



Equity Leadership Academy for States

Amplify Equity in Perkins V

Implementing Perkins V can be complex. While Perkins V has potential to create more equitable educational outcomes for identified special populations, it's one more program for educators and classroom teachers to implement. [NAPE](#), or National Alliance for Partnerships in Equity, helps member state agencies equip their teams with research-based equity programs, consulting, and easy-to-use tools to guide postsecondary educators in implementing Perkins V.

NAPE has actively worked to create more equitable student outcomes for more than 30 years. It's what we do. Our programs, consulting and tools help educators across the United States build capacity to increase student access, education equity, and workforce diversity.

What is Equity Leadership Academy for States?

We developed Equity Leadership Academy for States to help postsecondary agencies guide school systems so Perkins V is more effective and places equity at the core. Through approximately February 2021, NAPE team members will provide meaningful, focused, and effective technical assistance for select cohort members through these engagements:

► **2-day training using Pilot for Program Improvement Process for Equity™ (PIPE™)**, a NAPE-developed data-driven institutional improvement model that educators

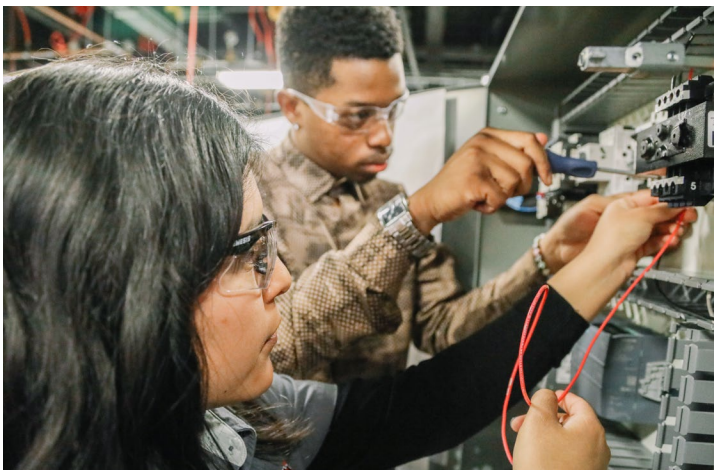
across the U.S. use as a decision-making institutional change process. PIPE focuses on increasing underrepresented groups' participation, completion, and transition in nontraditional programs of study.

► **4 monthly virtual technical assistance meetings will cover how to:**

- Identify data elements and data sources
- Create data visualization tools
- Identify subgroups that show a gap from their comparison group
- Identify potential root causes
- Conduct root cause action research
- Select an intervention aligned with identified root causes
- Evaluate identified intervention effectiveness

► **1-day capacity-building engagement** This final group engagement will create space for state education administration teams to share experiences and provide feedback on the pilot process.

Cohort members will directly guide the curriculum and facilitation of this pilot project through a co-construction process to ensure we provide appropriate support. NAPE will offer one-on-one technical assistance upon request to address local needs.



What will I learn?

The pilot academy seeks to engage state-level administrator teams in:

- 1 Adopting an equity lens:** You will learn how to place equity at the core of your work and build the skills necessary to have equity-minded conversations with colleagues in planning and implementing your state Comprehensive Local Needs Assessments (CLNA) process.
- 2 Building institutional capacity:** Our guidance and technical assistance will prepare you to support LEAs conducting the new analysis of special populations, particularly on how to analyze data to identify performance gap root causes.
- 3 Creating community:** The academy will provide a platform to build relationships with other states spearheading CLNA efforts.
- 4 Sharing lessons learned:** Sharing participants' lessons learned with members across the nation will help us create sustained support paths to implement the CLNA in accordance with Perkins V.

How much time should I expect to commit to this pilot process over the 12 months?

- Design thinking: 2 hours
- Pre-evaluation: 1 hour
- 2-day training: 3 days, including travel
- 4 monthly virtual technical assistance calls: 2 hours per call, 8 hours total
- 1-day capacity building engagement: 2 days including travel
- Post-evaluation: 1 hour

Who should apply?

This academy is targeted to postsecondary state agencies that are NAPE members and are conducting and implementing the CLNA in accordance with Perkins V. Our goal is to work with six to eight member states during the pilot. Each state will be required to create a diverse team of three to five leaders who are committed to integrating an equity lens into the CLNA process. These leaders also need to be dedicated to providing local technical assistance to share knowledge and effectively institutionalize resources and approaches. These teams can include postsecondary agency personnel, specialists, consultants, community leaders, and students who represent one or more special populations outlined in Perkins V, including students of color.

Why include a student on our leadership team?

Since young people are the experts of their own realities, students should be included in processes that directly



impact their success. We advocate for grounded action in [NAPE's Equity Principles for Perkins V CLNA](#). This means we believe no one is better situated to address problems or opportunities within CTE and education than the very students and families experiencing depressed outcomes. This pilot provides us an opportunity to model what it means to integrate grounded action into policies, practices, and procedures that assist educators nationwide. It positions young leaders to learn the CLNA process, build leadership skills, and develop relationships with other young leaders across the nation. The program also allows adult leaders to learn from the young people they serve in an intergenerational environment.

We will give priority to states that include a student on their leadership team who represents one or more of the Perkins V special populations, including students of color.

How do I apply?

To be considered for this cohort, please submit a completed application by **11:59 PM EDT May 8, 2020**. The application is a combination of questions regarding your team's demographic make-up, work experience related to Perkins V and the CLNA process, as well as your team's overall commitment to educational equity. Including a representative group of dedicated participants is of primary importance given the reciprocal nature of this work.

Cost

There is no cost for training, training materials, travel, or meals for NAPE member state education agencies accepted into the program. We only need dedicated commitment from team members to engage and share valuable feedback.

[Apply today!](#)

APPLICATION DATES

Applications due: May 8

Awardees notified: May 25

MAR – MAY 2020

EVENT TIMELINE

(dates may change slightly)

Application Process and Cohort Selection

- Applications due
- Applicant review and selection

JUN – AUG 2020

Pre-evaluation, Curriculum Design, and Logistics

- Pre-engagement evaluation
- Interviews with state leaders to guide curriculum and program design
- Logistics and travel confirmed

SEP – NOV 2020

Technical Assistance and Training

- Virtual technical assistance calls
- 2-day training

DEC 2020 – FEB 2021

Capacity Building Engagement, Post-evaluation, and Report

- Virtual technical assistance calls continued
- 1-day capacity building engagement
- Post-engagement evaluation

Meet your NAPE facilitators

Ricardo Romanillos, Ed.D., Senior Director of Programs,

combines 16 years of public education experience with multiple lenses and identities to his passion about building structures and pathways that empower underserved communities. He reflects his commitment to empowering underrepresented students in his professional work



with NAPE and in his volunteer commitments. He earned his Doctorate in Education from Johns Hopkins University, graduated with honors from Southwestern University with a Bachelor of Arts in chemistry, and earned a master's in educational leadership and policy studies from University of Texas at Arlington.

Ashley Conrad, Associate Director of Programs,

is a thoughtful community organizer, facilitator, and researcher. She is committed to a lifetime of working alongside our most vulnerable populations to create a more just world through collective action and policy change. Ashley has a strong history of creating supportive learning communities. She facilitates courageous spaces for groups to self-author the changes they want in their communities by integrating participatory action research with creative engagement



strategies. Ashley completed her Master of Science in sociology at Illinois State University and Bachelor of Science in sociology and psychology from the University of Tennessee. She spent two years in the Philippines following Typhoon Haiyan as a Peace Corps volunteer.

Visit

napequity.org/special-programs/equity-leader-academy/ for more information or to apply.

napequity.org

