



The Quaker School at Horsham

Associate Director of Institutional Giving

LOCATION

Horsham, PA

POST DATE

April 10, 2026

PRIORITY APPLICATION DEADLINE

May 8, 2026

VIRTUAL SEMIFINAL ROUND

Late May

ON-SITE FINAL ROUND

Early to Mid June

DECISION ANNOUNCED

Mid-June

START DATE

July 1, 2026 or later upon mutual agreement

REPORTS TO

Director of Development

SALARY

\$100,000

MISSION

The Quaker School at Horsham uses research-based programs provided by compassionate professionals to enable each student with complex challenges to blossom and achieve meaningful personal, social and academic success.

HOW DO WE FULFILL THIS MISSION?

Academics

Our programs strengthen the learning potential of children who have not previously experienced school success.

Community

Students love our school because they feel included and successful. Parents love it because they feel supported — and their children are happy.

Support

Our ability to provide the best student experience stems from the generosity of our community.



Summary

Located just north of Philadelphia, The Quaker School at Horsham (TQS) is a K–22 community serving students with complex challenges, including ADHD, learning differences, autism, and anxiety. Serving approximately 100 students, TQS provides a highly relational, research-informed environment where students are known well, supported deeply, and given the tools to build meaningful and independent lives. Rooted in Quaker values of simplicity, peace, integrity, community, equality, and stewardship, the school fosters a culture that is warm, mission-driven, and centered on belonging.

As TQS continues to grow and expand its impact, the school is focused on strengthening its philanthropic efforts to support both programmatic innovation and access for students and families. Central to this work is the development of new and sustainable revenue streams aligned with the school's mission and long-term vision.

To support this next phase, TQS seeks an associate director of institutional giving. This role will help lead fundraising efforts connected to a potential new federal tax credit program, while also expanding corporate partnerships and foundation support. Although the role may contribute to existing Pennsylvania tax credit efforts through corporate relationships, its primary focus is the emerging federal opportunity, should it be approved in Pennsylvania for 2027. This is a unique opportunity for a motivated, entrepreneurial fundraiser who is energized by building new programs, engaging a wide range of stakeholders, and delivering measurable results. The associate director will play a critical role in expanding the school's fundraising capacity while helping to tell the story of TQS in compelling and mission-aligned ways.





Our Philosophy

The Quaker School at Horsham is a compassionate community that builds trusting relationships among students, parents, therapists, faculty and staff.

The students at TQS have struggled in traditional schools and come with a pressing need for a safe learning environment where they can confidently face the challenges of learning. These students have a mix of disabilities: ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders. At TQS, we use the latest findings from educational research to guide our curriculum and nurture our students' inherent curiosity and desire to learn.

TQS equips students with the skills needed to develop fulfilling personal relationships and lead meaningful lives. The underlying basis for all things at TQS is the fundamental Quaker belief that there is the Light of God within every person, and that we are meant to share that Light through our efforts, our gifts, and our actions.



History

In 1982, George Rowe (then Head of School at Buckingham Friends School) and special education teacher Beverly Morgan founded The Quaker School at Horsham to serve bright students with language-based differences such as dyslexia.

George Rowe was inspired by one of his students, who he felt had great potential but could not find success. George wanted to create a school where the needs of this student, and others like him, were understood and appreciated.

The school was originally described as the “Pipe Dreams Friends School” and opened with three students and two teachers in the basement of the Horsham Monthly Meeting House of The Religious Society of Friends.

At that time, the school began to evolve to better meet the needs of our families, focusing on embracing and celebrating children with complex challenges. However, the school’s original purpose — to be a place for students whose gifts are not appreciated elsewhere — will always remain.



TQS Today

What began as a small school dedicated to meeting the learning needs of children with complex challenges has evolved into an expansive, innovative community that truly changes the lives of K-12 and 18-22-year-old students and their families.

This growth stems from a constant drive to provide the absolute best research-based education and support our TQS community while staying true to our mission and Quaker values.

Through program expansion, a stronger curriculum, research and leadership, and capacity building, we grew into a school offering business literacy and real-world work experiences, additional support services, a new school wing, and a refreshed campus.

Leading the Change

While there’s much to celebrate across our school’s history, we believe we are responsible for doing more as a school that aims to be the category leader in educating and supporting students with complex challenges.

That’s why TQS is now focused on Leading the Change—thinking outside the box and developing groundbreaking practices to make critical strides for our students and all individuals with complex challenges.

Our goals are ambitious and audacious - but we’ve seen the power of our community in action before, and we know that when we shine together, we can achieve amazing things.



Quakerism

A Quaker school education is based on the beliefs and testimonies of the Religious Society of Friends (Quakers).

Quakers embrace the principles of tolerance, equality and spirituality. They believe the Inner Light, or God, is in each of us. Quaker schools reflect these philosophies in the classroom, creating a learning environment that is flexible, challenging and understanding.

Each Quaker school has its own unique style and personality. However, they all have a common purpose: to provide a rich and rewarding education, and to foster community, spirituality, responsibility and stewardship.



Why a Quaker School?

Attending a Quaker school, also known as a Friends school, can be extremely rewarding. Hallmarks of The Quaker School experience include:

- The belief that each child has unique gifts and talents
- Open-mindedness and understanding
- An emphasis on service, social action and learning by experience
- Commitment to community, responsibility, stewardship and environmental sustainability

Do I have to be Quaker?

No you don't. Nor do Quaker schools seek to convert others to the Friends religion. Quakers deeply value a diverse religious atmosphere.

At most Friends schools, Quakers make up only a small portion of the student body. The Quaker school environment helps children refine their own moral positions and consider their spiritual roots.



QUAKER SPICES

At TQS, we follow the Quaker SPICES, commonly referred to as testimonies, as guidelines for how we want to be treated and how we should treat others. Our TQS community defines each testimony as follows.

Simplicity
Peace
Integrity
Community
Equality
Stewardship



Academic Program

What began in 1982 as a small school dedicated to meeting different learning needs has evolved into an expansive, innovative community that truly changes the lives of K-12 and young adult students and their families. Today, we offer two divisions to fit the needs of our unique learners:

K-8

Sassafras Division

A safe, happy learning environment for students with autism, offering more intensive levels of support, a predictable structure, and academic engagement tailored to meet each student's specific needs.

UPPER SCHOOL

A high school for students with autism who need more structure, predictability, and relationship-based support in order to learn and participate meaningfully in grades 9-12.

REAL-WORLD READY

A functional training program and supportive community for young adults ages 18-22, offering individualized support for students with autism in order to build essential life skills.

Meetinghouse Division

A place of academic excellence and community spirit where students with complex challenges make new friends, rediscover their confidence, and blossom socially, behaviorally, and academically.

The ideal high school to help students with complex challenges discover their goals and passions, succeed academically, and transition into adulthood.

A functional training program and supportive community that helps young adults with complex challenges take their next steps toward independence through college readiness, career training, and life skills.



Strategic Plan

Leading the Change

EMBOLDENED PEOPLE

Our people are what differentiate and define The Quaker School, and we are committed to attracting and retaining the best.

TQS faculty and staff are incredibly dedicated to their professions, and they deserve to be fully empowered. To maintain our category position, enhance the student experience, and create a superb faculty culture, we must provide these professionals with best- in-class support and professional development.

BOLD LEADERSHIP

The Quaker School's Board of Trustees and executive team have always played a pivotal role in setting and striving for our strategic vision — and we see this leadership becoming even more critical as we expand our position as a category innovator.

Through Board development, governance, and leadership, we will maintain and grow outstanding programs, broaden our reach, increase diversity, and assure our ongoing sustainability.

UNPARALLELED PROGRAMS

The best student programs are never static. They are shaped by experience, enhanced by the latest research, and tested with new ideas.

To develop a nationally-recognized, research-based program for children with complex challenges that spans from kindergarten through post-graduate years, we must continually enhance our programs through growth and design thinking.

AUTHENTIC ENGAGEMENT

All TQS community members should feel seen and supported throughout all of their experiences and interactions with our school while understanding their own roles and responsibilities.

We will enhance community engagement with clear communications, increased fundraising programs, and more opportunities for families to participate in their student's learning.

AUDACIOUS INNOVATION

At TQS, we are not satisfied with the best of what's available today — we are committed to exploring and creating the best of what's next for individuals with complex challenges.

Our goal is to expand programs and opportunities to underserved children and families, and to provide broad-reaching support outside of core "education" — because students with complex challenges require more than classroom learning to shine as their full selves.



Key Statistics

FOUNDED IN

1982

LOCATION

Horsham, PA

CAMPUS SIZE

~10 acres

STUDENTS

100
students

MEMBERSHIP ORGANIZATIONS

NAIS, NBOA, ADVIS, Pennsylvania Association of Independent Schools (PAIS), Philadelphia Area Independent School Business Officers Association (PAISBOA), Friends Collaborative, Greater Philadelphia Diversity Collaborative (GPDC), Association of Tech Leaders in Independent Schools (ATLIS), Friends Council for Education (FCE), Council for Exceptional Children (CEC)

K-22

grades/ages served

4:1

student/teacher ratio

31

school districts in the Delaware and Lehigh Valley region



ANNUAL FINANCIAL AID ALLOTMENT 24-25 SY

\$524,320

OPERATING BUDGET (NOT CAPITAL) 24-25 SY

\$7.3M

REVENUE

GIFTS & GRANTS

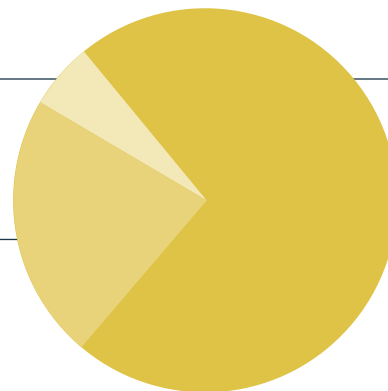
5%

AUXILIARY SERVICES

23%

TUITION

72%



www.quakerschool.org



Community Profiles



LORI BOCCUZZI

Assistant Head for
Enrollment Management and
Institutional Advancement

“The school really cares about professional development opportunities, and there’s a good balance between challenging meaningful work and personal life.”

I’ve been at TQS since 2016, and I came here because I wanted to work in a place where I could genuinely help families find the right-fit school for their child. What I appreciate most is how student-centered the school is in the most practical ways. Decisions are guided by what will serve students best, and when that stays consistent over time, you get to watch a program grow with integrity and attract the families who truly need it.

The working environment is supportive, both personally and professionally. People care about one another and that care shows up in the energy adults bring to their work and in the way the community stays grounded in purpose.



JEN FLAHERTY

Teacher & TQS Alum

“It’s an environment that welcomes you with open doors, and there are always people there to support you.”

I’m a middle school special education teacher at TQS, and I’ve been here for six years. I also know the school from both sides. I was a student here back in 2006–2007. What brought me back was the people and the culture. Adults here genuinely care about one another and about the kids. You can go to any colleague to problem-solve, and leadership feels accessible and human.

A moment that captures the spirit of TQS for me is Spirit Day. It’s not teachers standing on the sidelines while students play. We’re all in it together, moving through stations across the school, competing, laughing, and fully participating. Students love seeing teachers outside the classroom, and the day has become a tradition that reminds everyone what this community feels like when we’re all together.



KYLE GARCIA

Assistant Business
Manager

“Everyone’s story is different, and yet here, everyone belongs.”

I’m the assistant business manager at TQS, and I’ve been here a little over a year. My days are a mix of HR and operations. From my first interview I could feel how different TQS was: smaller, more personal, and genuinely welcoming.

What I appreciate most is the teamwork and support. Even when I’m deep in the behind-the-scenes work, it still feels connected to something that matters, because everything ultimately serves the students and the families. And what surprised me most is how quickly I began to feel part of the student experience too. Bringing my dog, Finn, into the office became a bridge. Students stop by between classes, when they need a breather, or when they’re having a hard moment, and you can see them settle.



Background & Narrative



Not far from downtown Philadelphia is a school that has been changing trajectories for more than four decades. The Quaker School at Horsham was founded in 1982 to serve students with language-based learning differences and has since evolved into a distinctive K-12 and young adult program supporting learners with a wide range of complex challenges. Families arrive at TQS after searching for a place where their child will be understood, supported, and given the opportunity to succeed. At TQS, they find a community grounded in relationships, where students are known well and supported to build meaningful, independent lives.

TQS is now in a period of meaningful and visible growth. With strong enrollment, continued investment in programs, and recent campus expansion, the school is positioned to serve more students and extend its impact in the years ahead. This growth reflects a broader ambition to deepen the school's reach, strengthen long-term sustainability, and expand access to families who can benefit from a TQS education.

As part of this evolution, the school is intentionally growing its development function. While TQS has built a strong and committed community of supporters and already has a robust Pennsylvania tax credit fundraising effort in place,

there are meaningful opportunities to expand institutional giving through corporate partnerships, foundation support, and a potential new federal tax credit program. Together, these areas represent promising revenue streams that can directly support students, increase access, and fund key strategic priorities.

This role also comes at an important moment in the life of the school. TQS is welcoming several new leaders, and the associate director will help shape a growing development and communications function alongside the Director of Marketing and Community Engagement. Success will require sound judgment, adaptability, and the ability to build trust quickly within an evolving leadership team.

The associate director of institutional giving role is central to this next chapter. This is a true builder opportunity, designed for someone energized by creating new pathways for support and shaping what institutional giving can look like at TQS. The role will focus primarily on helping TQS prepare for and build toward a potential new federal tax credit program, while also strengthening corporate partnerships and foundation engagement in ways that align with the school's mission and growth trajectory. The role may also support existing Pennsylvania tax credit work through corporate partnership development.



Corporate partnership work at TQS is particularly compelling because it extends beyond philanthropy. The associate director will cultivate relationships that support both giving and meaningful student opportunities, including internships and workplace experiences for high school and Real-World Ready students, in close partnership with program leaders and the transition counselor.

While the potential federal tax credit program represents a significant opportunity for the school, TQS is seeking a candidate who can operate with flexibility and initiative. If that pathway is delayed, evolves, or is not approved in Pennsylvania as anticipated, the associate director will be expected to identify and pursue other mission-aligned sources of institutional support, including corporate and foundation partners not yet fully engaged by the school. This role requires a fundraiser who is comfortable navigating uncertainty, identifying opportunity, and adjusting strategy in real time to ensure continued progress toward revenue goals.

Success in this role will require both strategic thinking and hands-on execution. The associate director must be comfortable operating in a developing landscape, particularly as the potential federal tax credit opportunity evolves and requires agility, responsiveness, and follow-through. The school envisions a measured fundraising ramp, with clear and achievable goals that build over time, establishing a strong foundation in year one and growing revenue steadily over the first three years.

At the same time, this is deeply relational and mission-driven work. The successful candidate will immerse themselves in the life of the school, getting to know students, families, and faculty in order to authentically represent the TQS experience. In close partnership with the director of marketing and community engagement, this individual will translate that lived experience into compelling stories that resonate with prospective donors and partners.

This role requires someone who is comfortable in front of others and energized by connecting people to purpose. Strong presentation skills, the ability to read the room, and a genuine passion for sharing mission-driven work are essential. Whether in one-on-one conversations or larger settings, the associate director will be expected to clearly articulate the impact of TQS and inspire others to invest in its work.

This role exists because TQS is ready to take a more proactive and strategic approach to institutional giving. For the right candidate, this is an opportunity to build something meaningful from the ground up, shape the future of fundraising at a growing and dynamic school, and directly expand opportunities for students and families.



AMY COLBURN

Director of
Development

“Something special is happening here, and you can feel it when you walk into the building. Everyone that makes up the TQS family is working to give our students their best possible futures.”

– Amy Colburn, Director of Development

We invite you to [watch our video](#) with Amy Colburn, Director of Development, who talks about her background as school leader, what brought her to TQS, the unique and rewarding mission of the school, and what she is seeking from an associate director of institutional giving as the school embarks on this pivotal hire.



Duties

Lead Institutional Giving Strategy

- Design, launch, and manage the school's tax credit fundraising program in alignment with the school's strategy
- Develop and execute strategies to grow participation and revenue over time
- Stay informed on tax credit opportunities and ensure timely, effective execution
- Report to Director of Development and perform other duties as assigned

Build Corporate & Foundation Partnerships

- Cultivate and manage relationships with corporate partners and foundation funders
- Secure financial support while expanding internship and real-world opportunities for students
- Research, write, and submit grant proposals and reports
- Build and manage a strong pipeline of institutional prospects

External Outreach & Engagement

- Develop clear, compelling messaging that helps external audiences understand and invest in the mission of TQS
- Partner with the director of marketing and community engagement to align storytelling, outreach, and communications
- Lead outreach, presentations, and relationship-building with prospective partners, funders, and supporters
- Build authentic, long-term relationships that expand philanthropic support and other mission-aligned opportunities

Collaborate & Execute

- Engage in the life of the school to understand programs, students, and impact
- Partner across teams to identify opportunities for fundraising and storytelling
- Support development initiatives, events, and community engagement efforts
- Maintain accurate donor records, track progress, and manage key processes



Qualifications & Qualities



Professional Experience

- Bachelor's degree required
- 3–5+ years of experience in fundraising, development, or related work
- Demonstrated track record in securing support from donors, foundations, or corporate partners
- Clear and effective writing skills, including grant writing and donor communications
- Experience with donor databases and tracking systems
- Experience with tax credit program or similar models preferred

Fundraising & Builder Mindset

- Ability to build and grow new initiatives from the ground up
- Comfortable working in a developing, evolving environment
- Results-oriented, with a focus on achieving clear fundraising goals
- Able to balance strategy with hands-on execution

Communication & Relationship Skills

- Effective presentation and storytelling skills
- Ability to engage and influence a wide range of audiences
- Skilled at adapting communication style based on context and audience
- Relationship-centered approach with strong interpersonal instincts

Personal Qualities & Fit

- Organized, detail-oriented, and able to manage multiple priorities
- Collaborative and team-oriented
- High level of initiative and follow-through
- Alignment with the mission and values of TQS
- Willingness to be present in the community and build relationships with students, families, and colleagues



How to Apply

12M & Ed Tech Recruiting is acting on behalf of The Quaker School at Horsham to identify exceptional development leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@12MRecruiting.com



Applications submitted by **May 8, 2026** will receive priority review.

All applications must be submitted online:

www.12MRecruiting.com/jobs/TQS/InstitutionalGiving

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the The Quaker School at Horsham search committee
2. CV or resume
3. A reference list of four or more individuals who could speak on your behalf if you were to progress further in this search (include each person's name, current organization, title, phone number, email, and past connection to you; we will not contact anyone on your reference list without obtaining your permission first)
4. In no more than a paragraph, please respond to the following:

How would you approach building relationships with prospective corporate partners in a way that is both compelling and authentic?

The Quaker School at Horsham (TQS) does not discriminate on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, physical or mental handicap/disability, citizenship, genetic information or any other characteristic protected by law in its programs, activities or employment practices.

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