

IEL at 40



Passing the Test of Time



Institute for Educational Leadership



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After twenty-six years at the Institute for Educational Leadership (IEL), I agree with Harold “Doc” Howe, an IEL founder and one-time chair of its Board of Directors: “If IEL didn’t exist, it would have to be created.” Since 1964, IEL has informed, developed and supported diverse leadership and created impartial learning opportunities so people could find common ground on divisive issues.

Today, scientifically-based research confirms the wisdom of IEL’s founders, and the program choices made along the way. From the beginning, IEL was “hard-wired to connect.” The staff, then and now, understood that at the nub of any substantial change – in attitude and behavior, in organizational operation, in policy – could be found respectful relationships that crossed many boundaries and were rooted in knowledge and information.

IEL has created and shared a lot of social capital and is indebted to the many organizations that believed in our work and, fortunately, continue to do so. The list at the end of this report tells an important story: support for IEL comes from many sources. We also are indebted to the individuals, primarily “graduates” of EPFP and members of the IEL Board, who support IEL’s annual fund drive. It may seem corny, but getting support from individual sources is particularly gratifying.

The world in which IEL began has changed. In response, we have a much more targeted agenda and pursue it by working with more diverse partners and, where appropriate, by using new technologies. However, one thing has not changed at IEL. We continue to create social capital and to use it to keep the focus on improving outcomes for children and young people.

We celebrate where IEL has been and what IEL has accomplished. More importantly, however, we are paying attention to our future. We thank Jane Freundel Levey and Mark Santangelo for their research and authorship of a history of IEL, which we excerpted for this summary. Since I am fortunate to work with a well-regarded and highly creative staff, I am confident that IEL’s future will be even better than its past. In appreciation, I dedicate this 40th anniversary summary of IEL’s history to our current staff, but acknowledges the contributions made by those who came before us.



Elizabeth L. Hale
President

IEL AT 40: PASSING THE TEST OF TIME

IEL has reached its 40th year of operation with a targeted mission — to build the capacity of individuals in education and related fields to work together across policies, programs and sectors. Every project, program or initiative undertaken by IEL is designed to result in better outcomes—therefore better futures—for all children and youth. Our efforts are focused on meeting the needs of today and tomorrow and firmly anchored by strongly held beliefs that:

- All children and youth have a birthright: the opportunity and the support to grow, learn and become contributing members of our democratic society.
- Quality education is a responsibility shared by school systems, families, communities, businesses, and governments.
- Strategic alliances and partnerships are essential to achieve measurable and sustainable results for all children and youth.
- Culturally competent leaders are vital to empowering organizations to address the needs of a diverse society.
- Leadership and leadership development are critical tools to ensure that all children and youth can take advantage of their birthright.

IEL – AT THE HEART OF ACTION AND LEARNING NETWORKS

Today, the work of IEL is organized through three program areas: (1) developing and supporting leaders; (2) connecting schools, families and communities; and (3) improving the policies and systems serving children and youth. Our agenda, conducted with and through impartial, dynamic, nationwide networks of people and organizations, is focused on seven issue areas, the resolutions of which “make or break” improved outcomes for children and young people:

Leadership - Creating and disseminating new leadership knowledge and tools to promote state-of-the-art leadership development programs and practice

IEL’s flagship leadership activity, The *Education Policy Fellowship Program* (EPFP), is currently active in 10 states (Connecticut, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, North Carolina, New York, Pennsylvania, South Carolina and the District of Columbia); additional sites are on the drawing board. EPFP continues to provide local and national opportunities for current and prospective leaders to develop and refine their capacities for leadership and to increase their understanding of the policy process and how to have an impact on it. The EPFP network, including the 40th class of Fellows, includes 5838 individuals who are one of IEL’s key resources. They sponsor participants in EPFP, scan the environment, and keep us abreast of the issues and provide IEL with support when it is needed.

Working collaboratively with the U.S. Department of Education and the Council of Chief State School Officers, IEL has established the *School Leadership Learning Community*. Funded to prepare principals and assistant principals for low-performing schools, these 24 grantees include state professional associations, colleges and universities, local school districts and combinations of these groups.

A partnership with the Laboratory for Student Success (LSS) at Temple University resulted in the launching of *e-Lead*, a Web-based resource for the latest information about principal professional development, including a database of high quality programs and a leadership library. Continuing with our efforts to use technology to advantage, a second stage of IEL's *21st Century School Leadership Initiative* is focused on designing and launching an Internet gateway to successful leadership theories, policies, and practices. We intend for the resource to be the intersection of "know-how and know where."

Community Schools - Connecting and strengthening schools, families, and communities to ensure student success

IEL will continue to emphasize the importance of strengthening connections between schools, families, and communities to support student learning. We pursue this work through the *Coalition for Community Schools*. The Coalition is an IEL-staffed entity with more than 170 partners in education, youth development, health and human services, family support and community development, government, and philanthropy.

The Coalition's recent report, "*Making the Difference*," documents the positive impact of community schools on students, families, schools and communities. The report also illustrates how school, family and community connections can create the five conditions of learning that must be fulfilled for all students to succeed.

Secondary Education - Strategically bridging research, practice, and policy to advance the improvement of secondary education

Through the *Network for the Advancement of Secondary Education* (NASE), IEL is taking a comprehensive approach to the improvement of secondary education. NASE provides outreach to policymakers, practitioners, and researchers to bridge and deepen conversations among stakeholders at the national, state, and local levels. Currently, NASE consists of four projects.

The *National High School Alliance* is a partnership of over forty organizations with diverse perspectives on and approaches to secondary education improvement, including school reform, youth development, career and technical education, alternative education, community leadership, and school and district leadership. Its work focuses on collaboration to shape policy, practice, research, and public engagement that will foster high achievement, close the achievement gap, and promote civic and personal growth among all youth in our high schools and communities.

The Theme High Schools Network, a Web site database, connects high schools that operate with a curriculum and related activities that are organized around a specific subject area or set of principles; such schools are known as theme schools. A “work in progress,” the *Catalog of Research on Secondary School Reform* is an online resource that tracks and organizes current and emerging research on secondary school reform that is focused on questions of policy, implementation, and effectiveness. NASE also serves as IEL’s representative to the *Pathways to College Network*, an alliance addressing the improvement of college access and success for large numbers of under-served youth.

Community Leadership - Increasing the capacity of local leaders to improve the well being of children, youth, and families

Through the *Systems Improvement Training and Technical Assistance Project*, IEL is using its expertise in systems reform to help selected communities improve the juvenile justice and other systems of care serving their children and families. This work is conducted through comprehensive community initiatives in support of the Safe Kids/Safe Streets and Safe Start programs. The goal is to develop community-based collaborative solutions to prevent and control juvenile crime and victimization by reorganizing and reforming service delivery systems. Representatives from a cross-section of the community identify their most pressing problems, make decisions about how to tackle them, set goals, and hold themselves accountable for achieving results.

In partnership with the Center for Ethical Leadership, in Seattle, Washington, IEL is fostering leadership development in support of improved excellence and equity in teaching and learning in six diverse communities. This community change and leadership effort is a part of the *Kellogg Leadership for Community Change* initiative.

State Policy - Working with policymakers to improve the capacity of states to develop better systems in support of the education of children and young people

In partnership with the Laboratory for Student Success at Temple University, IEL is helping ensure that policy information and procedural knowledge gets in the hands of decision makers in the mid-Atlantic region. Serving the states of Delaware, Maryland, New Jersey, Pennsylvania and the District of Columbia, IEL and LSS are using policy forums as a strategy to inform policymakers, and develop strong working, cross-boundary relationships with them. Each jurisdiction's work is focused on specific needs, but most policymakers have asked for forums focused on understanding and using data to inform policy decisions, and on improving the quality of teaching.

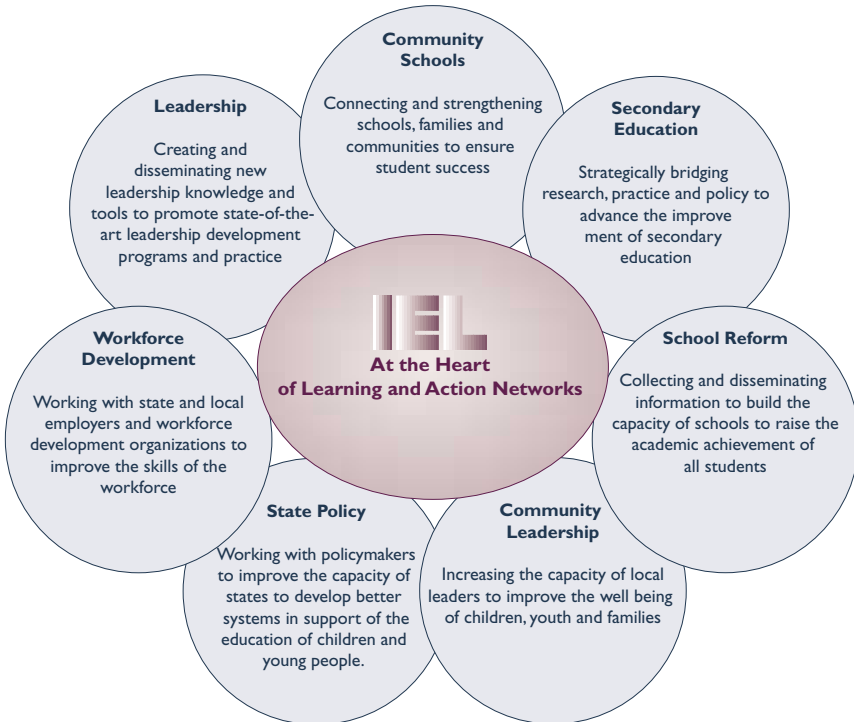
Through a partnership with the National Center for Public Policy and Higher Education, and Stanford University's Institute for Higher Education Research, IEL is helping to examine the practical governance realities involving K-16 collaboration in four states. The initiative, *Partnerships for Student Success*, is focused on helping states learn about promising reforms, and ways to connect their education systems to benefit all students.

School Reform - Collecting and disseminating information to build the capacity of schools to raise the academic achievement of all students

IEL is a partner in the *National Clearinghouse for Comprehensive School Reform* (NCCSR), a Web-based support system that provides information to help practitioners, technical assistance providers, researchers and policymakers engaged in school reform efforts. NCCSR is a repository where nearly all of the information and resources are available in electronic form. IEL brings expertise in developing and maintaining national networks of leaders and in creating partnerships that work. IEL provides technical assistance to local school districts and state departments of education across the country. We plan and convene national conferences, providing a forum for dialogue among policymakers, researchers and practitioners. IEL recently developed the *Scientifically-Based Research Workshop*, an explanatory and instructional workshop to help practitioners learn about identifying research-based solutions for school improvement – solutions that meet the new standards of the landmark federal education legislation, the No Child Left Behind Act of 2001.

Workforce Development – Working with state and local employers and workforce development organizations to improve the skills of the workforce

The *Center for Workforce Development* (the Center) strengthens ties among workers, learning institutions and the workplace to promote the kinds of learning organizations needed to increase the overall productivity of the nation's workforce. The work includes helping employer organizations establish work-based skill standards and infusing those standards into the nation's education and training system(s). The Center and eight national partners recently established the *National Collaborative on Workforce and Disability for Youth*, an initiative to improve the post-school outcomes of youth with disabilities. The work is focused on improving state and local policies and procedures for all workforce development organizations, providing evidence-based research of effective practices to improve the administration of organizations, and increasing the capacity of front-line workers to better serve all youth including those with disabilities. Direct technical assistance is provided to pilot projects in 16 communities and 15 states.



IEL Today and Tomorrow

IEL will continue to develop, nurture and support educators, policymakers and others whose daily decisions affect the outcomes for children and youth. We are using strategies that have proven successful: conducting impartial forums, introducing diverse audiences to new ideas, giving busy policymakers a place to meet and think about issues on impartial turf, and nurturing networks that cross many boundaries.

We also are incorporating 21st century strategies and technologies into our work, and entering into partnerships with diverse groups and individuals. Such strategies and partnerships make it possible for IEL to support broader and deeper alliances, coalitions and networks.

Our work is supported by a Board of Directors chaired by a team that includes both business and education expertise: John May, Partner, New Vantage Partners, LLC; and P. Michael Timpane, Co-Chair, Aspen Institute Education Program and former President, Teachers College, Columbia University. Together, the IEL staff and the Board of Directors remain committed to helping people and their organizations develop a common understanding of problems and find common ground to craft new solutions. Working through action and learning networks, IEL is making major contributions to help resolve the problems impeding better outcomes, therefore better futures, for all children and youth.

IEL – THE PAST IS PROLOGUE

by Jane Freundel Levey and Mark Santangelo

IEL's future springs proudly from its past. It was officially founded in 1971 at The George Washington University, and grew from the seeds of two programs established in the 1960s: the Washington Internships in Education and the Educational Staff Seminar. Since the beginning, IEL has served as a non-partisan catalyst for communication among and action by educators and education stakeholders and others in positions to influence outcomes for children and youth.

Long before it was fashionable, one of IEL's premier strategies was

to create strong connections—learning communities in today’s parlance—among diverse stakeholders. IEL brings people together to share and create knowledge, to learn, to problem solve, and to contribute to the policymaking process.

Our Leadership Roots - The Washington Internships in Education (today, the Education Policy Fellowship Program)

The landmark *Brown v. Board of Education* decision eliminating segregated schools and other barriers to equal education presaged a flurry of federal activity in public education. IEL grew from an impetus to help people both inside and outside government navigate the newly complex arena of federal education policymaking that marked President Lyndon B. Johnson’s administration, 1963-68.

With a grant from the Ford Foundation, the Washington Internships in Education (WIE) was established as a program at The George Washington University. The “interns,” - early and mid-career individuals, participated in an innovative year-long program that exposed them to the operations of federal activity. The first WIE director was Donald P. Mitchell, formerly executive secretary of the New England School Development Council and a faculty member of the Harvard Graduate School of Education.

WIE veered off in new directions in 1972. Michael O’Keefe, WIE’s second director and subsequently a highly regarded federal official, foundation executive, Minnesota-based state government executive, and currently, university administrator, oversaw the expansion of the Washington, D.C.-based program to state capitals. A reluctance by key state offices to take in “total strangers” when their own staffs could benefit from WIE participation prompted IEL to add a new twist to the program: the “in-service intern.” This special program feature defines the EPPF of today.

In 1975, under the leadership of Paul Schindler, WIE changed its name to the Education Policy Fellowship Program. The new name reflected a shift of focus away from Washington to the states, as well as the fact that the term “intern” did not evoke the image of a

seasoned, mid-career professional. The hallmark of Schindler's tenure was the successful expanding and strengthening of IEL's state-based education policy leadership program.

At the end of the 1981-82 fellowship year, the nationally recruited, Washington-based program was phased out, and all EPFP sites became in-service programs. WIE and IEL led the way in the education world by brokering internships and professional connections for a generation of emerging leaders from across the country. It was IEL's first program and continues as its most enduring and far-reaching initiative—the “bloodline of the last 40 years,” according to Mike Usdan, former President, IEL. One of EPFP's most important accomplishments has been to reach out to those “who weren't historically in the mix (women and minorities), and prepare them to sit at the policy table,” noted current IEL President, Betty Hale, who was a WIE intern and directed EPFP until 2000.

Our Policy Roots - The Educational Staff Seminar

In 1969, a second Ford Foundation grant established the Educational Staff Seminar (ESS). Conceived and promoted by Samuel Halperin, ESS Director (and later, IEL Executive Director), ESS provided an impartial, bi-partisan environment in which national policymakers could talk freely, unencumbered by politics, and experience the day-to-day realities of public education. Domestic field trips took them to the nation's largest cities and smallest “hollers” and to Native American reservations, while international field trips enabled them to examine new developments in foreign countries.

ESS was a new kind of training program focused on helping practicing federal policymakers become more sensitive, aware, and informed *before* they acted to make or implement policy. As Director Halperin stated, “ESS stressed a type of nonpartisan community, a sharing of learning, an assured—if not always articulated—commitment to continuing the work of educational improvement begun in the '60s. [Almost] all of us were somehow dedicated to social consciousness and collective action. . . .”

Director Halperin had served as deputy assistant secretary for legislation at the U.S. Department of Health, Education and Welfare and was a key player in the passage of the landmark Elementary and Secondary Education Act in 1964. The program model he created with ESS would define what would later become the organization known as IEL — a model that would allow it to weather future political challenges and changes. The bipartisan, inclusive values that underpinned ESS continue to inform IEL today.

IEL is Born, Officially

The discussions that led to IEL's formation were carried out by Edward J. Meade, Ford Foundation Program Officer; Frank Keppel and Harold Howe, former Commissioners of Education in the Kennedy and Johnson Administrations, respectively; then-WIE Director Don Mitchell; ESS Director Samuel Halperin; and Stephen Bailey and Lawrence Cremin of the National Academy of Education. The President of The George Washington University, Lloyd Elliott, and Professors Louis Mayo and Carl Lange also took part in the discussions.

The founders of IEL considered four different operational models: advocacy, research, think tank, and neutral/impartial turf. They chose impartial turf because it ensured that IEL would have easy entree into a wide range of educational communities. As an advocate for improving the quality of education and the quality of life, IEL would not be pinned down to one partisan viewpoint.

IEL became a semi-autonomous institute of The George Washington University. An advisory board, chaired by Frank Keppel, provided support and guidance. For the next ten years, notable men and women from across the country supported IEL by serving on the advisory board. The first director, Norman Drachler, was superintendent of schools in Detroit when the Ford Foundation approached him to head IEL. He had spearheaded innovations and advocated desegregation, but, by 1971, a more conservative school board had taken control. Drachler brought a practitioner's perspective to IEL.

From the beginning, IEL invited all to convene at the table on impartial turf. Education policymakers, including legislators, budget officers, federal, state and local senior administrators, governing board members, and top bureaucrats have all been pulled into IEL discussions over the years. So have theorists, researchers, and journalists, and, of course, those who carry out education policy on the ground: teachers, program directors, principals, as well as school board members and other stakeholders. Also joining the discussions have been special interest groups, those with limited access to the education policy process, and the public in general.

The 1970s – Defining IEL and Branching Out

Even as IEL was being defined, it was growing beyond its Washington, D.C. base. The Associates Program (TAP) was created in 1972 to provide technical assistance to state-based policymakers. TAP was established with help from consultant Michael D. Usdan, then a professor at the City University of New York, and later IEL's president (1981–2001).

Usdan, recognizing that “the seat of all wisdom didn't reside in Washington,” instigated state-based seminars to provide dialogues that brought educators together with politicians, managers, and other professionals for a free exchange of ideas. The key to the program's success was an “Associate” or convener who had access to state policymakers, an ability to reach those who mattered, and the credibility to gain the trust of diverse participants. In 1981, the Education Commission of the States assumed primary responsibility for TAP and re-named the program the State Education Policy Seminars; IEL continued as a co-sponsor.

IEL harnessed the full array of its program resources to help educators make their way through the complex mandates of The Education for All Handicapped Children Act of 1975 (P.L. 94-142). This initiative, the Education for the Handicapped Policy Project, directed by Lisa Walker, a former Hill staff member involved in writing the legislation, helped to establish IEL's signature style of work: cross-program collaboration. Individuals with professional expertise

in special education participated in the EPFP and forums focused on special education were conducted as a part of TAP.

John Merrow, known today for his public television program “Learning Matters” as well as for his regular segments on “The NewsHour with Jim Lehrer,” got his start in the IEL incubator. “I arrived at IEL in mid-1974,” recalled Merrow. It was “a safe harbor in the harsh climate of Washington, D.C. . . . I’ve spent more years in school than I can easily count, but no institution taught me more about education and about the business of life than IEL and its core of marvelous human beings.”

In 1974, with IEL’s help, Merrow raised grant money and persuaded National Public Radio (NPR) that not only were a large number of NPR listeners parents of school-aged children with a stake in knowing more about education, but also that educational issues could be well reported. Merrow created a regular feature called “Options in Education,” a program funded by the National Institute of Education (NIE) and co-produced by IEL and NPR. It ran as an independent production until 1982, winning dozens of journalism and broadcasting awards as the only radio program devoted solely to education issues.

In 1976, IEL took responsibility for the Ford Foundation Fellowships in Journalism program and introduced these Fellows to IEL’s cutting-edge education policy discussions. IEL also used its network to make sure the resulting news stories were widely reprinted. With additional funding from NIE, the 1979-80 class of Fellows, for example, worked on a single question: “What makes an effective school?” The published articles received national attention.

Encouraged by the impact of its educational journalism projects, IEL tried something uncharacteristically entrepreneurial in 1981. With support from the Carnegie Corporation of New York, IEL launched *Education Times*, a national weekly covering federal education policy; it was a fleeting success. Just three months later, another publication made its debut: *Education Week*. IEL quietly ceded the field.

IEL’s Family Impact Seminar (FIS) grew out of the Carter Administration’s interest in helping the beleaguered American family. Directed by Sidney Johnson, formerly a staff director of the Senate

Subcommittee on Children and Youth, FIS brought together policymakers and experts to assess the impact of public policies on family-related issues (child abuse, divorce, juvenile crime, health care funding, qualifications for public assistance, etc.). FIS issued “family impact statements” and recommendations for improvement and presented them to legislators, policymakers, and the public. FIS, with its focus on families, took IEL in a direction that endures today.

During the 1970s, IEL lived in interesting times and responded with important new approaches. Numerous projects and collaborations were initiated that took the organization beyond the role of impartial convener and into a more activist posture and into state capitals.

IEL Going It Alone

As a program of The George Washington University, IEL conformed to the university’s priorities as an academic community, but maintained its own independent funding. From the beginning, however, there was tension between IEL’s action orientation and the university’s emphasis on reflection. GWU was IEL’s institutional home until July 1981 when, in response to irreconcilable differences and confidence in its future as a consciously non-academic institution, IEL became an independent, non-profit organization with its own governing board of directors. However, GWU remains one of IEL’s partners.

The 1980s – Leading in Different Ways and In New Directions

Shortly after Ronald Reagan’s victory in the 1980 presidential election, Michael D. Usdan, no stranger to IEL or to the policymaking world, succeeded Sam Halperin as president of IEL. Usdan, a former teacher, had served on the staff of former Harvard University President James B. Conant, who was then working on *The Education of American Teachers*. “It was a marvelous two years,” Usdan recalled, during which he enjoyed access to high-level discussions as he “carried Conant’s bags” around the country. Usdan also served as a university professor and, between 1974 and 1981, served first as president of the Merrill Palmer Institute in Detroit and then as Commissioner of Higher Education for the State of Connecticut under Governor Ella Grasso.

The Reagan victory proved a major turning point for IEL. In the ensuing “Revolution,” IEL lost major federal funding and with it programs such as ESS. IEL had close ties to the federal government and laudable bi-partisan credibility, recalled Floretta McKenzie, Founder and Chairwoman, The McKenzie Group, Inc., and IEL Board member. “It did a lot of training for congressional staff but was clearly identified as Democratic leaning. Mike did a fantastic job of pulling IEL from the brink of disaster with the change to Republican leadership, putting it on a track where people looked at it as being more objective than partisan.”

From the beginning, Usdan deliberately involved people who represented many different points across the ideological spectrum. The key challenge facing Usdan was financial, and times were hard. He turned to the business community, where he found not only financial support, but also important programmatic inspiration.

In 1981, IEL published *Let's Not Reinvent the Wheel*, which examined successful business-education collaborations, and followed it with 15 more occasional papers on business-education relationships. One of Usdan's first important moves was to invite Harold “Doc” Howe to chair IEL's Board of Directors. Howe, U.S. Commissioner of Education in the Johnson Administration, was an ardent advocate of school desegregation. He served as Chair until 1987 and was a friend of IEL until his death in 2002.

IEL's appeal to business got a boost in 1983 when the National Commission on Excellence in Education, an 18-member group of civic, education, and business leaders assembled by the U.S. Secretary of Education, Terrel H. Bell, published *A Nation at Risk*. The report galvanized activists in the fledgling school reform movement and attracted the attention of business leaders. In the 1980s, the balance of supporters of IEL programs shifted toward philanthropic and especially corporate foundations.

By continuing to work on cutting-edge issues, IEL built visibility that helped attract support. In 1985 the American Can Company Foundation funded a national study of local school boards, a report that quickly became one of IEL's best known and most discussed

works. In 1986, IEL published *School Boards: Strengthening Grass Roots Leadership* and followed it the next year with The School Board Effectiveness Program, a self-assessment process for school boards. A second publication, *Governing Public Schools: New Times, New Requirements*, elaborated on the issues and attracted attention for its assertion that school boards tended to micromanage district affairs.

Jacqueline Danzberger directed IEL's school governance work. Following her death in 2000, IEL, in cooperation with the National School Boards Association (NSBA) established the Jacqueline P. Danzberger Memorial Lecture, which is given by a prominent leader on educational issues at the annual meeting of NSBA.

IEL scored a major triumph when the American Can Company CEO, William Woodside, succeeded Doc Howe as Chair of the IEL Board. (After Woodside retired in 1988, American Can was renamed Primerica.) "He was a remarkably multi-faceted man who was deeply committed to issues of equity and children's concerns, as well as education," said Usdan. As Chair of IEL's Board from 1987 until 1993, Woodside presided over dramatic growth in modest but influential corporate gifts. He legitimized IEL to the business community and remained a stalwart IEL supporter until his death in 2000.

James Renier, the retired CEO of the Honeywell Corporation, succeeded Woodside as the Board Chair in 1994. A widower with five young children, he brought a personal perspective to education issues and a highly pragmatic approach to problem solving. Renier was passionately concerned about the prospects of children born to teenage mothers and about young children who "flunk kindergarten because they aren't prepared for school." He said, "I believe very, very strongly in just three things: prevention in the first place, collaboration to solve problems when they can't be prevented, and a heavy dose of common sense, which is terribly lacking today." Renier supported IEL's pragmatic approach, with its emphasis on convening and building bridges, and served as Board Chair through 2001.

In 1989, an IEL publication, *Who Runs Our Schools: The Changing Face of Educational Leadership*, issued a call to broaden the pool of school leaders. In this slim volume, author George Kaplan, a

career diplomat, official of the U.S. Office of Education, and director of IEL's Washington Policy Seminar, examined the forces that control public education. He noted that the potential pool of future school leaders—especially superintendents—was extremely limited and that leadership was not necessarily an innate quality and could be learned. He also noted that leaders in other sectors often crossed professional lines with great success.

The book spurred discussion throughout the profession and resulted in the creation of *Superintendents Prepared*, a training initiative that operated from 1992 through 1997. As with most IEL initiatives, partners were called in: The Joint Center for Political and Economic Studies and The McKenzie Group, Inc. Barbara McCloud, now a Senior Associate at IEL, directed the program. Participants spent a year increasing their knowledge base, improving their management skills and their awareness of the central issues facing urban school superintendents. *Superintendents Prepared* broadened and diversified the potential pool of urban school superintendents and was selected in 2001 as the program model that could help increase the number of minority and female school superintendents in Alabama.

Simultaneously, IEL was working on another national leadership initiative, the Leadership for Educational Administration Development (LEAD) Program. LEAD, a federal initiative, established a school leadership center in the 50 states and in six trust territories. IEL, working in partnership with the U.S. Department of Education, ran the LEAD Network and helped to create and support a network among the program directors.

Through the lean years of the 1980s, IEL's visibility was enhanced by the work of Harold "Bud" Hodgkinson, former Director, National Institute of Education, and considered by many the leading education demographer in the nation. Bud came to IEL in 1982, created the Center for Demographic Policy, and published a series of demographic studies of many states and population groups. All of Bud's studies were designed to help policymakers make informed long-term plans.

In 1985, IEL published Hodgkinson's *All One System: Demographics of Education, Kindergarten through Graduate School*,

which argued that a single system of education underpinned all of American education, making graduate schools dependent in part on the quality of kindergartens and everything in between. Bud called for viewing the system “from the perspective of the people who move through it” and asserted that changes in the composition of the student group would change the system.

Hodgkinson trained his larger vision on human services with the publication of *The Same Client: The Demographics of Education and Service Delivery Systems* (1989). In this study he pointed out that a wide range of government services in support of children and youth came from a number of separate agencies and that all agencies would be more effective if they worked together. “All of these agencies serve the same children and families as clients. It is painfully clear that a hungry, sick or homeless child is by definition a poor learner, yet schools usually have no linkage to health or housing organizations outside those run by the schools themselves.”

Bud’s messages appealed to business and political leaders as well as to education professionals. His studies continue to help provide the intellectual underpinnings of IEL’s work.

The 1990s - Seeing and Acting On a Bigger Picture

As the 1990s dawned, IEL’s programs and initiatives were increasingly built on pragmatic approaches to the welfare of children and youth and their families. It had become evident that schools addressed far more than education needs and that they needed to collaborate with other agencies and the community in order to meet the students’ needs.

IEL organized the *Policy Exchange* in 1991 to connect leaders and ideas throughout government to make policies and programs for children and families more effective. Taking a page from the “same client argument,” IEL brought all policy players to the table as equal partners—not just in education and training, but also in related fields of health, social services, welfare, juvenile justice, and housing. Margaret C. Dunkle, a policy analyst with deep roots in women’s equity and

civil rights issues, was the director. IEL remains engaged today in conversations with national policymakers and practitioners through regularly scheduled policy forums conducted at the Library of Congress and co-sponsored with the American Educational Research Association.

The *Collaborative Leadership Development Program* (CLDP), also founded on the “same client” concept, led IEL to work in selected communities to help build collaborative networks among local leaders and their organizations. In 1994, CLDP detailed its strategies and successes in a report titled *Creating and Nurturing Collaboration in Communities*. Simultaneously, IEL initiated *The Collaborative Leaders Program*, a four-state effort focused on preparing emerging leaders skilled in the art and the science of collaboration.

IEL helped create the Education and Human Services Consortium (the Consortium) in the late 1980s. The Consortium, a group of 20 plus like-minded organizations, promoted the need to improve children’s services through better-focused interagency collaborations at the state and local levels. The Consortium issued several reports encouraging education and human services collaboration including *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*, co-authored by Atelia Melaville of the William T. Grant Foundation Commission and IEL’s Martin Blank.

What it Takes became a platform for more IEL work on the issue of interagency collaboration. Blank chaired the School-Linked Integrated Services Study Group, organized by the U.S. Departments of Education and Health and Human Services, to provide case studies and a guide to integrating services. The groups’ work culminated in 1993 with the publication of *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*, a publication that was well received and is still in use today. It was followed by the *Together We Can Initiative*, which produced the “Toolbox for Community Collaboration,” a resource that included a carefully field-tested instrument to help communities gauge the “wellness” of their collaborative efforts and to guide them to solutions to ongoing problems.

IEL's effort to connect schools with other agencies and the community was a stimulus for the development of the *Coalition for Community Schools* in 1997, with Marty Blank as the staff director. The Coalition, an alliance of more than 170 organizations, is the centerpiece of IEL's efforts to strengthen connections between schools, families and communities. The Coalition promotes the positioning of schools as centers of communities in which children, youth, and families have access to the array of supports and opportunities that improve student learning, strengthen families, and build community.

IEL's growing commitment to the educational concerns of the business community prompted the development of the *Center for Workforce Development* (the Center) in 1991. The Director, Joan Wills, came from the National Center on Education and the Economy and brought more than a decade of direct experience in workforce issues. The Center is an active participant in the national debate on preparing young people for the workplace. It concentrates on connecting the worlds of education and training, as well as schools and employers.

IEL targeted its work on education and schools in the late 1990s. It teamed up with The George Washington University and the Council for Basic Education to establish the National Clearinghouse for Comprehensive School Reform (NCCSR). The NCCSR, dedicated to the proposition that good schools need good information, is a Web-based support system for collecting and disseminating information "that builds the capacity of schools to raise the academic achievement of all students." It is a repository where nearly all of the information and resources are available in electronic form.

The following year, IEL tackled the crisis in public education leadership by establishing the *School Leadership for the 21st Century Initiative*, designed to educate policymakers and opinion leaders on the magnitude of impending educational leadership challenges. It operated through four task forces comprised of representatives from a diverse cross-section of government, education, business, and other leadership organizations. These task forces probed and suggested ways to improve leadership at state and district levels, and by principals and leaders.

By the end of 2001, the Initiative had issued a series of five *Leadership for Student Learning* reports. The reports focused on reinventing the principalship, redefining the teacher as leader, restructuring school district leadership, and recognizing the state's role in public education. The final report in the series focused on the difference in urban school leadership. Thousands of copies of the reports were disseminated - in hard copy and via the Web - and are continuing to help raise public and professional awareness and to frame the ongoing debate.

IEL IN THE NEW MILLENNIUM AND BEYOND

IEL entered the new millennium with strong programs and an understanding that it was time to focus on strengthening the management and staffing of the organization. An institutional development grant paved the way for IEL to upgrade its technological infrastructure, to diversify its staff, and to explore new partnerships, alliances and coalitions. Addressing these issues helped to position IEL for the future.

IEL is able to identify problems and issues and move quickly to engage disparate individuals and organizations at the state, local, and national levels. More importantly, we can get people and their organizations to work together to develop and implement effective solutions. We have nurtured networks of individuals at all levels whose efforts influence both the shaping and the implementing of policy and practice. Those in IEL's networks work in both the public and the private sectors and in all of the policy settings that address outcomes for children and youth. We will continue to use this vital strategy.

We remain a proven and trusted ally of people, states, and localities trying to solve collectively the problems facing their children and their communities. IEL's impartiality and broad constituency enable us to help people and organizations search for solutions across policy and program boundaries.

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