



▲  
All children deserve  
the opportunity  
to reach their **potential**



## Mission Statement

The IECA Foundation was founded in 1996 to support the mission and expand the role of the Independent Educational Consultants Association (IECA).

The Mission of the IECA Foundation is to identify and support programs that have significant impact on students and their educational environments. Priority is given to programs that assist students as they make educational choices.

The Mission is an extension of the work of IECA. As with the consultants, we strive to help children and young adults to find the best possible choices for their education.

The IECA Foundations mission is to identify and support programs that have significant impact on students and their educational environments. Priority is given to those programs that assist students in making educational choices.



Emily K Center



New Orleans Center for Creative Arts



## Message from the Chair

Dear Friends,

Without your support, we could not have succeeded in the challenges we undertook to make our 20th anniversary year a milestone for funding worthy programs that help underserved students reach educational opportunities. In 2016, the Foundation gave more grants than it ever has in one year, awarding close to \$80,000, while reaching over 1000 students.

In addition to encouraging programs throughout the United States to submit their grant requests through our website, we also challenged the IECA membership to share the good work they are doing as volunteers to the very programs the Foundation commits. To honor the pro bono efforts of IEC's, an additional micro-granting program was initiated to further the work of the Foundation.

As a result, twenty micro-grants of \$1000 each, and twelve grants ranging from \$3500 - \$7500 were awarded. Additionally, two special grants, of \$2000 each, were awarded through The Katz Fund, a fund designated by the family of esteemed IECA member, Irwin Katz. The awards honored the work of IECA members, Kristina Doolley and Renee Joseph.

How gratifying it is to know that many of our awards have multiplying effects, while they meet the needs of diverse populations. National Grace Foundation helps children with cancer prepare for college;

Gold Coast Syndrome maximizes the abilities of children with Down Syndrome to become productive, contributing adults; Best Foot Forward assists foster youth to



Luisa Rabe (Chair, 20th Anniversary Committee)  
Robin Abedon (Chair, Board of Trustees),  
Betsy Donnelly (Chair, IECA Gives Committee),  
Julie Gray (Chair, Fundraising Committee)

succeed in high school and then move on to college: Reading Power ensures literacy through early intervention; the New Orleans Center for Creative Arts trains students in a variety of the arts to develop their talents and prepare them to thrive in college and conservatory programs.

Each of the thirty-four programs we have supported has its own distinctive model, but all have one essential goal in common: to create opportunities that will open the door to an educated future for underserved children.

It is indeed a tribute to you, our donors, that the Foundation had the ability to set a new level of granting in 2016. As we thank you for all you have made possible, we seek your continued support in our ongoing efforts to enlarge our granting, to better fulfill our mission.

With heartfelt appreciation,  
Robin Abedon, Chair

## 2016 Grants

### Best Foot Forward

Best Foot Forward provides one-on-one support to improve a student's educational experience and help end the cycle of dismal outcomes that plague foster care youth.

Best Foot Forward is the only agency in Palm Beach County exclusively dedicated to the education of foster care youth.

Best Foot Forward utilizes a variety of strategies including:

- Analysis of Diploma Options
- Comprehensive Education Plans
- Test Taking & Study Skills
- Organizational Skills Instruction
- Graduation Tracking
- Online/Virtual Education Support
- Individual Academic Tutoring
- EOC and Standardized Test Preparation
- SAT/ACT Preparation
- Core Course Remediation
- Self-Advocacy Development
- Vocational Education Exploration



Best Foot Forward

Eligible youth currently reside in foster care and attend public school in Palm Beach County.

Best Foot Forward has a 100% high school graduation rate.



Community Preparatory School

### An IECA Promise Statement

The IECA Foundation is the force that leverages the knowledge, professional skills, and funds of IECA members, sponsors, and donors to help underserved students map pathways to success.

Look for more IECA Promise Statements in the following pages.

## 2016 Grants

### Chucktown Squash

Chucktown Squash Scholars exists to close the achievement gap for underserved youth and prepare students for their college education by implementing a unique blend of physical activity, academic mentoring and community service. Chucktown Squash Scholars holistic model prepares low-income children to succeed in school and life. We harness squash, academic mentoring, and service learning as vehicles to build skills essential to future academic and professional success: communication, sense of belonging, and initiative. Our programming offers academic enrichment, homework completion, one-on-one tutoring, college advising, health and wellness training, athletics, and community service.



Chucktown Squash

Since 2010, The College of Charleston has partnered with Chucktown Squash Scholars. Our programming utilizes undergraduate volunteers to provide one-on-one tutoring, mentoring, and guidance for our young scholars. Our program is based on a positive youth development model that utilizes community partnerships to promote holistic development in four areas, personal and social responsibility, physical literacy, academic development, and positive relationships. We strengthen bodies and minds, and we strengthen relationships critical for the communities we serve: between teachers, students, families, and community supporters. Children stay in our program from grades 5th-12th, and through college, with benefits that deepen over the years.

While the sport of squash is not widespread in the Charleston area, Chucktown Squash Scholars is following a model practiced by more than 20 urban squash programs in cities around the country, including New York, Philadelphia, San Diego, and Cincinnati. This year-round, indoor sport provides a fun, active "hook" which gets kids committed to the Chucktown program – both its athletics and its academics.



# 2016 Grants

## Codman Academy Charter Public School

Codman Academy Charter Public School (CACPS) received its charter from the Massachusetts Department of Education on February 27, 2001. Codman began as a high school, serving grades 9-12, and opened in September 2001 on the site of

Codman Square Health Center, with a founding class of 32 ninth graders. CACPS was Dorchester's first charter high school, serving a maximum of 145 students. The school was created in response to a strong community need for a college preparatory, small high school in the Codman Square/Four Corners neighborhood. Starting in 2016-2017 (at full capacity) Codman is serving 345 students, grades K-12.



### Codman Academy Charter Public School

Social justice is a major component of life at Codman Academy. Through the exposure to an expeditionary learning curriculum deeply rooted in social justice, Codman students demonstrate both an awareness of social justice issues and a commitment to give back to the community. Codman's humanities classes, which are organized thematically and integrate English and history, afford students the opportunity to explore differing concepts of justice, learn about resistance movements in and out of the United States, and critically examine common versions of history. Math and science classes also explore issues related to social justice including the study of global warming and sustainable living, the safety of staircases in the community, and ethical dilemmas stemming from advances in biology. Many of Codman's elective style Upper School Saturday classes offer additional learning opportunities rooted in social justice.



A majority of Codman's students, chosen by lottery, live in Dorchester, Roxbury, or Mattapan. Upper School students attend school six days a week, and all students benefit from an extended day schedule Mondays through Fridays. 100% of Codman's graduates have been accepted to college. 70% of alumni are enrolled in or have graduated from college.



Sisters Circle

Education has a **profound impact** on a child's life. A positive school experience can improve career prospects, prepare a child for active civic life, and strengthen the vitality of our communities.



## 2016 Grants

### Community Preparatory School

Community Preparatory School serves culturally and economically diverse students who are well qualified to benefit from a rigorous academic education in an atmosphere of mutual respect, especially students who would otherwise not have access to such an education. The school's goal is to help its students succeed in college-preparatory high-school programs and to become community leaders.



Community Preparatory School

Community Preparatory School challenges students to become confident, independent learners and develops a strong sense of public service in students through community service and stewardship. It engages parents, students and teachers in goal-setting and planning in an effort to ensure academic and social success for each student.

At Community Preparatory School, "diversity" is an umbrella term that includes race, gender, ethnicity, culture, nationality, sexual orientation, social/economic class, physical and learning differences, and religion, as well as other characteristics that contribute to each individual's full identity. The goal is to nurture and sustain an environment in which all – students, alumni, families, faculty, staff, trustees, volunteers and visitors – are recognized and valued both as members of the school community and as irreplaceable individuals.



Chucktown Squash

### An IECA Promise Statement

Just as IECA consultants apply objective professional assessment, skilled individual counseling, and family engagement to help students make thoughtful, positive life choices, the Foundation supports, through its grant-making programs, programs utilizing the same strategies for underserved students.

## 2016 Grants

### Gold Coast Down Syndrome Organization

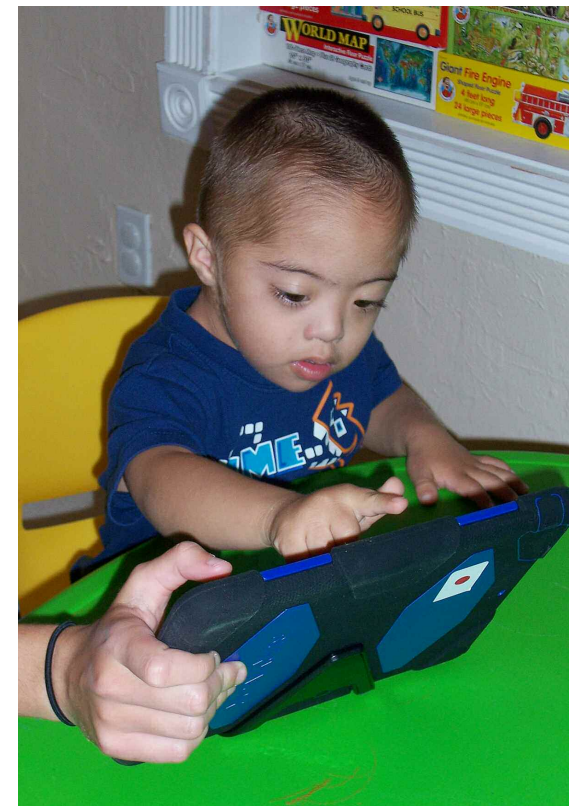
The Mission of the Gold Coast Down Syndrome Organization is to be a proactive, dynamic support group to all people who have Down syndrome and their families.

The Gold Coast Down Syndrome Organization is a driving force in the community, generating acceptance and belonging of individuals with Down syndrome. The goal is to create a society in which people with Down syndrome can involve themselves in activities that will assist in their personal development. This includes their choice to pursue a higher educational level, better employment opportunities, and a variety of recreational activities, all without prejudice or discrimination.

The program strives to overcome barriers that prevent children and adults with Down syndrome from being included in society. Since education is a key factor in success, a series of programs are designed to help children in school. These programs include building parent understanding of how children with Down syndrome learn and teaching them to be effective parent educators (Best Start and the Learning Program) for children and parents from birth through high school; education for teachers (The Exceptional Educators Program); assistance to parents at school IEP planning meetings (Educational Advocacy) and transition planning (Smart Start and School Rules) which educates parents on what to expect when their child enters pre-school, kindergarten and later grades.



For adults, the programs place emphasis on continuing education and high expectations by providing Adult Enrichment activities that develop social skills, literacy and an understanding of self-advocacy, including SAIL (Self Advocacy for an Independent Life).



Gold Coast Down Syndrome Organization

## 2016 Grants

### The National GRACE Foundation

The National GRACE Foundation provides FREE college admissions and financial aid counseling to pediatric cancer patients and survivors. The National GRACE Foundation's College Awareness Program was established to provide the assistance that young cancer fighters and their families need to navigate the college admissions and financial aid process, all for free. It is Anthony and Michelle's way of giving back to all the people that helped them and their family when they needed it most. Missed deadlines or incomplete paperwork can mean the difference between being accepted to college or receiving financial aid.

The National GRACE Foundation's College Awareness Program is the ONLY program of its kind offering FREE college admission and financial aid counseling and advocacy service. These comprehensive services help our pediatric cancer fighters go to college and make it financially feasible.

In 3 years, the CAP (College Awareness Program) has assisted over 500 families for free, resulting in over \$500,000 in additional scholarship funding.

GRACE helps students and families

- Understand the college financial aid process
- Understand the college admission process
- Research deadlines and requirements of the colleges of interest
- Assist in applying for outside/private scholarships
- Work with parents on understanding total costs of the school
- Serve as a reference
- Act as a liaison with schools
- Continue to work with students upon graduation on managing student loans, etc.
- Work with undergrads on pursuing a graduate degree
- Present our College Awareness Program in group settings
- One on one counseling with pediatric cancer fighters and their families. Including, but not limited to, guiding college selection, essay review and understanding the financial aid process
- College Standardized Test Preparation manuals free of charge for high school senior



### The National GRACE Foundation

The average high school student is busy with school, homework, family and friends. Add long drives to treatments, managing medical appointments and double homework due to missed school. Applying for college stops feeling like a priority in life. Some students are successful on their own, some just give up.

## 2016 Grants

### New Futures

New Futures provides a practical yet innovative program of scholarships, career education services, and support to low-income DC-area young people pursuing shorter-term post-secondary educational opportunities toward fulfilling careers. In close collaboration with 14 Community Partners, New Futures provides a broad range of services that focus on assisting local young people to obtain associate degrees, professional certificates and other shorter-term post-secondary educations that lead relatively quickly and inexpensively to meaningful and well-paying careers. New Futures empowers youth to realize their potential and achieve financial stability. The programs bridge information, education and workforce gaps to ensure a long-lasting impact, both for the young people and the broader community. New Futures is a leader in the DC area post-secondary education and workforce development spaces.

Through the Scholars Program and our Career Education Program, New Futures serves youth and young adults in the DC Metro Area seeking life-changing educational and career opportunities. Nearly all the Scholars have incomes below the Federal poverty level. Many New Futures Scholars are immigrants. Scholars' ages range between 17 and 29 years old, and about two-thirds are female. Forty-six percent are Hispanic; 46% are African American; 8% are Asian. New Futures Scholars Program empowers low-income students to obtain a shorter-term post-secondary education (associate's degrees or post-secondary certificates) toward a meaningful career and financial self-sufficiency. The New Futures Scholars



### New Futures

Program provides:

- Scholarships up to \$12,800 awarded to selected students affiliated with a New Futures Community Partner
- Scholar Workshops help Scholars develop communication and priority-setting skills
- Ongoing Scholar Support throughout students' post-secondary educations

The New Futures Scholars Weekend fosters a sense of community for Scholars and assists them in developing skills that contribute to academic and career success.



*"We all know that dreams can be deferred because of challenges, but not my dreams. I am pursuing a two-year degree in Infant/Toddler Education so that I can open a full-service childcare facility. I want to give local families the support they need, just like New Futures is supporting me."*

Ashjame Pendarvis,  
New Futures Scholar  
Infant/Toddler Education, University of the  
District of Columbia Community College

## 2016 Grants



### Reading Power

literacy program created by educational researcher Marie Clay. The kindergarten and second grade curricula were developed by Dr. Hender for the North Chicago elementary schools and adapted for use by volunteer tutors.

Through a unique partnership with the school district, Reading Power provides tutoring in its own classroom during the school day, setting it apart from the more familiar after school model.

Over the past thirteen years, 2,212 children who struggled to read and write have received one-to-one tutoring, accelerating their learning and changing their lives and tutors' alike in incalculable ways.

In addition to tutoring, Reading Power serves as an advocate for students, distributes books for children to own, keeps in contact with parents, and works closely with school officials.

### Reading Power

Reading Power helps students become successful and independent readers and writers.

RP provides one-to-one literacy tutoring for elementary children in North Chicago and Zion, Illinois. Reading Power is a literacy tutoring program serving low-achieving children attending elementary schools. The mission is to accelerate children's literacy learning and to develop in them a love of reading and writing, through an independent tutoring program working in partnership with schools. Reading Power believes that all children deserve to reach their intellectual potential.

Reading Power's one-to-one first grade tutoring intervention is modeled in part after Project Prevent, a program developed by National-Louis University, and incorporates facets of Reading Recovery, an internationally renowned early intervention



## 2016 Grants

### Sisters Circle™

Sisters Circle™ provides long-term mentoring to foster meaningful and sustainable change in the lives of girls and young women in Baltimore.

Unlike most one-to-one programs, Sisters Circle™ develops dedicated mentors who make a long-term commitment to students from seventh grade through high school and beyond. A combination of monthly group activities, enrichment opportunities and one-to-one time builds strong relationships and provides new and exciting experiences for both mentors and mentees. Sisters Circle™ staff support mentors with a new mentor orientation, ongoing quarterly meetings and trainings, monthly mentor/mentee programs, online resources and guidance and personalized attention.

### Monthly Half-Day Activities

Through monthly cultural, educational and recreational events, Sisters Circle™ students gain exposure to the world

beyond their front doorstep and benefit from our community of support.

### School Choice Guidance

Sisters Circle™ guides girls through the public and/or private school selection process to ensure that each participant is in the optimal educational setting given her circumstances and needs.

### Summer Camp Placement

Positive, structured summer activities are highly encouraged. We work with students to obtain scholarships to many quality summer programs. Summer camp is the experience of a lifetime for inner city children.

### Enrichment Opportunities

Sisters Circle™ encourages participation in one of our ongoing programs, including our own robotics team, a book club and horseback riding lessons. Partnerships with STEM camps, academic advancement programs and leadership workshops enhance Sisters Circle™ programming and build student resumes.

### Career Exploration

As early as middle school, Sisters Circle™ motivates students to create a vision for their own future by providing career exploration workshops, exposure to professional role models and internship opportunities. Sisters Circle™ works with students to make intentional decisions about their future, define success for themselves, and choose their own path.

### College Guidance and Post Graduate Support

Sisters Circle™ provides individualized, professional guidance for those preparing for college, support to current college students and a professional network with career resources for college alumnae.



Sisters Circle™



Tailored Rides Equine Assisted Therapy, Inc. (TREAT)

▲ The Autism Spectrum Disorder Foundation states that **equine therapy** is highly beneficial to children with autism.

## 2016 Grants

### Tailored Rides Equine Assisted Therapy, Inc. (TREAT)

Tailored Rides Equine Assisted Therapy provides horseback riding lessons for individuals with cognitive, physical and/or emotional special needs. The program benefits children and adults with needs that include (but are not limited to) Autism, Depression, Cerebral Palsy, elderly and senior citizens, Attention Deficit Disorder, Down syndrome, and learning disabilities.

The name reflects the program philosophy – lessons are tailored to each clients' needs with the equines assisting and providing therapeutic value, as horses naturally do. Equine assisted therapy can be a real "TREAT" to students, improving general livelihood and physical abilities.

Tailored Rides uses equine assisted activities to improve clients physically, emotionally, and cognitively. It's not just a matter of teaching participants horseback riding and horse care skills, it is about learning to connect with themselves, others and

interacting with the world around them. The horse is used as a motivator for the students to practice impulse control, anger management, proper speech, and social interactions.

TREAT provides a safe and welcoming environment where each member of the community can enhance their quality of life through interaction with horses and nature in a positive, relaxing and nurturing environment. Equine assisted activity (EAA) encompasses a wide range of treatments that includes activities with horses and other equines to promote physical, occupational, and emotional growth in persons with neurological diseases or disorders such as cerebral palsy, movement disorders, or balance problems. These improvements in behavior often reverberate into other areas of life such as school and home.



Tailored Rides Equine Assisted Therapy, Inc. (TREAT)



## 2016 Grants

### THREAD

#### The Challenge:

A Disconnected Community  
Baltimore neighborhoods are dramatically different than they were 60 years ago. The Supreme Court's decision in *Brown v. Board of Education* (1954), the Civil Rights Act of 1968, and Baltimore's loss of manufacturing jobs have caused neighborhoods that were once racially segregated but socioeconomically diverse to become polarized by both race and class. This disconnectedness has resulted in increased crime and poor educational and economic outcomes.

Thread engages underperforming high school students confronting significant barriers outside of the classroom by providing each one with a family of committed volunteers and increased access to community resources. We foster students' academic advancement and personal growth into self-motivated, resilient, and responsible citizens.

Thread weaves a new social fabric by connecting students, university and community-based volunteers, and collaborators. By radically and permanently reconfiguring the social support structure of all involved, Thread breaks the cycle of crime, poor educational and economic outcomes and replaces it with a new cycle of educational attainment, service and social well-being.

#### Compelling Student Success

Thread engages students in the bottom 25% of their freshman class and radically and permanently reconfigures their social support structure. Each student is matched with a group of volunteers and provided individualized support for ten years while working toward realizing his or her potential.



### THREAD

#### Cultivating Volunteers as Agents of Change

The benefits of our student/volunteer relationships flow both ways and are designed to leave lasting imprints not only on our students, but also on our volunteers.

#### Creatively Linking Community

Thread creatively links students and university- and community-based volunteers to collaborators and resources in the larger Baltimore community, creating a broader, more inclusive social fabric – a “neighborhood” no longer defined by a map.

## 2016 Grants

### New Orleans Center for Creative Arts

New Orleans Center for Creative Arts is a regional, pre-professional arts training center that offers students intensive instruction in culinary arts, dance, media arts: filmmaking & audio production, music (classical, jazz, vocal), theatre arts (drama, musical theatre, theatre design), visual arts, and creative writing, while demanding simultaneous academic excellence.

NOCCA was founded in 1973 by a diverse coalition of artists, educators, business leaders, and community activists who saw the need for an institution devoted to our region's burgeoning young talent. Wynton and Branford Marsalis, Harry Connick, Jr., Terence Blanchard, Jeanne-Michele Charbonnet, Wendell Pierce, Anthony Mackie, Mary Catherine Garrison and Gary Solomon Jr. are only a few NOCCA graduates who can attest to the extraordinary educational opportunity the Center represents to the children of Louisiana.

NOCCA's track record over the past decades speaks for itself: every year a remarkable 95-98% of NOCCA graduates go on to college and conservatory programs across the country. Furthermore, approximately 80% of NOCCA students receive scholarships to pursue such higher education.



### New Orleans Center for Creative Arts

The key to NOCCA's success is the ethic of discipline and responsibility it instills in students, which prepares them for productive adult lives whether or not they choose to pursue arts careers.

Admission to NOCCA's tuition-free programs is by audition only. Our annual application season takes place each fall for the following school year. Auditions take place each spring from applications received within the posted application deadline. Students may apply for full-day, mid-day or after-school instructional opportunities.

# 2016 Microgrants

## Yalla College Bound



Nominated by: **Alison Moleanar, Jackie Wooley, Gina Gerrato**

## Educate Tomorrow



Nominated by: **Maite Halley**

## ACPPA Community Art Center



Nominated by: **Laurie Dameshek**

# 2016 Microgrants

## On Point for College



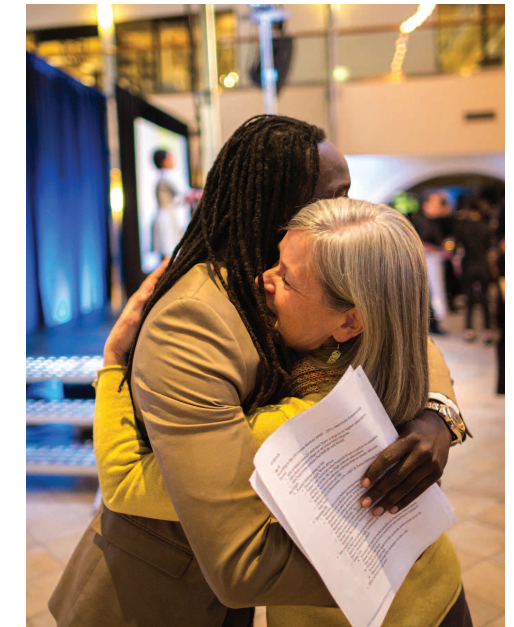
Nominated by: **Renee Joseph**

## Prichard Committee for Academic Excellence—Student Voice Team



Nominated by: **Jane Shropshire**

## College Access Now



Nominated by: **Julie Sensenbrenner, Lauren Gayloard**

# 2016 Microgrants

## Uncommon Good

### North Campus

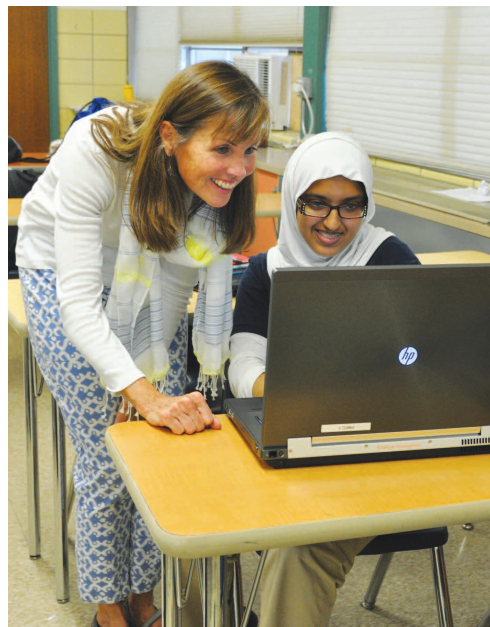


Nominated by:  
**Lynette Mathews**



Nominated by: **Shelly Randles**

### Pass with Flying Colors



Nominated by:  
**Tina Tranfaglia, Lita Cohen,  
Lisa Temkin**

### Singing City



Nominated by: **Rachel Sobel**

# 2016 Microgrants

## The Possibility Project



Nominated by: **Marilyn Emerson**

### Emily K Center



Nominated by: **Manjiri Sethna**

### Build in Business to Learn



Nominated by: **Don McMillan**

# 2016 Microgrants

## Momentum Bike Clubs



▶ Nominated by: **Dill Dingledine, Victoria Jeffries**

## Peloton U



▶ Nominated by: **Patricia Nehme**

## West Valley Child Crisis Center



▶ Nominated by: **Gail Curran**

## Ivy & Pearls



▶ Nominated by: **Antoinette Battiste**

# 2016 Microgrants

## Sky's the Limit Fund



▶ Nominated by: **Louise Slater**

## Champions for Learning



▶ Nominated by: **Gay Stebbins Pepper**

## MACAC



▶ Nominated by: **Sue Luse, Jenny Buyens, Garth Robertson, Clarinda Low, Susan Hoff**



# Katz Awards

The family of Irvin W. Katz in concert with the IECA Foundation established the Katz Fund in 2006 to recognize individual members of the IECA who embody the spirit of Irv Katz and his example of giving back to their communities. The Award honors IECA consultants for their volunteer work with programs and organizations which provide educational opportunities to under-served students in their respective communities.

Irv Katz was a beloved IECA consultant who worked tirelessly and passionately for the good of children wherever he found them. He supported countless organizations and people who were dedicated to the education of children. The Katz Award was established by his family as a memorial to his extraordinary life.

Through their generosity and gifts from friends and admirers of Irv, the IECA Foundation has honored numerous. Each one is recognized with a plaque, and a check for \$2,000 is given to the organization designated by the winner.



**Renee Joseph**

Organization: On Point for College  
 "We develop the programs and cultivate the relationships to change the lives of traditional and non-traditional, 17- to 29-year-old students by breaking down barriers through access to training, college, and careers for success in life. We work with students from application to graduation, and beyond."



**Kristina L. Dooley**

Organization: College Now Greater Cleveland  
 "The first college access organization in the nation, serves more than 25,000 students and adult learners a year, providing college access advising, financial aid counseling and scholarship and retention services."



Betsy Donnelly announcing the Katz Grant winners

Build school-to-college **connections** so all youth are ready to attend and successfully complete college.



Codman Academy

**An IECA Promise Statement**

Pin-pointing and assessing, small, under-noticed projects, the Foundation bolsters their effectiveness by leveraging the sage advice, community awareness, and combined donations of association members and generous benefactors.



Renee Joseph, Robin Abedon, and Kristina Dooley

# In Honor Of David Beecher

Spoken at the Board of Trustees Meeting, New Orleans, November 2, 2016  
by Steven R. Antonoff

David Z. Beecher served on the IECA Foundation Board of Trustees for almost a decade. His influence on the Foundation is profound and unprecedented. As he leaves our Board, I want to share a bit about his influence.

As part of his fund raising report in 2008, David wrote:

"I start with the premise that The IECA Foundation is a blessing to our society and that TIF has done amazing work in its first years of operation. My sincere compliments to all! I look forward to sharing my thoughts and to listening to yours, learning about how to best serve The IECA Foundation."

Dave has done just that. He contributed, he listened, and he learned. In turn, we've learned from him.

Let me share some facts with you.

Fact #1:

David, through Hillside, gave \$100,000 to establish the first IECA Foundation Endowment. It is the largest gift since our founding.

Fact #2:

Beecher was the mother lode of sponsors. Whether we called the top position diamond, gold, platinum, or head-honcho, David and Hillside gave the most money to each of our special events over more than a decade. He was the top sponsor at two golf tournaments, Wicked in LA, the magician Mike Mandel in Toronto, our cookbook, Capital Steps, cooking demonstration in Philly, the San Diego zoo event, and more.

Fact #3:

In addition to Hillside gifts, David and Carrie donated many times over the years. He and Carrie hosted summer conferences on his campus. Not once were we asked to pay for use of facilities, food, or fees. He hosted the board in a luxury box at Fenway.

Fact #4:

David has been a leader on our board and contributed to our success as a Trustee and member of the Executive Committee. David was a rational and helpful voice at the table as we navigated changeable and sometimes turbulent times. He provided fund raising outlines, strategies, and timetables; he made personal calls for support; he wrote dozens, likely hundreds, of personal letters to donors thanking them for their support and encouraging continued help; and he worked with us as we explored various staffing models. He encouraged us to broaden our reach.

Fact #5:

David helped us grow our brand. He introduced our Foundation to a wide audience. He carried our name as President of the Junior Boarding School Association, as a member of the accreditation committee of the Association of Independent Schools of New England, and as the Board of Directors of the Independent School Advocacy Board for the National Association of Independent Schools. He shared our name to colleagues and friends at schools for which he worked: Berkshire School, Fay School, Wilbraham & Monson, Yale University, and more.



David Beecher

Let me go beyond the facts and share some personal reflections.

What I learned about Dave over the years is that he is a person who really "gets" the profession of independent educational consulting. He speaks with reverence about leaders such as Jean Hague and Irv Katz, people who he says influenced on his own career.

I also learned about his commitment to underrepresented populations. Around our board table, he fought for organizations such as Dyslexic Tutoring, Community Prep, Phoenix Academy, and MOSTE, a tutoring program for underserved girls in LA.

I learned he is selfless. He made Krissy available to us while she was a full time employee at Hillside. Krissy was always front and center at our events. You would have thought she was a paid employee of the Foundation. And one of his greatest legacies is Krissy Naspo, a new member of our Board.

Let's also remember that Dave served us and worked for us at key years of his life. He served us while raising two teenage girls and while running a junior boarding school. In recent years, he served us while adding responsibilities as a caregiver. And he served us during his departure from Hillside and during a time of new challenges and new commitments. His service and commitment continues. Here in New Orleans, he and Carrie are one of our special event sponsors.

Dave, we thank you. And we thank Carrie. We're indebted to you for your leadership, your support, and your friendship. Thanks for helping to put the IECA Foundation on the map. We wish you good health and lots of smiles in the days ahead. We wish you happy days as a husband, father, sailor, golfer, and tennis player. We hope you will continue to think positively about the IECA Foundation. You will always have friends here.

The IECA Foundation, the Association itself, and the profession of Independent Educational Consulting have benefited by your involvement. We are thankful and indebted to you.

# Thank You to our Donors

## Founder's Circle (\$5,000+)

Robin and Richard Abedon  
Judy Hart Angelo  
InnerChange  
Newport Academy  
North American Boarding  
Schools Workshop  
The Winchendon School

## Charter Circle (\$2,500 - \$4,999)

Gary and Donna Antonoff  
Madelyn Jennings  
Ann and John Montgomery  
Michael Spence

## Trustee Circle (\$1,000 - \$2,499)

AIM House  
Steven Antonoff  
Aspiro Wilderness  
Adventure Therapy  
Jean Baldwin  
Carrie and David Beecher  
Camille Bertram  
The Bertram Group  
Blue Ridge School  
Cardigan Mountain School  
Nicky Carpenter  
Chamberlain International  
School  
Christ School  
Dana Hall School  
Betsy Donnelly  
Brooke Dudley  
The LD School Group  
The Glenholme School  
John and Julie Gray  
Alan & Loni Haas  
Jean Hague  
James Heryer  
Hillside School  
Hyde School  
Mike & Megan Kowalchick  
Lee McLendon  
Mountain Valley Treatment  
Center  
Judy & Mike Musiker  
New Hampton School  
Luisa Rabe  
Rumsey Hall School  
Shortridge Academy  
Anne and C. Hamilton  
Sloan  
St. Andrew's School, RI  
Summit Educational Group

Trinity-Pawling School  
Upper Valley Stewardship  
Center  
The Vanguard School  
Visions Service Adventures  
Wasatch Academy  
Waypoint Academy  
Wingate Wilderness Therapy

## Leadership Circle (\$500- \$999)

Admiral Farragut Academy  
Jed Applerouth  
Judy Berg  
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# 2015 Financials

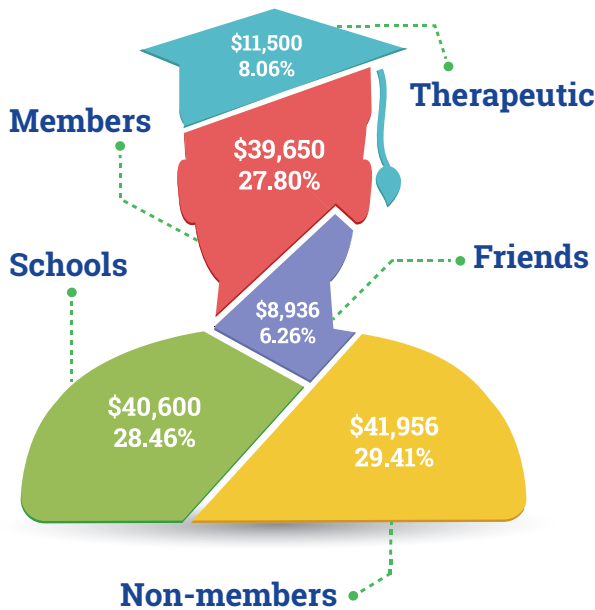
<b>Income</b>	<b>\$129,029.88</b>
Annual Fund	
IECA Members	\$ 53,664.88
Other	\$ 18,670.00
Hillside Fund	\$ 750.00
Katz Fund	\$ 8,450.00
Kowalchick Fund	\$ 4,670.00
Sponsorships	\$ 42,750.00
Investment Income	\$ 75.00
<b>Expenses</b>	<b>\$114,677.00</b>
Program Expenses	\$ 57,504.00
Grants	\$ 17,158.00
Outreach	\$ 5,321.00
Administrative	\$ 7,606.00
Fundraising	\$ 27,088.00
<b>Cash and Reserves</b>	<b>\$264,960.00</b>
Unrestricted Funds	\$126,599.65
Katz Fund	\$ 43,155.35
Hillside Fund	\$ 95,205.00



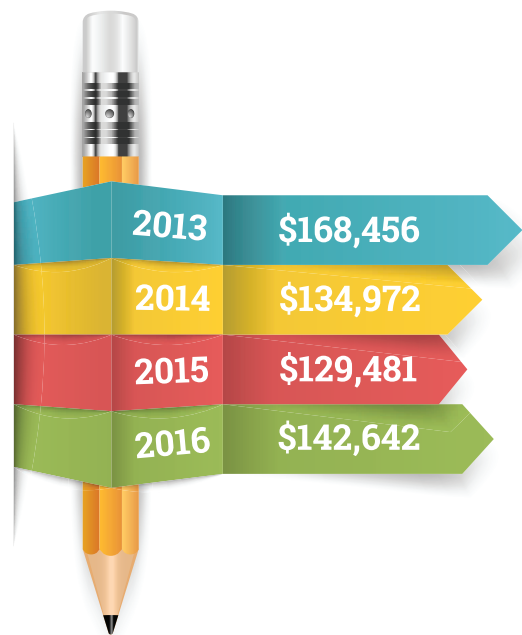


# 2016 Giving By the Numbers

## Giving by Category



## Annual Fund by Year

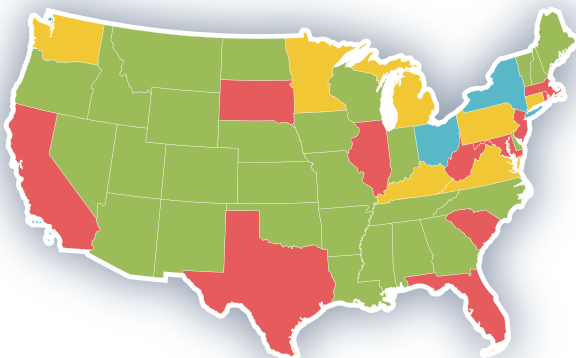


## Sponsorship vs. Annual Fund Totals



Fundraising at IECAF comes from a variety of sources. In particular, support from sponsors at hosted annual events is a significant part of the equation to helping us achieve our fundraising goals, and increases our capacity for grant giving.

## Grants Given by State



Microgrants given in CA, NY, FL, IL, MA, SC, & TX as well

## Total Grant Giving

