

# 2020

ANNUAL REPORT



## **NATIONAL ALLIANCE FOR PARTNERSHIPS IN EQUITY**

NAPE provides equity leadership and capacity building to transform education and workforce systems.



## OUR WORK

The NAPE team strives to create equitable learning environments where each student thrives and receives an education that prepares them to earn a living wage.

To achieve this, we provide data-driven research, training, and evaluation to transform education and workforce systems at the individual, institutional, and system levels across the United States.

We approach our work of broadening opportunity and success where equity and identity intersect to include gender, race, culture, disability, and socioeconomic status. We use our vast experience and expertise to address gender equity for underrepresented students in career and technical education (CTE) and science, technology, engineering, and math (STEM). We provide equity-focused resources, tools, and technical assistance, and we advocate for public policy that supports educational equity and workforce diversity.



“NAPE believes every student should have an education that prepares them to earn a living wage.”

– Ben Williams, Ph.D.  
CEO, NAPE

## DEAR NAPE COMMUNITY,

With your support, despite the pandemic, NAPE programs continued to make progress toward equity in education, work, and community across the United States.

COVID-19 exposed and exacerbated disparities in our education systems that NAPE has long worked to address. Black Lives Matter put a spotlight on the severity of racial inequity. Both made it clear that NAPE's equity programs and advocacy are an important part of the solution. Both underscored the need to accelerate our efforts to transform education systems so every student thrives. Students can't afford to wait.

We replaced our annual in-person National Summit for Educational Equity with a valuable dialogue with members and partners to jointly deepen our commitment to racial equity. We responded to their needs and shifted our equity programs to virtual, including our yearlong Micromessaging Academy and Program Improvement Process for

Equity™ (PIPE). We added new virtual training sessions and webinars. Thanks to the tireless work of the NAPE staff and instructors, feedback has been consistently positive.

NAPE's Comprehensive Educational Equity Programs continued to yield encouraging outcomes for educators and their students in K-12 and in higher education. We produced new workforce development and apprenticeship programs and continued to broaden and deepen our equity programs in response to educators' requests.

We accelerated our advocacy for equity in education and workforce systems. To support the equity provisions in Perkins V, we trained and provided technical assistance to state teams. We supported implementing the Perkins V Comprehensive Local Needs Assessment with an equity lens. We centered community and student voice in identifying equity gaps and opportunities in high-wage, high skill, in-demand career pathways.

To each of our donors, members, and supporters, thank you for engaging in and being passionate about educational equity. Together we can build the momentum to transform education systems and ensure student access, educational equity, and workforce diversity.

Best regards,

**Ben Williams, Ph.D.**

CEO, NAPE



**Judith D'Amico**

President, NAPE Education Foundation



**Kimberly Ellis**

President, NAPE 2020-2021





**EDUCATIONAL EQUITY = STUDENT SUCCESS**

## Creating equitable learning environments

NAPE provided professional learning and technical assistance to educators across the United States. To respond to educators' needs during COVID-19, we quickly shifted to virtual learning and created:

[Let's Talk](#) webinar series made possible by NSF<sup>1</sup> that offered a collective vision for equitable responsive school systems, emphasized relationship building, student, family and community voice, the impact of bias, and the need to move from understanding to action.

Equity sessions to support distance learning: Micromessaging to Build Community During COVID-19, Self-Efficacy and Distance Learning, and Accelerating our Journey to Cultural Proficiency.

Following are highlights of educators' achievements using NAPE strategies.

## SPREADING EQUITY ACROSS K-12

### Transform the STEM pipeline to boost student success

Seven Texas districts participated in NAPE's yearlong [STEM Equity Micromessaging Academy](#), which included campus-wide Action Research for Equity Projects. Results of a pre-to-post survey showed:

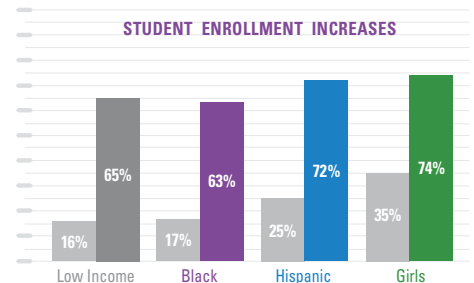
- ▶ 79% increased self-efficacy
- ▶ 96% increased understanding and skills
- ▶ 89% changed many instructional practices

The E3 Alliance partnered with NAPE on a STEM equity initiative for Central Texas, with funding from the Greater Texas Foundation and the Applied Materials Foundation. Multiple school districts joined this collective impact initiative to address student success in the math pipeline.



*Sunny Wren, Area Director of Academics, Natalie Nichols, Area Superintendent, Stony Point Learning Community, Round Rock ISD, Texas*

In Round Rock ISD's Stony Point Learning Community, enrollment in pre-AP math increased from 33% to 75% from fall 2017 to fall 2020. All demographic groups improved.



<sup>1</sup> EESTEM II DUE 1601548

“Transforming education systems requires collaboration with partners who share the same passion for equitable practices and policies that open the doors for all students. It is an honor to partner with NAPE and have access to profound learning opportunities that are rooted in equity.”



– Thymai Dong, Ph.D., Director,  
Community Solutions, E3  
Alliance

High-Tech High Heels and the Boone Family Foundation funded Academies in North Texas. In Mesquite ISD, the Vanston Middle school made progress in its first year.

“Through campus-wide implementation of the NAPE equity strategies, student enrollment in all seventh and eighth grade pre-AP courses increased, participation in math and science pre-AP courses improved between 12% and 39%, and referrals to discipline decreased by 31%. We are committed to continue

to implement NAPE strategies to build on this success.”



– Melissa Smith, Principal,  
Vanston Middle School,  
Mesquite ISD

### Collaboration closes CTE opportunity gaps for students with disabilities

A group of state agencies in Delaware collaborated with us to implement the PIPEline to Career Success for Students with Disabilities, a modification of [PIPE](#), to engage teams of educators and community members to increase enrollment and transition to postsecondary education and competitive employment for students with disabilities through CTE pathways. Read the [blog](#) for more details. The first pilot of three school districts showed these increases for their students with disabilities:

- ▶ 0% to 7.9% participating in work-based learning

- ▶ 10% to 20% enrollment in early childhood education program
- ▶ Almost double enrollment in culinary, finance, plant science, teacher academy, biomedical sciences

“Through NAPE’s PIPE, we found that students with individual education plans were not enrolled in CTE, and those who were enrolled were not in programs that aligned with their career goals.”

– Michelle Allman, Director of Special Education,  
The Laurel School District, Delaware

### Program increases teen girls’ self-efficacy in design and engineering

The Brandywine School District in Wilmington, Delaware used NAPE’s [PIPE](#) to increase middle and high school student participation in design and engineering. Participation increased at some levels at two high schools and at all levels—up to 40% at the third. [Download the case study.](#)

*“The pathway has helped me gain so much confidence as a student and a woman in a male-dominated field. I plan to continue my studies within the same pathway and eventually pursue a career in the STEM field.”*

*– Meredith Haines, high school student*

### **Program turns educators into equitable learning environment coaches**

Educators from five school districts completed the Coaching for Educational Equity program and presented Action Research for Equity Projects. A comparison of pre-to-post surveys showed 100% made changes to their practices and 76% changed many or all of their coaching practices.

### **Alliance to address equity in STEM and CTE in middle grades**

Through an NSF INCLUDES<sup>2</sup> planning grant, NAPE will bring together STEM and CTE leaders across the United States to form a collective impact alliance called We are STEM and CTE

(The Workforce and Education Alliance to Realize Equity in STEM and CTE) in the Middle Grades. This alliance will strive to change our education systems to increase participation in STEM and CTE from underrepresented populations

including girls, Black, Indigenous and Native, People of Color, and students from special populations, with a particular focus on students with disabilities and students from low-income backgrounds. This new grant will be a 2021 focus.



*“We are building an awareness of and vocabulary to have the discussions needed to create a more equitable educational experience for our students.”*

<sup>2</sup> NSF INCLUDES 2040783



EXPANDING EQUITY IN POSTSECONDARY EDUCATION AND WORKFORCE

## Academy creates equitable learning environments

NAPE delivered the Micromessaging to Reach and Teach Every Student™ Academy in partnership with New Mexico's Dona Ana Community College and Ohio's Stark State College through the NSF Advanced Technological Education Program, [Educator's Equity in STEM](#)<sup>3</sup>. We shared project outcomes through webinars, conferences, and other resources. Results of the pre-to-post survey demonstrated:

- ▶ A statistically significant increase in educator self-efficacy
- ▶ > 200% increase in equity knowledge and skills
- ▶ 98% agreed with the statement "I believe all students can succeed in STEM disciplines."



<sup>3</sup> DUE 1601548

*“On a pre-to-post survey of our Educators’ Equity in STEM Academy II, participants self-reported a 207.6% increase in their knowledge of how to disrupt the cycle of inequity and foster strategies that increase potential for success for marginalized students. Ninety-two CTE and STEM faculty from 15 community and technical colleges representing 11 states attended the academy.”*



– Gregory Jackson, NAPE  
Associate Director for  
Membership and Partnerships

## Program breaks barriers for girls to pursue advanced manufacturing

NAPE developed [Make the Future™: Connecting Girls to Manufacturing](#) strategies and resources to break barriers and encourage women and girls to participate in STEM and advanced manufacturing with funding from the Toyota USA Foundation. We also

launched [Advanced WOMANufacturing](#) resources to introduce women and girls to this in-demand career with videos, social media, tools, and resources framed by the authentic stories of 14 persistent and determined women. This program will expand in 2021 and 2022.



## Network encourages academics and workforce development in STEM

NAPE served as the backbone for the **Intermountain STEM** (IMSTEM) six-state network to support academic pathways and workforce development programs that encourage women and underserved populations in STEM. The six states are Colorado, Idaho, New Mexico, Nevada, Utah, and Wyoming. IM STEM is an NSF INCLUDES<sup>4</sup> grant-funded pilot that helps leaders self-evaluate their programs and shares best practices. The network addressed broadening STEM participation in rural communities and promoted positivity through micromessaging. IMSTEM launched the [STEM Equity Program Evaluation Rubric](#), a free resource to evaluate factors that influence access and success.

[IMSTEM: Collective Impact to Broaden Participation in STEM and CTE](#) shares successes, challenges, and recommendations to use collective

impact to expand the participation of students from underserved groups in STEM and CTE.

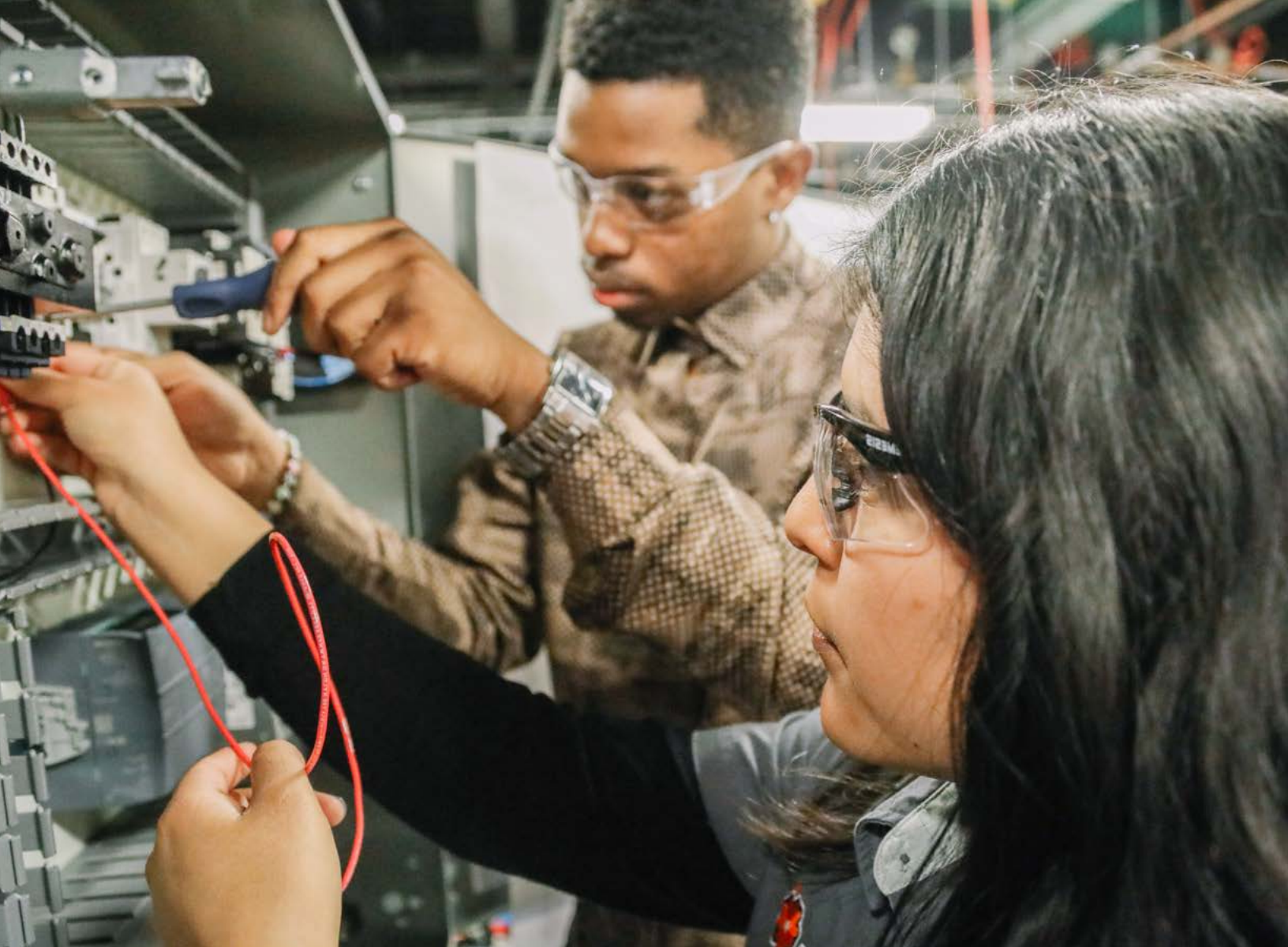
## Tools fuel youth apprenticeship programs

NAPE provided technical assistance to the multi-stakeholder Partnership to Advance Youth Apprenticeship (PAYA) network. New America established PAYA

to develop robust youth apprenticeship programs that can be scaled and replicated. NAPE developed the [Equity in Youth Apprenticeship toolkit](#) to provide the network with strategies to address barriers. These resources drive programmatic interventions as well as policy and systems change to advance equity. We also created an evaluation framework for program audits that includes equity values.



<sup>4</sup> NSF INCLUDES 1744472





DRIVE EQUITY PROVISIONS OF PERKINS V

The Perkins V legislation, Strengthening Career and Technical Education for the 21st Century Act, provides states and local education agencies with a critical framework to center equity within CTE – the Comprehensive Local Needs Assessment (CLNA). The CLNA process is the primary lever within Perkins V for educators to highlight factors limiting the success of marginalized communities and underrepresented student groups in CTE. NAPE took a leadership role in advocating for the equity provisions of the legislation and is now supporting implementation across the United States.

## Guide Perkins V implementation

NAPE co-facilitated Perkins V implementation sessions with Advance CTE, ACTE, and the American Association of Community Colleges in three regions to assist states with their Perkins V planning process. Advance CTE and the generous support of the Bill & Melinda Gates Foundation and Joyce Foundation made these meetings possible. Following the session, we released [NAPE's Equity and the Comprehensive Local Needs](#)

[Assessment framework](#) and offered sessions to guide states and LEAs in completing their CLNA with an equity lens.

A NAPE task group provided critical input to the Office of Career, Technical, and Adult Education at the U.S. Department of Education on the structure and content of the new [Nontraditional Occupations Crosswalk](#).

## Academy for States amplifies equity in Perkins V

NAPE developed the [Equity Leadership Academy for States](#) to help postsecondary agencies guide colleges across their states to realize Perkins V benefits. By placing equity at the core when implementing the Perkins V Comprehensive Local Needs Assessments, colleges can provide CTE programs that meet the needs of students, the community, and industry. This pilot brings together teams that include a student on each from 10 states to help colleges:

- ▶ Adopt an equity lens and build skills to host equity-minded conversations
- ▶ Build institutional capacity to support local education agencies with Perkins V
- ▶ Create community with other states and share lessons learned

The group will report results for this ECMC Foundation-funded academy in 2021. It is a no-cost benefit for the 10 state members that applied: Arkansas, Delaware, Idaho, Iowa, New Jersey, Oregon, South Carolina, Texas, Wyoming, and Wisconsin.

*“Working with NAPE has really shown me the power of planning and taking action, especially when it comes to student voice and centering people who are less represented. No matter who you are or where you are coming from, you can start the process and make a difference.”*



– Felix Wilson, Student Representative, South Carolina



**ADVOCACY FOR EQUITY AND DIVERSITY IN CLASSROOMS AND WORKPLACES**

NAPE tracked and advanced legislation addressing access, equity, and diversity in classrooms and workplaces. We addressed issues ranging from education bills to immigration reform to welfare policy, and more.

## Engage in and share public policy

NAPE's Public Policy team **participated in congressional hearings, briefings and webinars**. The team updated members on the status of key congressional legislation and congressional actions. We restored the [Public Policy Blog](#) to keep NAPE members informed.

We acquired **education, workforce, equity and diversity research and technology tools**, to provide policy-related data and resources to assist NAPE members in their advocacy. The team expanded our annual [State Fact Sheets](#) and added a series of digital [one-pagers](#). These summary documents covered education, CTE, COVID-19 reopening guidelines, the homework

gap, and broadband provisions in the HEROES Act.

We actively engaged in **coalition partnerships** including: Leadership Conference on Civil and Human Rights, Campaign to Invest in America's Workforce, Perkins Coalition, National Coalition for Women and Girls in Education, and the College in High School Alliance. Collaborative efforts included advocacy for College Affordability Act (Higher Education reauthorization), Equity and Inclusion Enforcement Act, Strength in Diversity Act of 2019, True Equity Act, Pell to Grad Act, STEM Opportunities Act of 2019, WOA funding, Student Loan Debt Cancellation, and Relaunching America's Workforce Act, as well as a number of COVID-19-related funding and civil rights policy platforms. Throughout the 116th Congress, NAPE signed a [significant number of letters](#) to advance education and workforce access and equity.

Through a new **partnership** with the **U.S. Census Bureau**, we supported the 2020 Census. Activities included

hosting a webinar with the Bureau on the impact of the Census on education and community programs.

*“Public Policy work has and shall always remain vital to NAPE. NAPE must continue the public policy work it has done over previous years, broadening the definitions of equity and inclusion to confront the systemic barriers that we know hold marginalized communities back from attaining their part of the American Dream.”*



*– Victor Cato, Past President, NAPE Executive Committee; Diversity Recruitment and Inclusion Coordinator, Clackamas Education Service District, Oregon*

## Advocates for equity

In recognition of the **48th Anniversary of Title IX**, we honored the tremendous advancements women and girls have made by sharing [Voices from the Field](#), a video compilation of insights from educational equity architects from Oregon to Tennessee to our nation's capital.

To celebrate America's 100th anniversary of the women's suffrage movement, we collaborated with the Augustus F. Hawkins Foundation to create an anthology, [Many Facets: America's Women Commemorate the 100th Anniversary of the 19th Amendment.](#)

NAPE joined with a cohort in a **Title IX Amicus Brief** to support a motion for preliminary injunction filed by the National Women's Law Center. The injunction addresses Victim Rights Law Center v. DeVos.

NAPE's Public Policy Committee established a **Racial Equity Ad-Hoc Task Force**. Subject matter experts planned a hybrid initiative, including a video executive summary and printed report, focused on racial inequity issues in high skills training and apprenticeships. The Task Force explored artificial intelligence and automation influence on the workforce and the effects on communities of color.

*“NAPE's policy committee is at the forefront of current equity issues, with its leaders present among legislators and on top of activities in Congress, which is critical if we are to engage and advocate for equity.”*



– Lauren E. Provost, Ph.D.,  
Assistant Professor, Computer  
Science, Simmons University

## About NAPE

The **National Alliance for Partnerships in Equity** (NAPE) is a consortium of state and local agencies, corporations, and national organizations committed to advance equity and diversity in classrooms and workplaces. Founded in 1990, the 501(c)(6) organization includes 39 member states, more than 300 local and community institution and organization affiliate members.

Established in 2002, the **NAPE Education Foundation**, a 501(c)(3)

organization provides educators with research-grounded strategies, training and processes to transform our education systems to ensure each student thrives. Because NAPE believes every student should have an education that prepares them to earn a living wage, we have developed expertise at the intersection of equity with CTE and STEM.

NAPE and the NAPE Education Foundation share a vision, mission, and values.

## Vision

Every person is able to fulfill their potential through equal access to and equity in education options that lead to the entire spectrum of career choices.

## Mission

We build educators' capacity to implement effective solutions for increasing student access, educational equity, and workforce diversity.

## Values

- ▶ Research-based approaches to program development and public policy using data to drive effective implementation
- ▶ Responsiveness to the changing needs of the educational community and stakeholders
- ▶ Innovative solutions to deliver cutting-edge equity strategies in an ever-changing learning environment
- ▶ Collaborative efforts to engage with a wide range of partners to reach students in STEM, CTE, and special populations

## What we do



## OUR CHANGE MODEL



### Equip Leaders

Change begins to happen when leaders are equipped and empowered with knowledge, tools, and strategies.



### Engage Staff

Change continues when all staff are engaged to share a common education equity language.

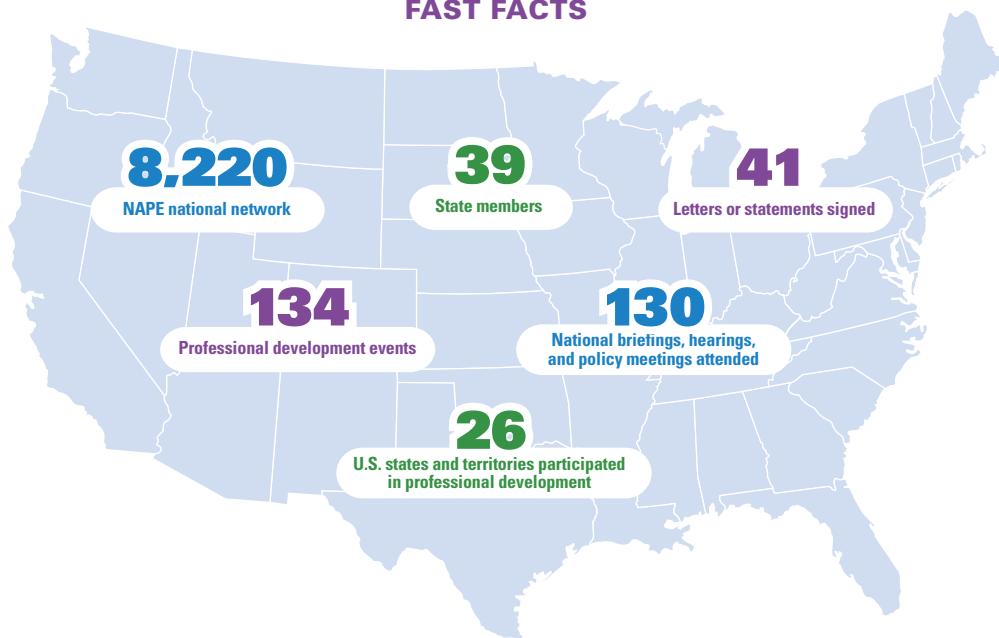


### Take Action

Change is realized when educators move from understanding to action.



## FAST FACTS



## THANKS TO OUR FUNDERS

NAPE recognizes that funders have many options for giving. We appreciate and value your support of the NAPE Education Foundation, a 501(c)(3) organization. Together we will continue the important work of ensuring access, equity and diversity in the classroom and the workplace.

*Applied Materials Foundation*  
*Associated Black Charities, Inc.*  
*Boone Family Foundation*  
*Communities Foundation of Texas*  
*E3 Alliance*  
*ECMC Foundation*  
*Greater Texas Foundation*  
*Fluor Foundation*  
*High Tech High Heels*  
*Motorola Solutions Foundation*  
*National Science Foundation*  
*New America*  
*Raytheon*  
*Sandra L. Yeager*  
*Sidhu Singh Family Foundation*  
*Texas Instruments Foundation*  
*The Craig and Kathryn Hall Foundation*  
*Toyota USA Foundation*

**Special thanks** to each of you who supported NAPE's #GivingTuesday campaign and donated to the Mimi Lufkin Fund.

We extend appreciation to the NAPE Executive Committee and the NAPE Education Foundation Board of Directors for their commitment and leadership.

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