

IIRP Factbook

2018-19 Academic Year

Revised January 31, 2020



 **International Institute
for Restorative Practices**

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General Information

Mission Statement

The International Institute for Restorative Practices is dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices, with the goal of positively influencing human behavior and strengthening civil society throughout the world.

What is Restorative Practices?

All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive.

Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

About Us

The International Institute for Restorative Practices (IIRP) Graduate School is the world's first graduate school wholly devoted to restorative practices. Our faculty — all scholar/practitioners — are dedicated to helping individuals find new ways to empower people and transform communities. This field, as well as our institution, is developing across national borders and professional disciplines, in order to positively influence human behavior and improve civil society.

The IIRP is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Our campus in Bethlehem, PA, is the international and intellectual hub of our accredited Graduate School. We ensure that quality professional development is accessible, affordable and culturally appropriate with our international affiliates: IIRP Australia, IIRP Canada, IIRP Europe and IIRP Latin America.

We also offer a train-the-trainers model for our alumni as well as to other practitioners. In this way, we have been able to train more than 100,000 professionals in more than 85 countries.

History

The face of higher education is changing rapidly and dramatically around the world. The IIRP has designed its offerings and services to meet the needs of 21st century adult learners and professionals. All that the IIRP offers is mission driven, rooted in everyday professional practice and accessible from anywhere in the world through a wide range of flexible learning options.

We are dedicated to the study of restoring relationships, social discipline, emotional well-being and civic participation through participatory learning and decision making.

Our faculty and graduate students engage in reflection, scientific inquiry and academic discussion, drawing on theory as well as their own professional practice and personal experience. Our entire institution is guided by the premise that “people are happier, more cooperative, more productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them.”

With roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships, restorative practices has the broader goal of proactively developing community, managing conflict, building relationships and increasing social capital.

The establishment of the IIRP Graduate School was the culmination of decades of work in restorative practices by a number of pioneers around the world, among them the IIRP’s founders, Ted and Susan Wachtel, who developed many of the theories at Buxmont Academy and the Community Service Foundation.

On June 23, 2011, the IIRP was accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

As of the 2016-17 academic year, the IIRP moved from an academic year which starts with the Summer Term in June to an academic year which starts with the Fall term in September.

For more information, contact Linda Kligman, Vice President for Administration, at 610-807-9221.

Transparent Tuition

We believe that when choosing a graduate school, students don't want any surprises when it comes to tuition and fees. Once students are admitted, we guarantee tuition will never increase and you will receive an additional 8.35% discount.

Unlike most schools, the IIRP does not charge fees for course registration, graduation and transcripts. Transparent Tuition means there are no hidden costs.

The IIRP has the following tuition schedule for the 2018-19 academic year.

	FULL TUITION	ADMITTED STUDENT
COST PER COURSE	\$1,761.00	\$1,614.00 8.35% price reduction
GRADUATE CERTIFICATE	\$7,044.00	\$6,456.00 8.35% price reduction
MASTER'S DEGREE	\$17,610.00	\$16,140.00 8.35% price reduction

Transparent Tuition at the IIRP also has the following features:

- Admitted students enjoy the added benefit that registration fees for professional development events associated with blended courses, including conferences and symposia, are rolled into the total program cost.
- Students who take a professional development event associated with a blended course before matriculating will receive a credit for the event.
- Admitted students are eligible for financial aid using our Interest-Free Payment Plan.

Board of Trustees

John Bailie, Ph.D.

President

Trustee since 2015

Riegelsville, Pennsylvania, USA

William Ballantine

Chair

Trustee since 2012

Retired Human Resources Manager

Pipersville, Pennsylvania, USA

Muriel Berkeley, Ph.D.

Trustee since 2008

Retired President,

Baltimore Curriculum Project

Baltimore, Maryland, USA

Zvi Gabbay, Esq., J.S.D.

Trustee since 2008

Partner, Adini, Berger & Gabbay,

Advocates

Ramat-Gan, Israel

Henry L. McClendon, Jr.

Vice Chair

Trustee since 2012

Pastor, Berean Chapel of Detroit

Detroit, Michigan, USA

Stacey Miller, Ed.D.

Secretary

Trustee since 2014

Assistant Provost for Inclusion,

Valparaiso University

Managing Partner for CIE, LLC

Burlington, Vermont, USA

Vidia Negrea

Trustee since 2014

Executive Director of CSF Hungary

Budapest, Hungary

A. Miguel Tello

Trustee since 2015

Executive Director

The Strachan Foundation

Santa Ana, Costa Rica

Rob van Pagée

Trustee since 2012

Founder, Eigen Kracht Centrale

Amsterdam, Netherlands

Ted Wachtel

Trustee since 2000

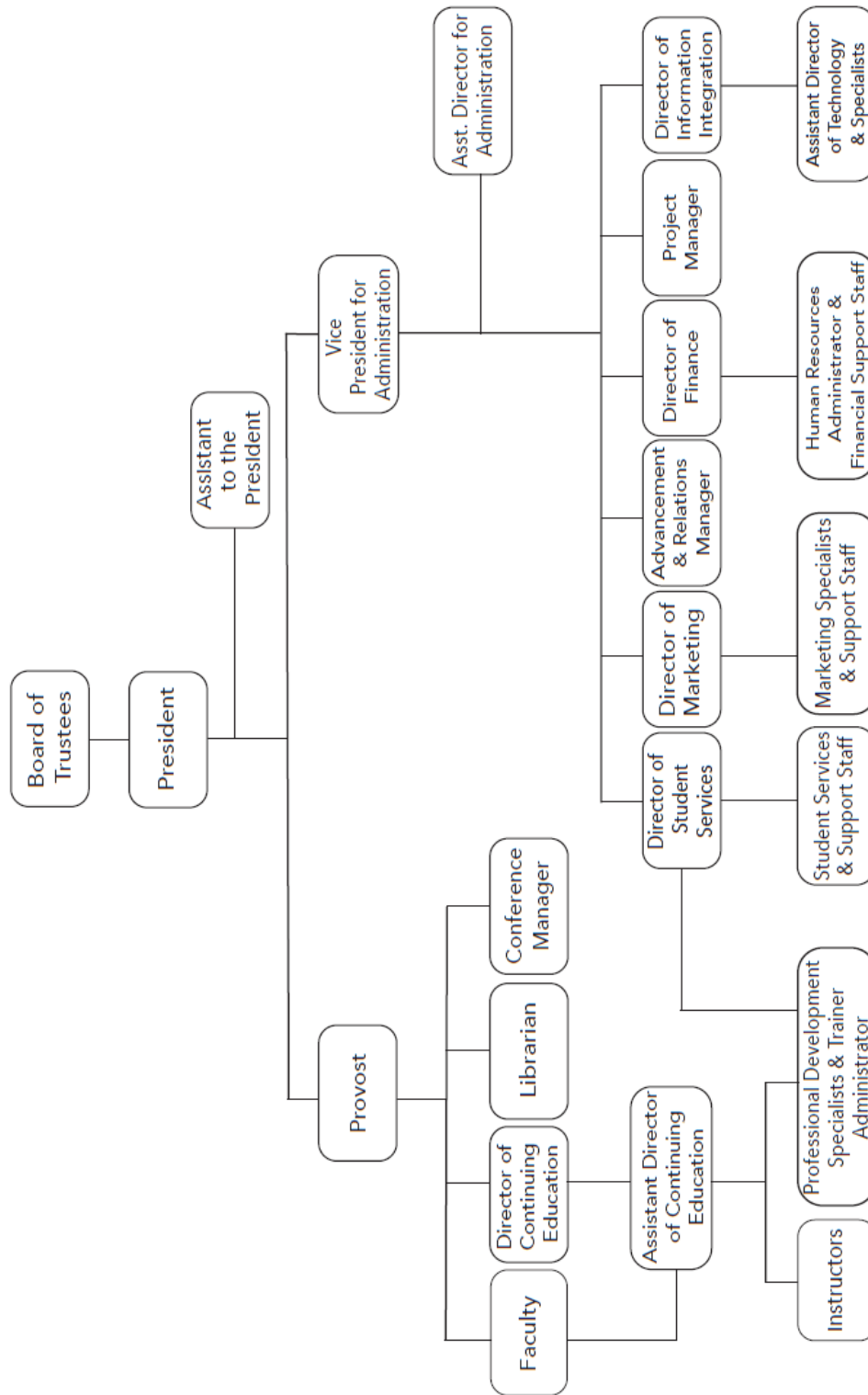
Founder, IIRP

Pipersville, Pennsylvania, USA

IIRP Organizational Chart

As of 09/01/2019

IIRP Organizational Chart



Revised: 05/02/2019

Facilities

IIRP Main Campus and Graduate School Office

The IIRP Main Campus is located in the historic district of downtown Bethlehem, Pennsylvania, at 544 Main Street, on the corner of Main and Walnut streets.

The IIRP Graduate School office is located at 531 Main Street, 1st Floor, Bethlehem.

Library

The IIRP Graduate School maintains an academic social science research library whose scope comprises all aspects of restorative practices, including relevant areas in criminology, education, social services, psychology, conflict resolution, statistics, management and human resources. The Library supports the IIRP's blended and online curriculum by maintaining both a physical collection at 531 Main Street and gateway access to digital research content at www.iirp.edu/library.

In addition to IIRP research content, the Library's collection includes books, journals, conference proceedings, reports, grey literature and audiovisual materials. Digital services include the Library's online catalog and access to publicly-available research tools (Google Scholar, OCLC WorldCat, ERIC, NJCRS, etc.), plus eight premium scholarly databases on EBSCOhost exclusively for the IIRP community.

Resources not owned by the Library can be obtained through interlibrary loan.

The Library also provides online resources to students on APA usage and Institutional Review Board for human research.

Students and researchers may visit the Library at 531 Main Street during office business hours and obtain research assistance by email, telephone or by appointment with the Librarian. The Library website is accessible 24/7.

Parking

Parking is available at municipal lots near the IIRP Main Campus.

Academic Information

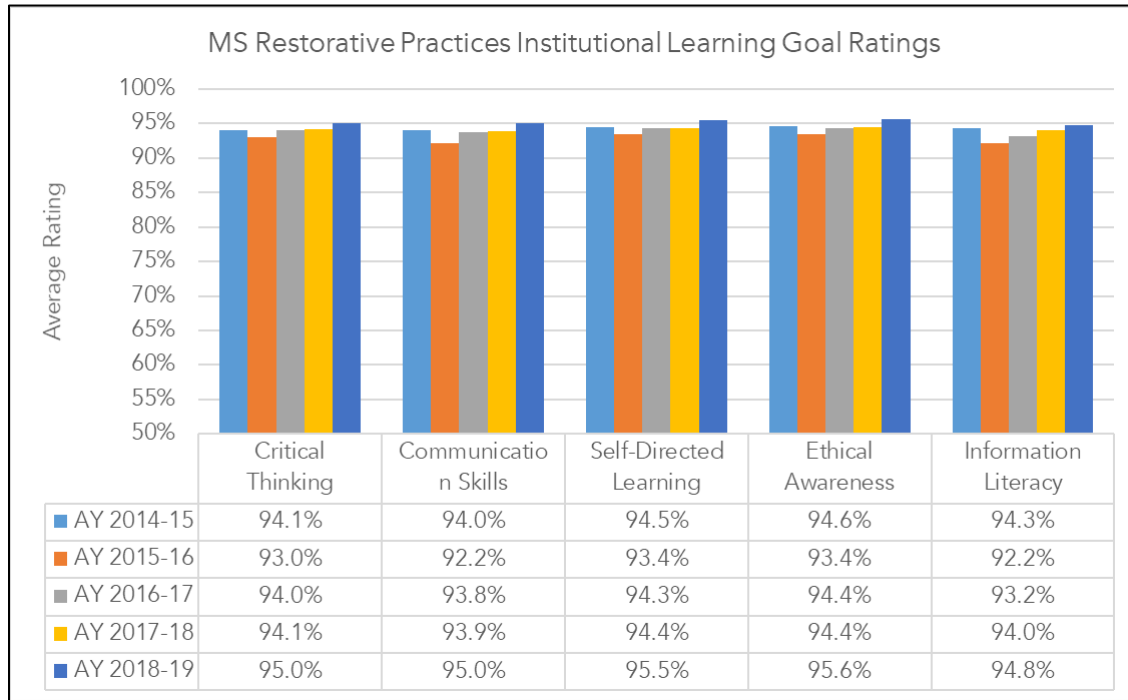
The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution. The IIRP is dedicated to the development of a graduate degree-granting institute for the education of professionals and for research in the emerging field of restorative practices.

Institutional Learning Goals

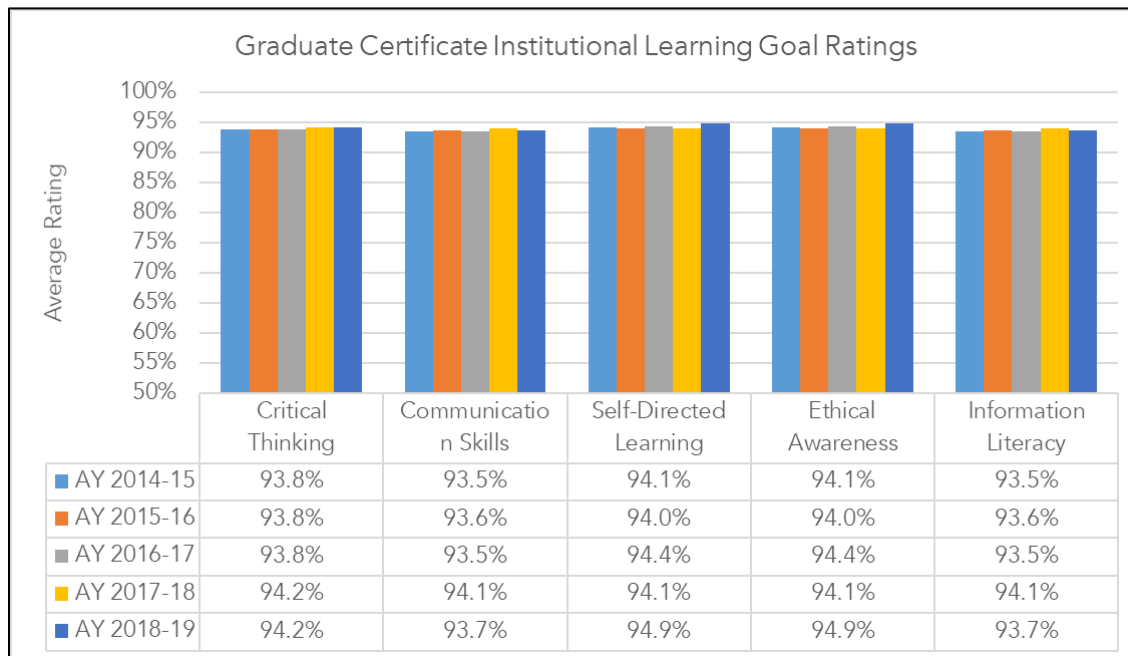
- **Critical Thinking:** Members of the IIRP learning community will analyze, synthesize and interpret texts, experiences, feedback and other information.
- **Communication Skills:** Members of the IIRP learning community will write and speak well in different contexts.
- **Self-Directed Learning:** Members of the IIRP learning community will take initiative and responsibility to manage and assess their own learning activities.
- **Ethical Awareness:** Members of the IIRP learning community will identify and analyze ethical issues associated with restorative processes and the effect on others.
- **Information Literacy:** Ability to locate, analyze and use information appropriately.

Average Ratings of Institutional Learning Goals

Master of Science in Restorative Practices



Graduate Certificate in Restorative Practices



Master of Science in Restorative Practices

The IIRP Graduate School offers a Master of Science in Restorative Practices. Thirty credits are required for completion.

Courses begin at various times throughout the summer, fall and spring terms.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.
3. Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.
4. Critique area of concentrated study as it relates to restorative practices.
5. Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.
6. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

Program Goals: Average Ratings

Academic Goals	AY 2015-16 (n=15)	AY 2016-17 (n=16)	AY 2017-18 (n=19)	AY 2018-19 (n=20)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	93.60%	94.60%	94.50%	95.7%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	92.40%	93.70%	93.90%	95.1%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	93.90%	94.20%	94.90%	95.4%
Critique area of concentrated study as it relates to restorative practices.	93.50%	94.20%	94.50%	94.2%
Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.	92.90%	93.30%	93.70%	94.1%
Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.	92.80%	90.90%	94.00%	93.6%

Non-Degree Graduate Certificate in Restorative Practices

For those professionals who are interested in achieving knowledge and skill in restorative practices, but who are not interested in matriculating in a formal degree program, the IIRP offers a non-degree Graduate Certificate in Restorative Practices. This program can be completed through a series of professional development experiences and graduate courses from the core curriculum, along with two elective courses selected by the student in consultation with their advisor.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate the history, philosophy, theory and significant research about restorative practices by completing various restorative projects.
3. Apply strategies for self-evaluation and professional growth in a variety of settings.

Program Goals: Average Ratings

Academic Goals	AY 2015-16 (n=21)	AY 2016-17 (n=28)	AY 2017-18 (n=22)	AY 2018-19 (n=)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	93.90%	95.0%	94.8%	95.0%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	94.00%	93.5%	94.9%	93.9%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	94.00%	94.7%	94.5%	94.2%

Curricula Overview

Master of Science in Restorative Practices (30 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
RP 525 (online) Restorative Practices in Action	3

Master of Science Degree Required Courses (6 credits)	Credits
RP 610 (online) Evaluation of Research	3
RP 699 (online) Final Professional Learning Group	3

Plus 18 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Master of Science in Restorative Practices **Total 30**

Non-degree Graduate Certificate in Restorative Practices (12 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
RP 525 (online) Restorative Practices in Action	3

Plus 6 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Graduate Certificate in Restorative Practices **Total 12**

Course List

Foundational Required Courses for all Programs

Credits

RP 500 (hybrid)	Basic Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3

General Electives

RP 506 (online)	Restorative Practices: The Promise & the Challenge	3
RP 515 (hybrid)	Restorative Leadership Development: Authority with Grace	3
RP 532 (hybrid)	Aggression Replacement Training® : Behavioral Interventions that Work	3
RP 541 (hybrid)	IIRP World Conference	3
RP 550 (online)	Transforming Relational Harm	3
RP 570 (hybrid)	Restorative Practices: Symposia	3
RP 622 (online)	Restorative Justice in Communities	3
RP 623 (online)	Restorative Justice: Global Perspectives	3
RP 625 (online)	Restorative Practices in Life Space Crisis Interventions	3
RP 635 (online)	Narrative Processes for Empowering Youth	3
RP 652 (online)	Social and Emotional Learning in the Restorative Classroom	3
RP 662 (online)	A Restorative Approach to Educating the High-Risk and High-Need Students	3
RP 694 (ind. study)	Directed / Independent Study	3
RP 695 (ind. study)	Action Research Project in Restorative Practices I	3
RP 696 (ind. study)	Action Research Project in Restorative Practices II	3

Master of Science Degree Required Courses (6 Credits)

RP 610 (online)	Evaluation of Research	3
RP 699 (online)	Final Professional Learning Group	3

AY 2018-19 Annual Student Data

Enrollment Information

Enrollment by Year

	2014-15	2015-16	2016-17	2017-18	2018-19
Credit Hours	765	1,023	1,179	1,200	1,437
FTEs	31.9	42.6	49.1	50.0	59.9
Unduplicated Headcount	124	149	191	222	255

Enrollments by Term

	Summer	Fall	Spring	Summer	Total
2012-13 Enrollment	24	26	61		111
2013-14 Enrollment	38	46	66		150
2014-15 Enrollment	54	69	71		194
2015-16 Enrollment	59	95	101		255
Summer 2016*	82				-
2016-17 Enrollment		120	116	79	315
2017-18 Enrollment		118	128	105	351
2018-19 Enrollment		147	154	128	429

*Academic Year was pushed from Summer-Spring to Fall-Summer, leaving Summer 2016 between two academic years.

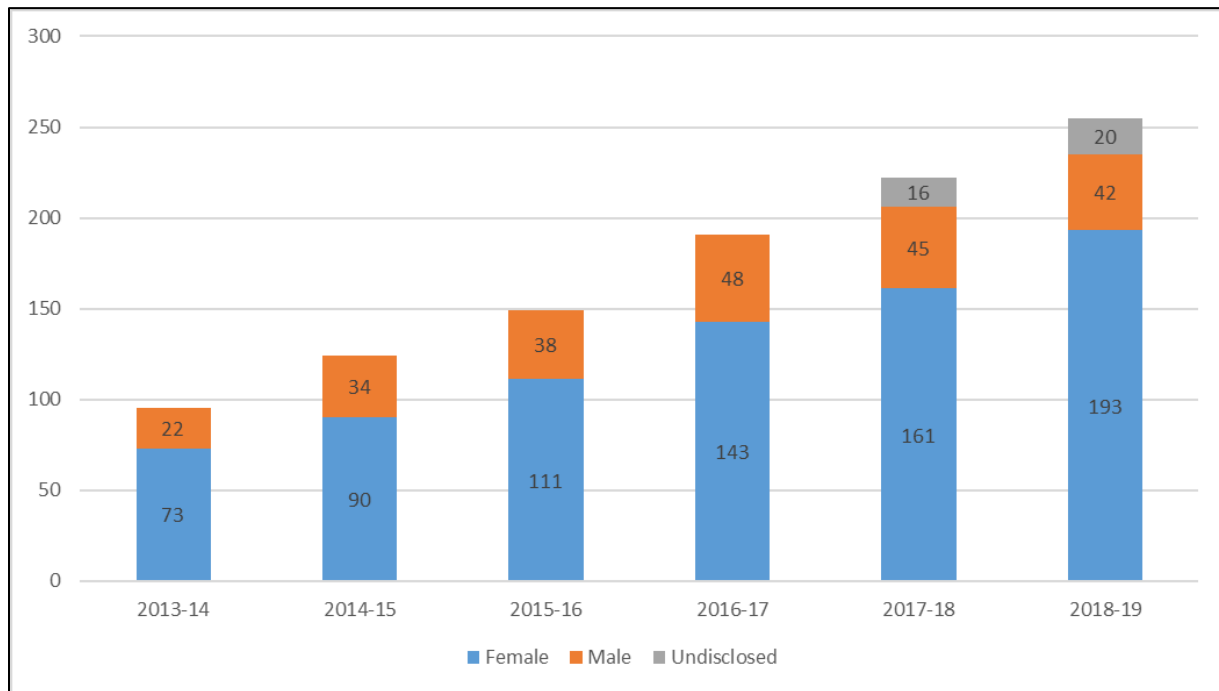
First Time Cohort by Term

	Summer	Fall	Spring	Summer	Total
2012-13 Cohort	12	11	21		44
2013-14 Cohort	10	17	17		44
2014-15 Cohort	21	25	18		64
2015-16 Cohort	24	43	23		90
Summer 2016	27				-
2016-17 Cohort		46	21	22	89
2017-18 Cohort		47	35	26	108
2018-19 Cohort		45	40	35	120

Admitted Students by Year

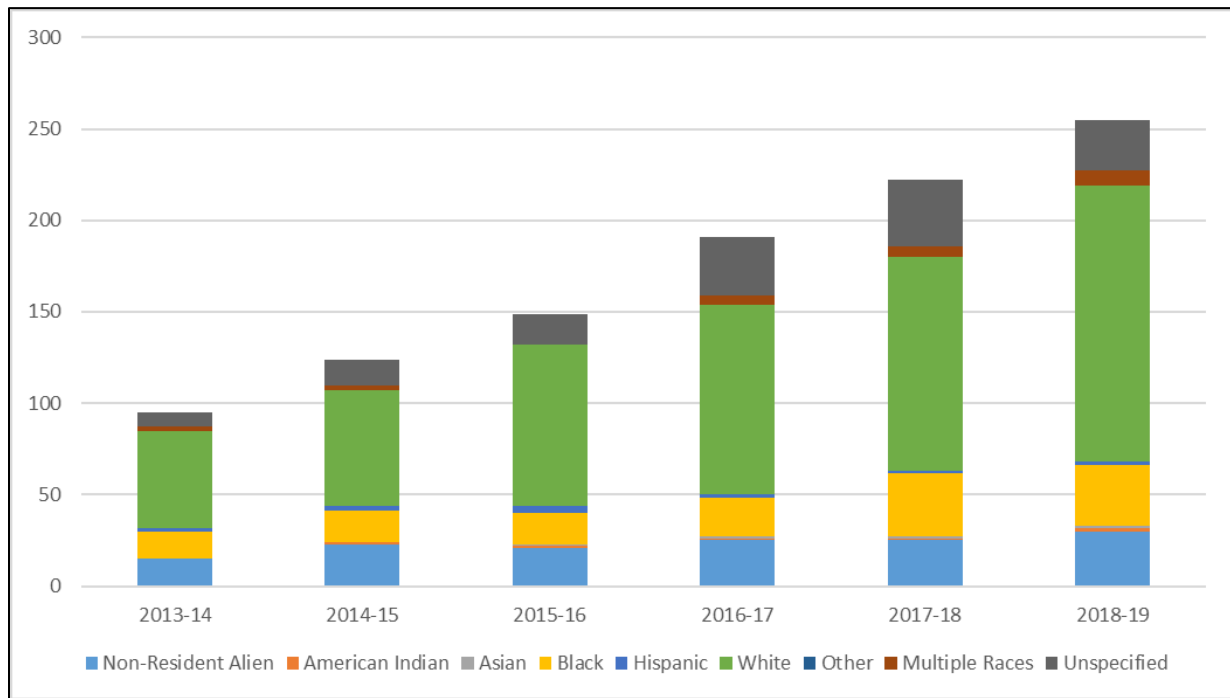
	Total
2012-13 MS Admissions	16
2013-14 MS Admissions	15
2014-15 MS Admissions	25
2015-16 MS Admissions	25
Summer 2016	6
2016-17 MS Admissions	16
2017-18 MS Admissions	22
2018-19 MS Admissions	38

Unduplicated Headcount by Gender



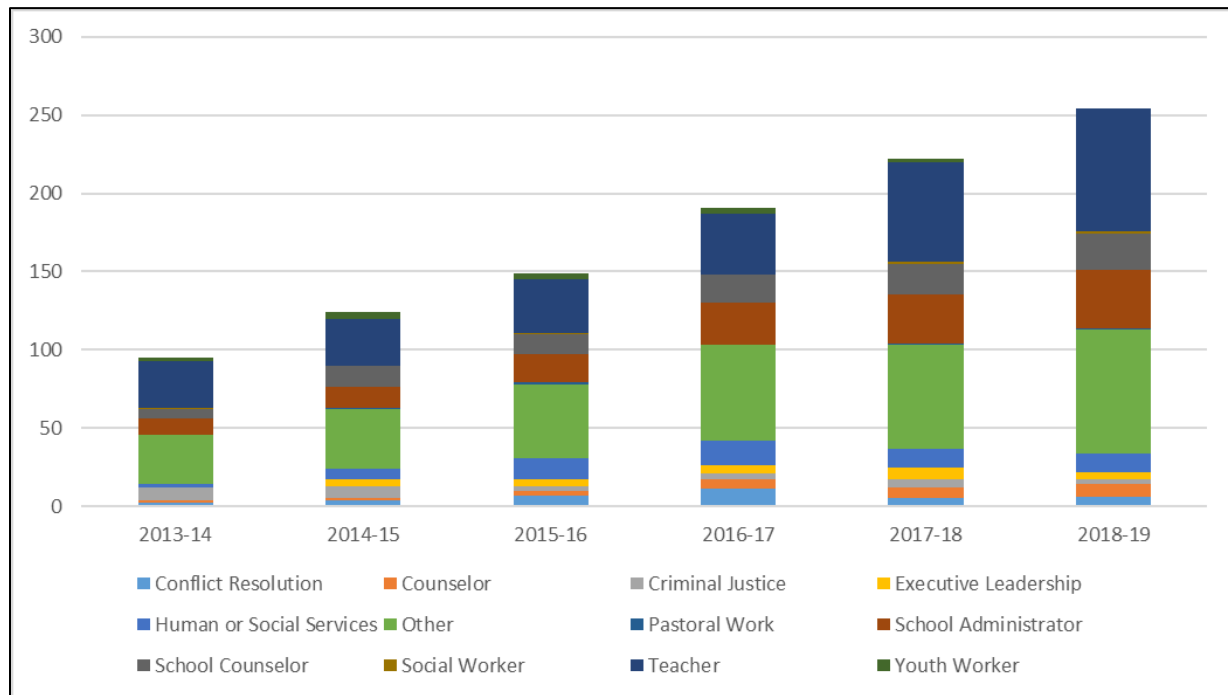
Gender	AY 2015-16		AY 2016-17		AY 2017-18		AY 2018-19	
Female	111	58.12%	143	74.87%	161	84.29%	193	75.69%
Male	38	19.90%	48	25.13%	45	23.56%	42	16.47%
Undisclosed					16	8.38%	20	7.84%
Total	149		191		222		255	

Unduplicated Headcount by Race & Ethnicity



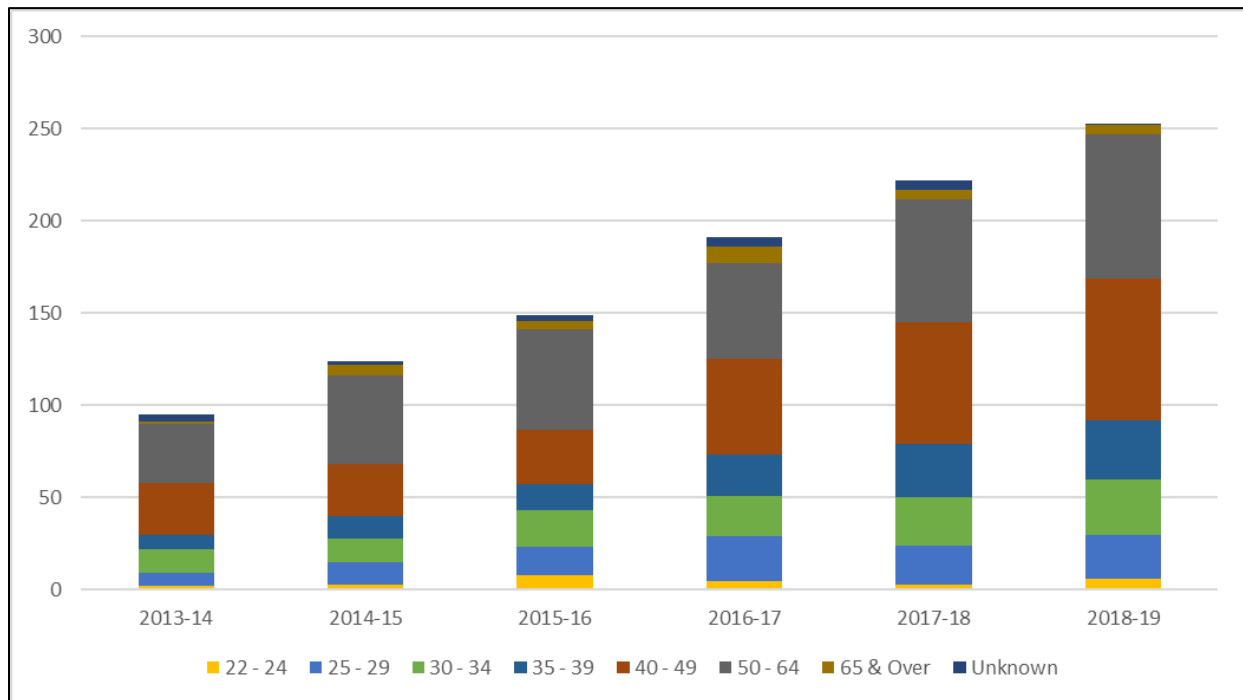
Race / Ethnicity	AY 2015-16		AY 2016-17		AY 2017-18		AY 2018-19	
Non-Resident Alien	21	14.09%	25	13.09%	25	9.80%	30	11.76%
Hispanic	4	2.68%	2	1.05%	1	0.39%	2	0.78%
American Indian	1	0.67%	1	0.52%	1	0.39%	2	0.78%
Asian	1	0.67%	1	0.52%	1	0.39%	1	0.39%
Black	17	11.41%	21	10.99%	35	13.73%	33	12.94%
White	88	59.06%	104	54.45%	117	45.88%	151	59.22%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Multiple Races	0	0.00%	5	2.62%	6	2.35%	8	3.14%
Unspecified	17	11.41%	32	16.75%	36	14.12%	28	10.98%
Total	149		191		222		255	

Unduplicated Headcount by Occupation



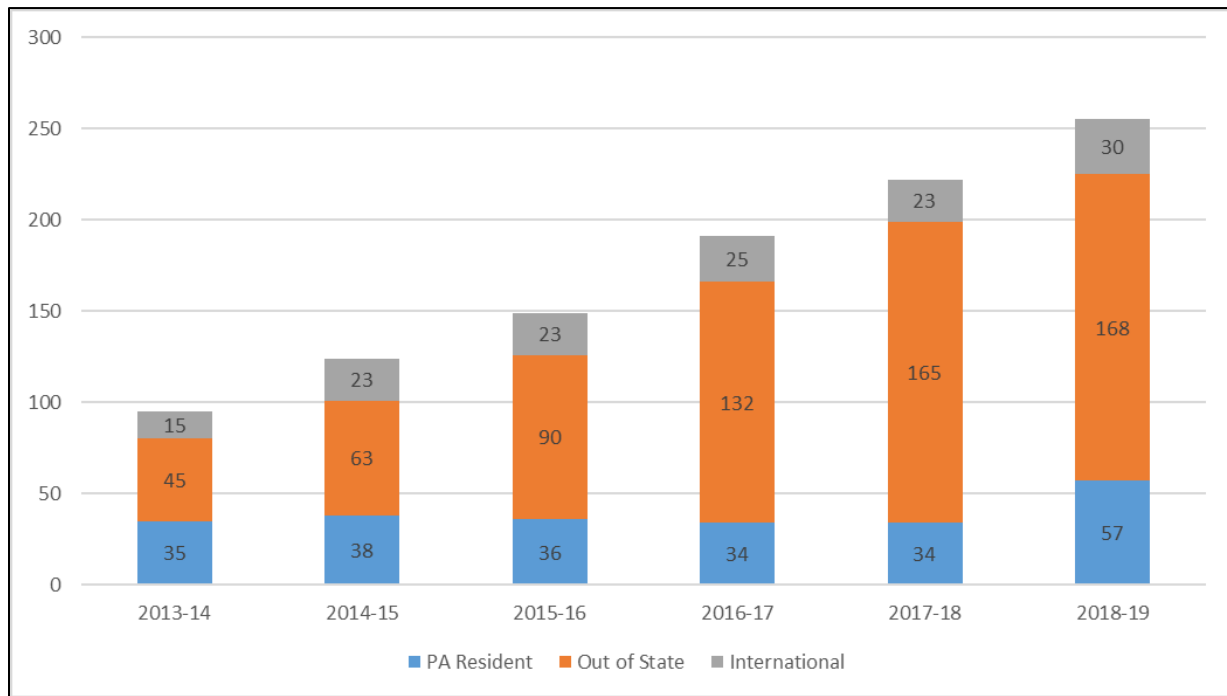
Occupation	AY 2015-16		AY 2016-17		AY 2017-18		AY 2018-19	
Conflict Resolution	7	3.66%	11	4.31%	5	1.96%	6	2.35%
Counselor	3	1.57%	6	2.35%	7	2.75%	8	3.14%
Criminal Justice	3	1.57%	4	1.57%	5	1.96%	3	1.18%
Executive Leadership	4	2.09%	5	1.96%	8	3.14%	5	1.96%
Human or Social Services	14	7.33%	16	6.27%	12	4.71%	12	4.71%
Lawyer / Legal Work	0	0.00%	0	0.00%	0	0.00%	1	0.39%
Other	47	24.61%	61	23.92%	66	25.88%	79	30.98%
Pastoral Work	1	0.52%	0	0.00%	1	0.39%	1	0.39%
School Administrator	18	9.42%	27	10.59%	31	12.16%	37	14.51%
School Counselor	13	6.81%	18	7.06%	20	7.84%	23	9.02%
Social Worker	1	0.52%	0	0.00%	1	0.39%	2	0.78%
Teacher	34	17.80%	39	15.29%	64	25.10%	78	30.59%
Youth Worker	4	2.09%	4	1.57%	2	0.78%	0	0.00%
Total	149		191		222		255	

Unduplicated Headcount by Age



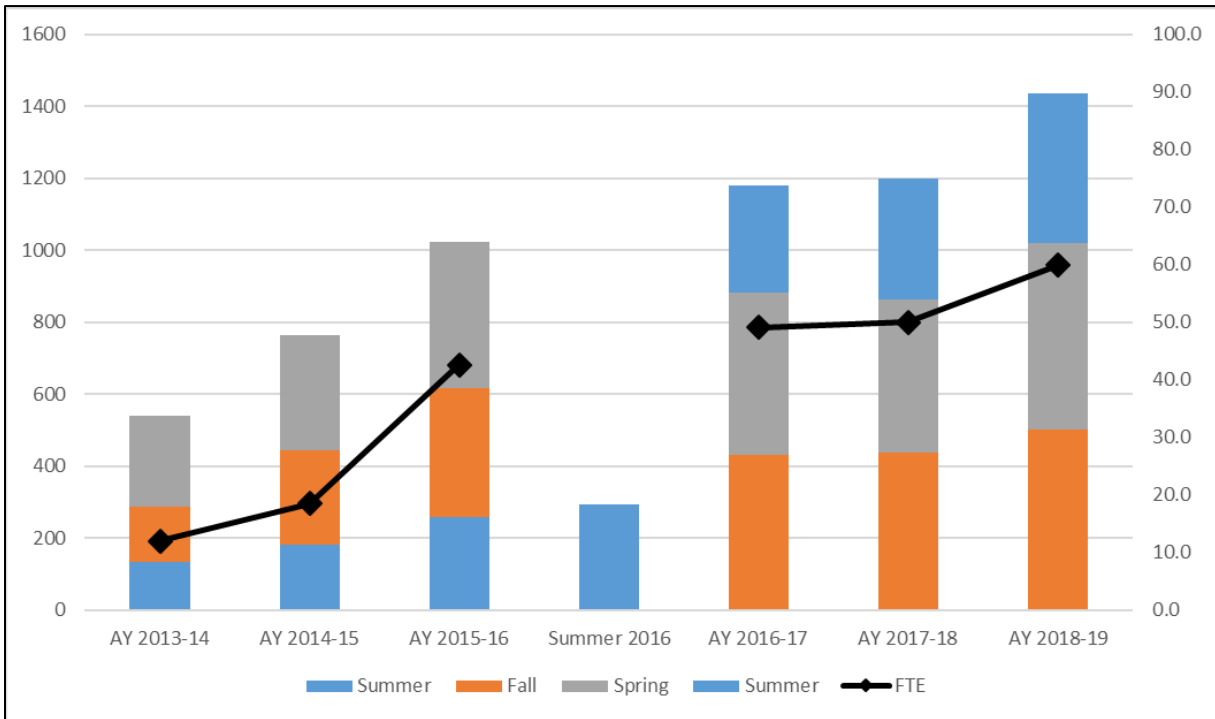
Age Range	AY 2015-16		AY 2016-17		AY 2017-18		AY 2018-19	
Under 18	0	0.00%	0	0.00%	0	0.00%	0	0.00%
18 - 19	0	0.00%	0	0.00%	0	0.00%	0	0.00%
20 - 21	0	0.00%	0	0.00%	0	0.00%	2	0.78%
22 - 24	8	5.37%	5	2.62%	3	1.18%	6	2.35%
25 - 29	15	10.07%	24	12.57%	21	8.24%	24	9.41%
30 - 34	20	13.42%	22	11.52%	26	10.20%	30	11.76%
35 - 39	14	9.40%	22	11.52%	29	11.37%	32	12.55%
40 - 49	30	20.13%	52	27.23%	66	25.88%	77	30.20%
50 - 64	54	36.24%	52	27.23%	67	26.27%	78	30.59%
65 & Over	5	3.36%	9	4.71%	5	1.96%	5	1.96%
Unknown	3	2.01%	5	2.62%	5	1.96%	1	0.39%
Total	149		191		222		255	

Unduplicated Headcount by Residency



Residency	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
PA Resident	36 24.16%	34 17.80%	34 15.32%	57 22.35%
Out of State	90 60.40%	132 69.11%	165 74.32%	168 65.88%
International	23 15.44%	25 13.09%	23 10.36%	30 11.76%
Total	149	191	222	255

Credits by Term



Academic Year	Summer	Fall	Spring	Summer	Total	FTE*
AY 2012-13	102	90	246		438	18.3
AY 2013-14	135	153	252		540	22.5
AY 2014-15	183	261	321		765	31.9
AY 2015-16	258	360	405		1023	42.6
Summer 2016	294					
AY 2016-17		432	450	297	1179	49.1
AY 2017-18		438	426	336	1200	50.0
AY 2018-19		501	519	417	1437	59.9

*FTE (Full Time Equivalency) is calculated by dividing total credits by 24: the equivalent of a full year of full-time enrollment.

*Academic Year was pushed from Summer-Spring to Fall-Summer, leaving Summer 2016 between two academic years.

Graduation Data

Time to Complete Graduate Programs

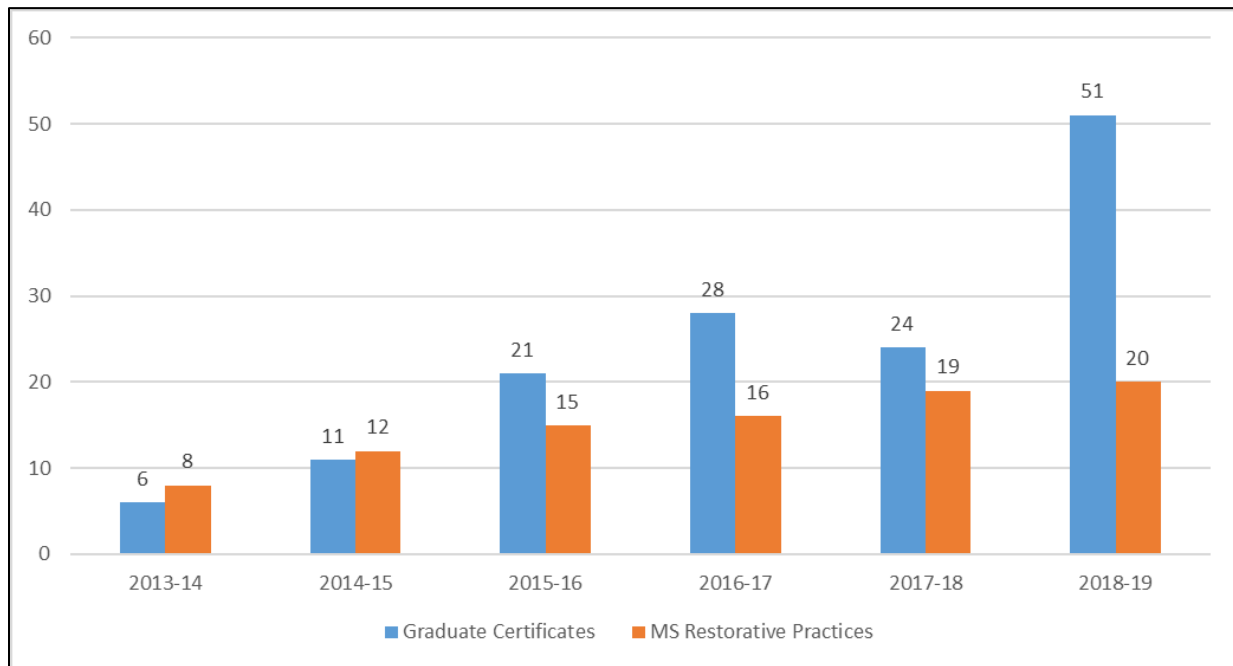
For MS in Restorative Practices, from First Term Enrollment Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
2013-14	8	44.50	34	58
2014-15	12	46.82	13	85
2015-16	15	39.13	18	85
2016-17	16	36.06	21	60
2017-18	19	46.32	21	125
2018-19	20	44.00	17	95
Grand Total	70	43.03	13	125

From Admission Date

Academic Year of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
2013-14	8	37.88	20	51
2014-15	12	33.73	14	63
2015-16	15	22.87	13	39
2016-17	16	22.50	12	41
2017-18	19	22.58	10	58
2018-19	20	28.20	14	62
Grand Total	70	27.46	10	63

Restorative Practices Completions by Academic Year



Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Graduate Certificates	6	11	21	28	24	51
MS Restorative Practices	8	12	15	16	19	20
Total	14	23	36	44	41	71

Note: In AY 2018-19, the IIRP began to automatically grant Graduate Certificates to all students in the certificate program who had completed the program requirements. Previously, students had to request certificates individually. Much of the increase in certificates granted was due to this change, though some of the change was due to the greater volume of students & credits taken.

Student Affairs

Campus Safety and Security

Crime statistics are reported on the IIRP website: <https://www.iirp.edu/who-we-are/about-the-iirp/higher-education-opportunity-act-consumer-information/safety-and-security>. This information is provided in compliance with Pennsylvania Act 73, the Federal Student Right-to-Know, the Crime Awareness and Campus Security Act of 1990, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Faculty and Staff

As of September 2019

Profiles: Full Time Faculty & Administration

Gina Baral Abrams, Director of Research and Program Evaluation and Assistant Professor

University of Delaware, B.S., Physical Education Studies, 1995
Boston University, M.S.W., Social Work Macro Practice, 1999
Boston University, M.P.H., Social and Behavioral Health, 2000
Rutgers University, Ed.M., Educational Statistics, Measurement & Evaluation, 2012
Boston University, Dr.P.H., Leadership, Management and Policy, 2017

Craig Adamson, Provost, Associate Professor

Temple University, B.A., Criminal Justice, 1995
International Institute for Restorative Practices, M.R.P.Y.C., 2008
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

John Bailie, President

Norwich University, B.A., English, 1995
International Institute for Restorative Practices, M.R.P.Y.C., 2008
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

Steven Grieger, Director of Marketing

Full Sail University, A.S., Film and Digital Video, 2003

Borbala Felligi, Lecturer

Eötvös Loránd University, M.A., Social Policy, 2002
University of Cambridge, Trinity Hall, M.Phil., Criminology, 2004
Eötvös Loránd University, Ph.D., Social Policy, 2008

Mary Jo Hebling, Lecturer

Temple University, B.A., Communications and Theater, 1979
International Institute for Restorative Practices, M.S.,
Restorative Practices and Youth Counseling, 2012

Keith Hickman, Director of Continuing Education

Antioch College, B.S., Sociology, 1990

Jamie Kaintz, Director of Student Services

Lehigh Carbon Community College, A.A., Social Sciences, 2012
 Cedar Crest College, B.A., Applied Psychology, 2016

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Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
 International Institute for Restorative Practices, M.S., Restorative Practices, 2015

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Stockton State College, B.A., Historical Studies, 1981
 Rutgers University, Information and Library Studies, M.L.S., 1985

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Johannesburg College of Education Transvaal, Teachers' Diploma, 1967
 University of South Africa, Diploma in Special Education, 1981
 Graduate School of Marketing, Diploma in Marketing Management, 1983
 University of Witwatersrand, Certificate in Instrumental Enrichment, 1988
 South African Institute of Marital & Family Therapy, Family Therapy, 1990
 University of South Africa, B.A., 1991
 University of South Africa, B.A. (Hons.), Psychology, 1993
 University of Natal, M.Ed., Psychology, 1996
 University of Zululand, Ph.D., Community Psychology, 2000

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Millersville University, B.S., Secondary Education, 2000
 International Institute for Restorative Practices, M.R.P.Y.C., 2008

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Ramapo College of New Jersey, B.A., Psychology, 2007
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The Pennsylvania State University, B.S. Finance, 1987

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Miami University, B.A., History, 1967

Lehigh University, M.A., Education, 1969

Temple University, Media Specialist Certificate, 1975

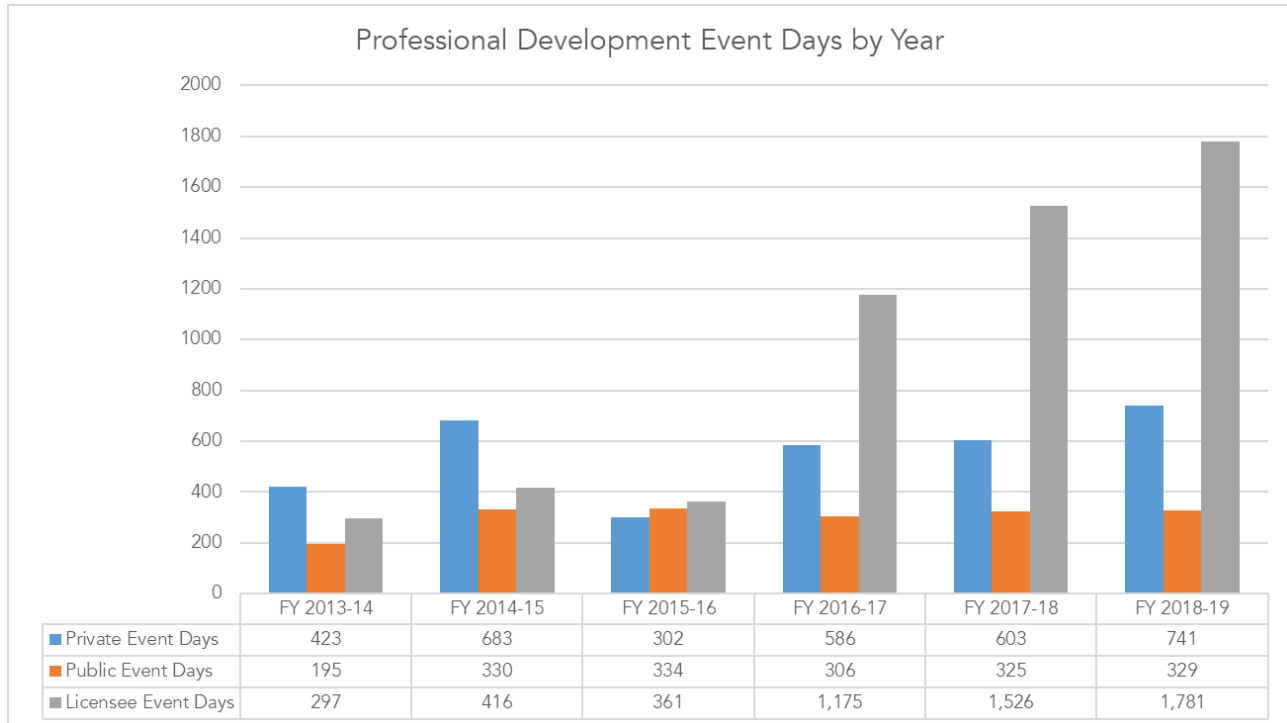
Staff

34 full-time

7 part-time

Non-Credit Professional Development

Number of Events & Annual Attendees



U.S. States, Canadian Provinces & Other Countries Served

In 2018-2019 the IIRP offered events in:

- 31 US States: Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Iowa, Idaho, Illinois, Kansas, Kentucky, Louisiana, Massachusetts, Maryland, Michigan, Missouri, Montana, North Carolina, Nebraska, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, Wisconsin, and Washington, DC.
- 4 Canadian provinces: British Columbia, Nova Scotia, Ontario, and Saskatchewan
- 4 other countries: Belgium, Curaçao, Great Britain, and Singapore.

Number of Licensed Trainers & Organizations

As of September 1, 2019, the IIRP licensed 2,046 individuals and organizations in 20 countries that deliver professional development offerings in a specified organization or geographic area. Professional development events and conferences around the globe are conducted in collaboration with our affiliates: IIRP Canada, IIRP Europe and IIRP Latin America, and partners:

Black Family Development (Detroit, MI, USA), CASEL – Collaborative for Academic, Social and Emotional Learning (USA), Coordinated Educational Resources Group, LLC (USA), National Association of Community and Restorative Justice (USA), Eigan Kracht (Netherlands), LCCS (Singapore), Ligand (Belgium), SynRJ (United Kingdom), and True Dialogue (Canada).