

# ASPEN • LEADERSHIP • GROUP

**DIRECTOR OF DEVELOPMENT**  
**APPLETREE INSTITUTE**  
**Washington, DC**  
<http://appletreeinstitute.org>



## **THE OPPORTUNITY**

The Aspen Leadership Group is proud to partner with AppleTree Institute in the search for a Director of Development. The Director of Development works with AppleTree leadership to implement a systematized approach to institutional advancement that is aligned with AppleTree’s strategic goals.

AppleTree has a successful record of recent philanthropic and public support, including a \$5 million grant from the US Department of Education, \$1.5 million from private-sector match partners, \$1.7 million from NewSchools Venture Fund, \$3.2 million from Venture Philanthropy Partners, \$1.0 million from the Stranahan Foundation and strong ongoing support from major foundations in the Greater Washington area. The organization enjoys a strong reputation and numerous links into the education-related philanthropic community. Successful candidates will build systems to maintain effective relationships with current funders while expanding the organization’s base of support to major regional and national foundations interested in improving the quality of early learning in America.

AppleTree is committed to erasing the achievement gap by providing young children with the social, emotional, and cognitive foundations they need to thrive in school. For nearly two decades, AppleTree has been a key player in the education reform movement. As one of the country’s few “best in class” early-education operators, AppleTree is unique in that it works at the intersection of research, policy, and practice in Washington, DC—the Nation’s Capital. AppleTree has leveraged that position to highlight its evidence-based approach to key federal policy makers in the Administration and the Congress, as well as policy institutes and foundations advancing best practice in early education. Through its participation in a variety of dissemination, advocacy, and community of practice initiatives, AppleTree has built a growing network of practitioners interested in its instructional model, tools, training assessment, and professional development.

## REPORTING RELATIONSHIPS

The Director of Development reports to the President and CEO, Jack McCarthy.

## ABOUT APPLETREE

AppleTree was founded in 1996 by Jack McCarthy, its president and CEO, to “increase the supply of effective schools through innovation.” Operating in Washington, DC, AppleTree created the nation’s first charter school incubator, initially supporting and underwriting the creation of two charter high schools and the charter conversion of a junior high school. These schools had high standards and exemplary designs, but students entered several grade levels behind and struggled to meet the standards to progress to the next grade. Witnessing these struggles and the heroic efforts of teachers to help students “catch up” led McCarthy to ask, “Why not create a preschool that would ensure children enter elementary school ready to thrive?”

In 2001, AppleTree opened a tuition-free laboratory preschool implementing a research-based language and literacy program. From 2003 to 2005, AppleTree continued to improve the instructional program, working with leading experts in child development and early language and literacy instruction. In 2005, AppleTree’s first public charter school campus opened, re-affirming AppleTree’s value as an innovation incubator. Six more campuses opened in the next five years in all four quadrants of Washington, DC.

During this time – and with funding from the federal Early Reading First program – AppleTree was developing curriculum and professional development aimed directly at three- and four-year old education. In 2010, AppleTree won a federal Investing in Innovation grant to develop a comprehensive preschool instructional model called *Every Child Ready*. Using a research-to-practice approach, AppleTree implemented *Every Child Ready* in its classrooms, gathering data about what worked and what didn’t and constantly refining and improving *Every Child Ready*. In addition, numerous other schools in Washington, DC, adopted *Every Child Ready* for their pre-schools, providing further feedback about the effectiveness of the instructional model. In 2012, AppleTree completed a five-year strategic business plan and secured major investments from two leading venture philanthropy funders to fund a significant portion of the plan’s objectives. AppleTree’s current challenge is raising the remaining required funds.

This school year (2014-2015), AppleTree is educating a total of 1,461 children. Of those, 748 children are at schools AppleTree directly manages. An additional 720 children are at other schools and early learning centers using *Every Child Ready* (“partner” schools). AppleTree is deeply involved in helping these partner schools implement *Every Child Ready*, including providing professional development, mentoring/coaching of teachers and school leadership, and providing and implementing various assessment measuring school quality and children’s progress.

AppleTree itself consists of two related organizations: a research institute (called “AppleTree Institute for Education Innovation”) and a charter school (“AppleTree Early Learning Public Charter

School”). The two organizations share common management and work closely together developing and enhancing *Every Child Ready* and educating children in the District of Columbia.

Both organizations are well-managed, with a six-year history of surpluses. The charter school is self-sustaining. The research institute, however, requires outside funding. In particular, AppleTree seeks to raise significant additional funding – in the range of \$5 million to \$10 million over five years – to bring *Every Child Ready* to scale. This involves finishing tiers two and three of its curriculum, completing development and publication of the line of books that support instruction, fully building out its video library of teaching exemplars, developing on-line tools that allow teachers and leaders to more efficiently assess student progress, and putting all aspects of *Every Child Ready* – curriculum, professional development and assessment – on a robust on-line platform that would allow the program to be easily and efficiently used by schools and school districts around the nation.

### PRIMARY RESPONSIBILITIES

The Director of Development will have three areas of responsibility:

- ***Refining and Implementing Plans for Institutional Advancement.*** Manage and direct the activities of AppleTree leadership and staff, Board members and other volunteers in support of efforts in the following five areas:
  - Foundations and Corporations:
    - Expand foundation and corporate donor prospect list.
    - Develop and implement a stewardship plan for current funders and a cultivation plan for new prospects.
    - Track key indicators/benchmarks to understand success of foundation submissions.
    - Develop relationships with key prospects including leveraging the connections of current staff, the AppleTree Board and other stakeholders.
  - Government:
    - Research, organize and track federal, state and local government discretionary grant opportunities.
    - Work with executive leadership team to prioritize funding opportunities and goals.
  - Individuals:
    - Identify, cultivate and solicit individuals capable of major gifts.
    - Implement one or more broad-based annual appeals.
    - Generate a significant increase in giving via sources such as Network for Good.
    - Explore building workplace giving through United Way and Combined Federal Campaign.
  - Board:
    - Work with the Board to achieve 100% participation at appropriate annual giving levels.

- Increase giving capacity of and help the Nominating Committee identify potential corporate/foundation contacts to serve on the Board.
- Miscellaneous:
  - Develop a calendar of cultivation events and activities including prospect recognition.
  - Develop and maintain a management system for year-round prospect cultivation for all prospect types.
  - Spearhead possible donor cultivation events (such as an annual event).
  - Develop and implement other cultivation activities (e.g., Holiday cards, annual reports).
- **Relationship Building:**
  - Work with the CEO to manage relationships with funders, board members, partners, and other stakeholders. This includes coordination of fundraising events and tours of AppleTree schools.
  - Monitor funding trends in early learning, charter schools, and education reform.
  - Support the CEO and board members' planning and fundraising efforts including scheduling, meeting preparation, and managing follow-up activities.
- **Reporting and Stewardship:**
  - Keep in contact with grant-making organizations during their review of a submitted grant application in order to be able to supply additional supporting material.
  - Maintain up-to-date grant records, files, and calendars, including database entries and coordinating recordkeeping with Finance.
  - Oversee interim and final reports for all grants, working with Finance and Communications.
  - Work with executive leadership team to develop reports for management, governing boards and other stakeholders.

## KEY COLLEAGUES



**Jack McCarthy is President and CEO of AppleTree Institute for Education Innovation and AppleTree Early Learning Public Charter School.** Through Jack's leadership, AppleTree's impact on policy and practice has increased each year. Jack has influenced education innovation through social entrepreneurship since 1993, combining his experience and interest in business and politics with a citizen's sense of urgency about the degree to which public schools fail to educate our most vulnerable children.

After working in government and politics early in his career, Jack worked at Boston Bay Capital, Inc. a provider of equity for historic properties. This experience led him to the education reform field as a co-founder of Boston Renaissance Charter School, where he led the innovative \$14 million financing and renovation of the school's urban facility. As he witnessed the reaction of the 1,000 parents whose children did not win the charter school's initial lottery, Jack was deeply

moved to find ways of increasing the number of effective schools for traditionally underserved children.

With Alexis C. “Lex” Towle, an entrepreneurial colleague from that first venture, Jack co-founded AppleTree Institute in 1996, created a charter school incubator, and supported the creation of Washington Mathematics Science Technology PCS, Cesar Chavez Public Policy PCS, and Paul PCS. Jack saw the number of children entering high school reading at a 5th grade level and concluded that the place where he could make the greatest impact was in creating preschools that could erase the achievement gap before children even entered kindergarten.

In 2001, they created a tuition-free, privately funded laboratory preschool in Southwest DC. Working with leading researchers, Jack implemented a scientifically-based reading research program with encouraging results. In 2005, with the involvement of another social entrepreneur Russ Williams, Jack wrote a successful charter application and AppleTree Early Learning PCS was born. Later that year, Jack recruited Mary Anne Lesiak to join AppleTree, which led to a series of Early Reading First grants from the US Department of Education that fueled the acceleration of research, development, implementation and continuous improvement of AppleTree’s evidence-based instructional program.

Under Jack’s leadership, AppleTree has grown to a \$14 million enterprise with 175 staff and a growing impact on policy and practice. AppleTree Institute won a \$5 million US Department of Education Investing in Innovation (“i3”) development grant for *Every Child Ready* in 2010. Today, AppleTree Early Learning educates 640 children at seven sites throughout Washington, DC.

Jack is a graduate of The American University in Washington, DC and has a certificate in strategic management and governance of charter schools from the Kennedy School of Government at Harvard University. He is married to Elaine McCarthy and has two sons, Liam and Christian.



**Rita Hackel Chapin is the Chief Operating Officer for the AppleTree enterprise, responsible for Finance, Human Resources, Technology and Facilities.** Rita joined AppleTree Institute with more than a dozen years’ experience in charter school operations at Mosaica Education, Inc., most recently as Chief Financial Officer. Early in her tenure at Mosaica, she gained extensive operational experience in charter school start-up and development, including playing the lead role in collaborating with a group of parents and community leaders in Queens, New York to create a charter elementary school, which continues to thrive.

A native of Wisconsin, Rita received a BA in Mathematics from the University of Wisconsin-Madison and spent the next four years as a high school Mathematics teacher in Lawrenceville, New Jersey. While in Lawrenceville, funded by a grant from the National Science Foundation, she worked with a team to implement an innovative math curriculum that began in middle school. In addition, she subsequently worked to develop the first criterion-based math curriculum at the high school. She then enrolled at The Wharton School at the University of Pennsylvania, earning an MBA in Finance.

Following graduate school she joined International Paper Company, where she held several positions in finance and marketing, including the Controller for a newly acquired land and timber operation in Pineville, Louisiana. Following her work at IP, she joined the consulting firm McKinsey & Co., where, as an Engagement Manager, she managed teams of consultants assisting leading companies in the consumer goods, healthcare and communications industries. Among the projects she worked on was a pro bono effort to assist a major communications company explore how it could best play a role in addressing issues raised in the A Nation At Risk, the report that documented shortcomings in the U.S. educational system in meeting the national need for a competitive work force.

She is married to Samuel Chapin, a church musician, and they have one daughter, Elizabeth, a recent college graduate who is a teacher of autistic adolescents.



**Tom Keane is Chief of Strategic Initiatives and General Counsel**

**for AppleTree.** Tom is a lawyer and has held a number of senior-level positions in the finance, operations and legal departments of several organizations in the fields of health services, education, architecture and public policy. In addition, for a number of years he was a general partner at Murphy & Partners, a New York-based private equity fund, where he evaluated investment opportunities and helped management in business

and strategic planning. Tom has long been involved in issues of education reform, from sitting on the board of one of the first charter schools created in Boston to most recently serving as Senior Vice President and General Counsel for Mosaica Education, Inc., a global education company headquartered in New York.

Tom is also a weekly opinion columnist for *The Boston Globe*. Tom's pieces have also appeared on the pages of the *Boston Herald*, *ArchitectureBoston* and several other publications. In addition, from 1994 through 1999, he was a Boston City Councilor, representing Boston's district eight.

Tom received his bachelor's degree magna cum laude from Harvard College, and his J.D. from the University of Virginia Law School. Tom is a member of the Massachusetts Bar. He is also a member of the advisory board of the Commonwealth Compact; an honorary member of the Boston Society of Architects; and a member of the Advisory Board for the Shamie Center for Better Government. The eldest of 11 children, he is married to Laurie Farrell and together they have two children, Lauren and Bryn.



**Anne Zummo Malone is the Chief of Schools for AppleTree Early Learning Public Charter School.**

As Chief of Schools, Anne supervises and provides leadership for the instructional and operational leaders both at campuses and at the central office. Anne's focus on alignment in implementation across AppleTree's campuses and programs ensures fidelity to the school's mission of erasing the achievement gap.

Before coming to AppleTree, Anne was an elementary school teacher in Southington, Connecticut where she taught second and fourth grade for four years. These years of teaching exposed Anne



to the gaps in students' learning and drove her to further her understanding of school policy and leadership. After earning her graduate degree in 2006, Anne came to work at AppleTree as a Literacy Coach during the school's first Early Reading First grant. The following year, she was the founding Principal at AppleTree's Columbia Heights campus, where she stayed until 2009 before transitioning to the Manager of Academic Programs, where she supervised the instructional programs at AppleTree. Anne moved into her current position in 2012 to better support all school leaders and the overall operations of sites. She holds a bachelor's degree in elementary education from Penn State University and a master's degree in policy, organization, and leadership in education from Stanford University.



**Lydia J. Carlis, Ph.D., is Chief of Research and Innovation for the AppleTree enterprise.** As Chief of Research and Innovation, Lydia oversees the development, deployment and validation of AppleTree's comprehensive instructional model, *Every Child Ready*, which includes curriculum, child and quality assessment, and professional development. Lydia also oversees policy development on implementation protocols for AppleTree Early Learning Public Charter School (AELPCS) instructional activities including academic programs, student support services, assessment and evaluation, and professional development. Lydia supports the implementation of *Every Child Ready* at the AppleTree lab school, AELPCS, as well as at other schools that choose to adopt the instructional model or its components. Furthermore, Lydia assists the Chief of Schools with the development of school policies that would impact instructional policies, and she serves as a member of the AELPCS leadership team to ensure strategic alignment between AELPCS and AIQ policies and process. In her role, Lydia supervises AppleTree Instructional Quality Team and collaborates with the Chief of Schools to support new positions tasked with creating or codifying school education policies.

Lydia joined AppleTree in 2007 as a Literacy Coach, and she has previously served AppleTree as a Professional Development Manager, Early Reading First Project Director, and Director of Education. Prior to joining AppleTree, Lydia taught general education, special education and English as a Second Language to Pre-K through sixth graders in Washington, DC and Hawaii for seven years. She has served as a graduate instructor in elementary education, special education and English as a Second Language at The George Washington University, Johns Hopkins University, The University of Maryland College Park (UMD-CP) and University of Phoenix. While a student at UMD-CP, Lydia developed research assessments and curriculum for national Martha Speaks and Arthur outreach evaluation studies. Lydia holds professional certification in special education, bilingual special education and English as second language; a master's degree in curriculum and instruction with bilingual special education concentration from The George Washington University; and a doctorate degree in special education, learning disabilities from UMD-CP, where she focused on preschool language and literacy interventions.

## **CANDIDATE QUALIFICATIONS AND QUALITIES**

The ideal candidate for the position of Director of Development will have

- a track record of accomplishment in managing successful fund raising projects and campaigns of \$1 million or more annually;
- superior listening and presentation skills;
- strong expository writing skills;
- familiarity with logic models, theories of change, and proposal-writing processes;
- demonstrated history of being a goal-oriented self-starter with a positive outlook and the ability to persevere and a commitment to succeed;
- willingness to work as a member of a team and the ability to relate to a variety of different people;
- proficiency in Microsoft Word, Excel and PowerPoint and databases such as eTapestry (which is what AppleTree uses);
- experience with cutting-edge fundraising methodologies (e.g., Internet-based models); and
- knowledge of the local and national education reform philanthropy landscape.

A Bachelor's Degree is required for this position as is five or more years of experience in non-profit development, institutional advancement or political fundraising, preferably at a senior level.

## **SALARY & BENEFITS**

Compensation will be commensurate with experience. AppleTree offers excellent health benefits and paid day leave. AppleTree provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability or genetics.

## **LOCATION**

This position is located in Washington, DC.

## **APPLICATION DEADLINE**

Before sending your résumé for this position, please read it over for accuracy. Review of applications will begin immediately and continue until the successful candidate has been selected.

*To nominate a candidate, please contact Tim Child: [timchild@aspenleadershipgroup.com](mailto:timchild@aspenleadershipgroup.com).*

*All inquiries will be held in confidence.*