Realize every student’s potential access. equity. diversity.

The National Alliance for Partnerships in Equity offers research-based, strategy-driven, practical-application-focused professional development services that equip educators with tools to address specific school needs related to equitable learning environments, student academic success and ultimately, college and career readiness.

NAPE builds educators’ capacity to implement effective solutions for increasing student access, educational equity and workforce diversity.

**WHAT WE DO**

- Professional Development
- Research and Evaluation
- Technical Assistance
- Public Policy and Advocacy

**LENS WE APPLY**

- Behavior
- Cultural Stereotypes
- Bias
- Micromessages
- Accumulation of (Dis)Advantage

**PROCESS WE EMPLOY**

- EXPLORE
- SELECT
- DISCOVER
- ACT
- ORGANIZE

**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.

NAPE offers a variety of options for educator professional development.

**Curricula include:**

- Leading for Equity
- Micromessaging to Reach and Teach Every Student™
- Program Improvement Process for Equity™
- Realizing Potential with Mindset
- Explore STEM Careers
- Explore Nontraditional Careers
- Ensuring Equity in Project Based Learning
- Inspiring Courage to Excel through Self-Efficacy
- Eliminating Barriers through Culturally Responsive Teaching
- Coaching for Educational Equity

napequity.org
SMU Center on Research and Evaluation (CORE) observations of Academy participants in a large urban school district found that overall equitableness showed a statistically significant difference from fall to spring observations.

CORE’s analysis of a pre- to post-Academy survey found a statistically significant increase in perceptions of micro-inequities in the classroom. At post, ~100 percent of teachers agreed or strongly agreed about being knowledgeable of methods to decrease micro-inequities and being confident to identify and address them in the classroom.

An external evaluation of NAPE’s STEAM/STEM Equity Micromessaging Academy in a large urban district found that students of NAPE trained teachers performed better on district-wide End of Course exams in chemistry and physics than a control group.

In a suburban school district, the number of AP physics tests passed by both males and females increased and the number of tests passed by girls more than doubled.

NAPE facilitation has, quite honestly, been the single best quality training I have received… If you are considering how to create a more equitable classroom environment or just simply become a better educator in general, THIS TRAINING IS A MUST!

For more information or to request professional development, visit napequity.org

Or contact: Kathleen Fitzpatrick NAPE Program Manager kfitzpatrick@napequity.org (719) 660-6466