Vice President of Advancement
Walker
Needham, MA
http://walkercares.org/

Send Nominations or Cover Letter and Resume to:
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The Opportunity:

Walker was founded by George Walker, a pioneer in dairy technology, in 1952 through a trust established “for the care of children.” From its beginnings as a convalescent home for children with long term illnesses, Walker has evolved to provide intensive services and multidisciplinary programs to children aged 5 to 13 that extend specialized therapeutic environments beyond the classrooms and into family homes, public schools and community settings. In 1995 Walker merged with Beacon High School, a co-educational, therapeutic alternative high school program for students aged 14 to 22 with mental health, social, and emotional challenges.
Walker is a special education and behavioral health organization that offers scholastic and clinical services for children in nearly 100 communities across the Commonwealth of Massachusetts. Its mission is to transform the lives of children and youth who are facing complex emotional, behavioral, and learning challenges by partnering with these children and youth, their families, and communities to nurture hope, build fortitude, and develop lifelong skills. With the help of the dedicated professionals at Walker, children, adolescents, and those who love them are able to rediscover their strengths, learn new skills, and experience the joy of rejuvenating their lives.

This is an ideal opportunity for an entrepreneurial, passionate and purposeful individual to impact the lives of children in a tangible and meaningful way. The ideal professional will bring deep experience in major gifts work and feel at home managing a high functioning team of development staff while working closely with a visionary leader.

**Position Overview – Vice President of Advancement**

The Vice President of Advancement oversees all Walker fundraising and marketing activities and sits on the Senior Leadership Team (SLT) with agency-wide policy making and strategic planning responsibility. The Vice President oversees a staff of five professionals and reports to the President and CEO.

The Vice President of Advancement will play a key leadership role both internally and externally, working closely with the President and CEO and the Board to achieve the organization’s aggressive financial goals while developing and maintaining a personal portfolio of major individual donors and funders. They will also directly manage the advancement staff, while working collaboratively with the organization’s other senior leaders and corporate partners.

The ideal candidate will have both operational and direct fundraising expertise and an ability to demonstrate value-added success in a highly dynamic and growing organization. The incoming Vice President of Advancement will strategically work with the Senior Leadership Team and Board to genuinely, passionately and effectively communicate the programmatic vision and organization’s mission through fundraising, marketing and communication initiatives.
Experience/Qualifications

- Seven or more years of progressively responsible fund development and management experience with an emphasis on individual giving. College degree required, advance degree preferred.
- Minimum two-year tenure as the director of development for an independent school or social service organization.
- Successful experience with strategic planning, developing, implementing and maintaining, comprehensive fundraising programs & campaigns, preferably within an independent school, social services or advocacy setting.
- Excellent interpersonal, organizational and verbal and written communication skills; a professional demeanor and a proven track record in establishing and nurturing long-term relationships with Board members, corporate donors, foundation and community leaders.
- Knowledge of Boston Area corporate and community leaders and philanthropists.
- Successful administrative experience including donor/market analysis, and data and personnel management.
- Demonstrated leadership ability, program development and presentation skills.
- Demonstrated effectiveness as both a team leader and as a team member, modeling a respectful, collaborative work style.
- Demonstrated commitment to all aspects of diversity and inclusion.
- Demonstrated effectiveness in supervising, developing and mentoring members of the Advancement Team.
- Proficiency with technical systems. Knowledge in managing and using Raiser’s Edge preferred.

Major Duties

- The Vice President will build a major gifts and planned giving program through the identification (prospect research) and cultivation of current and potential donors. Pipeline management and preparing the CEO for donor meetings will be critical in the role with emphasis placed on major/leadership gift closings.
- Develop a donor recognition strategy as a component of building a sustainable major donor program.
- As part of the organization’s strategic planning process, the Vice President will lead the implementation of a long-term fundraising effort that builds on the organization’s strengths and annually increases its financial capacity to address the needs of Walker’s constituencies.
- Identify, develop, close and steward ever-increasing sources of financial support for Walker including major individual gifts, annual appeals, special events, planned giving and government and foundation grants. Assertively initiate and maintain a high level of interaction with and stewardship
of board and committee members and corporate, foundation and major individual funders and prospects.

- Direct the ongoing development, management, implementation and achievement of all Walker’s fundraising plans. Ensure Walker’s mission, intended impact, theory of change and branding are appropriately integrated into all facets of the organization’s fund development efforts.
- Successfully establish, implement, monitor and achieve annual, detailed, written fund development plans—including specific goals, budgets, performance management, and evaluation and outcome measures for each Walker fundraising initiative.
- Work closely with the Advancement Advisory Council (currently comprised of Board Members and eventually other active corporate advisors and/or volunteers) to achieve the organization’s fundraising and friend-raising goals. Facilitate fundraising subcommittees focused on all aspects of fund development.
- Work closely with the Governance Committee (comprised of Board Members) to assist in developing a board candidate pipeline.
- Work closely with the board and leadership in the strategizing and implementation of a capital campaign in support of Walker.
- Supervise, develop and mentor Advancement staff including: their management of organizational resources to achieve defined fundraising outcomes; interaction with individual donors, corporate and foundation and government funding sources; and engagement, participation with and understanding of Walker’s programs, volunteers and constituents.
- Oversee the development, implementation, operation and control of essential fundraising information and its reconciliation and integration into the organization’s overall financial reporting.
- Manage resources of the Fund Development function against goals and within budget.

Client Overview - Walker

With a vision that all children will thrive in their family, school, and community, Walker provides intensive services for children and youth facing complex emotional, behavioral, and learning challenges. Walker’s multidisciplinary programs extend specialized therapeutic environments beyond its classrooms into family homes, public schools and community settings.

Its Core Values are:

- Child Centered & Family Driven
- Safety
Along with those Core Values, Walker holds these Guiding Beliefs:

**Child Centered & Family Driven**

*Walker believes that...*

- Belonging to a family is central to a child’s identity, well-being, and healthy future.
- Every child has the right to enjoy a full life as a member of a family.
- Healing, learning, and building hope are best accomplished in the context of family with supportive lifelong relationships.
- Fundamental to its partnership work is supporting existing families or helping to create a new permanent family for all children.
- Genuine partnering with family members, including children, is critical to setting realistic goals, measuring progress, and achieving positive outcomes.
- Family members have valuable and essential expertise that informs all planning and decisions for children.

**Safety**

*Walker believes that...*

- Every person has a right to live, work, and learn in an emotionally and physically safe environment.
- Preventing unsafe situations is our first responsibility.
- It is responsible for building a culture of safety where children and their families can develop skills and strategies to safely manage times of crisis or distress.
- Involving children, family members, and staff in thoughtful discussions following a dangerous situation will result in learning, minimize trauma, and increase safe behaviors in the future.

**Respect**

*Walker believes that...*

- Every person has a right to live, work, and learn in an emotionally and physically safe environment.
- Every person deserves to be treated with dignity and respect.
- It must respect and value the many different ways of creating a family; families have a right to mutually define their members, and to have unique traditions, cultural practices, language, and religious traditions.
- It must be committed to creating an inclusive learning and work environment that celebrates diversity and strives for cultural proficiency and responsiveness.
- It must treat everyone with fairness and honesty.
- Different perspectives and shared solutions lead to the most effective outcomes.
Strengths-based

Walker believes that...

- Every child and family has the right to an individualized plan that reflects their natural strengths, resiliency, and unique needs.
- Everyone deserves to have their strengths acknowledged in meaningful ways that use these as resources for learning, achieving their potential, and meeting challenges.
- A child’s capacity to live and learn in a home community is best supported by the family’s ability to build on strengths and resources, as well as a network of natural and community supports.

Excellence

Walker believes that...

- Change, growth, and success are possible for all children and families.
- It always strives for the highest quality in all that it undertakes, because children and their families deserve its best.
- Finding effective, innovative, and creative ways to deal with even the most complex challenges is at the core of its work.
- It must constantly challenge our assumptions and approaches to help children and families change their lives.

Continuous Learning

Walker believes that...

- The process of continuous learning results in children and their families increasing their capacity to meet their own goals.
- Opportunities for self-reflection and shared learning should be accessible to all students, families, staff, and community partners.
- It must encourage and support innovation and be rigorous in evaluating its outcomes, using ongoing assessment and data to guide teaching and foster learning.
- It must celebrate successes and share growth with others.
- To support widespread professional and program improvements, the results of our continual learning must be shared broadly with communities of professionals, youth and family members, and public policy leaders.

Academic Programs

The Walker School - Needham:

The Walker School is a Massachusetts Department of Elementary and Secondary Education-approved private special education school comprising a coeducational K-8 academic program for children ages 5
through 13 with complex presentations that are often manifested by behavioral, social, and emotional challenges. The Walker School is an extended-year program with the capacity to serve 80 students. To meet the unique learning needs of each student, the Walker School offers an academic program that fully incorporates the Massachusetts Curriculum Frameworks, developmentally appropriate practices, and intensive therapeutic services. Its school and classroom environments are designed to help students, whose educational needs have not been met in previous programs and settings, build interpersonal and social skills that enable them to successfully access a general education curriculum. For example, it offers many in-class supports that promote self-regulation and concentration, including but not limited to:

- Instructional design with a focus on pacing (e.g., extending/adjusting time, allowing sensory breaks, frequent variation in activities)
- Supplementary aids (e.g., adaptive seat cushions, sensory toys and materials, graphic organizers)
- Assistive technology (e.g., computers, iPads, specialized software, audiobooks)

Its classroom educational teams provide significant individualized support to students. Its classroom educational teams include a licensed teacher, an assistant teacher, and a milieu staff. Its classroom ratio is higher than the industry norm, and it has a number of supervisory staff and support staff available to assist student as needed. Additionally, each student and his/her family/legal guardian work with a multidisciplinary team that includes the aforementioned teaching and milieu staff, as well as a clinician, psychopharmacologist, and other specialists as needed (e.g., speech and language pathologist, occupational therapist and technology specialists). Working together, the team is able to ensure that the student and his/her family/legal guardian have input into the development and ongoing review of the student’s individualized education plan and clinical and behavioral support plans. Educational Coordinators are available to assist the team with developing and implementing instructional modifications and specialized approaches to teaching and learning that may benefit a particular student and/or the student community as a whole.

Behavioral, social, and emotional skills are addressed throughout the school day - in class, during structured recess and lunch groups, and in classroom-based social skills therapy groups. Each child is assigned a clinician who assesses the child and his/her family’s strengths and needs and is responsible for coordinating
the program’s services with community-based services. For students in need of additional support for self-help and daily living skills, these issues may also be addressed in the classroom.

In all of the School’s work with students, it draws heavily on the use of evidence-based practices and trauma-informed care, and it has systems in place to assess progress toward academic and behavioral, social, and emotional goals.

**Beacon High School:**

Merged with Walker in 1995, Beacon High School is a Massachusetts Department of Elementary and Secondary Education approved private special education school. It is a coeducational therapeutic high school for students with mental health, social, and emotional challenges. Beacon High School provides an integrated academic and therapeutic program to 65 students between the ages of 14 and 22. Throughout the school day, students benefit from comprehensive clinical services provided by experienced clinicians who are trained in a series of evidence-based practices, including Cognitive Behavioral Therapy (CBT), Trauma-Focused CBT, Motivational Interviewing, and Solution-Focused Therapy.

Beacon High School provides in-the-moment therapeutic interventions in addition to weekly individual and group therapy, designed to help students appropriately respond to multiple stressors and to make progress toward their academic and therapeutic goals. In addition to offering a strong general education curriculum, the School is unique as it has an enriched educational program which includes programming in creative writing, fine arts, photography, music, theater, and public speaking. Its students excel academically and in these areas as well. While in its program, a majority of students meet their educational requirements, including passing MCAS exams, meeting state requirements for high school graduation, and discovering new creative outlets and talents which serve them well in their future endeavors.

At Beacon High School, students and parents/caregivers have access to guidance counselors, pre-vocational, vocational, and career education assistance opportunities that can aid in the development of a student’s transition plan for after Beacon High School. (i.e.: return to a less restrictive high school setting or to enroll in a vocational or college program). It strongly promotes parent/caregiver involvement throughout a student’s enrollment in the School’s program. Parents/caregivers are invited to participate in student progress meetings, become members of the Parent Council, and provide input into and effect change in program policies and practices.
Therapeutic Services

**Walker Residential Treatment Program:**

The Walker Residential Treatment Program (RTP) helps children with high-risk behaviors and their families build social, emotional, and behavioral skills so they may achieve and maintain a permanent family connection. The Walker RTP is a nationally accredited, fully licensed, Chapter 766-approved program for children ages 5 to 14 who can be cared for in a staff-secure group setting.

The Walker RTP is designed for:

- Children with complex developmental difficulties (learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, histories of high-risk behaviors), and children who have suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.

The Walker RTP is a flexible, family-driven program specializing in safety, stabilization, assessment, and treatment. There is a focus on understanding how a child’s development has shaped his or her strengths, weaknesses, and unique learning style. The professionals at Walker do not simply focus on erasing deficits or making a child better, they work with the family and home community to assist in making a smooth, seamless transition for the child.

**Residential Treatment Support Services – Follow Along Services**

Clients of Walker Intensive Residential Treatment and Group Home 1:3 Programs can utilize home-based and outreach support through Walker’s Follow Along Program. This program is designed to help children preserve and maintain permanent connections to their family and community.

All Follow Along youth have access to a team of highly skilled and experienced professionals, and each case is reviewed weekly by a Walker multi-disciplinary team. This team works in partnership with families to identify, and address their needs cooperatively while working to build upon each family member’s strengths. Additionally, Follow Along staff always seeks to connect a child and family to their community, through both formal and informal relationships. To this end, discharge planning begins the moment the child and family are referred to Walker.

With the complex and comprehensive needs of each family in mind, Follow Along components are designed to allow maximum flexibility in service delivery. Outreach services are available when the family needs it: during evenings, bedtime, early morning and weekends.
**AIN Group Home:**

The Ain Group Home is an Intensive Group Home (1:3), coeducational program for children ages 5 to 13 and their families. As an Intensive Group Home, the Ain Group Home provides a safe, structured, home-like living environment. While on-site, children receive comprehensive treatment that includes clinical services, health services, psychiatric consultation, occupational therapy, educational support, milieu therapy, and case management. Outside of the residence, children participate fully in the community by attending community-based schools, camps, extracurricular activities, and social and recreational events.

As the Ain Group Home provides services to children who are able to attend school in the community but currently unable to live in a home or community setting due to safety concerns, the program focuses treatment on safety and stability, with particular emphasis on developing children’s skills for success in school and community settings, developing families’ skills in supporting a child with complex needs, and working with families to develop strong support networks within their home communities.

Daily, the program offers children opportunities to engage in activities that promote social competency in the areas of self-care, communication, social interaction, and play skills—skills that are critical if a child is to participate meaningfully in family life and community activities.

**Respite Care:**

Provided in a highly structured, therapeutic environment, Walker Respite is available for children ages 5 through 13 with complex behavioral, social, psychological and emotional needs, and for whom respite care by extended family or foster family is not appropriate or sufficient in light of these needs. Children needing respite services typically require a high level of adult supervision and support, and as such their needs can place enormous strain on a family or foster family. For struggling families, the availability of planned respite services can play a critical role in reducing or preventing out-of-home placement.

**Walker Campus-Based**

Walker Campus-Based Respite provides children with structured and therapeutic recreational activities while enabling parents and other family members to have a “break” from the intensive demands of caring for a child with complex special needs. For the child, a weekend or school vacation respite program provides the necessary structure to keep the child “out of trouble” in the community or at home. In addition, the child can benefit from the structured recreational activities—opportunities for developing improved social skills, cooperating with unfamiliar peers, and learning to form new friendships.
**Walker Day Respite:**
Walker Day Respite offers services similar to Campus-Based Respite, however it is available only on school vacation days or any other day when the Walker School is not in session.

**Intensive and Community-Based Acute Treatment:**

Walker’s Community-Based Acute Treatment (CBAT) is a coeducational program specifically designed to provide short-term emergency stabilization and support to children between the ages of 5 and 13 years old who are actively experiencing severe emotional, behavioral, and/or psychiatric crises. The program offers an alternative to psychiatric hospitalization that is often more clinically appropriate and family friendly. Family involvement is strongly encouraged in order to support the child in the most appropriate way possible.

Walker’s Intensive Community Based Acute Treatment (ICBAT) program serves children ages 3 to 13 who require a higher level of service than are CBAT program (e.g., daily psychiatry and increased milieu support). Created in response to the increasing number of very young children requiring crisis care, as well as the increasing severity and complexity of their challenges, the CBAT/ICBAT programs offer short-term, multidisciplinary services designed to:

- stabilize young children in crisis;
- provide thorough clinical assessments and diagnostic services;
- provide medication evaluation, assessment, and management;
- administer psychological testing to clarify diagnostic issues;
- provide follow-up support and consultation, when appropriate;
- assess and help secure community-based supports to assist with the transition to less restrictive environments; and
- decrease the potential for readmission to inpatient, CBAT, or ICBAT programs;

The CBAT/ICBAT programs each feature a highly structured therapeutic milieu that promotes children’s safety and well-being and provides opportunities to develop and practice positive coping skills and strategies. In the milieu, children regularly participate in individual, group, and family therapy, as well as attend daily educational services.
Consultation and Training

**Walker Partnerships:**

Since 1994, Walker Partnerships has been providing comprehensive services to districts throughout Massachusetts to help them increase their capacity to include students with serious emotional disabilities. Its model of service delivery focuses on increasing student participation in general education, reducing barriers, restructuring policies, teaching best practices, and shifting culture. Walker Partnerships is fully committed to finding better ways of including students who are at risk of marginalization or exclusion.

At the foundation of the work of Walker Partnerships is the belief that, given the appropriate support, nearly all students can be successfully educated within their own district. It believes that inclusion works well when all stakeholders collaborate. To that end, it has developed a model that allows districts to examine and improve upon current practices. Its model includes the following: program evaluation; facilitated discussion; professional supervision and training; individual student assessment and consultation; contracted social workers and therapeutic intervention specialists; and program consultation.

**Walker Trieschman Institute for Research and Training:**

Established in 2014, the Walker Trieschman Institute for Research & Training (WTI) draws on the work of its namesake, the late Albert E. Trieschman, Ph.D., a Harvard-trained psychologist who founded the Walker Home & School, by promoting the integration of research and training into everyday practice. It is proud to be able to distill research about evidence-based practices as well as emerging, promising practices into concepts and interventions that can be easily understood and applied by our staff as well as other providers, parents and caregivers, the community at large, and institutions of higher learning. It is committed to sharing these findings in a multitude of ways, from large-scale symposia and trainings to small group workshops and coaching to social media communication and messaging.

To ensure that it is reaching a wide audience – that is, to share these findings as widely as possible – it is imperative that it builds relationships with other organizations in the field, local colleges and universities, and community groups to jointly create learning opportunities that serve to increase the knowledge, skills, and abilities of all who work with children and youth and/or care for children and youth in any capacity. Walker’s mission statement articulates its desire to partner with children and youth, their families, and communities to nurture hope, build strengths, and develop lifelong skills, and WTI demonstrates its commitment to this mission by ensuring that caring adults have the tools they need to be successful in these endeavors.
Leadership:

**Susan M. Getman, MSW**  
**President & CEO**

Susan M. Getman, MSW became president and CEO of Walker in May 2012, taking over as the agency’s third executive director in its 51-year history. Prior to joining Walker, Getman was senior director for Casey Family Programs, a national foundation based in Seattle dedicated to improving child welfare outcomes for children and families. She spent five years (2002-2007) as DSS deputy commissioner, leading the Massachusetts Department of Social Services and spearheading the early work aimed at transforming the agency’s child welfare practice model. Prior to DSS, Getman oversaw the operations of residential, family, educational and community based programs and services as executive vice president for Wayside Youth and Family Support Network, having worked earlier in her career in leadership roles for the Massachusetts Society for Prevention of Cruelty to Children (MSPCC) and the Town of Framingham.

Location

**Needham, MA:**

The Town of Needham is located just west of Route 128 and the City of Newton, and south of Route 9 and Wellesley. This location provides an ideal metro-west commuting location for anyone working in downtown Boston or on the 128 corridor that rings the city.

Needham was not always a convenient suburban town. In years past, it was principally recognized as the country getaway for well-to-do Bostonians living on Beacon Hill or Back Bay. Many large houses first built in the 1800s as country homes for the rich still survive. Because of its multicentury past, historical sites are sprinkled throughout Needham.

Needham is located on rocky uplands within a loop of the Charles River. Though the area was used for some grazing for livestock of neighboring towns and some land grants were made, the river served as an effective barrier and the town was slow to develop. Early settlers relied primarily on agriculture and grazing plus
some winter lumbering with orchards and tanneries as supplements. Saw mills and grist mills were opened by a number of settlers along the Charles through the 18th century.

Extension of the railroad and land speculation encouraged settlement, and the town saw the growth of industrial employment and production at the same time during the mid-19th century. Needham manufacturers made knit goods, underwear, hats, shoes and silk, although attempts to cultivate silk worms were short-lived.

Land speculation, housing development and knitted underwear continued to be the foundation of Needham’s economy into the 20th century, with the famous William Carter Corporation prominent in the children’s knitwear industry.

The construction of Route 128 in 1931 opened portions of the town to development as part of the hi-tech highway in the post-World War II electronic industrial boom. Modern Needham remains a pleasant heavily suburban community with good access to Boston for commuters and a significant number of local job slots.

Learn more at: http://www.needhamonline.com/home.html

**Background Checks:**

Prior to submitting your resume for this position, please read it over for accuracy. LLLS does verify academic credentials for its candidates, and our clients frequently conduct background checks prior to finalizing an offer.
To learn more, call
Faith Eutsay, Search Director at
617-262-1102
or send nominations or cover letter and resume to
feutsay@LLLSearches.com.
All inquiries will be held in confidence.