

# Leading Across Boundaries



**IEL** 50  
*Years of*  
**Leading Across Boundaries**  
Institute for Educational Leadership



Today, the challenges our schools and communities face exceed the ability of any one leader, organization, or sector of society to address on its own. To be effective, leaders must learn to work across boundaries to align their assets and expertise for the benefit of all.

Since 1964, IEL has championed the need for leaders at all levels to shake off their institutional constraints and work together to address the needs of children, youth, and families.

### Every day, we see new reasons why IEL's work is crucial:

- As education, employment, and socioeconomic gaps grow, so do the problems of children, youth, and families. Minority young people, who will be the majority within six years, as well as children in poverty, remain disproportionately less likely to succeed in school and go on to college and rewarding careers.
  - Even as we learn more about the importance of out-of-school factors, the current education reform agenda largely focuses on what happens in school, neglecting the contributions that community partners can make and proven practices that can help young people succeed.
  - Our nation is deeply divided about how best to address our national education challenge. To break through divides requires working with nonpartisan, non-ideological groups that can bring leaders together to solve problems.
- IEL's programs have helped define national and state policies in education and workforce development, enabled leaders to build collaborative strategies that get results, and assisted practitioners to implement best practices, leading to better outcomes for children, youth, and families. IEL is a trusted leadership organization that improves policy and practice because it remains beholden to no constituency and is wedded to no ideology save nonpartisanship.

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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



# Three Pillars of Success

IEL accomplishes its work through three centers that address crucial pillars of success required for young people and their communities to succeed:

- **Connecting community with public education to support the learning and development of young people.** IEL's Center for Family, School, and Community is at the forefront of the nation's efforts to return schools to their crucial role as hubs of their communities. The Center helps ensure students and families have access to effective, integrated academic, youth development, and health and social services within and linked to public schools, the only viable public institution in a growing number of disadvantaged neighborhoods. IEL leads the Coalition for Community Schools, an umbrella group of more than 200 local, state, and national partners that advocate for more coordinated, efficient, and effective delivery of opportunities and supports to students before, during, and after school and on weekends. Research and evidence from the field show community schools help ensure students enter school fully prepared to learn; develop improved work habits, efforts, and attitudes toward learning; improve grades and test scores; bolster retention and graduation rates; and provide society with a strong return on investment.
- **Building more effective pathways into the workforce to help all young people transition to adulthood.** IEL's Center for Workforce Development has improved the capacity of policymakers, program administrators, and youth service professionals in the education and workforce development systems to provide comprehensive, coordinated transition services to all youth, including those with disabilities. Its work distilling research into best practices, such as the Guideposts for Success, has influenced policy and practice around successful transitions to adulthood. Through programs such as High School/High Tech and the Ready to Achieve Mentoring Program (RAMP), IEL has used research to design programs that leverage the expertise of local businesses, community organizations, and schools to create new career pathways for disabled, disengaged, and disadvantaged youth. As a result of their participation in RAMP, for example, 99% of students stayed in school, 66% improved their attendance, and 43% saw improvements in key social competencies.
- **Preparing generations of leaders to drive cooperative efforts at all levels.** IEL's Education Policy Fellowship Program (EPFP), part of the Center for Leadership and Policy, continues to provide leadership, policy, and networking experiences for a wide range of professionals in early childhood development, K-12, higher education, and policy. Since 1964, more than 8,000 alumni in 46 states have played a role 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 family members and school-level leadership expands its leadership development role deep into grassroots efforts that strengthen schools and communities.

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"Raising standards for performance and developing high quality teachers are crucial to our schools' success, but we cannot forget to address the many barriers that hamper student learning. Young people cannot do their best if they come to school hungry, in need of medical care, or lack the academic enrichment typically available to their wealthier peers."

– **Richard W. Riley**, former U.S. Secretary of Education

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"IEL is one of the few institutions that 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 P. Carnevale**, Director and Research Professor, Georgetown University Center on Education and the Workforce

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"Many of the North Carolina policymakers who are leading our education remodeling efforts have been a 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 for Public Instruction and a member of the IEL board

## We Need Your Support

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**“The Institute for Educational Leadership does a fantastic job developing, growing and supporting young leaders in the disability community. IEL has built an amazing network of emerging disability community leaders across the country. Lead on, IEL!!!”**

– **Yoshiko Dart**, International Disability Rights Advocate

IEL will continue to work to bridge longstanding divides between schools and local government, between higher education institutions and community-based organizations, between families and schools, and between work and learning. It is time to end the dysfunctional lack of connections between education and related health, social, and community development sectors, the entrenched rigidities of bureaucracies, and underdeveloped pathways into the workforce that are dead ends for too many young people.

Work with us to forge alliances and partnerships with—and among—those who share our commitment to improved outcomes for young people and families. Together, we can be a catalytic force for developing leaders and building learning and action networks that will enable us to face significant challenges of today and those yet to come.

For more information, go to our website at [www.iel.org](http://www.iel.org).



**[www.iel.org](http://www.iel.org)**

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