1975
1995

MICHIGAN EPFP

Celebrating Twenty Years of Success

Introduction

This year marks the twentieth anniversary of the Michigan Education Policy Fellowship Program. Back in 1975—when William Milliken was Governor, Gerald Ford was President, Watergate led people to question the integrity of government leaders, and U.S. troops were pulling out of Vietnam—Michigan showed its commitment to quality education by establishing a new program dedicated to cultivating the skills of young leaders and strengthening the education policymaking process. Under the leadership of Matthew Prophet and Carl Candoli, educators and non-educators alike joined together to formally discuss education policy, learn how it was created, and hone their leadership skills. Since that first year, 435 fellows from more than 100 sponsoring organizations have passed through Michigan's fellowship program and a variety of others have contributed to it in some unique fashion. This publication is a way of helping those individuals commemorate the establishment of EPFP and celebrate twenty years of learning and growth. The publication also provides a backdrop for thinking about the future of the program and the continuing need for effective leadership development.

The National EPFP: A Historical Perspective

The Education Policy Fellowship Program (EPFP) is rich in tradition and history. Its roots can be traced back to 1964 when an innovative year-long leadership development program was launched in Washington, D.C. The *Washington Internships in Education* (WIE) program, as it was called then, was designed to help people between the ages of 25 and 40 develop their leadership potential through a hands-on internship program. The founders of the program maintained that most leadership opportunities were found at the local level but that true leaders needed exposure to and an understanding of federal organizations as well. Thus, the WIE was established, and a unique group of people from across the country began coming to the nation's capital to broaden their leadership horizons.

Between 1964 and 1972, WIE actively recruited talented people through a nationwide competition and matched them with public or private organizations in which they could improve their leadership skills and participate in formulating education policy. During these years, the intern's salaries, moving expenses, and program-related travel were financed by the Ford Foundation as well as various offices of the U.S. Department of Education and the Fund for the Advancement of Education. In all, 123 individuals participated in the Washington-based WIE and gained valuable expertise and knowledge through the intensive training program.

In 1972, it became clear to those running the program that state experience was also critical to the development of well-rounded leaders. Therefore, the national program expanded to include two state sites—Ohio and Illinois. Initially, the state sites were to receive WIE candidates through the traditional nationwide competition and place them in appropriate organizations. An Illinois sponsor, however, raised an important question: He asked, "Why should I take one of your people when I have good people already on my staff who need training and broadening experiences?" It was this line of thinking that paved the way for an "in-service model" in which participating organizations provided their own people with leadership and learning opportunities through the WIE program.

Another important change occurred two years later. In 1974, a new director—Paul Schindler—was hired and the name of the

Current EPFP Sites

Tempe, Arizona
Los Angeles, California
Denver, Colorado
Hartford, Connecticut
Normal, Illinois
Boston, Massachusetts
Lansing, Michigan
Minneapolis, Minnesota
St. Louis, Missouri
New York, New York
Raleigh, North Carolina
Portland/Salem, Oregon
Washington, D.C.

Funding for the National Program

Over the years, many organizations have provided funds to support the EPFP. Those that have been particularly supportive of individual state sites include: The Ford Foundation, The DeWitt Wallace-Reader's Digest Fund, The Rockefeller Foundation, the W.K. Kellogg Foundation, the Ryder System Charitable Foundation, and various offices of the U.S. Department of Education. While all of the funds have helped support EPFP sites in general, some allocations have been targeted to specific groups of individuals—such as Hispanics and women—who traditionally have not had access to professional development and leadership programs.

program was officially changed to the Education Policy Fellowship Program. Schindler maintained that EPFP was a more appropriate description of the program since it had begun to focus more heavily on education policy issues and was no longer confined to the Washington, D.C. area. In addition, the age criterion was dropped and the program was modified to attract mid-level career professionals in- and outside of the education community; thus, a broader term was needed to define participants, and "fellows" seemed to make sense.

Under the new director, the program also started to lay the groundwork for additional state sites, and in 1975, Lansing, Michigan, and Boston, Massachusetts—two programs in capital cities—came on line. At that time, the Washington and Illinois sites continued to serve as host sites for national fellows, but Michigan and Massachusetts opted for in-service programs—that is, they trained fellows in their own states about state- and national-level education policymaking. This innovative in-service model soon became the norm; in fact, by 1982, the EPFP had evolved into a totally in-service training program.

Since the addition of the Michigan and Massachusetts sites in 1975, many sites have been added and deleted. Today, there are 13 EPFP sites in operation around the country. Although the goals of the program have evolved over time, the primary purpose remains the same—to provide talented people with an opportunity to develop their leadership skills and gain hands-on experience in shaping education policy at both the state and national level. Each fellow's experience involves a combination of education activities including seminars, meetings, and field trips. The goal of these activities is to excite and inform fellows and encourage them to take what they learn back to the work place and use it constructively to make thoughtful decisions.

EPFP: The Michigan Program

In the early seventies, two prominent educators with the Lansing Public Schools—Superintendent Carl Candoli and Deputy Superintendent Matthew Prophet—identified several critical needs in the area of education. First, they realized that educational institutions in Michigan could no longer afford to operate in isolation. According to Prophet, there was a significant need to start establishing linkages with other institutions, particularly because it was getting harder to distinguish where the responsibilities of schools left off and those of other institutions began. It was becoming clear, said Prophet, that a variety of institutions—not just schools—were responsible for children's education, health, safety, and well being.

"We started EPFP primarily as an avenue to assist Lansing school personnel in gaining the expertise necessary to function in urban centers, and it gradually grew into the many faceted program that it is today. I must say that it became even better than we had hoped in the beginning."

—Dr. Carl Candoli

A second pressing need was that there was a critical shortage of bright and talented individuals—particularly minorities and

Milestones 1975/1995

1975 Michigan program begins. National program shifts emphasis from internships in Washington to in-service programs in selected state sites. Carl Candoli and Matthew Prophet become Michigan coordinators.

women—who were prepared to work in *urban* school settings. This urgent need was brought home to Candoli and Prophet when they arrived in Lansing and found that there were 4,000 Hispanic students in their school district but no Spanish-speaking administrators. It also was unclear whether the state's colleges and universities were willing or prepared to develop a larger pool of qualified minority candidates.

The third problem was that educators in Michigan and across the country were too parochial in their understanding of what other educational institutions were doing to improve the quality and delivery of education. Absent a mechanism for learning about other programs, school personnel often ended up making decisions in a vacuum. They also had very little understanding of the policymaking process at the national level and. therefore, were unaware of the possible ramifications that policy changes could have on their profession.

In an effort to address these specific needs, Candoli and Prophet met with Keith Goldhammer, then Dean of the College of Education at Michigan State University (MSU), and explained the situation. The Dean agreed with the educators' assessment of the problem but was unsuccessful in persuading the University to get

The Institute for Educational Leadership: How Does it Fit In With EPFP?

Whenever EPFP is mentioned, a reference to the Institute for Educational Leadership, Inc., (IEL) is not far behind; that is because IEL is the body at the national level that is responsible for the overall administration and coordination of the program. But that is not all IEL does. Founded in 1964 as an institute at The George Washington University, this organization creates and oversees leadership programs in more than 40 states all of which are designed to help decisionmakers understand and more effectively address educational policy issues. In 1981, IEL amicably separated from GWU and incorporated as an independent 501(c)(3).

While anchored in the field of education, IEL has broadened its activities to other policy and service arenas which affect schools with increasing frequency and importance. For example, IEL's *Collaborative Leaders Program* operates at the local level in four states and is designed to help local leaders work across agencies, sectors, and disciplines to solve the problems that plague children and their families. IEL also runs the *Center for Workforce Development*, which is researching and developing a uniform system of standards that groups can use to measure skills, certify competencies, and guide program development. Another IEL component is the *Center for Demographic Policy*, which publishes information on key demographic trends that policymakers need to understand. Harold Hodgkinson at the Center has published several valuable reports about Michigan's changing demographics and the potential effects of those changes on policy. IEL also operates the *Intergovernmental/Interagency Policy Exchange*, which contributes much needed information to the education debate.

What is unique about IEL is that it does not have a single membership base. Therefore, it is particularly well positioned to bring diverse groups with different priorities together and help bridge the gap between schools and organizations in related fields. It is this brokering capacity, in particular, that sets IEL apart from other institutes.

Three leaders at IEL have been particularly instrumental in the growth and vitality of the Michigan Program: Betty Hale, Vice President & Director of Leadership Programs, Michael Usdan, President, and Sam Halperin, now Director of the American Youth Policy Forum in Washington, D.C. The IEL also benefits from several Michigan connections: It is funded, in part, by the Ford Motor Company, General Motors, and the Chrysler Corporation; two of its board members are based in Michigan; and, through its various programs, IEL works with school boards, community groups, state associations, and government agencies across the state.

1976 Initial State Policy Seminar convened in Michigan; Illinois, Minnesota, and Ohio sites participate. The seminar becomes prototype for one of EPFP's two annual national meetings.

1977 Betty Hale hired as Assistant Director, EPFP.

1978 Carl Candoli leaves Lansing School District. Matthew Prophet becomes Lansing School Superintendent. Ben Perez takes Candoli's place as Michigan coordinator.

"Another reason we created the program was because we thought it was important to develop a network of leaders that would provide a reservoir of talent for the future. As a retired military Lieutenant Colonel, I was aware that we had a very sophisticated system for training people for leadership positions. In education, however, it seemed that most leaders fell into or were placed in positions of leadership by chance rather than by design. We believed that the EPFP could change that."

—Dr. Matthew Prophet

involved with finding viable solutions. Thus, Candoli and Prophet began exploring other avenues. Ideally, they wanted to develop a program that would (1) provide promising young people with the leadership training they needed to work effectively in urban school settings, (2) provide a forum through which the education community could establish collaborative relationships with other institutions, and (3) provide an opportunity for Michigan educators to network with their peers in- and outside of the state and explore the process of formulating education policy.

Candoli's and Prophet's previous affiliations with senior officers at the Institute of Educational Leadership (IEL) in Washington, D.C., proved valuable. When discussing their concerns with Sam Halperin, then Director of IEL, he suggested that they consider becoming a state EPFP site. He explained that the networking component of the EPFP could enhance information-sharing among educators, the collaborative component could be used to open doors with other non-educational institutions, and the leadership component could be focused specifically on preparing young people for leadership positions within the Lansing School District. Candoli and Prophet liked the EPFP concept so much that they decided it would be the ideal program to address their diverse needs.

According to Candoli, the early years of the program were even more successful than he had hoped. Those outside of the process attribute that success, in large part, to the unique skills and experiences of its early leaders. For example, Candoli, who had been instrumental in forming the desegregation plan for the Chicago Public Schools, knew how important it was to create a cadre of qualified educators who were tolerant, able to deal with diversity, and willing to find strengths in all students regardless of their race or ethnic background. This sensitivity was particularly important as Lansing embarked on its own court-ordered desegregation plan in the early 1970s. Prophet, who was in the military and spent most of his career studying effective leadership styles, knew it was critical to have a formal leadership training program for educators instead of allowing them to arrive in leadership positions simply by chance. Together these two were a formidable team, and many believe it was their dedication and commitment to educational development that was responsible for the program's early success.

The Michigan EPFP site also had tremendous support from some key players, including IEL leaders Sam Halperin, Paul Schindler, Betty Hale, and Mike Usdan. John Porter, then State Superintendent of Public Instruction, was another key supporter of the program. Recognizing the importance of staff development, he began signing up Department of Education employees to participate in the EPFP and, thus, cemented the agency's commitment to sponsoring fellows.

Although the EPFP thrived in the early years under the leadership of Candoli and Prophet, it was inevitable that the two men would eventually move on. The first move came in 1978, when Candoli left the Lansing Public Schools. That year, an EPFP fellow from the 1975-76 class became the third coordinator—Argelio Ben Perez. Perez, whom Candoli himself had recruited from the City of Lansing, agreed as part of his employment with the school district to participate in the EPFP as a fellow and use his skills within the District in an administrative position:

"There are several things that make the Michigan program stand out from other EPFP sites. First, Michigan has enjoyed an incredible consistency in leadership. In most programs, leadership readiness ebbs and flows, but in Michigan, the leaders have such broad networks and strong partnerships with sponsors, that it has been able to withstand normal upheaval. Second, Michigan understood early on the business of serving a broader population. They knew that there were many agencies serving children, and that the program should likewise serve a diverse group of people. Third, the Michigan program keeps its alumni connected. If the EPFP is about building a sustained infrastructure of leadership, then Ben Perez's and Dan Schultz's alumni activities have really helped."

—Betty Hale

1979

Michigan begins recruiting fellows from broader mix of educational institutions (i.e., colleges and universities, community colleges, and education associations).

1980–81

Detroit selected as the first host site in Michigan for national forum. First off-site visits scheduled to the capitol in Lansing; magnet schools in Detroit; private schools in Windsor, Ontario; and the Institute for Social Research at the University of Michigan in Ann Arbor. Off-site visits become part of all national-level sessions.

thus, he became an early success story on how the program could identify talented young people, train them, and put them in positions of leadership. Three years later, Prophet also moved on and Dan Schultz—an EPFP alum from the 1976-77 class—joined Perez as coordinator of the Michigan program. Today, these two individuals continue to lead the program.

Of course, Perez and Schultz also brought unique strengths and talents to the program which helped it flourish and expand in scope. Like Prophet, Perez spent a great deal of time studying effective leadership styles, team building, and group dynamics. These interests translated into a heavier emphasis within EPFP on leadership development activities and spurred the administration of personality and leadership assessments, such as the Myers-Briggs Type Inventory. Perez also staunchly believed that, while the lecture model was beneficial, fellows should spend more time practicing what they learned and less time listening to others; this belief resulted in more off-site visits and interactive work sessions. In addition, Perez assumed a leading role in the development of IEL's Leadership Forum embedding these ideas in the annual national conferences.

Schultz's strengths and interests also had a profound effect on the evolution of the Michigan program. Most notably, his experience working in the Michigan Department of Education—a large, complex organization—made him cognizant of the need for collaboration among agencies. In fact, it was his extensive contacts within state government that enabled the program to move beyond traditional education-related organizations and agencies and start recruiting fellows from human services agencies, non-profits, and the private sector. His contacts with policymakers also helped the program broaden the policy issues that were discussed at EPFP seminars and expand the number and kinds of speakers selected. More recently, Schultz's professional interest in technology has translated into a greater emphasis on the role of computers and telecommunications in building communities and supporting leadership development.

Under the leadership of Perez and Schultz, the Michigan EPFP has continually evolved. The program today has a much more diverse group of fellows from a wider variety of sponsoring organizations. The focus of the program has also been expanded considerably to include not only education issues but also human service and other broader public policy concerns.

Why is EPFP Still Flourishing After All These Years

Paul Schindler, former EPFP Director: "This program would not have lasted and produced this kind of a record if it was tired. You wouldn't get 300 people to, in some cases, spend their own money to come to these meetings if it was tired. There has to be something fresh in it. Is it a brand new concept? Of course not. But it *is* important; it *must* be because you have so many people in there who are not kids. You have people who are old enough to know why they're spending their time doing this. It is not a duty to them...it's important."

Ben Perez, Michigan Coordinator: "In the Michigan program we manage to keep a core of our speakers who have been very good and thoughtful. We also attract new people with new perspectives. I think what keeps us fresh is that our own interests are so diverse and we have an opportunity to try them out with fellows and, in a sense, play and learn."

Dan Schultz, Michigan Coordinator: "Matt Prophet and Carl Candoli built a strong foundation for this program, and Ben and I are committed to keeping it active and vital. I also think the state has been on the leading edge of economic, social, educational, and political changes, and we have tried to make connections between those and the EPFP experience. We have deliberately tried to stretch beyond traditional education organizations and reach into human service organizations. And we have had a lot of support from traditional sponsors who continue to see value in the EPFP experience. Finally, Betty Hale's support and energy have been vital to the program's success."

Philip Kearney, Professor of Education at the University of Michigan: "One reason is that Ben and Dan do an exceptionally good job recruiting people and putting together a program for fellows that is interesting, attractive, and worthwhile. The also are hooked in pretty well to the policy makers in Lansing, which provides the fellows a good opportunity to learn how policy is made. The thing that really makes these kinds of programs go, though, is the people you pick to run them. They have to be willing to put their heart and soul into it."

1981 National office amicably severs ties with The George Washington University and incorporates as IEL. Matthew Prophet leaves to assume Superintendency of Portland Public Schools. Dan Schultz becomes EPFP coordinator. National program expands to California and Texas. Ben Perez helps establish new sites. Betty Hale becomes Director of the EPFP. Michael Usdan joins IEL as President.

1982–83 Michigan selected as one of five IEL pilot program sites to host annual alumni conferences and policy seminars.

Michigan Fellows: Who They Are and Where They Come From

Since its establishment twenty years ago, 435 fellows have participated in the Michigan program. They come from all walks of life and from a wide range of organizations, including schools, colleges, universities, government agencies, private businesses, associations, and non-profit groups. There is no particular formula that the fellows fit into; they range in age from 25 to 55, come from a variety of backgrounds, and have a broad set of experiences.

It is this variety that makes participating in EPFP a unique experience. That is particularly true in Michigan where the fellows not only have diverse professional backgrounds but also are culturally, racially, and ethnically diverse. As the exhibits on the following page show, the Michigan EPFP population is much more diverse than the total Michigan population, and there have been slightly more female fellows (51 percent) in this state than male fellows (49 percent). This rich mix of participants is evidence of the program's long-standing commitment to recruiting women and minorities and proof that the program is truly collaborative in nature.

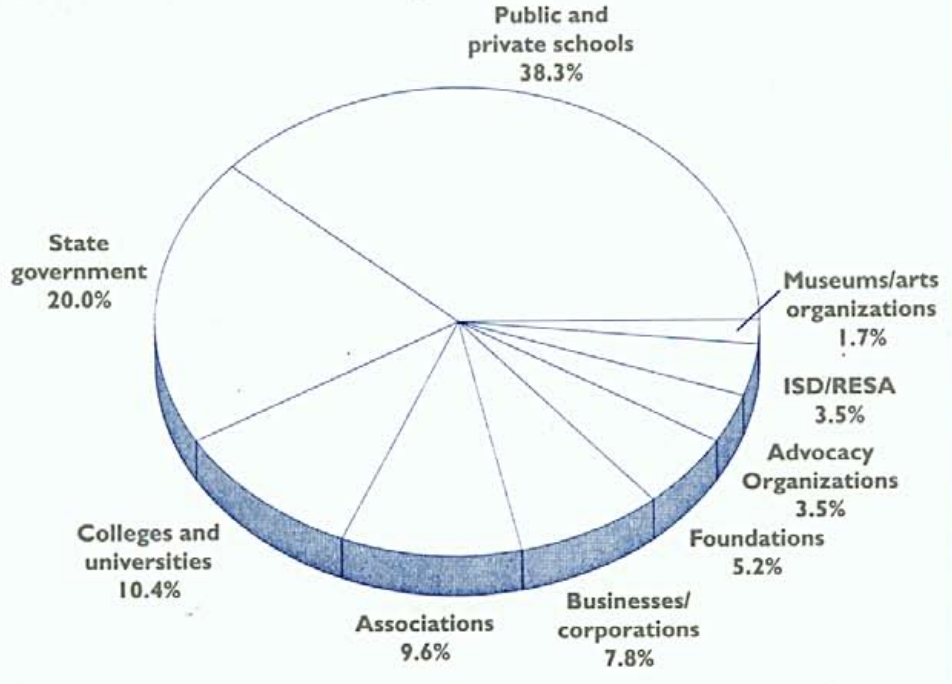
When asked why they want to become fellows, participants give an appropriately diverse set of answers. They come to

- network with other professionals in hopes of advancing their careers and/or expanding their circle of professional contacts;
- meet with a broad range of speakers and gain additional insights into the education and human services policymaking process;
- find solutions to specific problems they are grappling with or new ways of overcoming difficult educational and human service barriers;
- examine and test their leadership skills to see whether they have what it takes to move on to the next level within or outside their own organization; and
- interact on a more personal, social level with other professionals who have the same thirst for knowledge.

Regardless of their reasons, it is clear that all of the fellows who enter the program have a strong desire to learn and to challenge themselves in new ways. It is this common bond that brings them together to study and keeps them together well after the year-long program is finished.

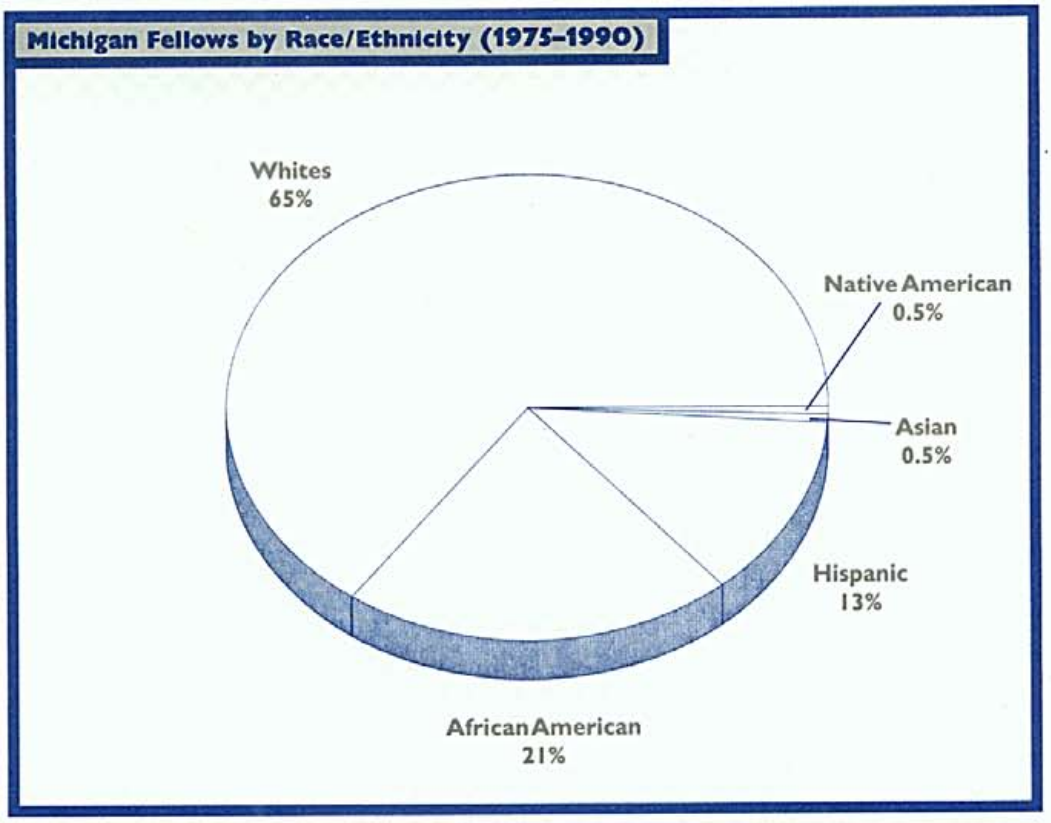
The alumni activities that the Michigan EPFP sponsors are proof that the ties established between fellows during their program year are substantial and long-lasting. Since the Michigan site was chosen as a pilot site for alumni activities in 1982-83, it has sponsored at least one alumni event every year. In the early years, the event consisted of either a day-long conference featuring guest speakers or a reception designed for alumni to network and re-establish ties with other fellows. Over the years, alumni conferences have explored a wide range of pressing issues, including *The Demographics of Michigan and Selected Areas: Implications for Educational Reform*; *The Value of*

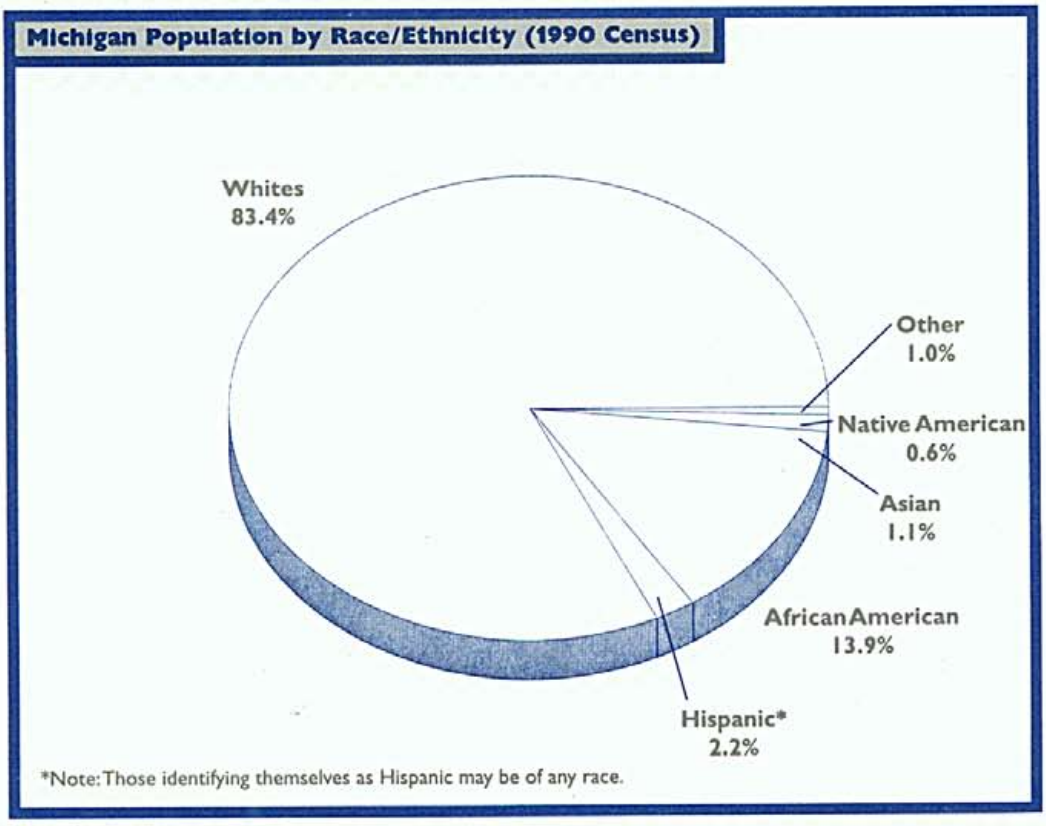
Michigan Fellows by Sector



1983–84 Michigan opens program up to non-educators (i.e., fellows from human services agencies, non-profits, and the private sector). State Policy Seminar becomes the Leadership Forum in an effort to reflect the changing professional nature of fellows in Michigan and other state sites.

1987–89 National program expands to Missouri (1987), Virginia (1988), and Arizona (1989).





Discussions in Creating Social Movements and Change; Education is More than Education: The Role of Family, Schools, and Community-Based Organizations; The Future of Work; and *The Future of Education.*

In 1992, the Michigan site also added a less traditional networking event to its list of alumni activities—an annual golf outing. Through the years, Dan Schultz and Ben Perez noticed that some of the strongest relationships were formed not during the monthly seminars but during social gatherings. At those functions, it appeared that individuals were able to get to know one another on a more personal level, which then enabled them to interact more effectively on a professional level; therefore, the golf outing was added to the list of alumni activities. To date, three golf outings have been held. It was no coincidence, however, that this new alumni networking opportunity also coincided with Schultz and Perez taking up the game.

Regardless of the specific activity, Michigan has more than 400 members that actively participate in its alumni events. Each event is planned by a rotating committee of former fellows so that they remain in contact with one another and have an opportunity to shape the networking activities. But alumni interaction is not

1992 Dr. James Calvin, former New York EPFP coordinator, becomes EPFP Director and Senior Associate at IEL.

1994 National EPFP program celebrates thirtieth year of operation.

1995 Fellows given Internet E-mail address to enable them to discuss policy initiatives outside traditional meetings and help fellows maintain electronic contact.

limited to Michigan; past and current fellows also are tied into a national EPFP network of more than 4,000 individuals who continue to shape policy and play key leadership roles.

EPFP Speakers

In an effort to expose fellows to a variety of people and perspectives, the Michigan program brings in a diverse group of speakers, including legislative leaders and aides, state agency directors and staff, leaders from special interest groups, academicians, and other education and public policy leaders. When asked why he speaks each year, Phil Kearney, a professor of education at the University of Michigan and a sponsor of EPFP fellows, says "because I have a continued and abiding interest in education policy, especially in Michigan. I also have a long-term connection with the program and believe in what they do to develop leaders."

Fellows Address the Benefits of EPFP

Donald Weatherspoon, Deputy Director for Administration, Michigan Department of Natural Resources (WIE 1973-74): "It was the first time I was exposed to broad-based policy questions, and we were looking for answers. My brain was not accustomed to working that hard. Once I discovered I didn't know the answer, I found that there was a network that could help me, and the network has stayed alive for over 20 years."

Linda Headley, President, Headley Pratt Consulting (EPFP 1991-92): "I was a non-traditional fellow. I came from the private sector and my job involved researching and analyzing broad education policy issues. So I was used to looking at the big picture. EPFP was beneficial to me because it brought me in direct contact with educators and state government employees, and I learned how they think, how they work, and why they do what they do. That taught me what was necessary to change policy from inside the system."

Kay A. Lovelace, Executive Director, Office of Professional Development & Technology Innovation, Detroit Public Schools (EPFP 1992-93): "The stacks of materials received from the Education Policy Fellowship Program are located on the top shelf close to my desk and are a rich source of quick reference materials. However, the greatest gift received is the idea of "Study Salons." I find them to be a critical tool in reshaping professional development and the transformation of education that is beneficial for all children."

John Burkhardt, Program Director, Leadership and Higher Education, W.K. Kellogg Foundation (EPFP 1986-87): "In EPFP, I learned that to be effective in any service to society, I would have to cast my work in a broader context and that the kind of leadership which would be required for the future would depend on the relationships that bridge people, issues, systems of effort, and ideas. In some ways, EPFP made things seem even more complex than I had imagined since I no longer could work exclusively in any one segment of my profession without knowing that what I did affected all others. But in another way it made things simple: If one is to profess the importance of education, it requires an absolute conviction that learning transforms people and people transform societies."

Barbara Markle, Director, Collaborative Leadership Center, Michigan State University (EPFP 1993-94): "The EPFP provides wonderful opportunities for networking at the state and national levels. The rich variety of EPFP alumni and their willingness to connect with other fellows professionally has been invaluable to my work."

1995 Michigan EPFP forges new affiliation with MSU's College of Education. Reasons for change include: (1) a broadened sponsor base, (2) increased name recognition and visibility for the program, and (3) most other state sites affiliate with universities.

Profiles of Current Michigan Coordinators

Those who have been involved in any group know that the quality and longevity of the group and its activities can be attributed, in large part, to its leaders. For most of the life of the Michigan EPFP, Ben Perez and Dan Schultz have been at the helm. Most people agree that they have a unique chemistry, which is instrumental in making the EPFP successful. As Betty Hale says, "Ben and Dan complement each other and work together well. They have learned to capitalize on each other's strengths, interests, and networks. And, you must remember, they started doing this in a time when being a team player was not the rage that it is today. Also, the program has benefited from their extensive national, state, and local policy experiences." Following are some excerpts from conversations with Perez and Schultz about their EPFP experiences.

Primarily the program helps people who have been trained in very narrow ways to get a grasp on larger issues and see the connections between various human services agencies. I think what happens is that we focus so much on our uniquenesses as institutions that nobody really sees the big picture. Nobody sees how we can collaborate in new and different ways to better provide services and that we are all in this together.

—Ben Perez

Argelio Ben Perez

Ben Perez, Principal of Transformations, was a fellow in the Michigan EPFP inaugural year. He became a coordinator for the program in 1978, which makes him the most senior coordinator in the entire national program.

Q Why did you decide to become an EPFP coordinator?

A My program year was an interesting and challenging one. For example, an industrial psychologist from Ohio State University was brought in to shadow each one of us for a day. At the end, he told us what the data he collected meant and what his observations were about our working styles. It was a great experience, and I really enjoyed what the program year brought. Then, when Carl Candoli left the next year, Matt asked me to take his place. I saw being a coordinator as an extension of what I had done as a fellow, plus Matt really involved me in the program's operation.

Q Why do we need a program like EPFP in Michigan?

A Primarily the program helps people who have been trained in very narrow ways to get a grasp on larger issues and see the connections between various human services agencies. I think what happens is that we focus so much on our uniquenesses as institutions that nobody really sees the big picture. Nobody sees how we can collaborate in new and different ways to better provide services and that we are all in this together. Of course, we can't have achievement in education unless we have better families and kids that are healthy, nurtured, and protected. What we do well in EPFP is to show the big picture.

Q What was your most memorable experience as an EPFP coordinator?

A I don't know if I can pick one. The two annual meetings that we put together every year are memorable. Three years ago we had our first meeting in Arizona, and I played a major role in shaping the agenda. We wanted to get away from bringing in a bevy of speakers and talking about leadership; instead we wanted people to practice leadership. In one session, we had about 250 people involved in an activity called the Bone Game, which is an incredibly powerful interpersonal experience where people negotiate and work in teams. We started at noon and the game didn't wrap up until almost midnight. It really unleashed this tremendous torrent of emotion which some people were very uncomfortable with. But the fellows from that year tell me that it was a transforming, defining moment. For me, it was a very memorable experience.

Daniel Schultz

Dan Schultz is Assistant Superintendent for Grants and Technology with the Michigan Department of Education. He was a fellow in the 1976-77 class and became a coordinator in 1981.

Q Why did you decide to become an EPFP coordinator?

A I had the opportunity to participate in the Michigan EPFP during its second year, and, for me, it was a very positive experience. As a young man just beginning my career, I had some opportunities through EPFP that I hadn't had in graduate school or as a part of any professional development experience. It was really an eye opening experience, and I wanted to stay connected. I also thought that the mentoring opportunities were a valuable part of the program, and I wanted to continue that tradition. In addition, I valued the connections it gave me with people in Washington, D.C. and the other state sites who were struggling with some of the same issues that I was struggling with in my organization.

Q Why do you believe we need a program of this nature?

A One of the things fellows come away from the EPFP with is a better understanding of the big

picture systems and dynamics in our society. In most traditional programs and experiences, people don't get exposure to the way the federal budget process works, comprehend the impact that demographic changes have on society, or understand who influences the policymaking process and how they go about it. This is one of the valuable things people take away from the program and why I think we need it. People can come together and step back from the day-to-day pressures and reflect on the way things work. I know people grow from this experience. It is not uncommon for us to hear fellows say, 'the program changed my life.' That is a powerful expression of what EPFP is about.

Q What is your most memorable EPFP experience since you have been a coordinator?

A There are lots of memorable experiences, but I am always struck each year going to the two national meetings—the Washington Policy Seminar and the Leadership Forum. You walk in and see 250 people who have come together from 13 sites around the country and there is an incredible energy level and commitment that these people bring with them. They are dedicated to learning about issues and about how to positively influence the policymaking process. Those meetings show the tremendous importance of this program.

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—Dan Schultz

Conclusion

Clearly, the first twenty years of the Michigan EPFP should be commemorated. The program has touched the lives of many professionals who, in turn, have taken their experiences and used them constructively to shape policy and promote effective leadership. But the twentieth anniversary should also be a time for looking forward. Its leaders understand that to remain active and vital for another twenty years, the program must continue to evolve; it must find new ways to meet the changing needs of fellows, explore new methods for modeling leadership, and adapt itself to the changing environment in which education and policymaking take place.

What does the future hold for the Michigan EPFP? Not surprisingly, Ben Perez and Dan Schultz are already discussing how to reconfigure the program for the next decade. Specifically, Perez would like to focus more on organizational and human resource development, continue modifying the "academic" seminar style, and emphasize greater collaboration in leadership training. "I think the challenges we are all going to face are so great," says Perez, "that we need to think more about the way we do things." Schultz is excited about the opportunities that the new affiliation with the College of Education at MSU will provide. He also wants to offer additional experiences for alumni. "We have terrific support from the alums," explains Schultz, "which is evidenced by their strong participation in alumni events and the encouragement they give us to find ways to help them participate in individual seminars." In addition, Schultz wants to explore the use of technology—such as E-mail and video conferencing—to help keep state and national alumni connected.

It is this type of forward thinking, along with support from the national program and continued hard work and dedication, that will keep EPFP vital in the future. The question, therefore, should not be whether there will be another twenty years of the program, but what additional successes will be celebrated when those twenty years come to pass.

This publication was written by Linda Headley and designed by Jeff Fillion. Dan Schultz conceptualized the project, edited the report, and compiled the historical program data. Thank you to those individuals whose interviews helped piece together the history of this innovative program.

Sponsoring Organizations

Since its inception in 1975, the Michigan EPFP has had more than 100 organizations sponsor fellows for the program. The sponsors include schools, colleges, universities, government agencies, private businesses, associations, and non-profit groups. Without the support of these organizations and their continued belief in the importance of the program, EPFP could not succeed. Interestingly, every year, 20 percent of the people who sponsor EPFP fellows from these organizations, are former program participants themselves. Their willingness to provide funds and opportunities for others to participate in the program, is, perhaps, the best evidence of its true value.

Public and Private Schools

Alma Public Schools
Ann Arbor Public Schools
Archdiocese of Lansing
Breckenridge Public Schools
Buchanan Public Schools
Buena Vista School District
Charlotte Public Schools
Detroit Public Schools
East Lansing Public Schools
Eaton Rapids Public Schools
Fenton Area Public Schools
Flint Community Schools
Forest Area Public Schools
Fowler Public Schools
Genesee Catholic Board of Education
Goodrich Area Schools
Grand Ledge Public Schools
Grand Rapids Public Schools
Hartland Consolidated Schools
Haslett Public Schools
Holt Public Schools
Inkster Public Schools
Jackson Public Schools
Lansing School District
Lapeer Community Schools
Marlette Community Schools
Mason Public Schools
Montrose Community Schools
Mt. Morris Consolidated Schools
Mt. Clemens Community Schools
Northport Public Schools
Onaway Area Community Schools
Plainwell Community Schools
Pontiac School District
Port Huron Area Schools
Reeths Puffer Public Schools
Saginaw School District
Starr Commonwealth Schools
Utica Community Schools
Van Dyke Public Schools
Walled Lake Consolidated Schools
Wayne-Westland Community Schools
Whitmore Lake Public Schools
Yale Public Schools

Intermediate School Districts/Regional Service Agencies

Eaton ISD
Genesee ISD
Ingham ISD
Wayne County RESA

State Government

Michigan Department of Civil Rights
Michigan Department of Civil Service
Michigan Department of Commerce
Michigan Department of Corrections
Michigan Department of Education
Michigan Department of Labor
Michigan Department of Natural Resources
Michigan Department of Social Services
Michigan Department of State
Michigan Department of Transportation
Michigan Department of Treasury
Michigan Office of the Governor
Governor's Office for Job Training
Michigan House Fiscal Agency
Michigan Jobs Commission
Michigan State Police
Michigan Office of Services to the Aging
Michigan Senate Fiscal Agency
Michigan School for the Blind
Michigan School for the Deaf
State Technical Institute and Rehabilitation Center
W.J. Maxey Training School

Colleges and Universities

Eastern Michigan University
Marygrove College
Michigan State University
Oakland University
Saginaw Valley State University
University of Michigan
Wayne State University
Western Michigan University
Grand Rapids Community College
Jackson Community College
Lansing Community College
Washtenaw Community College

Associations

Michigan Education Association
Michigan Association of School Boards
Michigan Association of Secondary School Principals
Michigan Association of Nonpublic Schools
Michigan Association of School Boards
Michigan Association of Community & Adult Education
Michigan Institute for Educational Management
Middle Cities Education Association
MSU Alumni Association
Michigan Cooperative Extension Service
Michigan Partnership for New Education

Business and Corporations

Electronic Data Systems (EDS)
The Faverman Group, Inc.
Flint Business Roundtable
Ford Motor Company
Learning Designs, Inc.
Merit Network, Inc.
Multi-Media Classrooms, Inc.
New Detroit, Inc.
Public Sector Consultants, Inc.

Foundations

American Youth Foundation
The Cleveland Foundation
Detroit Educational Television Foundation
W.K. Kellogg Foundation
DeWitt Wallace-Reader's Digest Fund
Ryder System Charitable Foundation

Museums and Arts Organizations

Henry Ford Museum & Greenfield Village
Michigan Very Special Arts Festival

Advocacy Organizations

Michigan Economics for Human Development
Michigan League for Human Services
Children's Law Center – Grand Rapids
The Efficacy Institute – Detroit

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