Providing thought leadership and capacity building to implement effective solutions to increase student access, educational equity, and workforce diversity.
Dear NAPE Community,

Over the past year, we saw strong membership growth and greater impact from our programs and services. This 2019 Annual Report showcases accomplishments and exciting progress in each area of our work, including:

- Assisting state and local leaders in the planning and implementation of Perkins V,
- Public policy and advocacy efforts to promote equity in education and the workforce in Washington, D.C.,
- Special projects funded by National Science Foundation and other sources, and
- New curriculum to build educators’ capacity such as expanded focus on individual-, institutional- and systems-level solutions.

Our work was significant in increasing student access, educational equity, and ultimately workforce diversity through career and technical education, STEM, and education in general. NAPE and the NAPE Education Foundation began work on a new strategic plan that will be a strong foundation for our future. We look forward to launching the new plan in 2020.

We thank NAPE members and partners for your leadership, courage and initiative in fostering equitable learning environments where every student can be successful. This community has much to be proud of, and we are excited for the achievements we will accomplish together in the future.

Warmest regards,

Ben, Dennis, and Adrian

Ben Williams, PhD
CEO

Dennis Harden, EdD
President NAPE Education Foundation

Adrian San Miguel
President NAPE
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.

**Encourage Discussion**
Change is realized when staff are encouraged to dive deeper and continue the discussion.

**Fast Facts**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
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<tbody>
<tr>
<td>NAPE national network</td>
<td>13,824</td>
</tr>
<tr>
<td>State members</td>
<td>38</td>
</tr>
<tr>
<td>Participating schools (30% increase from FY18)</td>
<td>436</td>
</tr>
<tr>
<td>National briefings, hearings, policy meetings attended (up from 55 FY18)</td>
<td>67</td>
</tr>
<tr>
<td>Professional development events (36% increase from FY18)</td>
<td>193</td>
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July 2018 started with the passage of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which included critical equity provisions suggested by the leadership of NAPE and its partners.

NAPE partnered with Advance CTE, ACTE, and AACC to provide four regional convenings around the country (Atlanta, Phoenix, Minneapolis, and Baltimore). The goal was to help teams understand new law requirements and the ways Perkins V could close equity gaps in high-quality CTE study programs that could lead to good jobs.

NAPE was positioned to immediately respond to the needs of states and local education agencies based on the success of its Program Improvement Process for Equity (PIPE) in identifying and addressing equity gaps in nontraditional career pathways.

LEADING FOR EQUITY IN PERKINS V

Our new Leading for Equity in Perkins V program builds the capacity of state and local leaders to change their systems and close equity gaps in high-skilled, high-wage in-demand study programs. Implemented throughout the country, this program was the backbone of the 2019 Educational Equity Leadership Institute at the NAPE National Summit for Educational Equity.

“While Hawaii may be a small state, our concerns and issues regarding equity are as large as any other state. The assistance that NAPE has provided us is remarkable and has varied from alerting our Perkins Eligible Recipients to the powerful special populations data analysis requirements of the new Perkins legislation, to increasing awareness of the hidden messages we transmit to different audiences, to building secondary and postsecondary statewide CTE data dashboards that provide information by program, by campus, by all populations for ALL of the Perkins required performance indicators. It takes a very talented staff to cover that much territory and NAPE personnel do it with passion AND compassion. Thanks to NAPE, HI is making strides to making equity a reality for all students.”

~ Dr. Barbara White, Associate Director
Office of the State Director for Career and Technical Education, Honolulu, Hawaii
PUBLIC POLICY AND ADVOCACY:
Engaged in the National Dialogue to Advocate for and Promote Equity in Education and the Workforce

After the enactment of Perkins V, NAPE and its coalition partners shifted their public policy and advocacy focus toward reauthorization of the Higher Education Act.

As a longstanding advocate for Title IX, NAPE voiced opposition, both independently and in coalition, to the Department of Education’s Notice of Proposed Rulemaking to amend rules implementing Title IX as published in the Federal Register in November 2018.

NAPE supported the 2001 Revised U.S. Department of Education Sexual Harassment Guidance and 2010 Congressional Dear Colleague Letter on Bullying and Harassment.

NAPE strengthened its external relationships with the Leadership 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.

PUBLIC POLICY HIGHLIGHTS FROM THE 2019 SUMMIT

NAPE honored the 2019 Public Policy Leadership Award recipients: Chairman of the Senate HELP Committee, Lamar Alexander (R-TN), and Congresswoman Jackie Speier (D-CA).

NAPE featured presentations from House Education and Labor Committee Chairman Bobby Scott (D-VA), 2019 PPLA recipient Congresswoman Jackie Speier (D-CA), and new member of the House Education and Labor Committee and 2016 National Teacher of the Year, Congresswoman Jahana Hayes (D-CT). In addition, NAPE Public Policy Chair Michael Tinsley moderated a special conversation with DoE Office of Career, Technical and Adult Education (OCTAE) Assistant Secretary Scott Stump.

NAPE also hosted the DoE and the U.S. Department of Labor as federal exhibitors as well as hosted eight workshops under the public policy and advocacy track. The workshops featured bipartisan and congressional senior staff as well as equity-focused education and workforce subject matter experts.

NAPE representatives at Chairman Lamar Alexander (R-TN) delegation meeting.

Award recipient Congresswoman Jackie Speier (D-CA) with Summit participants.
PROVIDED Professional Development and Technical Assistance Across the United States. Special Projects Included:

**Educator’s Equity in STEM (EESTEM) II Academy**
Over two years, NAPE delivered our Micromessaging Academy to 92 community college faculty and their secondary counterparts from 15 colleges in 11 states. Faculty shared their learning with 342 faculty and administrators who are now engaged in using evidence and research-based interventions to create equitable learning environments.

**Intermountain (IM) STEM**
This NAPE-led collective impact initiative is an NSF Includes Development Launch Pilot covering Colorado, Idaho, New Mexico, Nevada, Utah, and Wyoming. IM STEM’s goal is to increase participation and close opportunity gaps in STEM and CTE education by identifying and scaling effective practices to eliminate barriers at the critical junctures in the STEM education pathway.

**Make the Future™: Connecting Girls to Manufacturing**
This NAPE-led project encompasses seven states: Alabama, Indiana, Kentucky, Missouri, Mississippi, Texas, and West Virginia. It aims to increase women and girls’ participation in STEM education, specifically in courses leading to advanced manufacturing careers. NAPE developed a suite of tools for educators, counselors, administrators, and recruiters to use.

**PIPEline to Career Success for Students with Disabilities**
NAPE introduced our PIPEline to Career Success for Students with Disabilities and Root Causes and Strategies Literature Review. Project partners include the Delaware Departments of Education, Labor, Health and Social Services; the National Technical Assistance Center on Transition; Tilson and Diaz Solutions, Inc; and school system staff, parents, students and employers. Three Delaware school districts participated in the pilot.

**Partnership to Advance Youth Apprenticeship (PAYA)**
NAPE partnered with New America and nine institutions to launch PAYA. This multi-year initiative supports the expansion of high-quality apprenticeship programs for high school students across a broad range of industry sectors. NAPE is developing Equity in Youth Apprenticeship training and a toolkit to support PAYA partners.

**NAPE National Summit for Educational Equity**
Our 40th Summit was attended by participants from 40 states and Canada. NAPE led 11 preconference workshops for over 250 registrants. Summit festivities included a lifetime award or NAPE CEO Emerita Mimi Lufkin for her commitment to equity in education and the workforce.
State Profiles

TEXAS

“Our NAPE programs took us from 26% of students in advanced 6th-grade math class to 64%. We’ve eliminated the gatekeepers to advanced classes - teacher recommendations, minimum test scores, minimum class averages - and instead replaced them with procedures that make this accessible for all.”

~ Natalie Nichols, Area Superintendent
Stony Point Learning Community, Round Rock ISD

Central Texas STEM Equity Initiative

The E3 Alliance through a grant from the Greater Texas Foundation partnered with NAPE to deliver our full suite of Comprehensive Educational Equity Programs to four school districts (Austin, Pflugerville, Lockhart, Round Rock) with Manor joining through a grant from the Applied Materials Foundation. Through E3’s collective impact focus on math, the five districts are focused on equity in the math pipeline. A pre-to post survey of participants in NAPE's Micromessaging Academy showed a statistically significant increase in equity knowledge, skill, and self-efficacy.

MARYLAND

Addressing Disproportionality in STEM enrollment within Baltimore County Public Schools through PIPE.

NAPE facilitated our Program Improvement Process for Equity™ (PIPE) program for three high schools with positive progress.

- The P-TECH magnet at Dundalk High School is focusing on female student enrollment.
- Patapsco High School is working Advanced Technology enrollment in a pathway in eighth grade.
- Milford Mill Academy is addressing female student enrollment in construction management.

INTRODUCING Coaching for Educational Equity

NAPE’s coaching program is a sustainability strategy. Participants deepen their understanding of equity, learn to provide effective, actionable feedback to coach educators to create equitable learning environments where every student thrives. Results from the first implementation show a statistically significant increase in understanding and skills.

~ Dr. Patricia Ephlin, Principal of Hernandez Middle School
Roundrock ISD, Texas.
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 501c3 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  
Boone Family Foundation  
Communities Foundation of Texas  
E3 Alliance  
Greater Texas Foundation  
Fluor Foundation  
High Tech High Heels  
Metropolitan State University of Denver - Western  
Educational Equity Assistance Center  
Motorola Solutions Foundation  

National Science Foundation  
New America  
Rainwater Charitable Foundation  
Raytheon  
Sandra L. Yeager  
Sidhu Singh Family Foundation  
Texas Instruments Foundation  
The Craig and Kathryn Hall Foundation  
Toyota USA Foundation  
University of Illinois Urbana-Champaign

Special thanks to all who supported NAPE’s #GivingTuesday campaign and the new Mimi Lufkin Fund.

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

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Sandra Yeager*

* Pictured above

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