



We Change Systems Through People

IEL FY24 IMPACT

Prepared by Institute for Educational Leadership
August 2024

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“Our team had the opportunity to attend the 2024 National Community Schools and Family Engagement Conference [#CSxFE](#) in Atlanta! Atlanta welcomed us with open arms, setting the stage for an immersive and enlightening experience! From engaging sessions to thought provoking keynote speakers, every moment was a testament to the power of community engagement in education. It was beyond amazing to connect with like-minded people from all over the country & to share ideas, our passion and success stories. Big thank you to all the organizers, speakers & fellow attendees!”



IEL 2024 National Community Schools and Family Engagement Conference Attendee

Acknowledgement



“

When considering equity and equality, it is often we encounter what could be termed "lazy philanthropy" or "lazy service," where well-intentioned efforts end up causing more harm than good. It's crucial to approach program design with a focus on true equity. This involves deep community engagement and thoughtful planning. IEL embeds community-first principles into our work and continually consider how our actions impact those we aim to help. It's essential to strive for solutions that truly address the community's needs without inadvertently perpetuating inequality.

Eddie Koen
President, IEL

This report was produced by the Institute for Educational Leadership, Inc. (IEL) to evaluate our performance across programs and activities and to quantify the value-add to our various network partners. This report features quantitative and qualitative surveys and focus group data analysis from select program and activity participants and network partners. This data and analysis will assist in identifying future priorities that are in alignment with IEL's strategic goals. We thank the IEL staff for their contribution of data to the report. Dr. Emily Cheng, Senior Data Analyst, authored the report.

“Love in action” is how we show up for the communities we work alongside. That means listening to our partners and colleagues and adapting our practices based on what we learn together and what works best. We are movement builders. Everything we do serves to lift up underserved leaders and equip them with the knowledge, skills, and abilities to transform their communities through education with collaborative, equity-driven solutions. By cultivating strong capacity across all levels, we help local leaders drive meaningful change for communities, families, and children.

Our vision is to have an equitable society in which shared leadership effectively uses all available resources for the betterment of their communities.

Our mission is to develop and connect adults and youth leaders who strengthen communities and education systems in pursuit of equity. **Our big idea** is when systems are stronger and leadership is shared, community members are able to advocate for their aspirations, and young people thrive.

FY24 Key Strategic Data Highlights

IEL's New Strategic Plan

IEL initiated the new strategic plan in Fiscal Year 2024 to drive more community impact by:

- Radically investing in E-learning
- Scale up fee-for-service expansion and partnerships
- Developing membership models for existing work

Based on the new strategic plan, IEL organizes the existing services into four tiers: networks, customized programs & convenings, membership, and place-based contracts.



Network

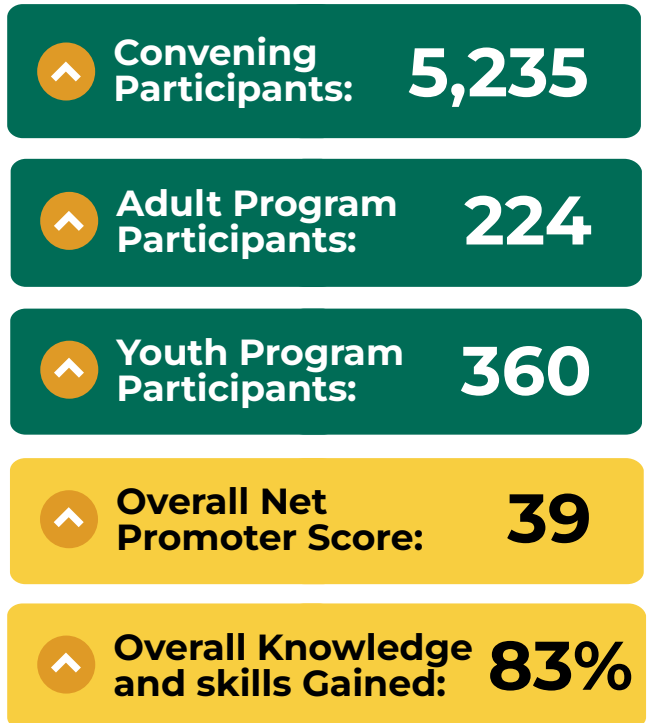
IEL kept its efforts in collaborating and mobilizing all the existing networks in FY24.



- 8%** | More members joined IEL's networks in FY24.
- 10** | Active CCS and FCE networks in FY24.
- 17%** | IEL network members attended the CSXFE conference in FY24.

Customized Programs & Convenings

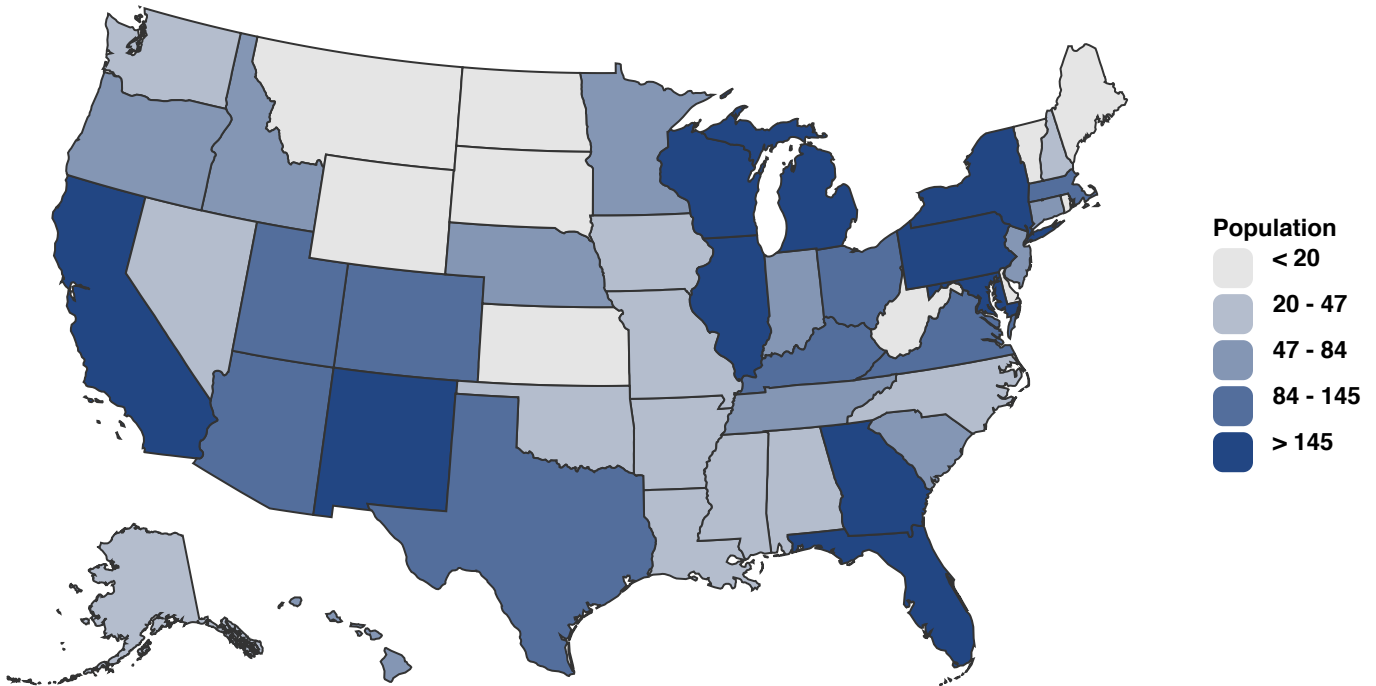
IEL developed and co-designed various programming to engage, support, and mobilize leaders at all levels. In FY24, IEL hosted **6** national and regional convenings and implemented **5** capacity-building programs.



Key Performance Indicators (KPIs)

I. Network

Across IEL’s network, we serve **280+ districts** and **8,300+ schools**, which cover **over 5 million students**. IEL collects information from our program and convening participants to better understand the reach and expansion of programming. A **total of 5,612 participants** who shared their location with us. California had the most representation, with a **total of 954 participants** who participated in either an IEL program or one of the convenings.



Active IEL Networks in FY24

As one of the tiers of services IEL has promoted since FY24, IEL has paid more attention to network members' experience and the quality of the meetings, sessions, and capacity-building opportunities.

 **29**

Network meetings, sessions, and webinars were provided in FY24.

 **90%**

Satisfied with the network meetings, sessions, and capacity-building opportunities provided through all IEL networks.

Active Network in FY24
Community Schools Leadership Network
Community Schools Coordinators Network
District Leaders Network
EPFP Alumni
Research Practice Network
RAMP Network
State Coalitions Network
United Way Learning Community
University-Assisted Community Schools

II. Customized Programs

In FY24, IEL continued its capacity-building programs for both youth and adults. The Ready to Achieve Mentoring Program (RAMP) was implemented in **11 sites** and served **340 at-risk youth**. Meanwhile, it incorporated new program elements: a summer program and a youth transition data dashboard, both of which will be launched in the first quarter of FY25.

In addition to RAMP, **Georgia** implemented another IEL program, Leaders of Tomorrow program, which was designed to serve immigrant and refugee youth. In FY24, Georgia provided leadership training to **20 youth participants**.

FY24 marked the 60th anniversary of IEL's founding leadership development program, the Education Policy Fellowship Program (EPFP). The 2023-24 class from across **8 states and DC** graduates **171 Fellows**. Although EPFP will continue as a vehicle for education capacity building, IEL will be integrating it into a suite of policy/advocacy services Everyone: An Advocate.



In addition to these long-lasting programs, IEL also promoted its micro-credential programs. One is the collaborative leadership training that offered school principals opportunities to reflect and build their leadership capacities to be more effective and efficient leaders of equity. In FY24, **38 participants in New Mexico** completed the program with increased knowledge and skills they can directly apply to their work. Another pilot is the micro-credential program (Leadership of Tomorrow [LOT]) for those who are serving or interested in serving immigrant and refugee youth. In FY24, **15 youth-serving professionals from 11 states** completed their first online LOT micro-credential program.

IEL Large Scale Convenings

IEL has hosted **6** national and regional conferences/convenings throughout FY24, which provided networking, listening and learning, and capacity-building opportunities to **5,235** attendees from 50 U.S. states and regions and **6** international regions.

Among all conference attendees, about **65%** had more than **3** years of experience in Community Schools and family engagement work, and about **20%** were Community Schools Coordinators. On average, **81%** gained new knowledge and skills from all the learning opportunities offered through the convenings that they could apply to their work.



"I like that there were more different stories and experiences from the different Community Schools. I also like the positive energy and passion from all the speakers and panelists in this conference."

IEL 2024 Regional Convening Attendee



The overall Net Promoter Score of IEL's convenings was **36** in FY24, which indicates that most of the attendees were satisfied with the quality of the convenings and that they would likely bring their friends, colleagues, and peers to the convenings again.

III. Quality of Programs and Convenings

IEL increased its subscribed network members from **51,276 in FY23 to 55,544 in FY24**, which is also a **8%** growth rate. In addition to tracking the changes in the size of the connects, IEL asked all programs and convenings attendees to rate from 0 to 10 how likely they were to recommend the service to their colleagues, friends, and peers. The NPS score ranges from -100 to 100, with a positive score indicating more promoters than detractors. The overall NPS was **39** (above industry standard) in FY24.



“This was a great opportunity to connect with Community School leaders across the Midwest region. The panel and breakout sessions were inspirational and informative. Thanks!”

IEL 2024 Regional Convening Attendee

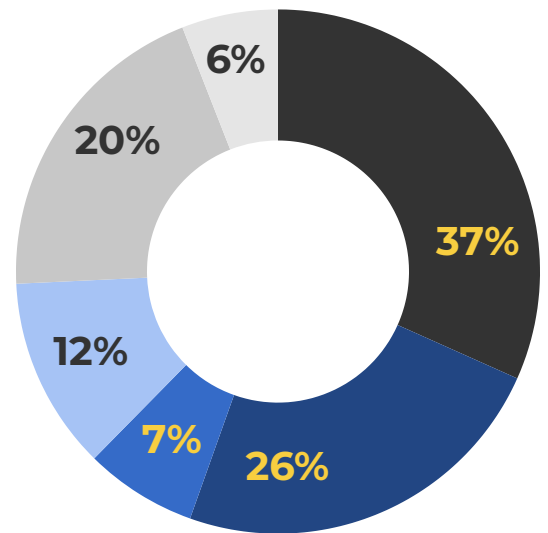


IEL's a la carte programs and convenings focus on generating networking opportunities for local leaders and partners and increasing their capacity to serve students, families, and communities. About **83%** of program participants and convening attendees indicated that IEL helped them increase the knowledge and skills they needed for their work to support students, families, and community development. Meanwhile, IEL provided networking and collaborating opportunities through various programs, technical assistance, and all levels of convenings. Program participants and convening attendees are satisfied with IEL's networking and collaboration opportunities, and **two-thirds** of them would like to consider IEL's services again.

IV. Place-Based Work

In FY24, IEL continued its place-based work via co-designing place-based capacity-building activities, including, but not limited to, coaching, networking, one-time professional development, ongoing professional development, regional convening, and strategic planning at different levels and scales. Of these place-based services, **32%** were customized coaching to local communities, and **24%** were networking activities. As for the levels of services, about **32% of the services** were provided at the state level, and **40% were at the district level**.

- Coaching
- Networking
- One time professional development
- Ongoing professional development
- Regional convening
- Strategic planning



“I believe the portions of the conference that I enjoyed will definitely help me in my work. I also had some very beneficial moments interacting with others from different parts of the country who do similar work. I connected with those individuals directly, so I am hoping that will result in an ongoing working relationship.”

IEL 2024 CSxFE Conference Attendee



V. Policy Initiatives

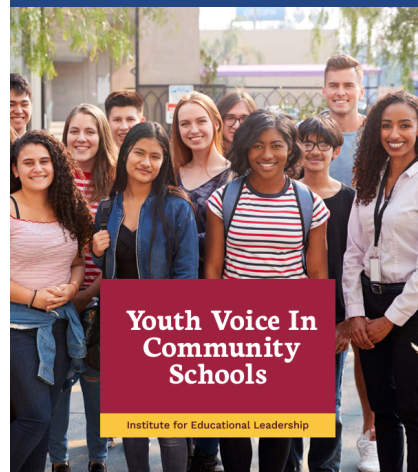
Under the guidance of our network-created 118th Congress Policy by the People Policy Agenda, IEL led several policy initiatives, including collaborating with Congresswoman Lee and Senator Brown to sponsor the **Full-Service Community Schools Expansion Act of 2023**. The Coalition for Community Schools also worked with **Senator Brown and Representative Chu** to sponsor the 7th Annual Full-Service Community Schools Coordinators Appreciation Week Resolution in the Senate and House. The Resolution was agreed to in the Senate without amendment, and by Unanimous Consent. Furthermore, IEL met with Senator Booker and Congresswoman Chu's offices to request they be the primary sponsors of the DIPLOMA Act in their respective chambers.

In partnership with the field, IEL and the Coalition worked to advocate for funding for the **Full-Service Community Schools grant program in fiscal year 2024**. The program was level-funded at **\$150 million**, a significant accomplishment in that several programs received significant budget cuts or were eliminated from the federal budget in 2024.

IEL and the Coalition for Community Schools sent letters to the leadership of the House and Senate Labor, Health and Human Services, Education, and Related Agencies Subcommittees requesting \$443 million for the 2025 fiscal year. **The House letter was signed by 236 national, state, and local organizations**, and the **Senate letter was joined by 240 organizations**, setting a record for the number of signatures for the Coalition.

VI. Publications, Press Releases, Statements, and Blog Posts

In FY24, IEL published six protocols for the Practical Guide to Advance Community School Strategies for Youth Voice and Leadership, and the 2023 Youth Transition Report. Based on the previous annual Youth Transition reports, IEL also developed an interactive dashboard tool to better understand transition-aged youth (ages 14 to 24) with and without disabilities. IEL also published the monthly federal policy update to share IEL's policy initiatives with the public.



The 2023 Youth Transition Report:
Outcomes for Youth and Young Adults with Disabilities

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VII. Digital Media

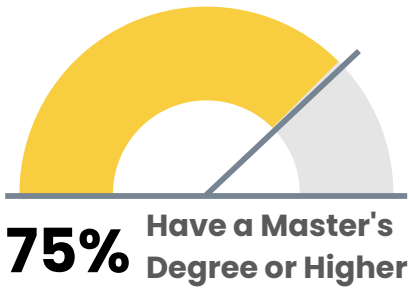
IEL collects social media analytics and other digital communications information to understand the quality of our content and growth potential of our audiences. IEL hosts 4 X accounts, 3 Facebook (Meta) accounts, a LinkedIn account, a Instagram of Coalition for Community Schools (CCS), and a YouTube account. Across all these accounts, IEL has **over 25k followers**.

IEL Staff and Board Members

IEL had 22 full-time staff and 9 board members from diverse backgrounds. About 76% of staff were female, and ~ 15% self-identified as LGBTQIA. IEL is led by an African American male leader and ~90% of the board are BIPOC. IEL promotes equity in our strategies, which is also reflected in our hiring and employment policies. In FY24, ~ 40% of IEL staff were Black or African American, 40% were White, and 10% were Hispanic or Latinx. IEL supports people with disabilities and immigrant and refugee communities; ~ 20% of IEL staff self-identified as individuals with disabilities, and ~ 20% of IEL staff self-identified as immigrants and/or refugees.

- Female Staff ✓ 76%
- BIPOC Board Members ✓ 90%
- BIPOC Staff ✓ 60%
- Staff with Disabilities ✓ 20%
- Immigrant & Refugee ✓ 20%
- Staff Self-Identified as LGBTQIA ✓ 15%

In addition to the staff's representation of cultural diversity, IEL staff also had years of experience and expertise in their professional areas. In FY24, over 75% of staff had a master's degree or higher. The diversity of the expertise was demonstrated through 8 different professional certificates that 41% of IEL staff had attained. Also, more than a quarter of IEL staff (6) have Ed.D/Ph.D.





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