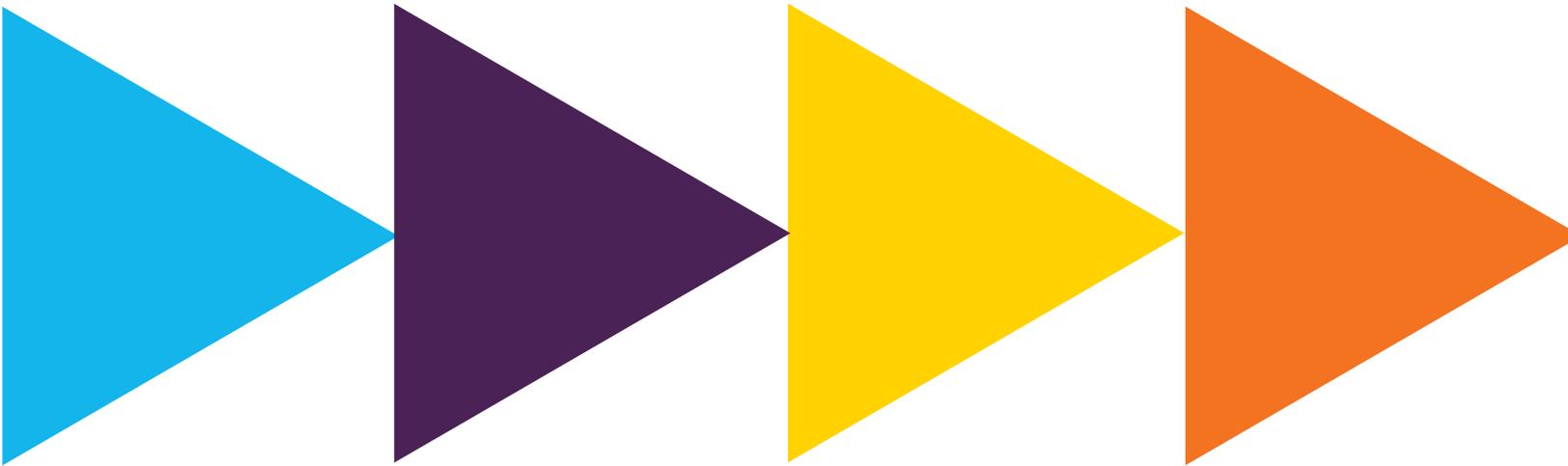


National Institute for Work & Learning

STRATEGIC PLAN, 2019 – 2022



JULY 1, 2019



A LETTER FROM THE DIRECTOR

As NIWL reaches its 50th year in 2020, I believe now more than ever, that delivering critical work and learning experiences to marginalized populations, and assistance to the organizations that support them is essential.

The groups we serve, so critical to national prosperity, innovation, health, and well-being, have been battered by events and the driving forces of the early 21st century. Events such as the COVID-19 pandemic, the rise of green industries, advances in artificial intelligence, the influence of social media, the gig economy, all disrupt established education and employment systems. In the face of such rapid change, education and employment systems are challenged to envision the skills that will enable long-term productive work for all individuals. Education and workforce systems are pressured to respond. Employers tell us they are increasingly focused on underlying ‘power skills’ such as critical thinking, data gathering and analysis, collaboration, flexibility, networking, personal reinvention, and cultural competency.

I am confident NIWL is poised with solutions for these challenges. Our staff expertise, nimbleness, and flexibility to adapt to and change systems position us to be thought leaders and a “go to” organization. By communicating our insights for systemic reinvention to our funders, community-based organizations, businesses, schools, and higher education systems, we will contribute to constructive change.

NIWL’s goal for education and workforce development is to ensure equal access to meaningful work, education and a sustainable livelihood for all. In response to this national context of constant change, NIWL’s work through 2022 will focus on advancing equitable and accessible education and workforce systems; leading and supporting efforts to prepare the diverse workforce for the demands of the 21st century; evaluating the work and promoting data informed and research-based policies and practices. We look forward to continuing our current partnerships and forging bold, new collaborations to support work and learning.

In our work, we never forget that sudden economic shifts impact vulnerable populations the hardest. NIWL will continue to provide supports to populations with the greatest need, such as tribal communities and youth who are out of school and out of work, and others exiting incarceration and entering work and learning environments. We support women and girls’ interest in STEM and encourage first generation college students to dream big. For systemic impact, we will continue to guide and provide resources and data to the adults who serve these groups including employees, non-profit providers, teachers, administrators and employers.

Despite the moving and shifting going on around us and the people we serve, NIWL’s core values of collaboration, commitment, and integrity will endure. Thank you for your efforts to make this plan a reality.



Lisa Johnson

Director, National Institute for Work and Learning



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INTRODUCTION

FHI 360 is a global, non-profit, development organization committed to improving lives in lasting ways in the U.S. and around the world. FHI 360 promotes a comprehensive approach to development – focusing its efforts on Education, Economic Development, Environmental, Health, Civil Society, and Research. FHI 360 operates from 60 offices with 4,400 staff. We maintain strong relationships with government and community leaders, and ties to hundreds of partner organizations.

The National Institute for Work and Learning (NIWL) is housed within FHI 360's U.S. Business Unit and is improving lives in lasting ways. We improve work and learning outcomes for communities, systems, and individuals. We build bridges between work and learning by promoting shared goals, common understanding, and research-based improvement strategies.

Our Competitive Advantage

We are a thought leader, collaborator, and convener, working at the nexus of education and employment systems and promoting their integration to ensure lifelong learning and productive work for all. With FHI 360's strong organizational backbone, we operate from a stable and cost-effective platform that means we can efficiently bring solutions to scale. The solutions we offer are grounded in a long history of effecting change in diverse communities; we couple innovative ideas with tested strategies validated by research to achieve positive outcomes well-documented by evidence.

NIWL seeks to build the capacity of public and private organizations, providing information, resources, and support needed to make decisions, strengthen programs, and improve outcomes for individuals. Specifically, we:

- Build Capacity
- Conduct Evaluation & Research
- Convene Community Stakeholders
- Develop Partnerships
- Facilitate Strategic Planning
- Offer Customized Technical Assistance
- Produce and Disseminate Case Studies, Products, Resources, & Tools
- Perform Project Management
- Provide Professional Development & Training

At Our Core

NIWL's core values form the fundamental pillars that support our work:

- **COLLABORATION.** We partner within FHI 360 and with governments, the private sector, education and workforce systems across disciplines and geographies to devise mutual solutions to shared needs.
- **COMMITMENT.** We are committed to impacting positive social change, quality education, and opportunities for meaningful economic participation.
- **INTEGRITY.** NIWL is committed to inclusiveness, transparency, intellectual diversity, and ethical and other professional standards at all times.

STRATEGIC PLAN, 2010 – 2021: AT-A-GLANCE

Vision

We envision a world in which all individuals and communities have the opportunity to reach their highest potential.

Mission

To advance access, equity, and excellence in education and workforce systems.

Core Values

- Collaboration
- Commitment
- Integrity

Target Population

- Community-Based Organizations
- Education & Workforce Systems
- Human Service Agencies
- Business & Industry

Goals & Strategies

GOAL 1: ADVANCE COMPREHENSIVE, EQUITABLE, AND ACCESSIBLE EDUCATION AND WORKFORCE SYSTEMS.

- Strengthen and build the capacity of education and workforce organizations.
- Foster collaboration and inclusiveness among community-based organizations, education and workforce systems, human service agencies, and business and industry.
- Engage the private sector in efforts in strengthening education and workforce systems.
- Convene partners and stakeholders to identify best practices and data-driven strategies to inform policy and practice.

GOAL 2: LEAD AND SUPPORT EFFORTS TO PREPARE THE DIVERSE WORKFORCE FOR THE DEMANDS OF THE 21ST CENTURY.

- Leverage existing and build new partnerships to improve access to work and learning opportunities.
- Provide professional development, project-based opportunities, training, and technical assistance to education and workforce stakeholders to support successful college and career transitions.
- Facilitate and implement positive youth development approaches and curriculum to prepare the future workforce.

GOAL 3: PROMOTE DATA-INFORMED AND RESEARCH-BASED POLICIES, PRACTICES, AND MODELS.

- Conduct high-quality research and evaluation to inform policies, practices, and program models.
- Produce and share evidence-based, data-driven reports and products to support stakeholders.
- Develop and promote the replication of effective models for successful college and career transitions.

GOAL 4: INCREASE THE VISIBILITY OF NIWL TO ADVANCE OUR VISION AND MISSION.

- Communicate capabilities and results to stakeholders.
- Cultivate relationships with prospective stakeholders.
- Collaborate across FHI 360's regions and departments

Priorities

- Private Sector Engagement
- State & Local Policies & Practices
- Successful Transitions
 - ✓ College & Career Readiness
 - ✓ Adult Education & Training
 - ✓ Workforce Re-entry

Competitive Advantage

- Cost-efficient provision of services.
- Stable department backed by a multicultural and intellectually diverse global organization.
- History of providing urgent, novel, and bold solutions.
- Use cutting edge research and technology-enable

NATIONAL INSTITUTE FOR
WORK & LEARNING



STRATEGIC PLAN, 2019 – 2022

Overview

In November 2018, NIWL’s Senior Management Team initiated a strategic planning process to answer four central questions:

WHO?	Who is NIWL?
WHAT?	What does NIWL want to accomplish in the next three years?
HOW?	How can NIWL get there?
WHAT?	What are NIWL’s priorities?

The Senior Management Team appointed a five-member committee to lead the process and develop a three-year strategic plan. The committee gathered input from the full staff through multiple feedback loops and a two-day retreat. The process was intentional, inclusive, and provided important insights into NIWL’s future direction.

NIWL’s Strategic Plan, outlined on the following pages, supports FHI 360’s overall strategy for 2019 – 2022 and directly aligns with two strategic goals: Increasing Equity in the United States and 21st Century Work and Learning.

Our plan is aspirational but grounded in our nearly 50-year history. It contains four interlocking goals. The first three goals address our mission to advance access, equity, and excellence in education and workforce systems. The last goal focuses on amplifying the work of NIWL to create broader social impact. While portions of this plan address our immediate actions, the overall plan is designed to ensure that NIWL is taking pro-active steps to ensure we are strategically prepared to address future needs and trends.

Our Vision

We envision a world in which all individuals and communities have the opportunity to reach their highest potential.

Our Mission

To advance access, equity, and excellence in education and workforce systems.

Our Target Populations

NIWL works with community-based organizations, education and workforce systems, human service agencies, and business and industry to advance access, equity, and excellence in education and workforce systems. The work of NIWL positively impacts those who face seemingly insurmountable challenges and obstacles, such as displacement from school and work, involvement with the justice system, and systemic and institutional disparities. NIWL’s work dovetails with a goal highlighted by FHI 360’s Chief Executive Officer Patrick Fine in the 2018 Annual Report: we enable “people to make their lives and their communities healthier, safer and more prosperous.”



Our Goals | Strategies

GOAL 1: ADVANCE COMPREHENSIVE, EQUITABLE, AND ACCESSIBLE EDUCATION AND WORKFORCE SYSTEMS.

NIWL advances and strengthens education and workforce systems by identifying and eradicating barriers to promote equitable service delivery and access, addressing systemic inequities, and identifying and providing training around replication of best practices and approaches.

OUR STRATEGIES:

- 1.1 Strengthen and build the capacity of education and workforce organizations.
- 1.2 Foster collaboration and inclusiveness among community-based organizations, education and workforce systems, human service agencies, and business and industry.
- 1.3 Engage the private sector in efforts to strengthen education and workforce systems.
- 1.4 Convene partners and stakeholders to identify best practices and data-driven strategies to inform policy and practice.

NIWL will collaborate with state and local education and workforce organizations, policy advocates, the private sector, and decision-makers to identify and advance groundbreaking practices and policies to help communities, employers, and employees prepare for the demands of 21st century work. Key efforts under this goal include:

- **Apprenticeships.** NIWL brings education and workforce systems together to co-create meaningful opportunities for new workers to enter apprenticeable fields. As part of this broader effort, NIWL is developing a Positive Youth Development Pre-Apprenticeship curriculum that will provide an orientation to the youth development approach for people interested pursuing work in this field and a corresponding registered Workforce Development Specialist apprenticeship curriculum.
- **Bridge to Employment.** NIWL partners with Johnson & Johnson to foster collaboration among local stakeholders in twenty-four communities to prepare young people to excel academically and in their chosen careers. NIWL provides strategic planning, capacity building, and customized technical assistance to each community. Annually, FHI 360 convenes all stakeholders for a two-day professional development, learning, and networking session that deepens engagement of business and education partnership in these communities.
- **Compass Rose Collaborative.** Funded by the Department of Labor Reentry Projects, NIWL promotes inclusion and integration of young people impacted by the justice system into societal, educational, and workforce systems. NIWL provides training and technical assistance to eight communities across the nation on best practices to address the full range of obstacles faced by justice-involved individuals and those re-entering the community from incarceration with educational and career aspirations. NIWL researches emerging promising and data-driven practices that support family, economic and social self-sufficiency of young people that reside in communities that are high-crime and high-poverty.
- **Future Workforce Now!** NIWL, in partnership with the National Governors Association and the Fab Foundation, Future Workforce Now is reimagining workforce policy in the age of technological disruption to prepare the workforce of the future.



**GOAL 2: LEAD AND SUPPORT EFFORTS TO PREPARE THE DIVERSE
WORKFORCE FOR THE DEMANDS OF THE 21ST CENTURY.**

Technology disruptions, social change, and demands of the labor market are shaping the future of employment, employees, and workplaces. NIWL brings together knowledge from experts and data from different sectors to strategize and address emerging trends in education, training, policy and employment to support the demands of 21st century work.

OUR STRATEGIES:

- 2.1** Leverage existing and build new partnerships to improve access to work and learning opportunities.
- 2.2** Provide professional development, project-based learning opportunities, training, and technical assistance to education and workforce stakeholders that support successful college and career transitions.
- 2.3** Facilitate and implement positive youth development approaches and curricular innovations that prepare the future workforce.

NIWL's strategies and activities involve a combination of direct service and capacity building, professional development, training, and resource and curriculum development. Two of our key efforts include:

- **Credentialing.** NIWL is establishing a set of common standards for key foundational (college and career readiness) skills. As part of this effort, NIWL will develop, offer and award Digital Badges – online credentials that “live” on a platform for employers or educational institutions to verify that individuals developed specific professional skills and mastered certain competencies. This work ensures the future generation is primed for lifelong success.
- **Pathways to Success.** Funded by Johnson & Johnson, this unique pathway model helps a select group of students transition to and succeed and thrive in college, while providing career readiness supports and a deep immersion into Science, Technology, Engineering, Mathematics, Manufacturing or Design careers.
- **Women in STEM²D.** With the objective of increasing representation of women in Science, Technology, Engineering, Math, Manufacturing and Design (STEM²D) fields, NIWL implements a multifaceted approach to support and inspire girls and women of all ages in their pursuit of STEM²D studies and careers.



GOAL 3: PROMOTE DATA-INFORMED AND RESEARCH-BASED POLICIES, PRACTICES, AND MODELS.

NIWL understands that data and evidence increasingly play critical roles in shaping policy and practice. NIWL conducts research at the highest standards to pinpoint and share best practices widely.

OUR STRATEGIES:

- 3.1 Conduct high-quality research and evaluation to inform policies, practices, and program models.
- 3.2 Produce and share evidence-based, data-driven reports and products to support stakeholders.
- 3.3 Promote the replication of effective models for successful college and career transitions.

NIWL conducts primary research and rigorous program evaluation using quantitative, qualitative, and mixed methods research. Our current research and evaluation services guide stakeholders in effectively documenting implementation progress and measuring effectiveness for various programs and policies. We also help translate and disseminate findings and resources to a wide variety of audiences to drive new policy and practices. In 2019-2020, some of our work and products that promote this goal include:

Research & Evaluation	Products
<ul style="list-style-type: none"> • Afterschool Coordination Sustainability & Diffusion Studies • BTE Cross-Site Annual Evaluation • Gear Up! Program Effectiveness Impact Evaluation • More than Money Program Effectiveness Evaluation 	<ul style="list-style-type: none"> • College & Career Readiness: A Guide for Navigators website • Digital Badge curriculum • Future Workforce Now! State Leaders Toolkit • Positive Youth Development Pre-Apprenticeship Curriculum • Registered Workforce Development Specialist Apprenticeship Curriculum • STEM²D Student Activities • Bush Foundation Teacher Effectiveness Initiative: Lessons Learned • Tip Sheets for Working with Youth • From Surviving To Thriving: Supporting Transformation, Reentry and Connections to Employment for Young Adults
Reports	
<ul style="list-style-type: none"> • BTE Success Stories • Future Workforce Now! State Policy Guide for Action • Labor Market Insights for STEM careers • WiSTEM2D, A Commitment to Catalyzing Change 	



GOAL 4: INCREASE THE VISIBILITY OF NIWL TO ADVANCE OUR VISION AND MISSION.

NIWL's capacity to drive positive social change depends on widespread recognition of our thought leadership. NIWL will make a concerted and strategic effort to amplify the reach, scope, and capacity of our work by enhancing the current communications strategy and internally designating resources specifically to support increased visibility of the department.

OUR STRATEGIES:

- 4.1 Communicate capabilities and results to stakeholders.
- 4.2 Cultivate relationships with prospective stakeholders.
- 4.3 Collaborate across FHI 360's regions and departments.

NIWL will be strategic in communications tactics and promotional activities that highlight NIWL as a credible thought leader in education and workforce policy and practice. NIWL will cultivate relationships with prospective stakeholders and expand the reach and capacity of the department to communicate effectively about what we do with a range of stakeholders. NIWL will optimize the communications plan and enhance engagement through:

Strategic Communications:

- Social media and media presence
- Presentations at international and national conferences
- Dissemination of college and career readiness navigator guide
- Production of external communications, opposite the editorial page articles, and white papers



TAKING ACTION

Our Commitment. Our Priorities.

To further advance our mission and amplify social impact, NIWL will target our future work in four priority areas:

1. ENGAGING THE PRIVATE SECTOR

NIWL will create opportunities for businesses, educators, community groups, and individuals to build long-term partnerships that will have a meaningful impact. NIWL will provide a formal and inclusive mechanism to involve employees and employers in resolving education and workforce issues in their communities with real solutions.

NIWL will expand corporate philanthropic and corporate social responsibility strategies within our work. We will design and implement projects that bridge the interests of business and the needs of the communities in which they operate. NIWL will lead businesses in preparing their employees for their roles in corporate or business-sponsored initiatives and other community service opportunities. NIWL will host customized professional development, trainings, and stakeholder convenings, as well as provide resources and tools to ensure that policy and practice are successfully implemented. By 2022, NIWL will expand our work with the private sector by adding two new partnerships to strengthen the education and workforce systems and prepare employees to support successful college and career transitions among youth and young adults in their communities.

2. SHAPING FEDERAL, STATE & LOCAL POLICIES AND PRACTICES

Workforce programs and local labor markets around the country have developed innovative strategies for pinpointing workforce needs and training employees to meet evolving workforce demands. NIWL will deliver technical assistance, policy analysis and recommendations, and peer-to-peer learning to leverage these successful strategies at the state policy level. Working directly with governors and their executive staffs, NIWL will first identify and then recommend successful strategies for preparing the future workforce and evaluate their implementation and success.

Over the next three years, NIWL will partner with educational institutions, workforce systems, and state and local agencies to adopt and implement new policies and practices in at least 15 States to better meet the emerging demands of demands of employers and employees alike.

3. PROMOTING SUCCESSFUL TRANSITIONS

Whether supporting the transition from school-to-college, college-to-work, work-to-training, or supporting the transition into the community to enter work or education from incarceration, NIWL will lead the development of strategic partnerships, collaborations, and program strategies that support seamless transitions and positive program, individual, and systems outcomes.



By 2022, NIWL will expand the scope and reach of our transitions' portfolio to an additional 20 communities. NIWL will contribute to the fields of education and workforce development for those experiencing life transitions by producing logic and program models, evaluation data, and evidence-based best practices for the field. NIWL will also facilitate discussions and host convenings among community stakeholders to improve their collaboration and systems to support beneficiaries and monitor systems outcomes.

4. EXPANDING NIWL'S RESEARCH AND EVALUATION PORTFOLIO

NIWL will expand our research and evaluation portfolio in a concerted effort to provide quantitative and qualitative data to stakeholders to inform and guide policies, practices, data for decision making and program models. Over the next three years, NIWL will expand its funded and project-based work in the evaluation field by 40%.

Implementation: Moving the Plan Forward

This strategic plan is a living document. The goals, strategies, and priorities outlined in this plan will guide our work. And our work, in turn, will make the plan a reality. To ensure that the plan is utilized in an ongoing basis, goals will be discussed in-depth during the monthly staff meetings. Staff will report accomplishments, current work, and prospective work as it aligns with the goals and priorities of NIWL. We will monitor and report on our progress towards defined outcomes to ensure we are maximizing our potential for impact.

Future Investments

Over the next three years, NIWL will increase capacity by strategically hiring in the practice areas, communications, development, data and performance management, and operations. This will enable NIWL to execute our goals and create bandwidth for our leadership to focus on strategy, emerging trends in education and workforce, and long-term sustainability.



ASSESSING OUR PROGRESS

Our Framework

NIWL is committed to measuring, evaluating, and understanding the effectiveness and impact of our work. We will measure our performance and track our success over the next three years, using key performance indicators and core metrics that reflect our goals, strategies and priorities.

Core Metrics

INDIVIDUAL OUTCOMES

- Number youth served through programming
- Number youth completing secondary school
- Percentage of youth successfully transitioning to higher education
- Number of youth completing higher education
- Total student scholarships (number, amount)
- Number of career-ready youth (pre- and post-assessments)
- Credentials earned
- Number of employed youth
- Number of young adults placed in education or unsubsidized employment
- Reincarceration rate / Recidivism
- Number of youth / young adults leaders certified through programming

PRIVATE SECTOR OUTCOMES

- Number of employers engaged
- Number of internships completed
- Number of employees (volunteers) engaged
- Number of employee (volunteer) hours
- Number of employee (volunteer) trainings

COMMUNITY / SYSTEM OUTCOMES

- Number of convenings and roundtables hosted
- Number of strategic planning sessions
- Number communities / cities adopting best practices
- Number of new partnerships
- Number of state teams attending policy forum
- Number of states implementing new policies in response to technological disruptions
- Number of large cities sustaining afterschool coordination activities
- Number of large cities starting afterschool coordination activities

NIWL OUTCOMES

- Receipt of additional grants/funding
- Number of new partnerships
- Website & Social Media analytics
- Number of resources & tools disseminated
- Number of conference presentations



50 YEARS OF BUILDING BRIDGES

History and Landmark Achievements of the National Institute for Work and Learning

The National Institute for Work and Learning (NIWL), then known as the National Manpower Institute, was founded in 1970 to build bridges between education and work. Since then, NIWL has been at the forefront of growing movements to make opportunities for meaningful work and learning available to all Americans at every stage of life. As we deepen our understanding of the connections between work and learning, and how to forge even stronger bonds, we remain committed to the core principles established by our founders: *collaboration* among systems to effect locally driven change; a *commitment* to making meaningful work and learning accessible for all; and *integrity* in how we carry out our work.

1970

National Manpower Institute founded.

1975

The Boundless Resource: A Prospectus for an Education/Work Policy, a vision for integrating education and work in the U.S., published.

1980

Name changed to National Institute for Work and Learning.

1984

National *Fast Food Jobs* study showed young people were learning important skills on the job in fast food, but with little reinforcement at school.

1984 – 1987

Collaborated across sectors in four communities to host *National Panel on Work and America's Youth*, a model for later workforce development efforts.

1988

Integrated with larger nonprofit AED to expand reach.



1970s

A NOVEL APPROACH TO WORK AND LEARNING

Prior to the 1970s, the worlds of work and education were traditionally separate. There was little understanding of the need to support transitions between school and work, and vice versa, and no national policy to promote their integration. Willard Wirtz and John Dunlop, former Secretaries of Labor, founded the National Manpower Institute to promote better integration between work and learning for youth, working adults, and older adults. Our work encompassed program development, policy analysis, and measurement and evaluation.



1980s

A GROWING CONSENSUS

An emerging national awareness of the need to support transitions between work and learning led to efforts like career education in schools, paid educational leave for workers, and support for work-life transitions among middle-aged and older adults. NIWL's research helped pinpoint where there were gaps and our collaborations with major employers, unions, and education providers devised programs to bridge those gaps.



1990s

A NATIONWIDE POLICY PLATFORM

1990 – 1995

Evaluated school-to-work reform projects, with findings forming the building blocks of national school-to-work policy.

1995 – 2002

1995-2002 Co-led the National School-to-Work Learning and Information Center, developing and disseminating resources reaching all 50 states.

2001 – 2011

Supported universities and K-12 to transform teacher preparation in \$100 million Teachers for a New Era. Later initiatives built on its lessons.

2003 – 2019

Health industry focused youth development program Bridge to Employment expanded when NIWL took over.

2004 – 2014

Partnered in national evaluations of career and technical education, reporting to and briefing Congress to inform new policy.

2011

AED merged with FHI to form FHI 360, expanding NIWL's reach.

2011 – 2017

Statewide education reform in North Dakota improved collaboration among regional partners and increased college scholarship numbers.

2016 – 2019

New initiatives provided targeted supports to women and girls in STEM, and youth transitioning from incarceration to work and learning.

Passage of the School-to-Work Opportunity Act in 1994 codified into national policy principles NIWL had been promoting since our inception. As co-lead of the School-to-Work Learning and Information Center, NIWL's efforts to spread the word about connecting education and work reached all 50 states and at least 100 communities. NIWL's research and dissemination made the case that career-connected learning can and should be available, accessible, and high quality for all students.

2010s

FOCUS ON COLLEGE AND CAREERS

NIWL continued to hone its approaches to program implementation and research and evaluation. We embedded community engagement and collaboration in major philanthropic efforts to reform secondary education and teacher preparation. With the emerging realities of 21st century work, NIWL began to focus heavily on making STEM preparation accessible. As we enter our fifth decade, NIWL is pivoting to a more intentional focus on equity and access for expanding groups of learners and workers.

2000s

WORK AND LEARNING IN NEW ARENAS

NIWL broadened its horizons to work with new populations and new funders. Major investments from philanthropy and corporate giving allowed NIWL to bring decades of learning to new initiatives: transforming the work of teacher educators to improve the learning of future teachers and their own students; and expanding access to postsecondary education and productive careers for youth, including—for the first time— international students. At the same time, NIWL maintained a foothold in federal education policy by conducting research and evaluation of career and technical education programs and policies

2020s

GOING DIGITAL

NIWL grasped early that creative, mobile, and remote digital solutions and services can be effectively deployed in many work and learning environments, bringing more opportunity to the people we serve.



2020

NIWL receives first grants from Native American Tribes to conduct program evaluations.



2020s



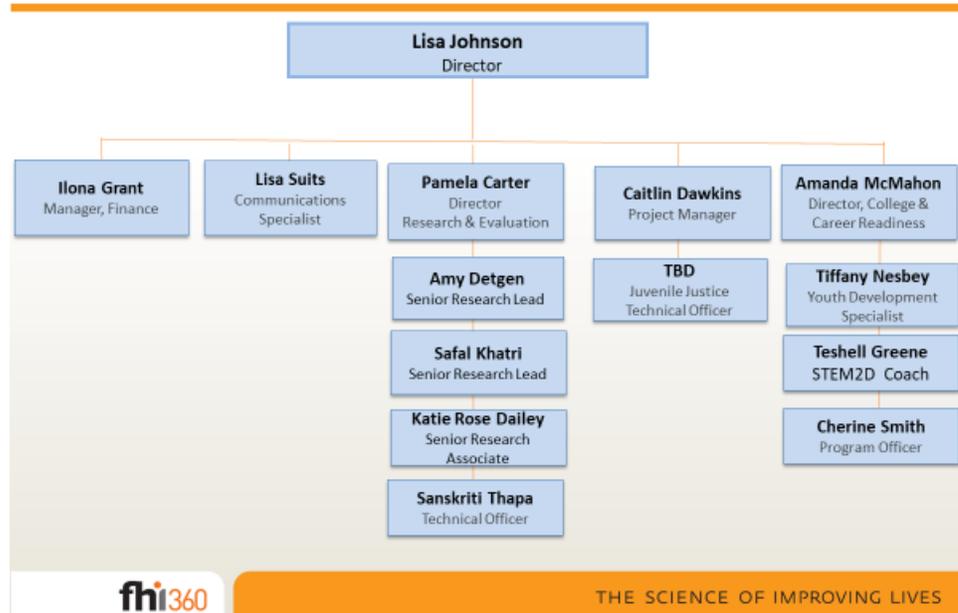
GOING DIGITAL

NIWL grasped early that creative, mobile, and remote digital solutions and services can be effectively deployed in many work and learning environments, bringing more opportunity to the people we serve.

As NIWL enters its 50th year, we look back on half a century of progress and forward to the future. As education and work continue to evolve in the 21st century, we reaffirm our commitment to a comprehensive approach to reform grounded in collaboration and integrity. Our aim now, as it was in 1975, is not just “building bridges between two worlds, of education and work, but...integrating these forces into the one world of community—and life.”

STAFF

National Institute for Work and Learning



ACKNOWLEDGEMENTS

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- Katie Rose Dailey, Project Manager
- Caitlin Dawkins, Program Officer
- Lisa Johnson, Director of Workforce Development
- Safal Khatri, Research Associate
- Amanda McMahon, Project Director