

# Cross-Boundary Leadership for the Common Good



# Leading Across Boundaries

In 1964, when the Institute for Educational Leadership (IEL) began its work, President Johnson announced a national “War on Poverty” and, a year later, signed into law a major initiative to strengthen public education. The Elementary and Secondary Education Act was a vital step toward realizing the promise of the Supreme Court’s *Brown v. Board of Education* decision by creating regulations that opened up educational opportunities for minorities, disadvantaged youth, and, ultimately, women.



Today we are virtually at a standstill in the quest for opportunity. Our safety net is fraying, even as 50 million Americans (including 13 million children and more than 1 million homeless people) cannot make ends meet. Growing divides in our polity make it difficult to act on key priorities. And our public education and workforce development systems have yet to come to grips with dramatic demographic changes and economic transformations.

The Institute for Educational Leadership has for half a century helped leaders in communities nationwide address their growing responsibilities to meet the needs of our increasingly diverse and disadvantaged population. IEL has equipped leaders to rise above barriers to build effective systems that prepare children and youth for postsecondary education, careers, and citizenship.

Uniquely bound by no constituency, IEL has worked at the local, state, and national levels,

and increasingly within communities, to bridge longstanding political, racial, and systemic divides. The organization has served as a trusted thought leader focused on real-world solutions to societal challenges and as a creator of tools and strategies for policy and practice, to better serve children, youth, and families. IEL has been a cultivator of leaders, a catalyst for community action, and a widely respected convener of diverse sectors.

Undergirding IEL’s work is the recognition that solving complex problems demands that people and organizations learn to work in collaboration. Bringing together stakeholders to build trust and share strategies that work, the organization has helped instill the idea that education is a shared responsibility among school systems, families, communities, businesses, and government. It has helped communities mobilize dynamic partnerships that are transforming IEL’s vision into measurable results for young people from all backgrounds.

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*“IEL has had a profound influence on how we prepare leaders and workers and bring diverse sectors and communities together to work in common cause to improve schooling and the lives of young people.”*

– **Richard W. Riley**, former U.S. Secretary of Education and former Governor of South Carolina

# Where leaders work across boundaries IEL sees significant results

**Impact of Community Schools.** IEL's Coalition for Community Schools is a network of more than 200 local, state, and national partners that advocate for comprehensive opportunities and supports for students, using school buildings as hubs. A 2014 report by Child Trends, a nonpartisan research center, concluded that there is growing evidence that community schools reduce grade retention and dropout rates while increasing attendance, math achievement, and grade point averages. The report makes clear that community schools are an effective, efficient, comprehensive, and evidence-based strategy providing a positive return on investment.

**Promoting Career Readiness.** For more than a decade, IEL has led the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), a national center funded by the U.S. Department of Labor aimed at helping the workforce development system improve youth outcomes. NCWD/Youth created the *Guideposts for Success*, a research-based framework for addressing the needs of all youth—including youth with disabilities and other disconnected youth—transitioning from school to work and home to community. The *Guideposts* have shaped federal and state education and workforce policies and improved local delivery of youth services. NCWD/Youth informed the education and workforce development fields via many briefs, guides, and toolkits as well as more than 300 seminars for more than 14,000 youth and youth-serving professionals nationwide. NCWD/Youth also established the current standards of practice for career development and work readiness of youth moving into the workforce.

## **Career-Focused Mentoring for All Youth.**

IEL built a mentoring program to connect educational experiences to career opportunities for disadvantaged high school students. Through IEL's Ready to Achieve Mentoring Program (RAMP), youth learn about job options, how to set goals and to develop concrete steps to reach them, and are exposed to STEM careers through community-based organizations across the country. Recent data reveal that:

- 99% of participants stayed in school
- 90% of students involved in the juvenile justice system had no repeat offenses
- 66% of participants had improved school attendance
- 58% of participants felt their social supports were improved by being involved in the program.

## **Bridging School and Early Childhood Education.**

IEL's Linkages Project has supported improving the connections between elementary schools and early childhood education programs since 2009. Linkages focuses on integrated approaches across classrooms, schools, early childhood centers, and systems (cross-sector collaboratives and school districts) to improve outcomes for children and families. IEL facilitated pilot projects to identify and promote best practices, create peer learning and action networks, and strengthen leadership to sustain and scale programs. Evaluations show growth in school readiness, more positive parent relationships with schools, and increased parent leadership. Linkages also strengthens coordination among agencies to create more seamless experiences for students as they move from preschool through first grade. IEL is working to expand Linkages from six pilot sites to more than 100 school districts.

# Leading Across the Decades

IEL's history corresponds closely to changes in our society that have called for responses to demographic shifts; changing demands of our systems of education, family support, and workforce development; and challenges facing leaders.



**“***IEL has brought the issue of improving employment services for all customers, including those with a disability, to the forefront of our efforts. They have shown leadership in not only identifying areas for improvement, but also by providing tools, training and technical assistance to make those improvements at the local and state levels.***”**

– **Bridget Brown, CWDP**, executive director, National Association of Workforce Development Professionals

## ■ NATIONAL TRENDS/MILESTONES

- Civil Rights Act (1964)
- Elementary and Secondary Education Act (1965)

## 1964-1970

### ■ IEL RESPONSE

- Washington Internships in Education (1964)
- Educational Staff Seminar (1969)

IEL was established in the 1960s to help identify, prepare, and support a new cadre of leaders in education. Through its Washington Internships in Education (WIE) program, IEL facilitated the newly expanding federal role in education and ensured greater diversity in leadership. IEL also created opportunities to promote bipartisan decision making in Congress to shape and strengthen implementation of ESEA.

In the 1970s, WIE became the Education Policy Fellowship Program (EPFP) and emerged as a state-based, mid-career leadership development program. With power shifting to the states, IEL developed the State Education Policy Seminars, creating venues for policy deliberation and collaboration in 40 state capitals.

To meet the demands of the Education for All Handicapped Children Act of 1975 (the precursor

to the Individuals with Disabilities Education Act), IEL worked to develop two generations of special education policy leaders.

During its second decade, IEL also pioneered the Family Impact Seminar, adapting lessons from environmental impact studies to explore how to leverage federal policy to support families, and launched a journalism fellowship program and a nationally syndicated radio show on NPR.

In the 1980s, IEL launched a series of pathbreaking studies to help leaders begin to understand pending demographic trends that have since transformed our nation. *All One System* and *The Same Client* argued that our education system should be “a seamless web” from pre-K through graduate school, and that schools and agencies that serve the same children and families need to better coordinate their efforts.

## ■ NATIONAL TRENDS/MILESTONES

- Supreme Court rules school busing constitutional (1971)
- Title IX of the Higher Education Act bans sex discrimination (1972)
- Rehabilitation Act bans discrimination based on disability, if receiving federal funds (1973)
- Supreme Court approves use of property tax to fund schools, increasing disparities (1973)
- Women’s Educational Equity Act (1974)
- Education for All Handicapped Children Act, PL 94-142 (1975)
- U.S. Department of Education established (1979)

## 1971-1980

### ■ IEL RESPONSE

- State Associates Program (1972)
- *Options in Education* radio show on NPR (1974)
- WIE becomes Educational Policy Fellowship Program (EPFP) (1974)
- Education for the Handicapped Policy Project (1975)
- Fellows in Journalism program (1976)
- Family Impact Seminar (1976)
- *Women and Minorities in Educational Research* (1980)

**“Leading change across different levels of government and diverse sectors is not rocket science, it’s harder! IEL is working to meet the complex needs of children, communities, and families in effective ways. The forecast for IEL is bright: Increasingly, the communities and programs we support are producing positive outcomes.”**

– **Decker Anstrom**, chair, IEL Board of Directors, and former CEO, The Weather Channel and the National Cable Television Association

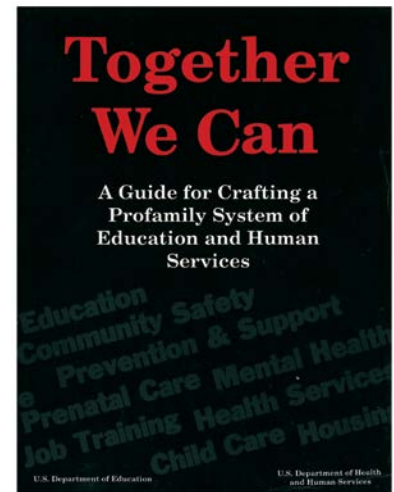
**“IEL has done incredible work helping to develop young leaders in the disability community, through its materials, collaborative efforts, and, personally, through the staff it attracts and promotes.”**

– **Rebecca Cokley**, former IEL project coordinator, and current executive director of the National Council on Disability

IEL also focused in the 1980s on the long-ignored role that local school boards could play in their communities and education reform. Over time, it incubated important, nationally influential organizations and policy initiatives, including The Hispanic Policy Development Project, Jobs for the Future, the American Youth Policy Forum, and the Center on Education Policy.

In the 1990s, IEL launched the Center for Workforce Development, which helps leaders and stakeholders promote career readiness and successful transitions to adulthood with a special focus on youth with disabilities and other disconnected youth. IEL also established Superintendents Prepared to help create a larger and more diverse group of superintendents, and it began to focus on school-family-community partnerships, introducing the Together We Can Initiative, aimed at helping education and human services systems work together to develop pro-family policies and practices.

As national priorities have shifted through the years, IEL has remained steadfast in its focus. The organization has withstood the test of time by continuing to anticipate and tackle burning issues, to catalyze new ideas and networks, and to keep a laser-like focus on leadership development and equity.



## ■ NATIONAL TRENDS/MILESTONES

- Reagan Administration seeks to abolish U.S. Department of Education (1980)
- *A Nation at Risk* (1983)

## 1981-1990

### ■ IEL RESPONSE

- Incubates Hispanic Policy Development Project (1981)
- State Education Policy Seminars (1981)
- Launches Center for Demographic Policy (1982)
- Incubates Jobs for the Future (1983)

# Three Pillars of Success

Since 2000, IEL has applied its core values and strategies to focus on three pillars of success to buttress families and help young people thrive.

**Connecting public education to other sectors involved in youth development.** IEL sparked the nation's efforts to return schools to their significant role as centers of their communities. The Coalition for Community Schools helps ensure that students and their families have access to coordinated academic, youth development, health, and social services connected to their public schools. This

work is happening in more than 100 school districts, supported by the Community Schools Superintendents Leadership Council, the Community Schools Leadership Network, and the District Leaders Network on Family and Community Engagement. These peer-learning and action networks build local capacity to improve the learning and development of young people and support their families.

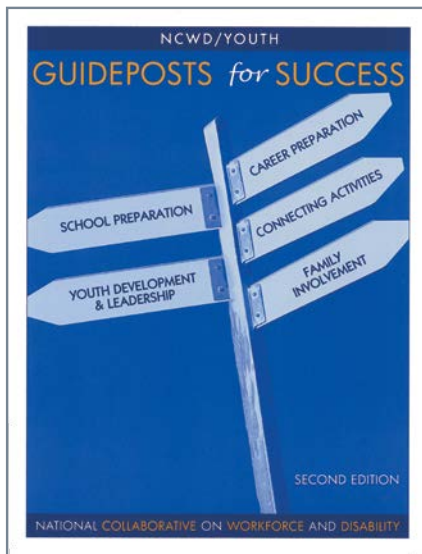
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*“Participation in IEL’s superintendent leadership development program connected the dots between theory and practice in the work of the superintendent. The IEL program gave me and my colleagues the breadth of perspective, the leadership savvy, and the management skills needed to lead urban school districts. It was the cornerstone upon which my career as a school system leader developed.”*

– Larry Leverett, executive director, Panasonic Foundation



- Governors meet in Charlottesville, Va., to discuss national education goals (1989)
- Americans with Disabilities Act (1990)
- Individuals with Disabilities Education Act (1990)
- All One System (1985)
- Launches Education and Human Services Consortium (1988)
- School Boards: Strengthening Grass Roots Leadership and Governing Public Schools (1986)
- Let’s Not Reinvent the Wheel report on business collaboration (1989)
- Hosts *The Forgotten Half* research study (1988)
- *The Same Client* (1989)



**Building effective pathways into the workforce for all young people and supporting their transitions to adulthood.** IEL has improved the capacity of policymakers, program administrators, and youth service professionals to provide comprehensive, coordinated transition services for all youth, including those with disabilities. Its work distilling research into innovative strategies such as the *Guideposts for Success* and the Youth Services Professionals' Knowledge, Skills & Abilities Initiative has influenced policy and practice about successful transitions to adulthood. IEL has used research to design programs such as High School/High Tech, RAMP, and Right Turn, which leverage the expertise of local businesses, community organizations, and schools to create new career pathways for disabled, disengaged, and disadvantaged youth.

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**“***IEL is one of the few institutions which recognizes that, if educators don't fulfill their mission to make people employable, they are unlikely to fulfill the broader mission of education to promote the intrinsic value of learning, human flourishing, and effective citizenship.***”**

– **Anthony Carnevale**, director, Georgetown University Center on Education and the Workforce, and former IEL EPFP Fellow

## ■ NATIONAL TRENDS/MILESTONES

- Healthy Start established in California (1991)
- Minnesota passes first charter school law (1991)
- Improving America's Schools Act establishes School-To-Work Opportunities Act and National Skill Standards Act (1994)
- Welfare Reform Act (1996)

## 1991-2000

### ■ IEL RESPONSE

- Establishes Policy Exchange (1991)
- Center for Workforce Development (1991)
- Launches Superintendents Prepared (1992)
- *Together We Can* (1993)
- Incubates the American Youth Policy Forum (1993)
- Launches The Collaborative Leadership Development Program (1994)
- *School Lessons, Work Lessons: Recruiting and Sustaining Employers Involvement in School-to-Work Programs* (1994)





**Preparing current and future leaders with the know-how to transcend silos and drive more cooperative efforts.** IEL's Education Policy Fellowship Program (EPFP) continues to provide leadership, policy, and networking experiences for a wide range of professionals in the early childhood, K-12, and higher education policy fields. More than 8,000 people in 46 states and the District of Columbia have cycled through EPFP, taking on roles in improving policy, practices, and partnerships at the federal, state, corporate, and community levels. IEL's growing emphasis on developing the leadership and coalition-building skills of people working with parents, families, and school leaders extends IEL's leadership development role deep into grassroots efforts strengthening schools and communities.

“Many North Carolina policymakers who are leading our education remodeling efforts have been part of IEL initiatives. These leaders are successful at the state and local levels, thanks in part to the forward thinking that IEL programs helped to incubate and initiate.”

– **June Atkinson,**  
North Carolina State Superintendent; member, IEL Board of Directors; and former IEL EPFP Fellow

- Individuals with Disabilities Education Act Amendments (1997)
- Workforce Investment Act (1998)
- Ticket to Work and Work Incentives Improvement Act (1999)
- Office of Disability Employment Policy established within U.S. Department of Labor (2000)
- *Overview of Skill Standards Systems in Education and Industry: Systems in the U.S. and Abroad for the U.S. Department of Education* (1994)
- Manufacturing Industry Collaborative Alliance (1995)
- Incubates Center on Education Policy (1995)
- Launches Coalition for Community Schools (1997)
- *School Leadership for the 21st Century* (2000)

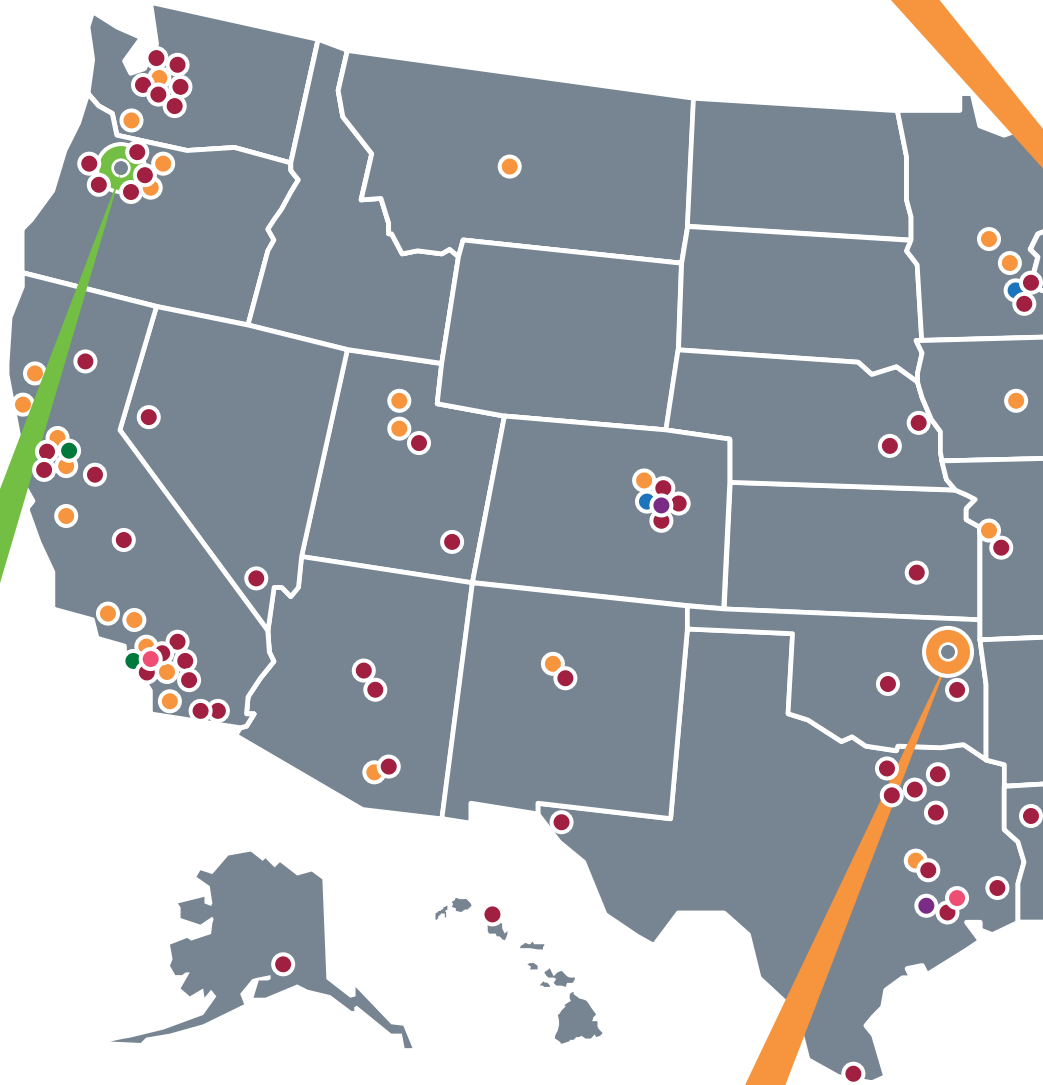
# IEL's Reach and Impact

## IEL Programs Nationwide

- Coalition for Community Schools
- Education Policy Fellowship Program (EPFP)
- Family and Community Engagement Leaders Network
- Linkages Project
- Ready to Achieve Mentoring Program (RAMP)
- The National Collaborative on Workforce and Disability for Youth (NCWD/Youth)
- Right Turn

Through its participation in IEL's Linkages Project, an early childhood education leadership network, **Multnomah County, Ore.**, expanded its kindergarten program from four settings to more than 100 schools across six school districts over the past four years.

In **Cincinnati**, Community Learning Center (CLC) students receiving any support service had, on average, a 5.6-point increase in their reading scores and a 4.6-point advance in math from 2009 to 2011. These increases were more than 2.5 times those of students who did not receive services. CLCs helped make Cincinnati the highest-performing urban school district in Ohio.



In the **Tulsa, Okla.**, Area Community Schools Initiative, students who received some services significantly outperformed comparison students by 32 points in math and by 19 points in reading in schools where the community school model was implemented most successfully, helping the district close its achievement gap.

Five of 16 educators identified in 2014 by *Education Week* as “Leaders to Learn From” participate in IEL’s leadership networks, including **Cleveland’s** executive director of family and community engagement Tracy Hill, a leader and mentor in IEL’s Family and Community Engagement network.

In **Elmira, N.Y.**, Chemung County Children’s Integrated Services, an IEL RAMP site, links young people with behavior difficulties and their families to mentors, mental health supports, and other community services. About 86% of participating students completed the program; 98% stayed in school; and 45% improved their school attendance.

Every October, EPFP cohorts from five states and Washington, D.C., attend a Regional Leadership Forum in **Gettysburg** and **Carlisle, Pa.** where they study the key concepts of strategic leadership. Fellows tour the Gettysburg Battlefield to examine the strategic leadership taken in July 1863 and learn from faculty at the U.S. Army War College in Carlisle about the vision, culture, and ethics of leadership.

Some EPFP fellows participate in the Civil Rights Bus Tour, organized by Mississippi EPFP, and travel from **Philadelphia** to **Meridian, Miss.**, and on to **Selma, Montgomery, and Birmingham, Ala.**, stopping at museums, memorials, and other sites to learn about the movement and to talk with people who were directly involved.

KentuckianaWorks—the Workforce Investment Board for the **Greater Louisville, Ky.**, region and one of IEL’s five national Right Turn Initiative sites—enables hundreds of youth to earn credentials in manufacturing and get on-site assistance with a link to postsecondary training and work experience. The effort is a cross-boundary partnership that involves the workforce investment board, local schools, juvenile detention centers, and the Mayor’s Summer Works initiative.



#### ■ NATIONAL TRENDS/MILESTONES

- No Child Left Behind Act (2002)
- Supreme Court rules that certain school voucher programs are constitutional (2002)
- Reauthorization of IDEA (2004)
- American Recovery and Reinvestment Act (2009)

## 2001-Present

#### ■ IEL RESPONSE

- Launches National Collaborative on Workforce and Disability for Youth (2001)
- IEL Federal Policy Institutes (2001)
- Kellogg Leadership for Community Change Project (2002)
- Community Schools Leadership Network (2003)
- National Consortium on Leadership and Disability for Youth (2003)
- High School/High-Tech Program (2003)
- *Guideposts for Success* (2005)
- Ready to Achieve Mentoring Program (RAMP) (2009)

# The Next 50 Years

IEL continues to catalyze new ideas and approaches as it looks to its next 50 years. IEL will amplify its work by building and supporting broad-based networks of cross-sector leaders so that best practices can be brought to scale, supported by responsive state and federal policy. This is our pledge:

**1 IEL will reshape the vision and practice of leadership to spark cross-boundary solutions that produce positive results for children, youth, and families.** IEL will forge alliances and partnerships to enhance education and career opportunities for all. IEL will develop leaders who are representative of those they serve and cultivate youth leadership, to give young people greater voice and power to guide their own futures. The organization will place new emphasis on working with school superintendents and principals, and on growing new leaders in multiple systems and community organizations, to strengthen our education and workforce systems in order to build a stronger and better society.



- Common Core State Standards Initiative launched (2009)
- U.S. Department of Education authorizes state waivers for NCLB (2011)
- Bipartisan budget bill restores some cuts to education programs (2014)

- *Preparing Cross-Boundary Leaders* (2009)
- District Leaders Network on Family and Community Engagement (2009)
- Early Childhood and Community Schools Linkages Project (2009)
- DC Advocacy Partners (2011)
- *Scaling Up School and Community Partnerships: The Community Schools Strategy* (2011)
- Mind in the Making and Community Schools (2011)
- Right Turn Career-Focused Transition Initiative (2013)
- Youth Action Council on Transition (YouthACT) (2013)



**2 IEL will stimulate and spread innovation so that multifaceted solutions rise from communities where they are tested to the forefront of national dialogue and are adapted elsewhere.** Innovative strategies often come from the bottom up. IEL will encourage policies and programs that provide guidelines—not rigid prescriptions—and structures that allow community leaders to share what works with their peers across the nation. IEL will synthesize research and evidence of what works into useful tools, including concrete standards of practice, and strategies and guidelines for improvement. Focusing on personalizing education and career development to meet the needs of all young people, IEL will help ensure that youth, regardless of background or disability, become better integrated into the workforce and prepared for rapidly emerging jobs in growth fields.



**3 IEL will advance policies that align the work of agencies and make institutions more responsive to the needs of the children, youth, and families they serve.** IEL will promote greater cross-boundary collaboration connecting schools, public agencies, employers, health care systems, and community partnerships to families, and will create networks of family leaders within communities. To address the needs of the whole child, IEL will ensure that our institutions are family-friendly and view families as assets in improving outcomes for children and youth from cradle to career and beyond.



**4 IEL will bolster professional development with strategies, tools, and training to help communities become more cohesive and to develop practitioners who can get results in challenging environments.** IEL will push to develop the capacity for unprecedented partnerships among all societal institutions, including shared governance that brings together a broad range of stakeholders to better serve children, youth, and families. IEL will strengthen front-line practices for school, youth, and workforce development professionals, as well as programs to transform the nation's education and workforce development efforts, to be more inclusive and supportive of nontraditional workers.



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