



Impact Report

July 2022-June 2023

Impact Measures



Improved and more inclusive decision-making processes, systems, and practices ensure that all voices, particularly those of marginalized groups, are elevated and heard



Increased number of leaders civically engaged in policy and funding creation and implementation

01

02

03

04

Better equity-centered policies and practices that improve the long-term life chances of people in our partner communities

Changed outcomes in education and employment for children, youth, and families



Result Based Accountability (RBA)

This impact report aims to understand Institute for Educational Leadership (IEL)'s value-add to individuals, institutions, and systems, unpacks our performance measures across IEL's strategic activities. Using the Results Based Accountability™ framework, we address three core questions: How much did we do? How well did we do it? Is anyone better off as a result?

One-third of IEL staff is certified in and uses the Results Based Accountability™ framework. The following report uses language adapted from Mark Friedman's book, *Trying Hard is Not Good Enough*, to demonstrate the value added of IEL for our partnerships, actions, and strategies.

FY23 Impact Report Highlights

IEL connects with **over 40k local leaders** across all levels of initiatives. Through FY23, IEL hosted **44** virtual network meetings and actively engaged **975** network members through ongoing conversations.



IEL hosted three major in-person conferences/convenings - Washington Policy Seminar (WPS), National Community Schools and Family Engagement Conference (CSxFE), and RAMP Annual Meeting. About **4,400** individuals from **49** U.S. states or territories and four other countries attended the in-person convenings.



80%+ of individuals attending our conferences gained new knowledge and skills they need to support their work and communities.

Nearly all (98%) of our program and network participants gained knowledge and skills they could directly apply to their work.

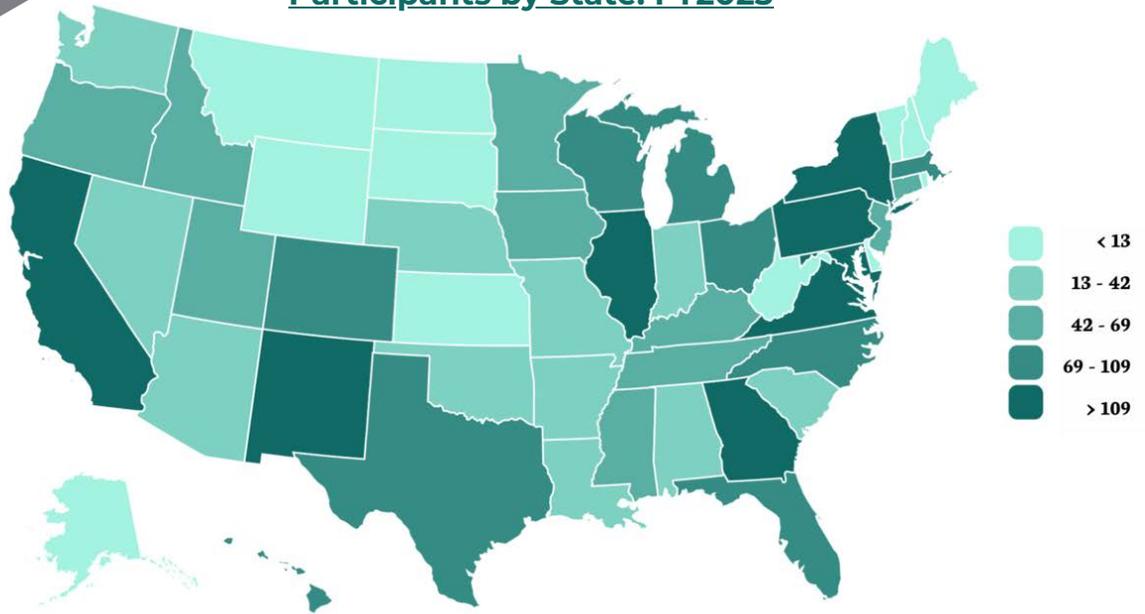


As IEL continues preparing, supporting, and mobilizing leaders across our ongoing programs, IEL also initiated regional strategies across **Northeast, Southern, Midwest, and Western regions.**



Programming and Engagement

IEL Program Project, and Conference Participants by State: FY2023



203



Youth participants

4,416



Conference participants

1,495



Adult program participants

40,646



Subscribed network members

Regional Work Highlights

Midwest

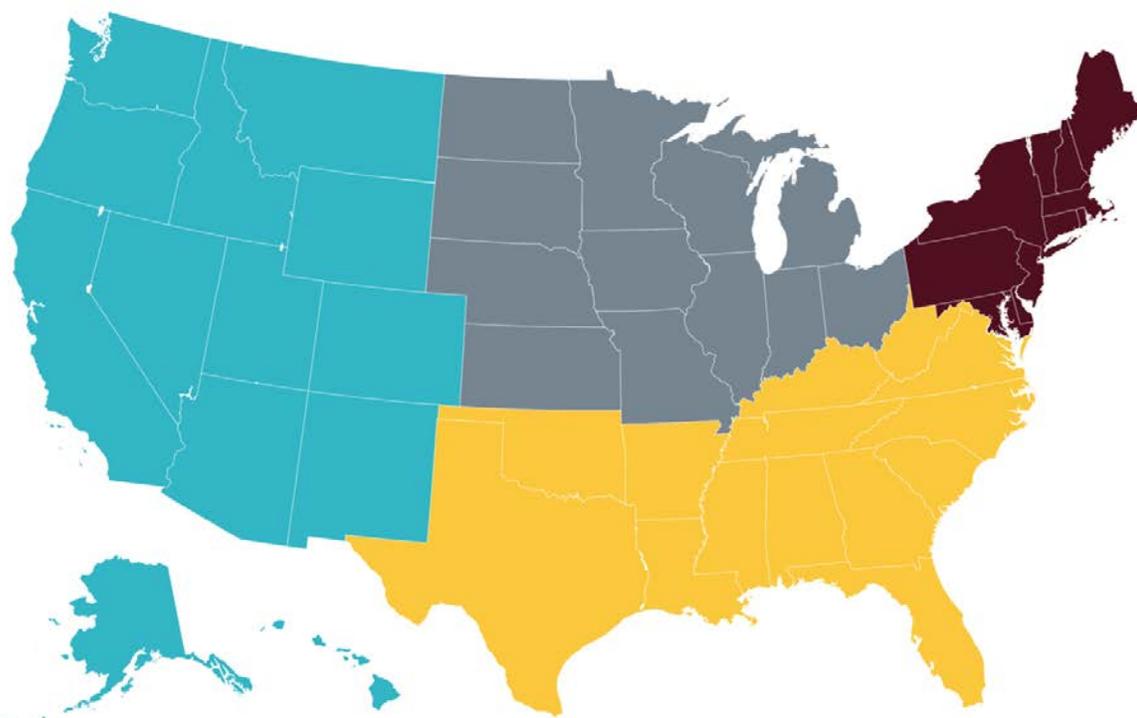
Relationships were strengthened across the Midwest in FY23. State Coalitions in the Midwest made significant strides in the last year. The **Coalition has become close partners and/or supported the co-creation of eight state coalitions** and presented at statewide gatherings for all eight.

Northeast

As the first year of regional work started in FY23, Northeast Region focused its efforts on relationship building. The key achievements include **the re-establishment of the Pennsylvania State Coalition for Community Schools** and brokered relationships between various Community Schools initiatives.

IEL REGIONS

■ Midwest ■ Northeast ■ Southern ■ Western



Western

State Coalition for Community Schools representation went from 3 state Coalitions in the region prior to this fiscal year, to **9 State Coalitions** at the close of FY23. **Seven new contracts for Transformational Assistance partnership were garnered** during the fiscal year. Moreover, strong relationships developed in every state in the region throughout FY23.

Southern

The significant achievement of the Southern Region include (1) supporting and strengthening the impact of the **Tennessee State Coalition for Community Schools**, and initiated monthly meetings with the leadership team; (2) supporting the development of **Community School Strategy with Elizabeth City University and East Carolina University**, and providing coaching and practice; and (3) established the early development of a **state coalition in Florida**.

Key Performance Indicators

A. Policy Highlights

Policy By the People Policy Agenda

IEL published its 118th Congress Policy by the People agenda on June 5, 2023. The leaders in their networks directly informed and validated this policy agenda, which governs our federal policy and advocacy for the next two years.

Other Select National-Level Policy Advocacy

IEL through the Coalition for Community Schools has partnered with various efforts to support **Children's Interagency Coordinating Council, education research, DIPLOMA Act, and federal programs that support infants, toddlers, children, and youth with disabilities and their families, among others.**

National-Level Policy Advocacy for Full-Service Community Schools

The Coalition for Community Schools worked alongside its **200+ national partners to advocate for Full-Service Community Schools Expansion Act in the 118th Congress.**

Select State-Level Policy Advocacy

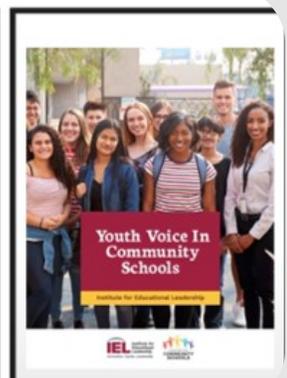
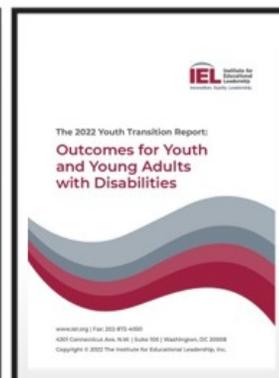
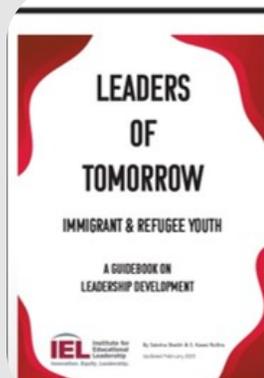
On May 1st, 2023, members of the Community Schools Coalition Team supported the **Maine Coalition for Community Schools** as they testified in favor of An Act to Promote the Community Schools Program (ME L.D. 1527) before the state legislature.

On May 16th, 2023, IEL staff attended the **Spring Convening of the New Jersey Community Schools State Coalition** along with other important state partners advancing the strategy.

B. Publications

In FY23, IEL published three publications to inform diverse practices:

- Youth Voice in Community Schools
- 2022 Youth Transition Report
- Leaders Of Tomorrow Immigrant and Refugee Youth Guidebook (2023 Version).



Key Performance Indicators (Cont'd)

C. Knowledge Gained and Applications

About **800** program/project participants gave feedback on their experience and professional development. **Almost all (98%)** of them gained new knowledge and skills that they can directly apply to their personal and professional development.

Youth gained new awareness, knowledge, and skills regarding leadership, career pathways, local opportunities, and connections to their families, schools, and communities.

Adult participants gained a deep understanding of Community Schools and family engagement, networking opportunities for better local and national collaborations, and tools that they will use to support their strategic planning and decision-making.

"Outside of this program, I am a leader in Cheerleading and JROTC. This program has taught me to be more communicative among peers and reach out for help outside those programs."

---- Youth Education Policy Fellowship Program Participant

"Some of the most valuable professional learning I have participated in. I recommend it to all instructional leaders for its versatility in the tools. You can even modify or create your own."

---- Collaborative Leadership Micro-Credential Program Participant

"As a program manager for education equity, much of the knowledge gained from EPFP has benefited me daily. This experience has helped me lead my work with school districts across the state."

---- 2022-23 Georgia EPFP Graduate

IEL STAFF & BOARD ARE MAJORITY BIPOC

Racial/Ethnic Composition of Staff

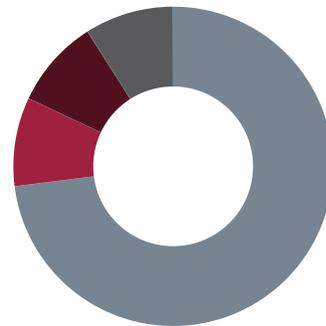


- African American/Black (43%)
- Hispanic/Latino/Latinx (7%)
- Multiracial (7%)
- White (32%)
- Asian (11%)

About 70%

IEL staff are BIPOC

Racial/Ethnic Composition of Board



- African American/Black (73%)
- Hispanic/Latino/Latinx (9%)
- Multiracial (9%)
- White (9%)

3 in 4

IEL staff self-identified as female

Two-Thirds

IEL board members are African American

Looking Forward to FY24

In FY23, IEL engaged in a collaborative process to develop a **new strategic plan**. The plan will guide IEL's efforts entering its **60th anniversary** year (2024) onwards.



IEL's **new vision** is an equitable society in which shared leadership effectively uses all available resources for the betterment of their communities.



IEL offers several tiers of services and supports: **National Networks; Leadership Programs; Place-Based Guidance and Coaching; and Cross-Organizational learning.**



IEL's **new mission** is to develop and connect adult and youth leaders who strengthen communities and education systems in pursuit of equity.

