLIPS continues to constantly evaluate its programs and share its findings with local, regional, state and national entities. For example, PHILLIPS was involved in the development of the Comprehensive Services Act that provides crucial state funding for Virginia students. PHILLIPS remains committed to working beyond ourselves to assure that individuals with behavioral health needs have the services and funding that they need to lead successful lives. It has truly been an honor to work together with so many wonderful people for such an innovative, successful program.





Dr. Sally A. Sibley

former President and CEO

From the very beginning, the School for Contemporary Education (SCE) was all about addressing educational needs for youth with behavioral challenges, regardless of the origin of the challenges, regardless of official diagnoses.

In the late 60s, there were no educational protections or mandates for such children. The parents of these children were told to take them out of school because they could not be managed and were not welcome. Dr. E. Lakin Phillips saw the need for effective education and appropriate treatment for these children and came together with family, parents and friends to create SCE, a nonprofit organization. Four students entered the school, an old house in McLean.

Ever since, SCE/PHILLIPS Programs has been devoted to identifying gaps in service for youth with behavioral challenges. The mission is not to duplicate efforts of others, but to address the needs going unmet. Developing new programs and locations, as well as researching and applying new methods and training models, has been key.

In 1969, Dr. Phillips invited Sally Sibley and Dave Williams to join SCE full-time in management and research roles, respectively. Their leadership continued for 40 plus years. The Early Childhood Unit (ECU) in McLean began that year and shortly there were three units. Over the next few years, the programs in Virginia grew, serving Maryland, DC and Virginia. Diversifying the referral base was and is paramount. Space was always an issue with housing in a mosaic of churches; we were very ecumenical.

In 1970, Artha Johansen (Groves), after training in the McLean unit, started a Maryland unit. After a few moves the program grew into PHILLIPS School ~ Laurel in its own renovated building.

In the mid-70s, state and federal laws arose, making it a whole new world for children with disabilities and SCE grew by leaps and bounds with a population near 400 at one time.

In 1989, following a vigorous capital campaign, SCE built its own home in Annandale. After years of sharing space in churches and living in a warehouse, students and staff moved into a beautiful new building. An addition followed. SCE also took on a name change from SCE to PHILLIPS Programs for Children and Families.

Apart from history, there are three guiding principles which have been and remain paramount and special to PHILLIPS. The program and its people have always been collaborators, advocates and value-focused professionals.

All knowledge has been shared with other schools and programs without reservation. Collectively, we have led every state and national association of like programs by serving on boards and being President of each one. After living them from the beginning, we memorialized the PHILLIPS values as Integrity, Compassion, Effectiveness, Commitment, Community, Individualization and Safety.

To be personal, I consider the expectation of value-focused work and conduct my most important contribution to the wonderful organization that is PHILLIPS. From both a professional and personal perspective, I cannot imagine a better life than I had at PHILLIPS for so long. The staff, past and present, have my ultimate respect and affection. They have transformed the lives of thousands of children and parents and I am grateful that I have been able to support their work.

I love supporting PHILLIPS. I am always amazed by how well your programs are run, how each kid is looked at as a unique individual and the lengths you go to in order to help each child to actualize his or her potential. It just keeps getting better!

— Annandale parent

1977 At request from State of Israel, SCE sends two staff members to Israel for one year to establish autism program »



Piper Phillips Caswell

President and CEO

This book commemorates the history of PHILLIPS Programs for Children and Families. As we consider the next chapter in our story we pause to examine the lessons learned from the disciplined practice of our craft. The next 50 years holds great purpose for PHILLIPS, and I am humbled by its magnitude and determined to see us reach the next level of service.

It is an honor to acknowledge the vital services provided by so many since 1967. Having witnessed the growth from our humble beginnings is astonishing. Who would have imagined our journey from a two bedroom bungalow in McLean with four students, years before the first federal law (now IDEA) required all public schools to provide free and appropriate education for all students, regardless of disabilities, to our current program composed of special education schools (four campuses), a vibrant home-based support program (Family Partners) and technical education initiative (Career Partners)? Career Partners launched in 2016 to expand our career and technical education programs including an urban agriculture/culinary arts program (Growing Futures), building trades (Building Futures) and 3D Design and Print (Designing Futures). Through these enterprises PHILLIPS will change the landscape for employment for persons with behavioral health needs. A cooperative model, for example, applied to businesses born out of these initiatives will provide chronically underemployed young adults with stability, prosperity and ownership opportunities.

When capability links with purpose we are stirred to action and able to transform education, business and communities. We are the best at providing special education and wrap around services to youth with behavioral health needs and single-minded in our purpose: to provide our youth with the opportunity to live with dignity. My Dad always said, "Our society should be judged by its concern for the quality of life of all its members without exception." To see his vision realized, embraced by so many making it a source of hope and opportunity for thousands of youth and their families throughout the Washington-Baltimore region, has been a great joy of my life. Without his vision, PHILLIPS Programs would not exist.

Like my father, I believe in the power of special education. The things we loved as a child are probably still the things we love and inspire us to action. Our work has been my vocation since a child. As a third grader, I ran The Peter Piper School for neighborhood children in the garden house in our backyard. One room held our lawn mower and our rabbit hutch where several bunnies lived. The other room held a collection of odd desks and two blackboards where “classes” were held. One of my students happened to have cerebral palsy, and another had a learning disability. Everyone was welcome, the only admissions criteria was you had to be a grade lower than me. Every child needs a champion, and I’ve always been most attracted to those children with significant social, emotional and behavioral challenges. At age 19, I joined the SCE staff as an assistant teacher and worked full-time while attending college at George Washington University and Johns Hopkins University. This early work experience reinforced my commitment around the educational requirements of the whole child with behavioral health needs. The practices I learned while at SCE set a level of expectation of quality of services that I took with me as the gold standard during my 35 year tenure in the field. Additionally, for 14 years I served on the Board of Trustees before becoming President & CEO in 2013.

I am particularly enthusiastic about our newest career pathways, urban agriculture and the culinary arts. While special education was my career path, cooking was a secondary pursuit. We are the product of our greatest influencers. While greatly inspired by my father, it was my grandmother who instilled a love for cooking. A little known fact is that I ran a catering business on the side for years. Food service has become one of the most successful business opportunities in recent years, and the hospitality industry offers many career pathways for our youth.

As we celebrate all that we have achieved in our first 50 years thanks to hundreds of committed staff, trustees and supporters who have given their all to uplift youth who are often left behind, I hope that we take what we have learned and garner our pioneering spirit into the next 50 years with an eye towards the best possible future for those with behavioral health needs.



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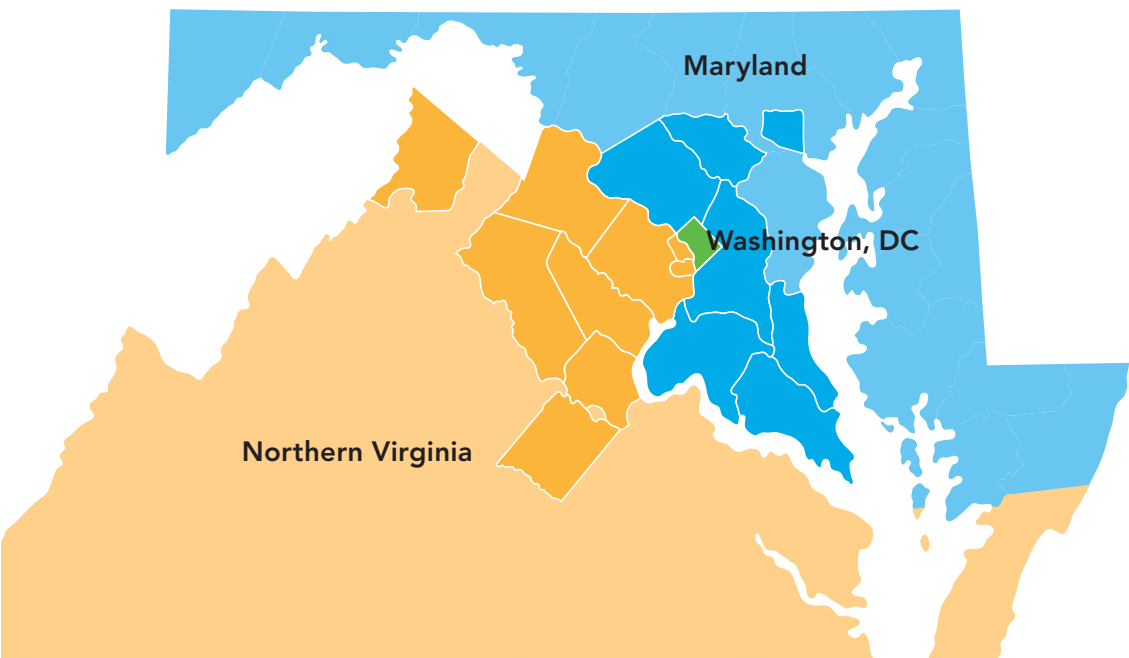
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www.phillipsprograms.org



PHILLIPS

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