



Celebrating 20 years

Preparing youth for **brighter futures**


Johnson & Johnson

About BTE

In 1992, Johnson & Johnson launched the Bridge to Employment (BTE) initiative to inspire young adults (14–18 year olds) from underserved communities to stay in school, excel academically, and elevate their career aspirations.

Through academic enrichment activities, career readiness and exploration opportunities, and higher education preparation, BTE students are introduced to various careers in the health industry, motivated to pursue higher levels of education and take the steps necessary to build a better future and achieve their full potential.

KEYS TO SUCCESS

What makes BTE different from other corporate social responsibility efforts? It is the active involvement of the Johnson & Johnson volunteers. Employees are involved in every stage of program, including selecting community partners, designing the program, and providing actual interventions. Employee involvement is the main reason that BTE is initiated only in communities where Johnson & Johnson has a presence.

Johnson & Johnson believes in the power of local communities and meaningful, long-term partnerships are critical to every BTE program's success. Each program engages the following partners:

- Local Johnson & Johnson Operating Company
- Secondary School
- Institutions of Higher Education
- Intermediary Organization

Local partners bring a wealth of expertise and resources to each BTE site. But, most important, they understand the local community. As a result, Johnson & Johnson emphasizes strategic planning, which fosters intensive stakeholder commitment and promotes the development of localized program models that build on community assets and meet local community needs. The emphasis



on a customized local design and the engagement of all stakeholders—from design to implementation—is perhaps the most important attribute of the BTE initiative.

To support local programs, Johnson & Johnson partners with FHI 360's National Institute for Work & Learning (NIWL) to manage the BTE initiative. FHI 360 works with the local communities to design, launch, implement, and evaluate BTE programs. Some of the technical assistance includes:

Strategic Planning. A six-to-nine-month strategic planning process ensures that the local program is guided by the BTE evidence-based program design and protocol, yet implemented and structured to meet the needs of its unique community.

Professional Development. The annual Alliance Building & Training Session (ABTS) for BTE representatives from around the globe encourages cross-site communication, ongoing learning, and knowledge building. An “orientation” and two “enrichment” trainings and corresponding curricula are available to Johnson & Johnson employees and other community volunteers participating in the BTE program, providing tips and techniques for working with BTE youth.

Resources. BTE programs have access to a rich, resource-based and practice-driven website, which includes tips, successful strategies, templates, and other management and implementation resources. BTE Partners can also communicate with and learn from their colleagues around the world through the BTE Facebook page.

Johnson & Johnson is committed to assessing the impact of BTE and values continuous improvement. Each site has third-party researchers, such as Rutgers University, the University of Cape Town, and University of the Philippines-Manila, evaluate the local program's achievement of student outcomes, measuring quantitative and qualitative gains. FHI 360 provides cross-site evaluation and promotes data usage for program improvement.



Esme had a chance to learn by doing during her time in BTE.

Esme Muñoz

Graduate, BTE–Solano County, California
ABTS Student Ambassador

For so many students, BTE is a springboard. BTE can take students who have some interest in science, math, or engineering and provide a pathway to a career and life they may have never imagined for themselves. Consider Maria Esmeralda (Esme) Muñoz.

Young Esme thrived during her time in Solano County, California's BTE program, serving as a BTE Ambassador and earning multiple scholarships to fund her four-year degree. It is no surprise that her success continued her first two years as a Civil Engineering major at U.C. Davis.

Today, Esme serves as the Outreach Officer for the U.C. Davis Chicano and Latino Engineers and Scientists Society and a Student Outreach Assistant for the U.C. Davis Early Academic Outreach Program, which works to expand postsecondary opportunities to California students.

According to Esme, “BTE made me start to dream things that I had never thought of before... the events and people sparked a light in me without me even realizing it... I want to spark a light in students and help them the way many people helped me.”

Our 20 Year Story

Like many Fortune 500 companies in the early 90's, Johnson & Johnson became concerned with the declining quality of U.S. secondary education.

Motivated by low academic achievement and the unacceptable number of young people leaving school before graduation, often due to a disconnect between the classroom and what they refer to as the "real world," Johnson & Johnson established its Bridge to Employment (BTE) initiative in 1992.

The initiative started small. Staff from Johnson & Johnson Corporate piloted a program in New Brunswick, New Jersey and worked with students from the local high school to improve their work readiness skills.

Over the next few years, Johnson & Johnson partnered with the National Alliance of Business (NAB) to replicate BTE in additional communities. A number of academic research studies, as well as data on school dropout rates, access to higher education, college success, and workforce issues informed program development. A core set of proven school-to-career principles provided its foundation. And, the 1994 School to Work Opportunities Act¹ signed by President Clinton further propelled the growth of BTE. As a result, Johnson & Johnson launched BTE sites in more than 10 locations in the first five years of the initiative.

Gradually, BTE evolved. In 1996, the program started to focus on healthcare careers—targeting the STEM areas or science, technology, engineering, and math. Evidence based practices for workforce development and youth development were also integrated into the BTE program.

First BTE site launched in New Brunswick, New Jersey



Students in Franklin Township apply BTE program in the classroom.

First Alliance Building and Training Session (ABTS) held in New Brunswick, New Jersey.

BTE programs begin to target health care careers.



BTE students learn from Johnson & Johnson employees, who are key to BTE program success.

1992

1993

1994

1995

1996

1997

1998

- New Brunswick, New Jersey

←———— EARLY YEARS (1993–1996) —————→

- Arlington, Texas
- Bayamon, Puerto Rico
- Cincinnati, Ohio
- El Paso, Texas/Juarez, Mexico
- Fall River, Massachusetts
- Los Angeles, California
- Oakland, California
- Philadelphia, Pennsylvania
- Ponce, Puerto Rico
- Trenton, New Jersey
- Tampa, Florida

- Albuquerque, New Mexico
- El Paso, Texas
- Miami, Florida

- Bridgewater-Raritan, New Jersey
- Guaynabo, Puerto Rico

My BTE Story

In 2003, Johnson & Johnson began partnering with AED's (now known as FHI 360) National Institute for Work & Learning (NIWL) to manage the program. This partnership—which continues today—is a key reason for the ongoing success of the program and replication globally.

Starting in 2005, BTE became a global initiative with the launch of a program in Cork, Ireland. Over the last 20 years, more than 60 BTE sites have been established in communities throughout the United States, Latin America, Africa, Asia, and Europe. Today, four new programs start each year, with more than twelve programs operating at any given time.

The 20-Year BTE Timeline provides specific information on BTE sites and their implementation history.

¹Adria Steinberg, *Real Learning, Real Work. School-to-Work as High School Reform*, Routledge, London, 1998, 69.

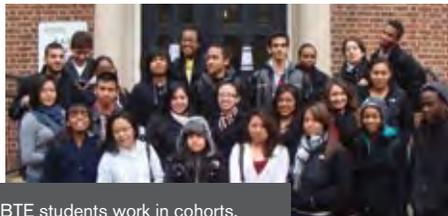
Amber Beaman

Graduate, BTE–Wilmington, Delaware

BTE can inspire a young person and give them the tools needed to succeed in the future. When Amber Beaman joined the BTE–Wilmington, Delaware program, she was already an excellent student, but needed an opportunity to become a leader. While in the BTE program, Amber assumed a leadership role among her peers that launched her college career.

Currently, Amber is a rising senior at the University of Delaware, earning a 3.3 grade point average as an elementary education major with a concentration in mathematics. Amber is also a McNair Scholar and conducts research under the guidance of a faculty mentor. Her research compares how mathematics is taught in higher achieving countries in an effort to better understand how math educators in the United States can help improve their level of teaching.

According to Amber, “The BTE program has inspired me not to fear telling people that I come from the inner-city. It is important for me that they know kids raised in the inner-city can graduate from high school, get accepted into college, achieve in college and graduate on the Dean’s List.”



BTE students work in cohorts, often developing a close knit group.

Liberty Science Center makes its virtual Live From... Cardiac Classroom experience available to local BTE sites.

Johnson & Johnson partners with AED's National Institute for Work and Learning (NIWL) to manage the BTE program.

1999

- Jacksonville, Florida
- Trenton, New Jersey

2000

- Cincinnati, Ohio
- Miami, Florida

2001

- Bound Brook, New Jersey
- Milpitas, California
- Roanoke, Virginia

2002

- Kennett Square, Pennsylvania
- San Jose, California

2003

- Caguas, Puerto Rico
- Los Angeles, California
- New Brunswick, New Jersey

2004

- Cincinnati, Ohio
- San Diego, California
- Wilmington, Delaware

The BTE program is inspired by the Johnson & Johnson Credo. Our employees volunteer their time and offer life-changing experiences that unleash the untapped potential of young people.

SHARON D'AGOSTINO

Vice President, Worldwide Corporate Contributions & Community Relations, Johnson & Johnson



Johnson & Johnson launches the first international BTE program in Cork, Ireland.

Johnson & Johnson begins awarding new BTE sites with one-year strategic planning grants and three-year implementation grants.



BTE students show improvement in various academic achievements.

NIWL pilots an "Orientation Training Session" for Johnson & Johnson employees working with BTE students.



Students in Inverness, Scotland take tours of LifeScan.

2005

- Bound Brook, New Jersey
- Cork, Ireland
- Silicon Valley, California

2006

- Livingston County, New York
- Solano County, California

2007

- Bogotá, Colombia
- Inverness, Scotland (UK)
- St. Louis, Missouri
- Trenton, New Jersey

2008

- Livingston, Scotland (UK)
- New Brunswick, New Jersey



Febe S. Bico, Aizel May Dizon & Melanie Lanticse

Graduates, BTE-Parañaque, Philippines BTE Scholars

For three BTE-Parañaque, Philippines students, the BTE high school experience that involved health career seminars, mentoring, immersions, and academic support culminated with the award of a full scholarship to the University of the Philippines Manila-School for Health Sciences (UPM-SHS) in Palo, Leyte.

Recently completing the first year, Febe, Aizel, and Melanie hope to pursue higher levels of education after graduating with their midwifery degree and give back to their community. As stated by Aizel in a local newspaper article, the BTE experience “opened her eyes to the need of her community.” For Febe, she saw the BTE experience paving the way to higher education in the Philippines, where she could continue to work in her community, rather than leave the country.



Students in Parañaque, Philippines get real world experiences with immersion sessions and guest speakers at the “red bag” lunch series

Local BTE sites and NIWL develop an online Student Activity Toolkit, providing step-by-step career exploration, service-learning, and applied-learning activities for individuals working with BTE youth.

FHI 360 acquires the programs, expertise, and assets of AED; the NIWL continues to manage the BTE program. NIWL releases three curricula — an orientation session and two enrichment sessions for training BTE volunteers.



New BTE website and Facebook page promote cross-site exchange and learning.

2009

- Franklin Township, New Jersey
- Johannesburg, South Africa
- Madrid, Spain

2010

- Cape Town, South Africa
- Prague, Czech Republic
- Parañaque, Philippines
- Wilmington, Delaware

2011

- Ambler, Pennsylvania
- Fremont, California
- Leiden, The Netherlands
- Panamá City, Panamá

2012

- Nairobi, Kenya
- Naples, Italy
- Mumbai, India
- Raritan, New Jersey

PROGRAM AT-A-GLANCE

QUICK FACTS⁸

- More than 3,500 graduates
- 60 local programs
- 13 countries, including 11 US States and Puerto Rico
- 4:5 BTE sites continue one or more BTE activities following Johnson & Johnson initial investment.
- 150 Johnson & Johnson employees volunteered 3,000+ hours with the BTE program last year.

⁸ Reported findings from 2011.

GOALS

- Increase in the number of students who enroll in higher education
- Increase in the number of students interested in pursuing a career in the health sector.

STRATEGIES

- Academic Enrichment
- Career Readiness & Exploration
- Higher Education Exploration & Preparation

SAMPLE ACTIVITIES

- Academic Tutoring
- Science Laboratories & Applied Learning Projects
- Curriculum Development & Teacher Externships
- Camps & After School Programming
- Company Tours
- Guest Lectures & Career Coaches
- Job Shadowing & Internships
- College Preparation & Application Support
- College Tours & Taster Days
- College Courses & College Credit

Our Impact

Higher numbers of students aware of and applying to higher education.² Fifty-three percent (53%) of BTE graduates received “college credit” (4 credit hours on average) while enrolled in secondary school through the BTE program; 77% enrolled in higher education; and 68% of students from US-based sites received scholarships (\$6,000 on average) to attend institutions of higher education. Ninety-eight percent (98%) of BTE graduates agree that BTE provided an advantage when applying to higher education and/or jobs.

Positive youth development: engaged, self-confident, motivated young people.³ Eighty-seven percent (87%) reported that BTE motivated them to work harder in school. Graduates also reported improvements in work readiness skills, including communication (93%), decision-making (87%), goal setting (77%), leadership (72%), problem solving (70%), teamwork (89%), time management (68%), and creative thinking (76%).

Interest in health careers.⁴ Eighty-three percent (83%) plan to pursue a health career. In fact, in Madrid, Spain where there is a very high unemployment rate among youth (over 40% in 2010), 16 BTE graduates obtained a Nursing Assistant or the Pharmaceutical Aid Certification and over 50% gained employment in the health field within 3 months of graduation; 30 additional students expect to obtain certifications in 2012.

Educational benefits. BTE inspired the development of new curriculum and courses—including a Diabetes Curriculum, which is used by more than 1,000 classrooms in the San Francisco Bay Area as part of biology and chemistry courses, and The Health Academy Curriculum at Inveralmond Community High School (a BTE–Livingston, Scotland pilot), which was accredited by the Scottish Qualification Authority in 2011 and now serves as a national model. These efforts, among others, contribute to the broader educational reform agenda.

Community Advances. Previous competitors (community-based organizations and institutions of higher education) now work together on numerous projects and have applied for joint government funding for new initiatives.⁵

²⁻⁴ Reported findings from 2011 BTE graduates.

⁵ Specific impact reported by the BTE–Core, Ireland program.





What does the future hold?

A new sense of urgency exists for BTE as it enters the 21st century. A growing shortage of health workers threatens our communities around the globe.⁶ In addition, access to higher education is a serious issue in many parts of the world. It is our hope that BTE can provide a model to address the workforce shortage while also allowing more students to pursue higher education.

Long-term goals for the program include replication to additional locations in Latin/South America, Asia, and Africa. Beyond the rhetoric of Corporate Social Responsibility and Corporate Citizenship, the BTE initiative is a testament to the belief that indeed a corporation can demonstrate concern for the wider, social good.⁷

⁶ According to a recent report, "In many African countries health worker migration contributes to the health workforce problem. For example, of the 1,200 doctors trained in Zimbabwe in the 1990s only 360 remain there today. More than half of the physicians trained in Ghana during the 1980s practice abroad." See *The Health Workforce Crisis in Africa: Dimensions and Illustrative Immediate and Long-Term Responses*, USAID, 2004, 4.

⁷ See M. McIntosh, R. Thomas, D. Leipziger, G. Coleman, *Living Corporate Citizenship. Strategic Routes to Socially Responsible Business*, London, 2003. The authors pose the question, "Might corporate citizenship really be seen as a new, more humanistic way of conducting business, bringing together a concern for wealth creation and a concern for the wider social good?" 221.

Through BTE, Johnson & Johnson gives back to the community, by establishing and promoting sustainable partnerships and educational policies that positively impact students, schools and communities long-term.

MICHAEL BZDAK

Director, Corporate Contributions, Johnson & Johnson



Contributing Authors:

Stephanie Davison, FHI 360
Amanda McMahon, FHI 360
Lisa Johnson, FHI 360
Michael Bzdak, Johnson & Johnson

Additional BTE Stories—including site highlights, student success accounts, Johnson & Johnson employee best practices, community impacts, and more—are available at

www.bridge2employment.org

For more information, contact bte@fhi360.org



FHI 360
National Institute for
Work and Learning
1825 Connecticut Ave., NW
Washington, DC 20009
www.fhi360.org