

## Application and Selection

EPFP invites you to apply if you have:

- a commitment to personal and professional development on behalf of children and youth;
- a track record for making things happen—inside and across agencies/organizations
- substantive work experiences;
- a bachelor's degree or equivalent;
- a full-time professional position;
- the endorsement and financial support of your employing organization.

EPFP requires participation in on-site activities that are often, but not always, held during and/or at the conclusion of the normal work day. In addition, Fellows are expected to attend the two national conferences. Please consider these extra demands on your time in light of your current professional and personal commitments. If you cannot participate fully in EPFP, please do not apply to be a Fellow at this time.

To Apply:

Download an application online at :  
<http://www.iel.org/epfp/program/>

-OR-

Contact your Site Coordinator  
(see the inside of this brochure for details)

-OR-

Contact EPFP National:

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## Institute for Educational Leadership

### *Vision*

IEL envisions a society that effectively uses its resources to achieve better results for **all** children and youth.

### *Mission*

IEL's mission is to build the capacity of individuals and institutions in education and related fields to work together across the boundaries of policies, programs, governmental units, and sectors.

### *Guiding Beliefs*

- 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 make the most of their birthright.

### *Goals*

- To build and support a cadre of diverse leaders who can achieve better results for children and youth.
- To strengthen the capacity of education and related systems to serve children and youth.
- To inform the development and implementation of policies to improve the lives of children and youth.



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## Ohio Education Policy Fellowship Program

**“developing effective leaders to  
serve in the contemporary policy  
environment”**



Cleveland State University  
*engaged learning*



**Preparing Leaders Since 1964...**

## The Fellows

EPFP is a 10-month professional development program for emerging leaders in education and related fields sponsored by the Institute for Educational Leadership (IEL) in Washington, DC. EPFP's mission is to develop strategic, executive leaders in public and private organizations who have the capacity to create and implement sound public policy to improve outcomes for children and young people.

Participants in EPFP hold full-time positions in diverse organizations at the local, state, and national levels. Fellows are supported by their employing agencies, which pay their program tuition. Fellows remain in their full-time positions and use their work environments as the context for examining important leadership and policy issues in their states and at the national level. In 2008-2009, EPFP will operate at 20 sites in the United States with a national program component provided by IEL.

EPFP brings Fellows and ideas together through a variety of onsite learning activities (seminars and guest lectures, site visits, and individual and group projects) and through electronic networking and information sharing. In addition, IEL conducts two national conferences for Fellows from all the sites. The Leadership Forum (LF) heightens Fellows' understanding of leadership challenges and of themselves as leaders. The Washington Policy Seminar (WPS) increases Fellows' knowledge of national policy issues and processes and gives them a chance to explore the impact of national policies on their work.

Participation in EPFP yields tangible results. The program's complementary dimensions of work/learning, state/national, and actual/virtual activities provide Fellows with a unique professional development laboratory for applying new insights and for practicing new skills. Fellows have many opportunities to:

- develop a broader and deeper understanding of the policy process;
- hone their communications and decision-making skills;
- refine their potential for leadership; and
- expand their network of professional colleagues.

Through EPFP, employers are rewarded with better informed and more skillful employees. In addition, the critical mass of EPFP graduates in almost every state constitutes a strong network for reform.

## The Program

EPFP was created in 1964 with funding from the Ford Foundation in anticipation of the explosive growth of the federal role in education under the 1965 Elementary and Secondary Education Act (ESEA) and related Great Society legislation. The transformed federal role in education generated a need for education professionals in the states who understood the content of federal legislation, the policy process, and the complex changes state systems were undergoing as a result. The present-day challenges posed by the No Child Left Behind (NCLB) Act and the press for both universal student success and accountability in education add even greater urgency to the development of sophisticated, broad-minded, and well-networked education leaders.

EPFP is defined by local flexibility within a coherent national structure. Three program strands – leadership, public policy, and professional networking – organize the learning in EPFP. This arrangement enables Fellows to use their work settings as the context for examining leadership and policy issues important to them and to their organizations. 2008-2009 EPFP site locations are in Arizona, California, Connecticut, Georgia, Indiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New England (Maine, New Hampshire, Rhode Island, and Vermont), New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Virginia, and Washington, DC.

Under the leadership strand, Fellows develop familiarity with leadership theory and concepts, build awareness of themselves and their potential as leaders, and learn from face-to-face interaction with proven leaders. The policy strand engages Fellows in learning about specific policy issues, about the process through which policy is made and implemented, about the various participants in the policymaking process, and about the practices skilled leaders use to function successfully in the policy environment. The professional networking strand implements the belief that relationships are at the heart of good leadership and organizational success.

IEL provides overall management and direction to EPFP nationwide. IEL sponsors the Leadership Forum (LF) in December and the Washington Policy Seminar (WPS) in April — annual plenary conferences that bring a national focus to Fellows' experiences at the program sites. IEL's special relationship with leaders of all kinds – academicians, elected and appointed public officials, business trainers, and staffers working for Congress, agencies, and associations – brings a world of policy experience and expertise to EPFP Fellows each year.

Over 6,400 EPFP alumni now work and lead in all sectors of American life: K-12 and higher education organizations; local, state, and federal government agencies; public policy groups, foundations, and nonprofits; and corporations. This extensive alumni network offers current Fellows and graduates rich access to professional information, expertise, and career growth.

The Ohio EPFP site will begin in September 2008 as a collaboration between the Center for Educational Leadership at Cleveland State University and Lake County Educational Service Center.

## State Site Contacts

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