



## EPFP Fellows Explore Use of Data and Evidence to Improve Student Outcomes

Sacramento, California (July 3, 2017)—At the third and final meeting of the [California Education Policy Fellowship Program](#) (EPFP) last month, the Fellows in the inaugural cohort honed their ability to use data and evidence in their roles creating and implementing education policy. EPFP aims to help leaders develop cross-system perspectives, create strong networks, and build better cohesion between policy and practice. At the June weekend, Fellows and speakers from across the state discussed the importance of using evidence-based information to understand such issues as equitable opportunities for students to progress and succeed in the state's systems, and to measure the success of state-funded education initiatives. Fellows also explored how a comprehensive K-16 data system may improve student outcomes, while identifying the challenges that exist in creating such a system.

Speakers facilitated conversations among the Fellows about the use of evidence and data in public education.

- Paul Steenhausen, principal fiscal and policy analyst with the Legislative Analyst's Office (LAO), discussed how the LAO uses data in analyses to help ensure that the public benefits from its investment in education.
- Cindy Kazanis talked about how data will inform the indicators for the new K-12 accountability system—work that she oversees at the California Department of Education.
- Jorge Ruiz de Velasco, associate director of the [Gardner Center at Stanford](#), talked about that Center's efforts to help K-12 district leaders use information for continuous improvement.
- Robert Gabriner shared the challenges he has experienced in collecting and using data within the California Community Colleges, that system's Research and Planning Group, and San Francisco State University.
- Pamela Burdman, author of [Degrees of Freedom](#), talked about her work that demonstrates how current math requirements can act as a barrier to student progress, which she has been using to advocate for reforms.
- Tessa Carmen De Roy, executive director of the [California College Guidance Initiative](#), illustrated how her organization is building a system with the capacity to house cross-system data for students, parents, and educators to use to help students progress within and across systems, given the significant absence of a public data warehouse in California.

As one Fellow said, “The focus on leadership in the program has helped me think differently about overcoming barriers by causing me to think about coalition building, the importance of buy-in, and the various players in the policymaking process. The program gave me tools to become a leader in these areas.” The [2016-17 Fellows](#) will stay involved in the program as alumni this year. The 2017-18 Fellows, who work in K-12 and higher education, executive and legislative branches of government, and education-policy nonprofits, will be announced this month. California EPFP is jointly facilitated by the [Center for California Studies](#) and the [Education Insights Center](#) (EdInsights), both housed at [Sacramento State](#).

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