

Application and Selection

Connecticut 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 full-time leadership position;
- a desire to extend your leadership capacity and skill to enrich your work and that of your organization or school district;
- the endorsement and support of your employing organization.

Connecticut EPFP requires participation in six in-state activities that are held at the conclusion of the normal work day. In addition, Fellows are expected to attend the two national conferences; one sponsored by ACES and the other by IEL. Please consider these extra demands on your time in light of your current professional and personal commitments. Full participation in all Connecticut and national activities is expected of all Fellows. The employing organization will cover EPFP tuition costs, as well as the cost of travel to the two national conferences.

To Apply:

Contact the CT EPFP Coordinators.

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**“Developing effective leaders
to serve throughout
Connecticut and the nation”**

Institute for Educational Leadership

Vision

IEL envisions a society that uses all of its resources effectively to provide an equal opportunity for all children and youth to learn, develop and become contributing citizens of our democracy. This demands leaders with the ability to tear down barriers and unite diverse stakeholders.

Mission

IEL's mission is to build the capacity of individuals, organizations, systems and communities to work together to prepare all children and youth for post-secondary education, careers, and citizenship.

Core principles guiding IEL's work:

- Leadership development and professional development are necessary to prepare people with knowledge, skills and abilities to help children and youth succeed.
- Culturally competent leaders are vital to empowering organizations to address the needs of a diverse society.
- Quality education is a responsibility shared by school systems, families, communities, businesses and governments.
- The results we seek for our children and youth must guide our work with them.
- Strategic alliances and partnerships are essential to achieving measurable and sustainable outcomes.



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Connecticut Education Policy Fellowship Program



**“Preparing leaders to
understand and develop
educational policy in service of
continuous improvement of
the environments in which they
work.”**

Sponsored By:

aces
area cooperative educational services

205 Skiff Street
Hamden, Connecticut 06517

The Connecticut Fellows

Connecticut EPFP is a 10-month professional development program for leaders in education and related fields sponsored by the Institute for Educational Leadership (IEL) in Washington, DC. Connecticut 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 the Connecticut EPFP hold full-time positions in diverse organizations at the local, state, and national levels. 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 total, EPFP operates at 13 sites through-out the United States with a national program component provided by IEL.

Connecticut EPFP brings Fellows and ideas together through a variety of onsite learning activities (seminars, guest lectures, and book studies) and through electronic networking and information sharing. Fellows participate in projects related to the program focus on the nexus of policy and educational leadership. Dialogues and completed projects are guided by the goal of having an applied impact for the betterment of educational opportunities for our state's children and youth. In addition, Fellows participate in a national conference, the IEL Washington Policy Seminar (WPS), which serves to increase 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 Connecticut 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.

Locally and nationally, 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 National Program

EPFP was created in 1964 with funding from the Ford Foundation as a response to the explosive growth of the federal role in education under the new 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 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. EPFP site locations are in Connecticut, Georgia, Massachusetts, Michigan, Minnesota, Missouri, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, 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 Washington Policy Seminar (WPS) annual conference that brings 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 7,000 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 Connecticut Program

The Connecticut Educational Policy Fellows Program (EPFP) provides a dynamic arena in which to develop policy leadership talent in Connecticut in service of children and youth.



Contacts

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