



National Alliance for Partnerships in Equity

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Early Release of Executive Summary Addressing Equity Issues in STEM Education NAPE and Johns Hopkins University, School of Education Research Findings

Cochranville, PA (April 4, 2014) — On Wednesday, April 9 the National Alliance for Partnerships in Equity (NAPE), working with faculty at Johns Hopkins University School of Education will release an executive summary of a report entitled *Solving the Education Equation: A New Model for Improving Diverse Student Outcomes through Academic Equity*.

The executive summary will be released to a packed audience at NAPE's 35th annual Professional Development Institute during a public policy luncheon on Capitol Hill. The full report is due out in late June.

The report highlights the need for educators, researchers and policy makers to focus on both sides of the education equation by addressing equity issues, such as gender, race, ethnicity, disability, and poverty, before equally high standards can be achieved for all students. Based on work with partners in practice and research in Maryland and Texas, the report highlights a new model for understanding the impact of culture on student academic outcomes and how educators, given the right training, tools, and resources, can transform their classrooms and increase student performance, persistence, and pathways to college and career readiness. NAPE, in partnership with multiple organizations across the country, has implemented a high-quality, research-based, teacher professional development program that addresses culturally based implicit biases in the classroom in secondary schools and community colleges and that has demonstrated significant improvements in student outcomes.

Today, educators are expected to be aware of a widening number of socioeconomic, ethnic, demographic, and ability-based issues. Yet, according to one of the authors, NAPE COO Claudia Morrell, "most secondary school teachers spend their in-service professional development hours on improving their content knowledge and are unaware that they may deliver their content through verbal and nonverbal communications—known as micromessages—that convey the subtle and unconscious biases that pervade our culture."

Carolyn Parker, Ph.D., The Johns Hopkins University School of Education faculty member agrees: "The work that NAPE is doing is well-grounded in good, cutting-edge research that demonstrates that small, thoughtful, and intentional communications from an adult that demonstrates concern and caring can make a huge difference in the classroom and in the lives of

their students. This work highlights how powerful the influence of culture is in our lives and in our students' futures.”

The work has been funded in part by the National Science Foundation (Grant No. HRD 0734056, HRD 1203121, and DUE 1104163), the Communities Foundation of Texas, the Texas Instruments Foundation, High Tech High Heels, the Dallas Women's Foundation, and others who support equity in education.

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NAPE is a national, nonprofit consortium of state and local agencies, corporations, and national organizations that collaborate to create equitable and diverse classrooms and workplaces where there are no barriers to opportunities. The NAPE Education Foundation has been involved in a number of initiatives to increase diversity in America's workforce and to increase opportunities in high-skill, high-wage, high-demand careers. For more information, visit www.napequity.org.