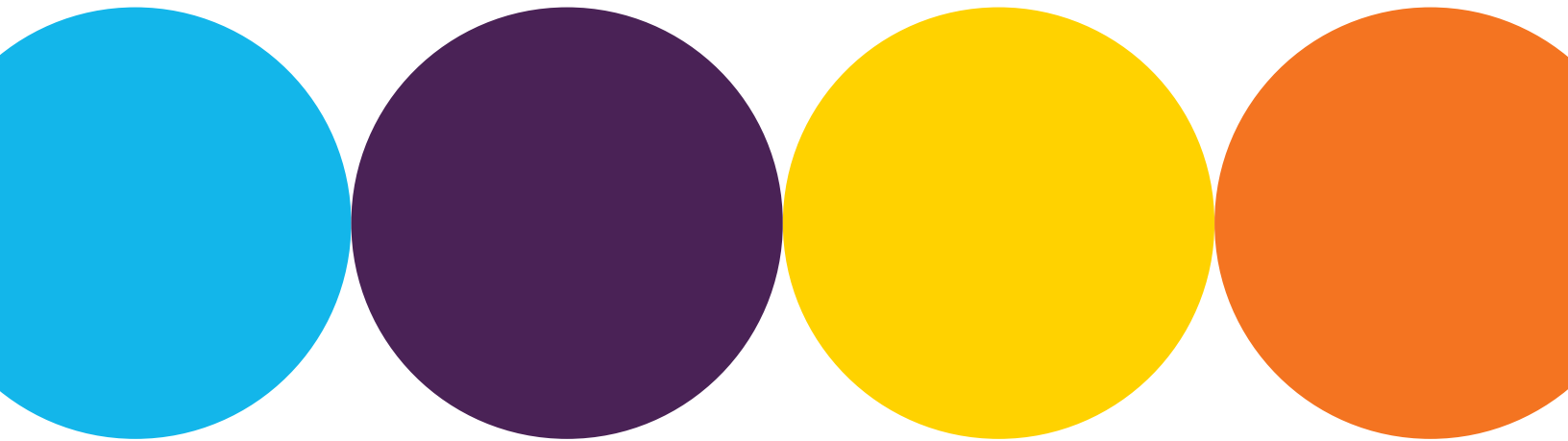


The National Institute for Work and Learning at 50

2020 YEAR IN REVIEW



ACKNOWLEDGMENTS

This Year in Review reflects the work of the entire team at FHI 360's National Institute for Work and Learning (NIWL). The projects profiled below, and the social impact they achieved, testify to the excellence, commitment, and passion of every staff member. We thank Lisa Johnson, Pam Carter, Amanda McMahon, Caitlin Dawkins, Heidi Comenetz, Katie Rose Dailey, Halle Davis, Amy Detgen, Ilona Grant, Teshell Ponteen Greene, Safal Khatri, Tiffany Nesbey, Michele Preston, Cherine Smith, Lisa Suits, and Sanskriti Thapa for NIWL's tremendous results in 2020.

We would particularly like to recognize Ivan Charner, the former Director of NIWL, who completed 43 years of service with FHI 360 in 2020 and retired in early 2021. His vision of integrating the worlds of education and work has shaped what NIWL is today. We offer heartfelt appreciation to NIWL's past and current colleagues and to FHI 360, our parent organization.

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LETTER FROM THE DIRECTOR

Dear Colleagues,

For our Year in Review, FHI 360's National Institute for Work and Learning is privileged to look back over a 50-year history. 2020 marks a half century of our involvement in setting the vision for our nation's direction in preparing disparate segments of the workforce – including the most marginalized – for critical work and learning experiences. Ours is a story of not only staying relevant but leading at the forefront of changes in the U.S. economy, labor market trends, workforce, and education.

As everyone knows, 2020 was a tumultuous year, as the United States was struck by a deadly pandemic, massive job loss, a U.S. presidential election, unprecedented natural disasters, and a national crisis around racial justice.

At the same time, the rise of green industries, advances in artificial intelligence, the influence of social media, and the gig economy are disrupting established education and employment systems. In the face of such rapid change, education and employment systems are challenged to respond. In our work, we never forget that sudden economic shifts impact under-resourced populations the hardest. NIWL continues to provide supports to populations with the greatest need, such as tribal communities, 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. We work with the adults who support these groups including employees, employers, non-profit providers, K-12 and higher education faculty and staff.

At this juncture in our history and looking ahead to our future, NIWL recommits to our vision of “a world in which all individuals and communities have the opportunity to reach their highest potential”, and to our mission, namely, “To advance access, equity, and excellence in education and workforce systems.” During 2020 the marvelous team at NIWL along with our many partners advanced these ideals. Some of our highlights from 2020 include:

- ▶ The award of the U.S. Department of Labor's Young Adult Reentry Program grant which will allow us to expand our reentry service network to 10 cities.
- ▶ Conducting a three-day global virtual youth program summit with over 100 participants from 10 countries.
- ▶ Transitioning youth reentry services to virtual and online delivery in response to COVID-19, with little or no interruption of services. Many of these technical improvements will persist after the Coronavirus subsides.
- ▶ Publishing a groundbreaking study of case studies from around the world of young women in science technology, engineering, math, manufacturing, and design.
- ▶ Partnering with the Cherokee Nation to 1) establish an immersion school to preserve and increase higher competency in the Cherokee language, and 2) to develop a teaching and certification program for Cherokee language teachers.

Looking ahead, at this particular time in the history of the United States, we believe it is essential to infuse social justice and inclusion into every program, to address inequity where it lies, and to model positive youth development principles in all our activities.

We look forward to reporting to you again as we begin our next 50 years.

Sincerely,

Lisa Johnson

DIRECTOR, FHI 360 NATIONAL INSTITUTE FOR WORK AND LEARNING

01

Overview of the Current Strategic Plan

NIWL focuses on two key drivers of individual well-being – work and learning – to improve lives.

In 2020, people in the United States and in countries across the world ignited a consciousness around social and racial justice that had not been felt since the 1960s. At the same time, the Coronavirus pandemic has exacerbated health and income disparities among marginalized populations, where the death toll continues to be disproportionately high.



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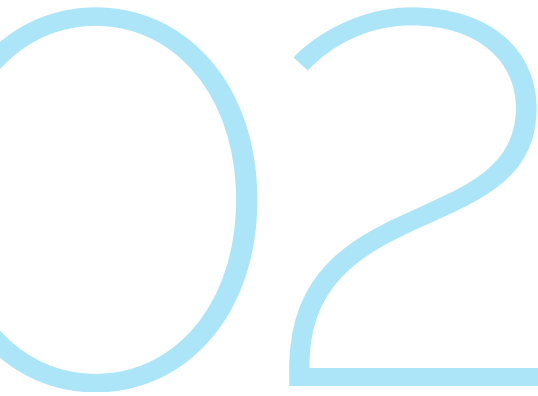
NIWL's project work has always served communities that experience high degrees of social inequities, particularly people living in high-crime, high-poverty areas; Native American communities; and justice-involved youth. One of our programs supports young people across eight countries who are experiencing high rates of poverty and social exclusion, leading to disparities in educational and employment opportunities. Through its history, NIWL's mission has been focused on these issues of equity, access, and guaranteeing a fair shot. Our [strategic plan](#) was not crafted hurriedly in the 2020 summer of social justice upheaval, but many years ago – demonstrating an early commitment and unwavering desire to reverse existing inequities and remove barriers to education and employment for people who have been marginalized.

In this annual review, we examine our strategic goals and our accomplishments in achieving them.

- ▶ **GOAL 1:** Advance comprehensive, equitable, and accessible education and workforce systems
- ▶ **GOAL 2:** Lead and support efforts to prepare the diverse workforce for the demands of the 21st century
- ▶ **GOAL 3:** Promote data-informed and research-based policies, practices, and models
- ▶ **GOAL 4:** Increase the visibility of NIWL to advance our vision and mission

We measure our success by the number of youth and young adults who continue their education, find employment, or return to their communities prepared for new lives. We gauge our impact through our success strengthening community-based organizations to deliver leading edge and compassionate services, energizing corporate volunteers to serve their communities, and giving teachers better tools to help reach their students. We see progress in infusing a data culture throughout our own and our clients' work to make decision making more empirical and to encourage people to evaluate, improve, and test themselves again.

Looking to the future, NIWL will intensify our efforts by providing supportive services for young adults who have been involved with the justice system; expanding college and career readiness to underserved students; expanding our relationships and learnings with tribal communities; and continuing to evaluate the work in these areas.



Progress Against Goals

GOAL 1. Advance comprehensive, equitable, and accessible education and workforce systems

This goal speaks to the need for all people to have access to quality education and employment for their well-being and success in society. NIWL’s activities to support this goal include advancing and strengthening education and workforce systems by identifying and eradicating barriers to equitable service delivery and access, addressing systemic inequities, and identifying and providing training around replication of best practices and approaches.

PROJECT – BRIDGE TO EMPLOYMENT

Bridge to Employment (BTE) inspires young people (14 to 18 years old) to stay in school, excel academically, and elevate their career aspirations.

RECOGNIZED GLOBAL EXCELLENCE

Johnson & Johnson–Mexico Bridge to Employment (BTE) program was recognized as the **“Best Corporate Volunteering Practice in Latin America in 2020”** by the Mexican Center for Philanthropy, the Alliance for Socially Responsible Philanthropy in Mexico, (AliaRSE). The award cites J&J’s outstanding socially responsible practice “that performed an exceptional, positive, and creative approach to benefit all.” BTE is a partnership program led by NIWL and J&J, with an almost 20-year history of working together.

Launched by Johnson & Johnson (J&J) in 1992, BTE helps young people build solid futures and makes learning meaningful, engaging, and relevant. BTE strives to 1) increase the number of students who enroll in higher education; and 2) increase the number of students pursuing careers in the Science, Technology, Engineering, Mathematics, Manufacturing, or Design (STEM²D) sectors. To date, Johnson & Johnson has launched programs in more than 95 communities in 23 countries. In 2020 NIWL added Ewing, NJ, Warsaw, IN, Lancaster, PA, Jacksonville, FL, and Philadelphia, PA, as well as Singapore, Sydney, Australia, and Bangkok, Thailand, to the BTE global community.

Johnson & Johnson partners with FHI 360’s National Institute for Work and Learning to provide global program management, technical assistance, and evaluation services.

BTE sites are managed by a group of local partners – a local Johnson & Johnson operating company, one or more local schools, an institution of higher education, and a non-profit organization – that exercise flexibility in meeting the needs of local students and school systems. Together, the partners provide 40 to 50 participants in their last three years of secondary school approximately eight hours of activities per month (four hours of which are led by J&J employees). The sites offer similar proven activities, but each site designs its activities and events to meet the needs of the local student community.

The success of these unique partnerships stems from the use of scientifically sound school-to-career principles: maintaining high standards of academic learning for all students; providing opportunities for contextual learning; creating links with institutions of higher education; and connecting students with adults in the workplace. To achieve these goals, all BTE sites target program activities in four key areas:

- ▶ **ACADEMIC ENRICHMENT** Activities that enhance participants’ understanding of subjects and connect these subjects to the real world
- ▶ **CAREER READINESS & EXPLORATION** Activities that introduce participants to the world of work, prepare them for professional environments, and show them a variety of career options



► **HIGHER EDUCATION AWARENESS & PREPARATION** Activities that prepare participants to explore, apply for, pay for, and thrive in higher education

► **COMMUNITY SERVICE & LEADERSHIP** Activities that encourage participants to lead locally and globally, as well as give back to their local communities

BRIDGE TO EMPLOYMENT PROJECT RESULTS FOR 2020 INCLUDE:

17 Implementing Sites
(7 sites graduated students in 2020)

842 Students served

63% Females served

305 J&J Volunteers

4,076 Volunteer Hours

121 Volunteers Trained

SIGNATURE EVENT: ALLIANCE BUILDING AND TRAINING SESSION

In response to the challenges imposed by COVID-19, NIWL shifted its 24th annual Alliance Building and Training Session (ABTS) to a virtual platform. This event, normally held in person, celebrates the achievements, lesson learned, local successes, and innovation stories from BTE. Through the creative use of technology and robust documentation and tools, NIWL kept participants prepared and engaged.



NIWL has also joined with Johnson & Johnson's Social Justice Expansion project to work in Jacksonville, FL, and Philadelphia, PA. These BTE programs seek to address the effects of racism and social injustice by providing access to and increasing the number of young people enrolling in, attending, and completing higher education and pursuing STEM²D careers. Targeting approximately 100 youth (50 per site), the Social Justice Expansion project provides opportunities in academic enrichment, career exploration and readiness, higher education awareness and preparation, and community engagement and leadership.

106 reps from
20 sites, including
13 student ambassadors in
10 countries, across
9 times zones



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PROJECT – PATHWAY TO SUCCESS

Building on the Bridge to Employment program, the Pathway to Success program creates opportunities for high school students to chart career paths and prepare for college at the same time. This pilot model is designed to help a small and select group of students thrive in college, while providing deep immersion in Johnson & Johnson's culture and career options to further their chosen career paths. Specifically, the Pathway model:

- ▶ Increases the number of young people completing higher education with a degree or certificate in a STEM²D discipline
- ▶ Increases the number of young people who are career ready
- ▶ Increases the number of young people employed in the STEM²D/healthcare sectors

PROGRAM REACH

Pathway to Success serves **4 student cohorts** across **6 sites** in NJ and PA for up to **6 years**.

THE VALUE OF INTERNSHIPS

"Being able to intern at (J&J) headquarters gave us access to people that we never would have even thought of networking with. And now I can lean on those same people as I try to .. navigate post-grad life."
—Pathway to Success Student

Activities offered during participants' enrollment in post-secondary education focus on helping them remain and succeed in college, navigate the job search process, and become gainfully employed in a STEM²D position. These include the Pre-college Academy and a College Boot Camp. Pathway to Success activities are customized to meet the unique needs of the participants based on students' interest inventories and college and career readiness assessment results.

One of the key experiences offered to Pathway participants is an internship at Johnson & Johnson. Owing to COVID-19 restrictions, the 2020 internships were offered remotely. Despite this new format, students and hiring managers reported the following benefits:

- ▶ Efficient completion of projects and tasks, even while working remotely
- ▶ Greater intern independence—students took more initiative with less direction
- ▶ Students strengthened their time management, self-discipline, and communication skills
- ▶ Managers improved their communication and supervisory skills
- ▶ Interns strengthened their ability to speak up, ask questions, and set goals

Because of students' and managers' positive experiences with the remote delivery, FHI 360 developed *The Pathway to Success Guide to Successful Remote Internships* for dissemination to our partners.

PATHWAY TO SUCCESS RESULTS FOR 2020 INCLUDE:

100%

Youth received mentoring services

Youth received job skills training

Youth engaged in remote internship

86

Volunteers engaged

7

Community organizations engaged

3728+

Hours of youth programming engagements

67

Youth served and engaged

6

Number of cities reached

FROM 2017–2020, COMPASS ROSE PARTNERED WITH FOUR ORGANIZATIONS

- City of Los Angeles Economic and Workforce Development Department, Los Angeles, CA
- CommunityWorks, Inc., Denver, CO
- Our Piece of the Pie, Inc., Hartford, CT
- St. Louis Agency on Training and Employment (SLATE) St. Louis, MO

GOAL 2. Lead and support efforts to prepare the diverse workforce for the demands of the 21st century

This goal recognizes that America's diversity is its strength. But, while talent is distributed across all populations, opportunity is not. NIWL leads programs that work with K-12 and post-secondary institutions, trade and technical schools, employers, non-profit service organizations, and government agencies – particularly those focused on opportunity youth – to prepare a competitive 21st century workforce.

PROJECT – COMPASS ROSE COLLABORATIVE (CRC)

Started in 2017, the [Compass Rose Collaborative](#)¹ guides young adults ages 18–24 out of the justice system and towards successful entry into the workforce and educational systems. The Compass Rose Collaborative has demonstrated a sustainable program model that benefits program participants, their local communities, and the nation. The model includes:

- ▶ Program participants becoming self-sufficient through work or school enrollment and gaining the skills to navigate adulthood
- ▶ Local implementation partners forging lasting community partnerships that leverage local resources to serve young people
- ▶ Documenting effective practices and replicating them in other communities

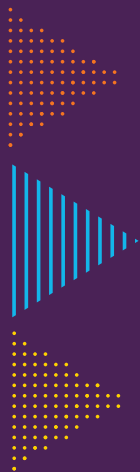
Through the Compass Rose Collaborative, FHI 360's National Institute for Work and Learning and its community partners are significantly improving the education and career achievements of the young people engaged in the program.

The Collaborative has transformed the way communities engage with young people involved in the justice system and develop new pathways of opportunities for young people like Josephine C., a former Compass Rose program participant.

¹ The Compass Rose Collaborative is 100% funded by the U.S. Department of Labor in the amount of \$4.5 million. There is no other source of funding.

JOSEPHINE'S STORY:

Education is Power



We spoke with Josephine C. from her home in St Louis, MO. Josephine (19) is a former participant in the Compass Rose Collaborative's St. Louis Agency on Training and Employment (SLATE) program. Josephine is a soft-spoken but determined young woman whose experiences in Compass Rose are an example of how access to education can lead participants to stability, security, and a connection to the world around them.

NIWL: Can you tell us something about your life now? Are you working or in school?

Josephine: I have just completed the prerequisite courses for starting a BS in Nursing at St. Louis Community College in Forest Park. I am a Certified Medical Assistant now, and I work in home health care. This certification allows me to provide pretty well for myself and my three-year-old daughter, but I want to keep going.

NIWL: It wasn't always like this. You've come a long way.

Josephine: Yes. I became justice-involved and had to complete community service hours. One day I was at a park, and I saw the St. Louis Agency for Training and Employment (SLATE) had a table, so I went over. They were offering services like getting an ID and enrollment in their training programs. I had completed high school but wanted to get more schooling. It is hard being young and having a baby young.

SLATE kind of found me. They took my information and got me involved. It is the best program I've ever been in. The Compass Rose Program is inside SLATE, and you have to qualify for it. My case manager Natasha pushed me. She was so in tune with me as a person. She called to check in on me, asked me if I needed anything.

When I started Compass Rose, I was sleeping in my car, and Natasha wasn't having it. She helped me pay my fines, find housing, and clear an eviction from my record. She was really involved, supported me, and made sure I grew as a person. For me, housing and schooling have done the most. These helped me raise the bar for myself.

NIWL: How has your outlook changed?

Josephine: If you've got something to handle, then handle it. Every choice you make is on yourself. I was a person who made a lot of excuses, but you have to change that. When people see you trying, it is going to work. When you have the right people behind you, there's no way you can't make it. I was so angry for so long. But you have to let go of the anger and just decide to get on with your happiness. Today, I go hard every day. If I make a mistake, I'm honest.

NIWL: How has COVID impacted you?

Josephine: I was working at a hospital and it was really crazy. I'm doing home health care now and I like that better.

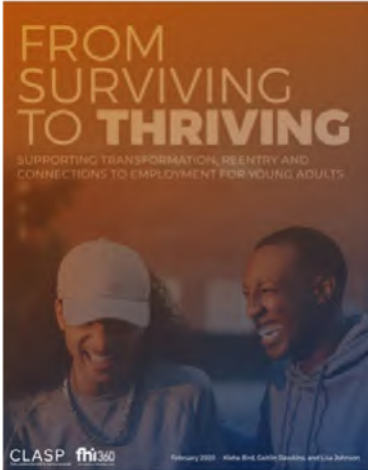
NIWL: Do you have any future plans?

Josephine: I'm going to keep going. Education is power! I want to go for a nurse practitioner degree, maybe become a doctor one day. I'm going to go to school as long I can. They can take a lot from you, but not your education. I love helping people.



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PUBLICATION HIGHLIGHT



In February 2020, NIWL, in partnership with the Center for Law and Social Policy (CLASP), published [*From Surviving to Thriving: Supporting Transformation, Reentry, and Connections to Employment for Young Adults*](#). This report offers practical programmatic solutions that support second chances for young people and raises policy and systems considerations to address equity, collateral consequences, and opportunity.

We have found that many young people who go through our reentry programs show a strong desire to serve others like them. NIWL has responded by creating the Youth Development Practitioner Apprenticeship (YDPA). The YDPA program is a registered apprenticeship program, certified by the U.S. Department of Labor (DOL), to prepare entry-level youth development professionals. As a registered apprenticeship, the program includes on-the-job learning and related technical instruction. Apprentices are typically young people between the ages of 18 and 24, although the program is open to all ages. All course materials are available online.

In 2020, NIWL completed the curriculum for the YDPA program and will welcome the first cohorts of apprentices from Compass Rose Collaborative programs in 2021. This program will help young adults find employment, give back, and gain important career skills – while earning money on the job to support their needs.

RESULTS FOR OUR FIRST COMPASS ROSE COLLABORATIVE GRANT THAT CONCLUDED IN 2020 INCLUDE:

<p>518</p> <p>Youth adults received job skills training</p>	<p>516</p> <p>Young adults received mentoring services</p>
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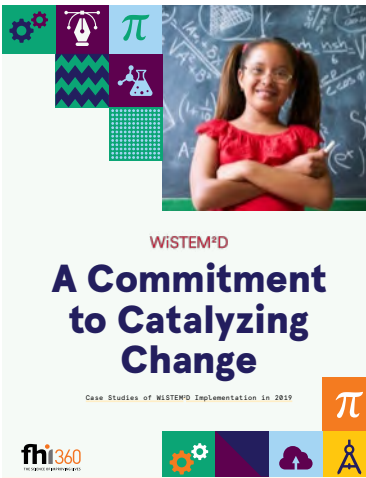
613 Young adults received supportive services

<p>2%</p> <p>Recidivism rate, compared to 40% national rate</p>	<p>474</p> <p>Youth received job skills training</p>
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<p>613</p> <p>Young adults served</p>	<p>100</p> <p>Hours of training and technical assistance</p>	<p>4</p> <p>Cities reached</p>
<p>474</p> <p>Young adults received an industry recognized credential</p>		



PUBLICATION HIGHLIGHT



In early 2020, NIWL published [A Commitment to Catalyzing Change](#) following visits to J&J locations in six countries to observe the WiSTEM²D youth programs and gather accounts of the initiative's impact. This case study report presents the findings and shares cross-site themes about the initiative's influence on perceptions about STEM²D among young women and girls. This report has been downloaded by STEM enthusiasts in 19 countries.

PROJECT – WOMEN IN SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, MANUFACTURING, AND DESIGN (WiSTEM²D)

As global demand for STEM talent grows, women and girls are still underrepresented in these fields. Launched by Johnson & Johnson in 2015, [Women in Science, Technology, Engineering, Math, Manufacturing and Design \(WiSTEM²D\)](#) seeks to increase the representation of women in STEM²D and technical fields.

NIWL has assisted Johnson & Johnson in implementing a multifaceted approach to support and inspire girls and women of all ages in their pursuit of STEM²D studies and careers. NIWL provides management support for WiSTEM²D and develops and disseminates resources to teachers, parents, and educational partners through a [resource HUB](#). WiSTEM²D is organized into four pillars, each with specific programming: youth programs, university programs, and professional programs. NIWL is joined in the youth programs by other non-profit and education partners: Junior Achievement Worldwide, the Girl Scouts of America, and the Smithsonian Science Education Center. These partners co-develop the youth STEM²D resources and [website](#). The site contains activities that can be completed at home, in a classroom, or in other small and large groups.

Using the activities and resources NIWL and the partners have created, Johnson & Johnson employees around the world volunteer to engage girls in hands-on activities, problem solving, field research, team projects, and more, in order to spark their interest in STEM²D. Specifically, in 2020, our team developed a WiSTEM²D Playbook and several e-modules to support and provide tips and strategies to J&J employees as they plan STEM²D events and engage the youth in their communities. We also created an [online quiz](#) (STEM²D Career Quiz) for youth to explore career options based on their interests and desire to use their talents to solve real world problems. To measure the impact of the activities and STEM²D events, NIWL's Research and Evaluation team captures and documents the data for Johnson & Johnson and its partners and provides support for all data collection and reporting.

The Coronavirus pandemic posed a challenge to the program, when most school instruction moved inside the home and went virtual. NIWL and its partners quickly pivoted and created activities that parents can do with their children at home to keep their interest in STEM²D alive. We converted several STEM²D Ignite activities into easy-to-read tip sheets and instructions for parents and teachers and worked with Junior Achievement Worldwide to create a series of short videos for the activities. The activities and videos are now a part of the STEM²D@Home series and can be found on the STEM²D [hub](#).

SIGNATURE EVENT



The at-home activities were designed to use common items found in the home or local grocery store. During the pandemic, NIWL and its partners took turns highlighting the youth programs, its activities, and resources in a four-episode live Facebook series for parents and children. NIWL's session, [Sparkling Girls' Interest in STEM²D Careers](#), was hosted by NIWL's Director, Lisa Johnson. To date, NIWL's Teshell ("Titanium T") Ponteen Greene's segment, a [demonstration of making slime](#) in her kitchen, is FHI 360's 2020 most-viewed video on Facebook, with about 1300 views.

WISTEM²D 2020 RESULTS INCLUDE:

Students reached across 4 Johnson & Johnson regions

4M Female

3.3M Male

2717+

Employee volunteers engaged across 4 regions

7.3M+ Students reached

275 WISTEM²D events organized across 4 regions

24 Countries reached

PROJECT – FUTURE WORKFORCE NOW

For the National Governors Association, NIWL invited leading economic, education, industry, and workforce experts, together with 28 state policy leaders, to share knowledge and expertise in a series of topical roundtables. The project, Future Workforce Now, addresses the technological disruptions affecting current and future workers and workplaces. These leaders identified the major disruptions and global forces shaping the future of work. NIWL, in partnership with the National Governors Association and the Fab Foundation, drew on these discussions to develop a 2020 publication, [Reimagining Workforce Policy in The Age Of Disruption: A State Guide For Preparing The Future Workforce Now](#). The report explains the crucial need to reimagine workforce policy:

“Overall, the dominant effect of technological disruption is that jobs are changing faster than our education, workforce and safety-net systems can accommodate...leaders must redefine traditional pedagogy and look beyond current educational practices to embrace technology and new modes of learning.”

The report's key findings include:

- ▶ The future of work is here.
- ▶ Disruptions will demand not only new skills but new concepts of work, workers, and the workplace.
- ▶ The age of disruption presents opportunities for the public sector to use technology in new and unprecedented ways.
- ▶ Our current policy infrastructure for education, training, and supporting workers is not prepared to meet the rapidly changing needs of workers and employers.
- ▶ In the age of technological disruption, states must respond with equally dramatic, swift transformations of their own.
- ▶ Governors are particularly well-positioned to drive significant and necessary progress.
- ▶ Without policy intervention, the shift to a skills-based economy will exacerbate existing inequities.



The National Governors Association [site](#) features several interactive tools for states to use in their policy planning, including a roadmap outlining four phases: Assessment and Vision, Prioritize Policy Actions, Resource Allocation, and Continuous Improvement. The roadmap supports current and future workers – including those currently employed or unemployed – as well as the future workforce currently in Kindergarten through grade 12 (K-12), higher education, and the training pipeline. The site offers state case studies throughout to provide examples of strategies in action and success stories with policy innovations.

RESULTS FOR FUTURE WORKFORCE NOW IN 2020 INCLUDE:

28 States participated

250 participants involved

24 State level case studies conducted

3 Future Workforce Now roundtable convenings conducted



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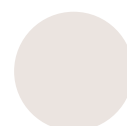
GOAL 3. Promote data-informed and research-based policies, practices, and models

This goal embodies FHI 360's approach to human development, "the science of improving lives." NIWL's Research and Evaluation team conducts high-quality research and evaluation to inform policies, practices, and program models. It produces and shares evidence-based, data-driven reports and products to support our clients and stakeholders. Our expertise is cross-sectoral and interdisciplinary, and our approach combines methodological rigor with deep content knowledge and a commitment to collaboration.

PROJECT – EVALUATION OF PENNSYLVANIA GEAR-UP III

In its last year of a seven-year project, NIWL is evaluating the Pennsylvania [Gaining Early Awareness and Preparedness for Undergraduate Programs \(GEAR UP\)](#) program. This U.S. Department of Education discretionary grants program is designed to increase the number of low-income middle and high school students who are prepared to enter and succeed in post-secondary education. Our research team is evaluating the effects of the program in Pennsylvania's Allentown, Harrisburg, and Norristown school districts.

NIWL provides data collection services and formative and summative evaluation reports using quantitative and qualitative analyses. From annual quantitative analyses of academic data, survey data, and administrative data – combined with qualitative data collected during site visits – NIWL helps the three sites and the Pennsylvania State System of Higher Education (PASSHE) better understand the program's outcomes and provides details and feedback to assist sites in making program enhancements. This year, disruptions caused by the COVID-19 pandemic affected all aspects of the GEAR UP-3 program and its evaluation. We nonetheless prepared an interim and final report, which outlined positive findings related to GEAR UP's effect on graduation rates and offered program recommendations. GEAR UP data for 2020 include:



RESULTS FOR GEAR UP IN 2020 INCLUDE:

2985

students' academic achievement and attendance data collected, analyzed and reported

96

Stakeholders were reached for focus groups, in-person and phone interviews

7

High schools participated in the study

1808

Students participated in the program

1158

Students graduated (not including Harrisburg school district)

6

Outputs including formative and summative evaluation reports and presentations provided



DECOLONIZING RESEARCH METHODS IN THE TIWAHE PILOT EVALUATION

The Tiwahe Pilot Initiative, a five-year demonstration project of the U.S. Department of the Interior's Bureau of Indian Affairs, supported six American Indian and Alaska Native pilot communities to support families through self-determined, culturally-grounded, and coordinated social service delivery. Tiwahe differs from traditional models for negotiating and delivering social services in Indian Country in that it is centered on the Tribes' voices and choices, and is based on their knowledge and understanding of their own communities' needs.

Recognizing the history of exploitation of Indigenous communities in academic research, NIWL also chose to do things differently when it came to evaluating the Tiwahe Initiative. In the final evaluation report documenting Tiwahe's implementation and impact, Tribal communities' voices are honored, and wherever possible, we use their words. We use their words to describe what Tiwahe means; we use their descriptions of the models they have built; and we use their stories to illustrate the challenges they face, the successes they have seen, and the promise of Tiwahe. We also recognize and honor Indigenous people's ancestral names, identities, histories, and cultural knowledge in demonstrating that the investment in Tiwahe is reaping rewards in well-being well beyond the pilots' costs.



“For many people, it’s a life changing year [serving in AmeriCorps NCCC]. Maintaining a connection to the program is why people stick to it, it has a special place in their hearts and minds.”

— An AmeriCorps alum on the importance of nostalgia as a motivator for sustained engagement with service organizations

PROJECT – AMERICORPS NCCC AND FEMA CORPS ALUMNI ENGAGEMENT RESEARCH AND RECOMMENDATIONS

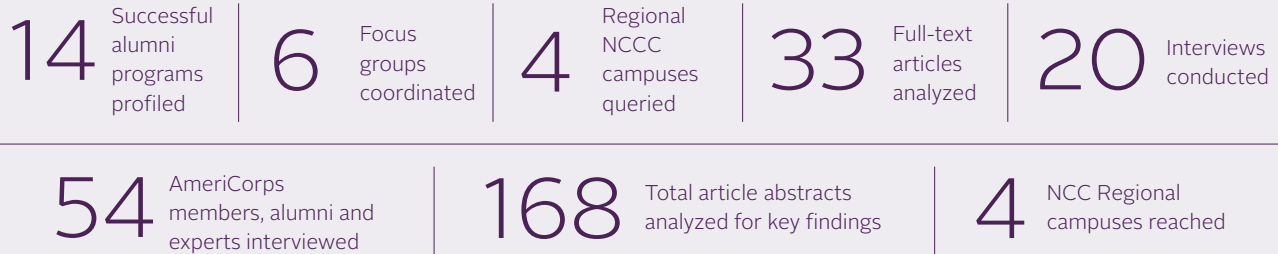
Sometimes the biggest question is where to start. Research can help identify the scope of the problem, the universe of potential solutions, and where innovation is needed to fill the gaps. To help partners shape priorities, NIWL researchers conduct community and organizational needs assessments, systematic literature reviews, and comprehensive environmental scans. When the Corporation for National and Community Service set out to build a robust alumni engagement program for its National Civilian Community Corps (NCCC) and Federal Emergency Management Agency (FEMA) Corps, leadership engaged NIWL researchers to conduct literature reviews, environmental scans of similar programs, and interviews with AmeriCorps members and alumni and outside experts. The research surfaced findings on key elements of motivation, engagement strategies, and program services:

- ▶ Relationships, commitment to service, and nostalgia are critical motivators for engaging with alumni programs.
- ▶ Comprehensive and accurate member data, well-informed audience segmentation and messaging, and reciprocity are crucial to effective alumni engagement.
- ▶ Alumni program services and experiences encompass opportunities to build and reinforce relationships with peers and organizational representatives, professional networking, new member recruitment, social media engagement, and ongoing volunteerism and public service.

[Experts from the Returned Peace Corps Volunteer Association to City Year’s Alumni Leadership Program highlighted the importance of a mutually beneficial partnership between an agency and its alumni champions. The strongest alumni systems are defined by the investment of each group in the other’s goals.](#)

The research informed a comprehensive set of recommendations to AmeriCorps NCCC and FEMA Corps for implementing strategies for recruiting, supporting, and connecting their alumni. NIWL proposed collaborating with alumni to achieve shared goals and meet mutual needs, a three-phase sequence for solidifying structures and roles in alumni engagement, and building out program services and communication channels.

AMERICORPS RESULTS FOR 2020 INCLUDE:



PUBLICATION HIGHLIGHT



Closing out the year, NIWL published [Stability and Change in Afterschool Systems, 2013–2020](#), the final report on a follow-up study to 2013 research about the extent of afterschool system building in American cities. The Wallace Foundation-commissioned follow-up study found that a large proportion (85%) of cities with afterschool coordination in 2013 were still coordinating in 2020. Larger cities, and those with increasing financial support for afterschool programs, tended to be more coordinated. New cities were coordinating afterschool programs and doing so with shared quality standards.

GOAL 4. Increase the visibility of NIWL to advance our vision and mission

This goal speaks to NIWL's inherent drive to share and to collaborate. NIWL publishes its work to disseminate its research findings, analyses, and program best practices for others to use in their own implementation, research, and policy making. Engagement with stakeholders is in our DNA, and sharpening our outreach and collaboration enhances our visibility and our partners' as well. We promote others' pioneering work in the fields of work and learning as readily as our own.

In 2020, NIWL formalized its communication function by establishing a permanent communication position. At the strategic level, we conducted a communication audit – leading to a communication strategic plan, established metrics, and key messages to guide overall product development.

At the tactical level we stepped up our use of **internal and external communication** channels, launched campaigns around core issues and publications, and positioned our program managers as thought leaders in their fields.

During 2020, NIWL, along with other partner organizations (America's Promise Alliance, Bridge to Employment, Compass Rose Collaborative partners) initiated a **Youth Voices Campaign** to bring visibility to the first-person stories from the young adults we serve in our programs. Our themes were youth leadership, youth leading youth, sharing their wisdom, coping during COVID-19, and giving feedback to our programs and the adults that manage them. In this campaign we raised youth voices through blog posts, Q & As, videos interviews, youth profiles, and more.

In addition to Josephine (above), we profiled Nathaniel and Franswa, two other Compass Rose alumni who inspired us with their journeys to stable lives in their communities. We spotlighted [Victor](#), a BTE graduate who went to medical school and found himself a frontline worker in New Jersey during COVID-19. NIWL captured some lessons in [youth leadership in a video roundtable](#) from the Bridge to Employment Youth Leadership Council and posted blogs from BTE's Student Ambassadors.

One of our communication goals is to increase the visibility of the NIWL staff and of our program managers' varied expertise. In 2020, we **secured speaking engagements** at such diverse fora as the national conference of the National Association of Workforce Boards (topic: juvenile justice and employment), the Wall Street Journal's Community Conversations (topic: providing services online during COVID-19), and the National Chemical Society's annual teacher award ceremony (topic: women in STEM).

03

Looking Ahead

As NIWL looks forward to its next 50 years, the future is bright. Funders and partners old and new recognize NIWL's excellence in workforce development, justice and reentry, evaluations, and youth programs. Here is a sample of new work won in 2020. Each of these projects is grounded in the goals of increasing equity, access, and opportunity for people who have been marginalized.

DESIGNING CORPORATE VOLUNTEER PROGRAMS. As more companies seek to address the widening income and opportunity disparities in America, some leading firms are stepping up to initiate corporate volunteer programs similar to BTE as part of their own community outreach programs. In 2020, the GE Foundation and Converse awarded FHI 360 contracts to conceive and plan corporate volunteer programs to support underrepresented youth around the globe. GE's program, called Next Engineers, will focus on developing youth interest in engineering careers – in 25 cities by program's end – while Converse's program will select a cohort of All Stars working on projects to be supported by corporate volunteers, called Converse Coaches. These initiatives planned in 2020 will increase equity and inclusion, two of NIWL's historic and continuing core values.

DEEPENING AND EXPANDING REENTRY PROGRAM FOR YOUNG ADULTS. In 2020, the U.S. Department of Labor awarded NIWL a Young Adult Reentry Partnership grant to continue the Compass Rose Collaborative. This new award allows NIWL to build on the success of the Collaborative's previous DOL reentry work, expand our reach, reduce recidivism, improve the safety of communities, and provide employers with a pipeline of trained and eager workers.

REACHING OUT TO WOMEN AND GIRLS IN STEM²D. For 2021, Johnson & Johnson has asked NIWL to augment its WiSTEM²D programmatic support with a communication initiative to increase the visibility of the WiSTEM²D program with its employees, local and global communities, students, teachers, and other STEM stakeholders. One of the program's goals is to recruit corporate volunteers to serve as mentors and role models to young women interested in STEM careers – thus expanding and increasing Johnson & Johnson's talent pipeline.

PROMOTING FINANCIAL LITERACY IN YOUNG PEOPLE. Junior Achievement Worldwide has asked NIWL to conduct a summative evaluation of its Building a Financially Capable Generation program – a program to promote the financial literacy of 12 to 16-year-old students. The evaluation will produce actionable findings on student knowledge and skills, attitudes, and self-efficacy about money – examining how the three Junior Achievement program components vary in their influence on students and measuring how impact varies by country.

ASSESSING LANGUAGE PRESERVATION IN THE CHEROKEE NATION.

The Cherokee Nation has asked NIWL's Research and Evaluation team to conduct a review of two Administration for Native American grants aimed at: 1) reducing the median age of speakers at the distinguished proficiency level from 80 years of age to 60 and translating, categorizing, and digitizing original Cherokee documents to support language literacy, and 2) producing distinguished proficiency-level speakers who can become educators for the immersion school.



A

Appendix A: 50 Years of Building Bridges

The National Institute for Work and Learning (NIWL), initially 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.

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

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 of high quality for all students.

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 post-secondary 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.

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.

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.



B

Appendix B: NIWL Past and Current Supporters and Partners

The National Institute for Work and Learning has been privileged to work, over our 50-year history, with many leading-edge organizations with whom we share common interests in advancing work, learning, and quality research to improve lives. We thank them for their support.

FOUNDATIONS	CORPORATIONS AND OTHER
Annenberg Foundation	AFL-CIO
Ena McConnell Clark Foundation	AmeriCorps (National Civilian Community Corps) and FEMA Corps
Fab Foundation	Center for Law and Social Policy
Ford Foundation	Cherokee Nation
Grantmakers Evaluation Network	Control Data Corporation
GE Foundation	Converse
Hartford Foundation for Public Giving	Federal Emergency Management Agency
Hunter Foundation	Ford Motor
Kellogg Foundation	Gino's
Mott Foundation	Girl Scouts of America
Pew Charitable Trusts	Hess Corporation
Philadelphia Foundation	IBM Corporation
Pittsburg Foundation	Johnson & Johnson
Retirement Research Foundation	Junior Achievement Worldwide
The Wallace Foundation	Kentucky Fried Chicken
William T. Grant Foundation	Krystal Company
Woodrow Wilson National Fellowship Foundation	Marriott Corporation
Xerox Foundation	Michigan Department of Education
McDonalds	Rockwell International
MPR Associates	Roy Rogers
National Governors Association (funded by Schmidt Future, Siegel Family Endowment, Bill and Melinda Gates Foundation)	Sears, Roebuck and Company
National Restaurant Association	Smithsonian Science Education Center
National Urban league	Southend Community Service/Our Piece of the Pie
National Youth Employment Coalition	United Auto Workers (UAW)
Pennsylvania State System of Higher Education	UAW- Chrysler
Pillsbury Company	UAW-General Motors
Pizza Hut	United States Department of Education
Provident Resources Group	United States Department of Labor
Research Triangle Institute	Whānau Tahī Limited/Red Lake Nation
	White Castle

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