[Organizational Letterhead]

[Date]

Ms. Yezenia Ramos

Senior Manager, Employee Engagement

Global Community Impact

Johnson & Johnson

One Johnson & Johnson Plaza

New Brunswick, New Jersey

Dear Yezenia,

# On behalf of [Insert Secondary School], I am pleased to affirm my support for and commitment to Johnson & Johnson’s Bridge to Employment (BTE) program in [Insert specific geographic area/City].

We are excited and enthusiastic about the BTE program and how it will shape the future of our youth and the broader community. I am impressed with the broad array of community partners collaborating on this program, as well as the depth of support offered by [Insert Local Operating Company]. The proposed BTE program is well aligned with the mission of [Insert Secondary School], and I believethat it will be a great benefit to our students, now and for many years to come.

# We are ready to work with the BTE partners to achieve our shared objectives: support the academic success of our students and their preparation for higher education, training, and employment. As a core BTE program partner, [Insert Secondary School] agrees to:

*Adjust bullets, as needed. Minimum secondary school roles and responsibilities include:*

* Participate in the strategic planning process and identify school contact(s) who will serve on the Strategic Planning Committee.
* Serve on the BTE Advisory Committee.
* Assign a school contact(s) who will serve on the BTE Management Team and provide implementation/management support.
* Release BTE participants from school, as deemed appropriate, to attend select program activities.
* Where possible, link BTE to other school and community programs.
* If grant funding permits, attend the Alliance Building and Training Session (ABTS) and identify school contact who will serve as student ambassador chaperone.
* Assist the evaluation of the BTE program by:
	+ Offer guidance in the selection of the BTE participants and the comparison group.
	+ Assign a school contact who has access to the academic data of students and will work directly with the independent evaluator.
	+ Provide academic data, as outlined in the BTE Evaluation Agreement, at baseline and annually for the BTE participants and the comparison group. At a minimum, the school will provide the independent evaluator an Excel spreadsheet containing the following data for each student by unique identifier: attendance rate; end-of-course grades in mathematics, science, and native language; and overall grade point average or GPA.
	+ Distribute a short student survey at baseline and annually to the comparison group and provide completed surveys to the independent evaluator.
	+ Send final data to the independent evaluator upon program completion.
	+ Provide feedback on experiences to FHI 360.
* [Insert additional items/program activities, as outlined, in Program Model]

We look forward to launching the BTE program in [Insert specific geographic area/City]!

Sincerely,

[Signature]

[Leadership Secondary School Partner]