

The logo for Turning Point School, featuring the words "Turning", "Point", and "School" stacked vertically. The word "Point" is stylized with a red dot and two small orange circles above it. The entire logo is enclosed in a red rectangular border.

Turning
Point
School

A photograph of three young girls playing their trumpets. The girl in the foreground is a white child with blonde hair in pigtails, wearing a dark dress with a small floral pattern. Behind her is a Black girl with short dark hair, also playing a trumpet. To the right, a third girl with curly brown hair is partially visible, also playing. They are all focused on their instruments. The background is dark and out of focus.

Position Statement
Director of Advancement
Culver City, California
Start Date: July 1, 2024



Director of Advancement Position Statement



Overview and History

Since its inception over 50 years ago, Turning Point School has focused on the whole child, based on scientific research and positive psychology, with its [positive equation for achievement](#) guiding the school at every turn. There have been more recent additions to the educational scene that profess this approach to the “whole child”—but in the minds of many educators no place has been delivering on it for as long, as faithfully, and as well as Turning Point.

The mission says it all: “We open our doors every day to create a dynamic learning community in which each child grows into their best self.”

Turning Point engages families with an educational experience that provides harmony between the structure of a rigorous academic program and the freedom that guides each child through the intellectual, social, physical, ethical, and emotional elements the childhood and adolescent years present, somewhat akin to a rollercoaster ride (with its own set of twists and turns, i.e. “turning points”).



Differentiated learning for Turning Point students allows them to follow their own, unique path to success—not simply someone else’s definition of who they should become. There is an extraordinary intentionality in how Turning Point helps students become young adults who are confident, thoughtful, community-focused, globally oriented, joyful, and well-equipped to effectively engage in a changing world.

Despite its loved traditions, Turning Point is not mired in its past. Having relocated, increased from its original enrollment, and embraced the changing landscape of the communities it serves, the school has consistently evolved over the years, becoming one of the leading independent schools in Southern California. This is a School that lives its mission every day.

You can see it in the purposefulness of the students in the way they collaborate. You can see it in the faculty as they speak of their commitment to educating the whole child. You can see it in the parents as they rhapsodize about the self-confidence they witness in their children’s development. You can see it in the campus, which is as crisp and beautiful as the day it opened. And you can see it in Turning Point’s alumni who are, in fact, confident, well-balanced adults—meeting the world head on and making it better.

Parents and caregivers at Turning Point are a diverse group in many respects—geography, income, occupation, and ethnicity—but unified in one, and that is how they view the school. “Turning Point doesn’t bend with the breeze,” is how one parent puts it. Others speak of a “down-to-earth,” of the faculty’s “genuine sense of caring,” of the personal investment teachers make in their students’ success. As one caregiver describes it, “The school is focused on what’s best for your child. They know and nurture your child. What more could you ask for?”

Director of Advancement Position Statement

Overview, continued

There does not seem to be the typical social hierarchy among parents one might expect to find in a private school environment. There's more of a down to earth vibe at Turning Point, where the growth of students and the good of the community are valued over status. Time and again parents laud the school's leadership for not straying from its core values, not catering to those with presumed access, not having one set of rules for most people and another for the select few. This is a place where equity, belonging, and mattering truly are centered, and it shows.



CAMPUS

Sited on a modern, well-maintained, and spacious urban campus in Culver City, Turning Point is surrounded by world famous movie studios, a rapidly expanding center for technology start-ups, a thriving commercial area, an important transportation hub and near some of the most prosperous neighborhoods in Los Angeles. The campus is, as they say in Southern California, "Freeway close and Metro adjacent," meaning that access from all around the metropolitan area is relatively easy. This can be said of but only a handful of schools in L.A. As a result, students come from roughly 50 zip codes with the largest numbers living in a variety of neighborhoods throughout West Los Angeles. An added academic bonus is that Turning Point finds itself roughly equidistant from both UCLA and USC.

The campus is beautifully maintained. With two main buildings, one large artificial turf field and another, smaller one, the campus also features a wonderful playground for the younger children and an impressive garden, which doubles as a well-loved outdoor learning space. The facilities are first-rate: a modern science laboratory, state-of-the-art theater, art and dance studios, a Smart Lab, indoor gym, and spacious, sun-filled classrooms. One building is centered around the library and science lab, while the other orbits around the theater—giving architectural significance to the School's commitment to educating the whole child.

As a result of the school's nurturing and intimate environment, students at Turning Point develop a unique confidence, which can be seen in the way students confidently greet visitors on campus and can enthusiastically explain projects and classroom activities.

Director of Advancement Position Statement

Faculty and Staff

With a combined faculty, administration, and staff numbering almost 80 for a student body of nearly 300, Turning Point is well-staffed. Among the adults there is a palpable sense of commitment; in speaking with them, the most frequently heard word is “community.” They love their community, they love the school. There is a remarkable vitality along with the evident sense of commitment—these are professionals who love what they do, where they do it, and with whom they do it.

Curiosity, collaboration, and lifelong learning are core values of the Turning Point faculty and the result is, as one teacher puts it, “a place you can come in young and grow. We’re not locked into the same thing every year. We can explore and change. We can move from one grade to the next.”

School Leadership

The 13-member Board of Trustees represent a variety of backgrounds and talents. A large percentage of the Board Members are parents of either current students or alumni. Many have been involved with the Board and School for over 20 years and, as a result, the Trustees are well-versed in the business of being a Board and are helpful without being intrusive, supportive without calling attention to themselves, available to advise and help but respectful of the Head’s leadership of the School. The working relationship between Head and Board has been outstanding.

The chair of the Board is Robert P. Friedman who is in his 29th year of involvement with the school. He continues to find Turning Point an

intellectually stimulating place where students are introduced to things that “go beyond life.” He appreciates the collaborative nature of his peers on the Board and with the school leadership.

Dr. Laura Konigsberg, parent of Jack ’19 and Miles ’23, succeeded Deborah Richman (who served for 28 years) as Head of School in 2016, coming from the Bentley School in Oakland and Lafayette, CA where she had worked for 14 years. Dr. Konigsberg has served a variety of roles: English Department Chair, Freshman/Sophomore Dean of Students, Upper School English teacher, Upper School counselor, Dean of Teaching and Learning for K-12, Assistant Head of School, and Associate Head of School K-8. She has a B.A. in English From Trinity College; her M.A. in Counseling Psychology from The Wright Institute; and her M.A. and Ph.D. from UC Davis in English.



Director of Advancement Position Statement



The Program

The inevitable ups and downs that characterize child- and young-adulthood are buffered for these students through an intimate, focused learning environment committed to individual understanding and respect. A Turning Point education immerses students in rich learning experiences that encourage and build natural curiosity and reward ingenuity.

Class sizes are small, allowing teachers to know the hearts and minds of every student. The environment for learning is intimate, and the faculty pays close attention to the scope and sequence of the curriculum to assure its proper alignment.

As noted before, intentionality guides instruction on every level at Turing Point. In the pursuit of clearly defined academic outcomes, the journey to those outcomes reveals itself in both expected and innovative ways. The evolution of each goal is not always predictable, but it is always valuable. The

alignment of pedagogical and curricular choice has made Turning Point a “thought leader” in the value of a Preschool-8 education, both locally and nationally.

Drawing on its roots as a Montessori-based program, Turning Point’s curriculum recognizes that students need structure as a basis for growth, particularly in the early childhood and elementary grades.

From early childhood, students develop a freedom of expression which carries them into an increasingly project-based curriculum as they grow older. As students reach middle school (Grades 5-8) the core curriculum (Language Arts, Social Studies, Mathematics, Visual Arts, Science, Music, Physical Education, Spanish, Library) expands to include Humanities, advisory, interscholastic sports, elective courses, and targeted world language studies in Latin or Spanish. The curriculum is thematic, process-based, personalized, and intentionally sequenced.

Turning Point At A Glance

Founded:	1970
Grades; Enrollment; Students of Color:	PreK-8; 295 students; 69% of color
Faculty and Staff:	78
Financial Aid:	17-18% of budget
Operating Budget:	\$17 million
Endowment; Reserves:	\$2.4 million; reserves of \$14 million
Debt:	\$13 million

Director of Advancement Position Statement



Position Overview: Director of Advancement

The Director of Advancement (DoA) will play a key role on Turning Point School's Senior Leadership Team, reporting directly to, collaborating with, and advising the Head of School. The DoA will lead the Annual Fund and comprehensive campaign efforts, while strengthening the school community's culture of philanthropy. An External Affairs Assistant, who also supports communications part-time, lends assistance and valuable collaboration to the DoA.

The DoA's mission is to cultivate relationships, tell compelling stories, engage donors in mission-driven initiatives, and connect families with opportunities to invest in the upward trajectory of Turning Point School. From cultivating, soliciting, and stewarding major gifts to alumni engagement, the DoA will play a critical role in pivoting the school from a fundraising culture to one of philanthropic matchmaking. This will mean changing from an institution-centric, transaction-mode to a donor-centric, relationship-based approach.

Developing a comprehensive, strategic fundraising plan, creating milestones and targets along the way, and effectively executing the plan will require close collaboration with the Head of School.

The goal for the DoA is to implement programs of giving that attract maximum gift support while also helping to engage diverse audiences of stakeholders and advancing the spirit of community that marks a Turning Point School education.

Despite headwinds in the marketplace, the school continues to strategize ways to grow and evolve. The school also had mid-year turnover in the development office with the DoA role currently vacant. School leaders and staff have worked together beautifully on filling the duties of the role for the remainder of 2024; a true testament to Turning Point's collaborative and supportive environment.

There is energy, optimism, and a readiness by those close to the school to add a strategic, equitable, communicative, and collaborative colleague who lives the values of the school and wishes to enthusiastically join a team dedicated to future growth. The school has been doing critical work in diversity, equity, inclusion, and belonging for many years and recently hired its first Director of Diversity, Equity, and Inclusion. The school's commitment to diversity, equity, inclusion, and justice will be one institutional lens for advancement work.

The successful candidate will be an outstanding professional who thinks strategically, communicates a clear and compelling case for support of the school's mission, follows up on details, and develops and thrives in a team environment. In addition to raising funds to strengthen fiscal sustainability, there are non-monetary goals as well: extending the impact of the school, creating partnership opportunities in the community, strengthening the school's excellence and reputation, and advancing relationships.

The DoA will be tasked with plans for the extension of the school's needs, both operational (Annual Giving) and capital (facilities, endowment, programmatic). This person must be fluent in major gift work to maximize the total philanthropic relationship of major gift donors and prospects (both Annual Giving and other) to the School. This means strategizing to generate higher levels of support and implementation of individual multi-year fundraising plans that focuses on renewals and increased gifts. It also means establishing long-term relationships with major gift donors and converting prospects into donors, while working collaboratively with colleagues and school leaders to meet the School's advancement objectives and mission.

Director of Advancement Position Statement

Utilizing the best of Turning Point School's resources—a committed Board of Trustees, an experienced and well-regarded Head of School, an active development committee, supportive faculty, a devoted parent and alumni community, and a strong capacity for giving—this highly knowledgeable and experienced fundraiser will need to bring a demonstrated passion for independent education and a commitment to advancement excellence. This is a full-time, 12-month position.

Turning Point School's current development program focuses on annual giving, major gifts, events, collaborations with the parents' association, and overall stewardship and community outreach in all constituent groups including: current parents, parents of alumni, alumni, grandparents, and friends. Targeted outreach takes place via publications, direct mailing, one-on-one meetings, community gatherings/forums, fundraising events, and social channels.

The candidate should be someone with a track record of achievement in developing and advancing fundraising strategy with measurable success, a comprehensive knowledge of fundraising best practices, and a desire to have a significant impact on the school's growing program.

The primary focus areas for this role are 1) oversee the comprehensive Annual Giving program and 2) make a commitment to faculty and staff development.

Responsibilities

Relating to Strategy and Fundraising Goals

- Work closely with the Head of School in setting and meeting fundraising goals for the various activities for which the department is responsible; participate in

the annual budgeting process to help determine fundraising goals and metrics for the Development Office.

- Develop and implement appropriate donor/volunteer recognition programs.
- Provide accurate and timely communications to prospects, donors and volunteers.
- Oversee donor record keeping and reporting systems to ensure accurate tracking of fundraising and accounting.
- Solicit top annual gifts from a portfolio of prospects.
- Develop and launch an alumni program encompassing alumni of recent and more historical past; and wider family networks (i.e. grandparents, parents of alumni).
- Manage weekly agenda for 1-on-1 meeting with Head of School.
- Oversee Annual Giving, funding priorities, volunteer training, capital giving, leadership giving, planned giving, alumni relations, stewardship, donor research; lead and support the development office to reach annual goals in each of these areas.



Director of Advancement Position Statement



- Design a multi-year roadmap for building a donor pipeline using wealth screening and predictive analytics.
- Use data to inform planning and to lead change with a balance of decisiveness and collaboration.
- Solicit a portfolio of capital campaign gifts in the range of \$50,000 to \$5 million.
- Serve as liaison to top campaign and annual volunteers in their roles as solicitors.
- Provide materials, collateral, strategy, and support around all of the Head of School's donor prospect meetings, attending donor meetings as appropriate.
- Oversee all capital campaign activities, including selection and support for the campaign steering committee, volunteer management, campaign expenses, etc.
- Produce capital campaign analyses and goals for Head of School and the Board of Trustees.
- Partner with parent leadership to support volunteer engagement; identify and recruit a pipeline of volunteers for leadership positions related to fundraising efforts (annual gala, Turning Point School Parents' Association committees, etc.
- Work closely with the parents' association executive team and committees as well as grade parents in a collaborative and non-patronizing manner to support their annual events and initiatives and building community. Attend meetings as needed to ensure productive and positive volunteer/school interactions.
- Research and prepare grant applications and required stewardship reports for foundations as needed.

Relating to other members of the Senior Administrative Team

- Collaborate with the Director of Admissions and the Director of Strategic Communications, and other administration staff to ensure consistent messaging of the school's narrative and expand and enhance the school's visibility and reputation across social media, printed communications, and website.
- Contribute development content for the school website.
- Work in partnership with the Director of Strategic Communications to create the Annual Report, development-related publications, and campaign communications.

Director of Advancement Position Statement



- Assist and advise the Head of School on speaking points at development events, cultivations and solicitation meetings with development prospects, capital projects, trustee development work, strategic planning, campaign strategy, Annual Fund, alumni relations, special events.
- Work closely with the Director of Admissions for the support of a New Parent Leadership gift drive.
- Support the Admissions Office in new family onboarding and orientation.
- Ensure productive working relationships with other school administrators, aligning and integrating development work with the other areas of the school and supporting fellow team members in their goals and aspirations.
- Serve as an active member of the Senior Administrative team representing the development needs of the School in relation to the overall leadership of the institution.
- Serve as the direct liaison with the Business Office on all items related to development office fundraising and expenses.
- Remain up-to-date on major issues to serve as an effective ambassador to the school community.
- Serve as a leader for the school community, participating in daily life and the operation of the school in a present and hands-on manner, extending oneself beyond the responsibilities of the role.
- Assist the Head of School with other duties as required.

- Oversee Trustee Annual Giving solicitation every year as well as capital solicitations of trustees.
- Prepare and distribute Development reports to Development Committee Chair to foster involvement and understanding of the development office in advance of Board meetings.

Qualifications and Requirements

- Passionate commitment to Turning Point School's mission and culture.
- Proven success in fundraising and soliciting and closing major gifts; campaign experience preferred; minimum of five years' experience in development in an independent school, college, or other nonprofit environment; demonstrated ability to hit and surpass goals.
- Collaborative, adaptable, and results-driven mindset.
- Committed to professional growth and development; while identifying and addressing areas where personal- and team upskilling is necessary.
- Outstanding communication skills, both written and verbal
- A strong commitment to promoting Diversity, Equity, Inclusion, and Belonging (DEIB)
- Warmth, a sense of humor, and emotional maturity
- Bachelor's degree required
- Strong technical skills and familiarity with fundraising databases

Relating to the Board of Trustees

- Work closely with the Board of Trustees as well as its development, finance and strategic planning committees to formulate goals and strategies for present and future fundraising needs. Participate in New Trustee Orientation.

Director of Advancement Position Statement



Compensation and Benefits

Turning Point School uses a salary scale that is based on education and years of experience and is anticipated to be in the \$140-160,000 range, a robust benefits package, and professional development opportunities. The school is committed to supporting team members in their personal and professional growth.

Work Environment

This position is full time and on campus. If employees are required to work remotely due to campus closure, they are expected to be present and accessible for the entire workday.

Physical Demands

While performing the duties of this job, the employee is regularly required to engage in conversation. This position is active; it requires standing and walking, including stairs.

Travel: Local and regional travel as needed.

This job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee. Other duties, responsibilities, and activities may change or be assigned at any time with or without notice.

Application Process

If the possibilities in this opportunity excite you, please apply online at the RG175 website:

Apply online at:
<https://rg175.com/candidate/signup>

The application includes:

- Letter detailing interest in the position and suitability for it
- Updated curriculum vitae or resume
- Copy of original writing on any subject of interest to the candidate that can be written for this exercise or provided from something written previously

Timeline: Application submission screening and interviews will be completed on a rolling basis until filled.

For any questions or additional information about the position, please contact either of the RG175 consultants: James E. Pattison jpattison@rg175.com or Emilie Henry emilie.henry@rg175.com

