



N A P E

National Alliance for
Partnerships in Equity

2018

ANNUAL REPORT



Messages from our Outgoing and Incoming CEOs

As we prepare the annual report each year, I am reminded of the gifts I have received from being a part of this organization. I was first introduced to NAPE by Freda Walker, Etna High School Teacher, and Connie Gipson, California's Sex Equity Administrator, and distinctly remember attending a NAPE Professional Development Institute in Washington, DC, in 1987. I was so impressed by NAPE's mission and the passion and dedication of its members. Little did I know that I would eventually become a consultant to NAPE and then its first CEO. The rest is history! Over the years, I have met many good friends, impressive professionals, and lifelong mentors. Reflecting on FY18 reminds me of our tremendous growth and impact on educators and their students. I hope you will join me in celebrating NAPE's success by contributing in whatever way you can and joining us at the 40th convening of the network at the National Summit for Educational Equity in Arlington, VA, on April 28-May 2, 2019.

Warmest regards,

Mimi Lufkin
CEO Emerita (retired September 1, 2018)

I am delighted to greet you as NAPE's new CEO. I first learned about NAPE at the National Career Pathways Network Conference in fall 2009, and shortly after I was asked to serve on the leadership team for the Ohio STEM Equity Pipeline Project, which was part of the first NSF GSE grant. I later became state lead and a consultant with NAPE, expanding that work in Ohio and around the country. Since that time our membership has expanded, our curriculum has broadened and deepened, and our work to build educators' capacity to implement effective solutions to increase student access, educational equity, and workforce diversity has grown. The past year has been filled with new partnerships, regional collaborations, and critically important public policy and advocacy, which led to the successful Perkins reauthorization, "Strengthening Career and Technical Education for the 21st Century Act," on July 31, 2018. This new law provides a unique and critical opportunity for us to think boldly about equity in CTE and STEM and to consider equitable outcomes as a key criterion for success and quality in educational pathways leading to high-skill, high-wage, and in-demand careers. Thank you for your dedication to this work, and I look forward to all that we will accomplish together in broadening access and success for our students!

Yours,

Ben Williams
Chief Executive Officer

Our Change Model



Equip Leaders

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



Engage Staff

Change continues to happen when all staff are engaged to share a common language about educational equity.



Encourage Discussion

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



WHAT WE DO



LENS WE APPLY



PROCESS WE EMPLOY



Fast Facts

14,950

NAPE network

36

State members

336

Participating schools

55

National briefings, hearings,
and policy meetings attended

124

Professional
development events

Public Policy from Fiscal Year 18 (FY18)

✓ **SERVED** as a Leading Voice in Improving the Equity Provisions in Perkins V

During FY18, the “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) was one of the few bipartisan pieces of legislation passed in the 115th Congress and enacted by the President.

NAPE, along with multiple nonprofit, corporate, and organized labor partners and through direct engagement with the Senate HELP Committee, the House Committee on Education and the Workforce, the Senate CTE Caucus, and the Congressional CTE Caucus, served as a leading voice in improving the equity provisions in Perkins V. The legislation

▲ **Increases targeted resources for special populations**, including students with disabilities, incarcerated youth, and students pursuing nontraditional careers.

▲ **Strengthens accountability** by requiring states and locals to report performance on the core indicators with disaggregated data by gender, race and ethnicity, migrant status, and each of the expanded special populations subgroups by program or career cluster in a publicly available format.

▲ **Requires funding to be used for career exploration and awareness**, including nontraditional careers, for secondary students including grades 5-8.

▲ **Provides additional flexibility to states** to create incentive grants or reserve funding to target closing of equity gaps.

▲ **Requires use of funds to meet the needs of special populations**, including students pursuing nontraditional fields with an emphasis on high-skill, high-wage, in-demand careers that lead to self-sufficiency.

▲ **Requires states and locals to conduct an equity participation and performance gap analysis** of students by gender, race and ethnicity, migrant status, and each special population to guide state and local planning.

“NAPE has its finger on the pulse of the equity issue. NAPE has an outstanding track record in developing, promoting, and sharing resources that tackle the equity issue in a way that makes a positive difference.”



Lisa Ransom, Senior Policy Advisor celebrating the passage of Perkins V with coalition partners.

LIGHTS

✓ **ENGAGED** in the National Dialogue to Advocate for and Promote Equity in Education and the Workforce



Senior Policy Advisor Lisa Ransom supported the House Education and Workforce Committee in its outreach and coordination of CTE high school congressional site visits.



CEO Mimi Lufkin presented during a session on “Resetting the Equity Conversation for CTE” at Advance CTE Spring Meeting.



Senior Policy Advisor Lisa Ransom joined the American Federation of Teachers, National Education Association, and civil rights leaders to oppose the Janus v AFSCME Supreme Court decision.



NAPE held a dynamic Public Policy Day during the 2018 Summit with

- U.S. Senate President Pro Tempore Orrin Hatch (R-UT)
- House Education and the Workforce Chairwoman Virginia Foxx (R-NC)
- Congressional HBCU Caucus Co-Chair, Congresswoman Alma Adams (D-NC)
- Co-sponsor of H.R. 2353, the “Strengthening Career and Technical Education for the 21st Century Act,” Congressman Raja Krishnamoorthi (D-IL)
- Michael Wooten, EdD, Deputy Assistant Secretary, U.S. Department of Education.



CEO Mimi Lufkin presented at ACTE’s National Policy Conference with Stephen Parker of the National Governors Association.



NAPE, in conjunction with the Perkins Coalition, supported a congressional briefing with the House Congressional STEM Education Caucus on “Preparing for Next Generation STEM Jobs: Partnerships between Higher Education and Industry.”

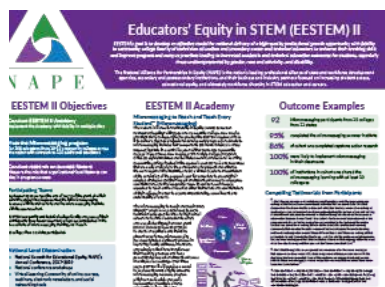


“Joining NAPE as a state member is a sure way of gaining access to a treasure trove of resources that aren’t readily available from any other organization or association. NAPE consultants provide expert advice and are readily available to assist administrators.”

~ Victor Cato
Oregon, Former NAPE Executive
Committee President

✓ PROVIDED Professional Development and Technical Assistance Across the United States

Educator's Equity in STEM (EESTEM) II Academy



Together with Doña Ana Community College (NM) and Stark State College (OH), NAPE created the EESTEM II Academy to deliver rigorous professional development to educators using NAPE's Micromessaging to Reach and Teach Every Student™ curriculum. FY18 was the second year of implementation of this 3-year NSF Advanced Technological Education (ATE) grant. To date, 92 educators from 15 colleges in 11 states have participated. Pre- and post-surveys reveal that

100%

of participants were likely or extremely likely to use their learning and the materials in their classrooms.

96%

of participants believed their actions in the classroom would have some impact on their students, with 52% believing the impact would be high.

183%

increase in participant self-rating of their level of knowledge with respect to equity concepts after the training.

Intermountain (IM) STEM



This Collective Impact initiative, led by NAPE, brings together a diverse group of organizations in six states (CO, ID, NM, NV, UT, WY) to increase participation and close achievement gaps in STEM education, including CTE, as an NSF INCLUDES Development Launch Pilot. The goal is to identify and scale effective practices that positively impact the critical junctures in the STEM education pathway, where significant barriers to the participation, retention, achievement, and transition of underserved populations exist. Using NAPE's professional development programs as the initial pilot strategy, IM STEM will create a Collective Impact infrastructure and develop processes for identifying effective practices and scaling them in multiple states. FY18 was the first year of this 2-year NSF project.



Make the Future: Connecting Girls to Manufacturing



NAPE is leading *Make the Future, Connecting Girls to Manufacturing*, a project geared to engage participants from seven states (AL, IN, KY, MO, MS, TX, WV). Funded by the Toyota Foundation, and partnering with Project Lead the Way, this project aims to increase the participation of women and girls, especially from underrepresented racial and ethnic groups, in STEM education, specifically in courses leading to advanced manufacturing career pathways. NAPE's team is developing a suite of tools and resources for use by educators, counselors, administrators, and recruiters.



2018 National Summit for Educational Equity

In spring 2018, 332 individuals from 40 states attended NAPE's 39th convening of the Summit. Building on the success of the STEM Equity Pipeline Leadership Institute, NAPE utilized the 2018 Educational Equity Leadership Institute as a preconference to launch a new Leading for Equity curriculum, which is focused on providing educational leaders with knowledge, skills, and dispositions necessary to address equity at an institutional level.



LIGHTS

State Profiles

TEXAS



After two years of NAPE Equity training at West Mesquite High School funded by the Texas Instruments Foundation, the number of STEM-related AP tests passed for college credit increased 118%.

In the Dallas Independent School District African American Success Initiative, 100% of participants in the STEM Equity Academy funded by The Boone Family Foundation committed to use NAPE strategies in their classrooms. Watch this video to hear from Alan Washington, a 6th grade math teacher at Atwell Middle School.

NAPE piloted a Certified Educational Equity Coaching (CEEC) Academy in Austin Independent School District, with 34 educators completing the program and 4 obtaining CEEC designation. Based on positive feedback, the Coaching Academy will be offered to four Central Texas school districts in 2019 through a collaboration with the E3 Alliance funded by the Greater Texas Foundation.

“

As a participant in NAPE's pilot Certified Educational Equity Coaching program, I have experienced more personal and professional growth in the past 4 months than in the past 4 years. It's been a truly transformational experience for myself, for the teachers I support, and for the students now being welcomed back into the learning process.

”

~ Christopher Martell
Innovation + Design Specialist, Austin Independent School District

OREGON

Since 2015, three cohorts of secondary, postsecondary, and STEM Hub partners have participated in the Oregon PIPE Project to identify equity gaps in CTE and STEM, as well as evidence- and research-based strategies to close those gaps. At a summer 2018 showcase, the three cohorts reported female increases in

- ↑ enrollment in Project Lead The Way
- ↑ participation in STEM summer camps
- ↑ participation in auto technology
- ↑ participation in electronics and telecommunications
- ↑ enrollment in advanced-level math classes.



The [Promising Practices](#) [handout](#) that resulted from this work highlights the lessons learned, key steps for success, ways to avoid pitfalls, and helpful reminders for continuous improvement.



RELEASED New Professional Development and Toolkit: Eliminating Barriers through Culturally Responsive Teaching

This professional development is designed to foster an asset perspective in educators and to help them implement teaching strategies that validate and incorporate students' diverse cultural perspectives.



Download: napequity.org/products/online-course-access

Thanks to our Funders

NAPE recognizes that funders have many options for giving. We appreciate and value their 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.

Communities Foundation of Texas/High-Tech High Heels
E3 Alliance
Fluor Foundation
Greater Texas Foundation
IDRA-Equity Assistance Center South
Joint Special Populations Advisory Committee
Lockheed Martin Foundation
Motorola Solutions Foundation
MSU of Denver-Western Educational Equity Assistance Center
National Science Foundation

NXP Foundation
Oppasser Family Charitable Foundation
Public Responsibility in Medicine and Research
Rainwater Charitable Foundation
Raytheon Company
Sandra L. Yeager
Texas Instruments Foundation
The Boone Family Foundation
Toyota USA Foundation



Special thanks to all who supported NAPE's #GivingTuesday 2017 campaign.

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



Most of the NAPE Executive Committee at the Program of Work Meeting Summer 2018



Several members of the NAPE Education Foundation Board of Directors for FY18

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NAPEquityTV



Pipeline Press e-newsletter

Become involved



www.napequity.org/committees



nape@napequity.org



NAPE has always been willing to be flexible and customize training to meet the unique needs of our rural regions of the state. Idaho has and continues to be a proud state member of NAPE because of the educational consulting services they provide, the value and resources they add to our state, and professional development opportunities they provide, like the National Summit for Educational Equity. It is because of these reasons ICTE pays for each of our postsecondary technical colleges to be affiliate members of NAPE.

~ Adrian San Miguel
Idaho, NAPE Executive Committee President



National Alliance for Partnerships in Equity

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