



SUCCESS STORIES

BRIDGE TO EMPLOYMENT

Launched in 1992, Bridge to Employment (BTE) is a Johnson & Johnson initiative that prepares youth for brighter futures. This is a collection of case studies of a few of the programs' successes. For more information about BTE, visit www.bridge2employment.org

November 2018





GURABO/MANATI, PUERTO RICO

BTE Success Stories

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August 2018

Why BTE?

The towns of Gurabo and Manatí, 60 kilometers apart on the island of Puerto Rico, share much in common despite their distance. Both were confronting high school graduation and bachelor's degree attainment rates that lagged well behind the mainland United States. Students in their high schools—Dra. Conchita Cuevas High School in Gurabo and Petra Corretjer de O'Neil High School in Manatí—lived in neighborhoods with poverty rates as high as 49 percent. Educators and parents in both communities wanted to see more young people graduate high school and enroll in higher education. And fortuitously, both communities host plants for the Johnson & Johnson local operating company Janssen.

Johnson & Johnson's BTE program aims to increase the number of students enrolling in higher education and pursuing careers in STEM²D (science, technology, engineering, math, manufacturing, and design) or health care fields. Johnson & Johnson local operating companies work with secondary and postsecondary schools and community organizations to design locally responsive BTE programs. Each program features academic enrichment, career readiness and exploration activities, and higher education preparation.

ASPIRA Inc. of Puerto Rico, a community-based organization that has served the Northeast region of the island for 45 years, joined BTE-Gurabo/Manatí as the site coordinator. BTE's objectives aligned well with the nonprofit's mission to "foster socioeconomic well-being and the enhancement of the quality of life in Puerto Rico, though education and leadership development in the individual, the family, and the community." Universidad de Puerto Rico joined as the site's higher education partner, and the Puerto Rico Department of Education Undersecretary for Academic Affairs committed to collaborate with the other BTE partners in outreach, data collection, and the BTE candidate screening process.

BTE: Opportunities to Explore

BTE-Gurabo/Manatí set out to serve students who were making average grades. Together, representatives from the two high schools, ASPIRA, and Janssen formed the BTE student selection committee, but unlike many BTE sites, the selection team also included parents from each of the schools. Parents' sustained involvement from the outset reflected BTE-Gurabo/Manatí's commitment to engaging their

SITE PROFILE

Location

Gurabo and Manatí,
Puerto Rico, USA

Grant Period

2014–2017

Sponsor

Janssen

Coordinator

ASPIRA Inc. of Puerto Rico

Community Partners

Dra. Conchita Cuevas High
School

Petra Corretjer de O'Neil
High School

Universidad de Puerto Rico

Volunteers

50

Students Directly Served

52

Completion Rate

69%

communities. BTE-Gurabo/Manatí kicked off with 50 10th-grade students, 25 from each participating high school, in the fall of 2014.

To improve students' *academic achievement*, BTE-Gurabo/Manatí offered after-school academic tutoring in math, science, and English, taught by qualified teachers. The tutoring was a hit with BTE students. "I really like the tutoring because it's a daily thing," reflected one student. "I get to [the] library, see my teachers and classmates. They help me, and I help them." BTE also helped the students prepare for upcoming high-stakes exams like the College Board exam and the island-wide META-PR.

To help students *explore careers and develop professional skills*, BTE-Gurabo/Manatí hosted yearly visits to the Janssen facilities in Gurabo and in Manatí. Students took career inventories to help narrow down their interests. Late in year 2, students from both schools visited Janssen to take part in a live videoconference in which they could observe a surgery and ask questions of the surgeon.

Students were paired with Janssen mentors on the basis of their academic and career interests; students and mentors met regularly in small group and individual sessions to discuss students' higher education and career plans. Students took inspiration and motivation from these meetings, and the Johnson & Johnson employee volunteers took away lessons themselves from meeting with BTE students. "The program was beneficial to me personally," reflected one mentor, "in creating consciousness of the problems adolescents have in their lives."

To support students' *transition to higher education*, BTE-Gurabo/Manatí hosted visits to local higher education institutions, including multiple campuses of Universidad de Puerto Rico. Later in the BTE program, the partners helped students walk through applications for higher education and financial aid.

To continue momentum over summer breaks, BTE-Gurabo/Manatí provided educational enrichment activities during summers. In 2016, for example, BTE-Gurabo/Manatí had three enrichment programs available: a practical program at Janssen; a medical clinical internship, reserved for two successful applicants; and the Techno Student Challenge, held in conjunction with the international education conference Virtual Educa Puerto Rico 2016.

"BTE has impacted me in various ways. It has helped me in my classes, in admission to the university, and in my confidence in myself and in my future."

-A BTE-Gurabo/Manatí student

"My classmates not in BTE are always asking, 'Why do you get to do all this stuff?' I'm really happy and know I was blessed to have this opportunity."

-A BTE-Gurabo/Manatí student

Impact of BTE

BTE-Gurabo/Manatí achieved many of its targets for grades and graduation rates, and it influenced students' maturity and personal growth. Unexpectedly, most of the BTE students had developed leadership skills and improved their teamwork by the time the program ended. Many were volunteering for community service hours beyond those required to graduate high school in Puerto Rico. One BTE student recalled, "I'm a good student, but I used to be more the clown of the class. Now, [because of BTE] I'm taking stuff more seriously. It has helped me a lot to grow up, to take things more seriously."

As for grades and graduation rates, students saw higher GPAs and raised their math and science grades over the course of BTE. The program helped them feel motivated for school and optimistic about their futures. Perhaps as a result, 97 percent of students who complete the BTE program graduated from high school. Among those graduates, 9 out of 10 continued into higher education. BTE students felt better prepared to make decisions about higher education and succeed on entrance exams.

BTE also influenced students' career outlooks and readiness. By the end of the program, the number of BTE students who planned to pursue health or science careers had increased by nearly 10 percent compared to the start. Almost all students felt they had developed stronger presentation skills in BTE, and two-thirds had received specific career advice from Janssen mentors.

Passing on some advice to future BTE students, one Gurabo/Manatí graduate admonished, "I would give them advice to take [BTE] seriously from the first moment. It's one of the best opportunities you can get. It will change your life."

ASPIRA would later use their experience with BTE-Gurabo/Manatí to coordinate another BTE location in nearby San Lorenzo.

STUDENT OUTCOMES

97% graduated high school

94% applied to at least one higher education institution

90% were accepted to higher education

75% of graduates went on to study science and/or health fields in higher education

67% volunteered for community service



MUMBAI, INDIA

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Why BTE?

Educators, community-based organizations, and companies looking to hire were noticing a troubling trend among Mumbai's youth. Wooed by the ready availability of jobs—most of them relatively low-paying and low-skilled—many Mumbai students were dropping out of school before achieving the basic milestones of finishing Standards X and XII. According to Prerana, a community-based organization with more than three decades of experience serving Mumbai's youth, "Mumbai is the land where there is opportunity for everyone with a job available at every nook and corner. This...is leading to children either not focusing on education or simply dropping out of school..."

Meanwhile, young people from impoverished communities in Mumbai confronted a pervasive stereotype that studies in STEM²D (science, technology, engineering, math, manufacturing, and design) were reserved for the privileged few. The BTE program seemed tailor-made to address both the dropout problem and students' limited STEM²D ambitions. BTE brings together employee volunteers from Johnson & Johnson companies with educators from secondary and postsecondary schools and managers from community-based organizations. Together, they build programs that combine academic enrichment, career readiness and exploration activities, and higher education preparation to increase the number of students enrolling in higher education and pursuing careers in STEM²D or health care fields.

Johnson & Johnson, India and Prerana sought out nearby schools in South Mumbai that served low- and middle-income students who lacked access to the enrichment opportunities BTE provides. Settling on John Wilson High School and the all-girls Seva Sadan School, the partners designed a BTE program to confront students' ideas that science wasn't for them. "The BTE program will thus aid in breaking this myth and providing [students] with the opportunity to understand science beyond the traditional science-related careers in India," wrote Prerana, "while at the same time encouraging children to stay in school and pursue higher education by making school attractive and interesting."

BTE: Spurring STEM²D Ambition

The BTE-Mumbai partners first identified students at both schools with attendance rates of at least 50 percent and scores of at least 50 percent in English, math, and science courses in the seventh grade.

SITE PROFILE

Location

Mumbai, India

Grant Period

2014–2017

Sponsor

Johnson & Johnson, India

Coordinator

Prerana

Community Partners

John Wilson High School
Seva Sadan Society's Girls' High School

Volunteers

62 volunteers
1,240 hours

Students Directly Served

50

Completion Rate

96%

Using a lottery, they randomly selected 50 students among them to participate in the BTE cohort.

The BTE-Mumbai team cast a wide net to bring their students experiences that would help them envision and prepare for possible careers. To improve students' *academic achievement*, BTE-Mumbai hosted summer camps with sessions on math and science as well as professional skills. They brought in outside experts from local companies and higher education institutions to teach monthly math and science lessons. In a move that was much appreciated by their students, BTE-Mumbai offered regular spoken-English lessons; some focused on STEM- and health care-related vocabulary, and others on everyday scenarios. "We can give better interviews now," reflected one BTE-Mumbai student. "We talk with others with confidence. Our spoken English has improved."

To help students *explore careers and develop professional skills*, BTE-Mumbai invited professionals to deliver career talks on jobs in fields as diverse as aviation, teaching, nursing, sports, and communications. BTE-Mumbai followed a policy that "even if a single student asks for information in any career, a session is arranged for all the students." Job shadowing gave students the opportunity to practice professional skills and vocabulary. BTE participants found that activity particularly effective.

To support students' *transition to further education*, BTE-Mumbai hosted students on field trips to local higher secondary schools. To help students start thinking about further education, alumni of the two secondary schools shared their experiences in higher secondary school, from the admissions process through teaching methods in classes and adjusting to new environments.

For BTE-Mumbai, serving their students also meant engaging with their families. The program offered *parent sessions* on topics like online safety and etiquette. Parents frequently asked for more involvement in BTE and at its end, parents and students alike shared that the program helped them communicate better with each other.

Impact of BTE

Of the 50 students enrolled in BTE-Mumbai, 48 completed the program and graduated from Standard X in the Indian school system. Compared to their schoolmates, BTE-Mumbai students were far more likely to have higher secondary education plans in place at the end of high school. In fact, all the BTE-Mumbai students who graduated will continue on to higher secondary school. They were

"We are more confident now than before. We're more polite now [and more] proactive talking, not reactive. [We] give respect to others."

-A BTE-Mumbai student

"Now, we have a career goal based on our interest."

-A BTE-Mumbai student

aware of further education opportunities and confident in using their knowledge and skills to attain educational goals.

BTE motivated students to work hard in school and engage in their communities. Nine out of 10 BTE-Mumbai students performed community service. Students even became more engaged in extracurricular activities outside of BTE.

BTE-Mumbai students graduated from the program with greater clarity about careers and bigger ambitions for their own success. When BTE-Mumbai began, fewer than one-fifth of students were aware of health care careers; as the program came to a close, that figure reached 100 percent of students. Students had received information on almost 20 careers in health care and beyond. According to Prerana staff, by the end of BTE-Mumbai, students were no longer responding to questions about their career goals in a “copycat” manner. Instead, they had been able to formulate their own career goals and think about how to reach them. One student reflected on how BTE opened her eyes to new career options: “Before participating in BTE I always thought those who want to pursue medicine or engineering should take science. After attending career guidance sessions, I learned that I could take science and also pursue pharmacy, or become a pathologist, or [become] an optometrist.”

BTE-Mumbai students also grew more confident in crucial work skills like setting and reaching goals, teamwork, problem solving, and making decisions. “We believe in teamwork,” reflected a BTE-Mumbai student about the program’s influence on her future. “We can make a good presentation, and we are able to talk more in English without fear.”

Support for BTE-Mumbai students didn’t end when the program did. The BTE-Mumbai partners committed to continue mentoring BTE-Mumbai graduates for two years after the program, seeing them through their transition into higher secondary education.

STUDENT OUTCOMES

98% graduated high school vs. **80%** of their classmates

100% who graduated high school were accepted to higher secondary school

90% performed community service

85% were confident conversing in English

100% were aware of health care careers

100% were confident in goal setting, goal planning, and reaching goals



SAN LORENZO, PUERTO RICO

BTE Success Stories

BRIDGE TO EMPLOYMENT

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November 2018

Why BTE?

José Campeche High School, in the town of San Lorenzo in Puerto Rico's central-eastern region, has long been a hub for the local community. The school serves a region where more than half of families with children are living in poverty, and where the unemployment rate—even before Hurricane Maria devastated Puerto Rico in 2017—was nearly double the unemployment rate of the mainland United States. With the high school graduation rate also lagging and seeing low science and math scores on island-wide tests, José Campeche was looking for inspiration and opportunity.

That opportunity arrived with an offer from Ethicon, a Johnson & Johnson local operating company, to join them in implementing the BTE program in San Lorenzo. In BTE programs, Johnson & Johnson, secondary and postsecondary schools, and community organizations work together to develop programs that feature academic enrichment, career readiness and exploration activities, and higher education preparation. The programs aim to increase the number of students enrolling in higher education and pursuing careers in STEM²D (science, technology, engineering, math, manufacturing, and design) or health care. "I didn't have guidance growing up," reflected an employee volunteer from Ethicon, "I'm now able to help someone in my community."

Joining Ethicon and José Campeche was ASPIRA Inc. of Puerto Rico, a community-based organization with a mission to, "foster socioeconomic well-being and the enhancement of the quality of life in Puerto Rico through education and leadership development in the individual, the family, and the community." ASPIRA had more than 45 years of experience serving the island and brought another unique asset to BTE-San Lorenzo: they were already coordinating a BTE program in nearby Gurabo and Manatí. This experience meant they entered BTE-San Lorenzo knowing what to expect and what worked best. Even better, they could plan joint events to bring together students from San Lorenzo and Gurabo-Manatí.

Together, the BTE-San Lorenzo partners designed a program to help José Campeche students broaden their perspectives on health care careers. The partners recognized the gravity of the task ahead of them. As one employee volunteer explained, "It's a big responsibility to help young people develop into adults."

SITE PROFILE

Location

San Lorenzo, Puerto Rico

Grant Period

2014–2018

Sponsor

Ethicon

Coordinator

ASPIRA Inc. of Puerto Rico

Community Partners

José Campeche High School,
Universidad de Puerto Rico

Volunteers

25

Students Directly Served

50

Completion Rate

62%

BTE: Building Bigger Dreams

BTE-San Lorenzo set out to identify students who could benefit from BTE before they even enrolled at José Campeche. They identified students from tributary junior high schools who had middling grades or scores on island-wide math and science exams, students who were struggling but not yet in danger of failing. Students from among this cohort who attended a BTE orientation were eligible to join the program and BTE kicked off in the fall of 2015 with 50 students enrolled. BTE-San Lorenzo hosted a kickoff meeting with employee volunteers from Ethicon in attendance, demonstrating to students and parents that Ethicon was committed to BTE-San Lorenzo.

To improve students' *academic achievement*, BTE-San Lorenzo offered twice-weekly tutoring sessions for math, science, and English. They supplemented this tutoring with periodic educational workshops on important academic skills like studying habits, time management, and accessing community resources. To sharpen their newly acquired STEM²D knowledge, BTE-San Lorenzo students competed in the summer 2016 engineering competition for Virtual Educa, a multinational forum for education and innovation.

Beyond improving students' academic skills, BTE-San Lorenzo partners saw it as their duty to broaden students' horizons about potential careers. According to one Ethicon volunteer, "Students didn't know about potential careers or what they wanted to study. We opened their eyes."

To help students *explore careers and develop professional skills*, BTE-San Lorenzo hosted career fairs, company tours, work-readiness workshops and—joined virtually by BTE students from Pennsylvania and New Jersey and in-person by students from Gurabo-Manatí—a live viewing of an open-heart surgery by video link. More than a dozen Ethicon employees also volunteered as mentors to small groups of BTE students. The mentoring component of BTE-San Lorenzo was not without growing pains, but ultimately proved meaningful for students and mentors alike. "The BTE program has served me to improve my mentoring skills and transfer that knowledge to the next generation," recalled one Ethicon volunteer.

To support students' *transition to higher education*, BTE-San Lorenzo brought students on tours of local colleges and universities, like University of Turabo, EDP University, Mech-Tech College, EDIC College, and University of Puerto Rico. The University of Puerto Rico also offered assistance with college entrance and financial aid applications, as well as test preparation for the island's standard post-secondary entrance exam.

"[BTE] impacted me academically. It helped me improve my grades and it helped me decide what I want to study in the future."

-A BTE-San Lorenzo student



"BTE...has helped me to be clearer about what I want to study and how to be more responsible."

-A BTE-San Lorenzo student

Hurricane Maria put a halt to all this good work when it struck the island in September of 2017, just as BTE-San Lorenzo students began their final year of high school. The hurricane, “thrust us into new territory,” recounted one Ethicon volunteer. BTE-San Lorenzo was forced into a months-long hiatus as the school and community slowly began their recovery. José Campeche became a gathering place and nerve center of the San Lorenzo community, recovering power long before many students and their families. The BTE-San Lorenzo site coordinator went door-to-door to the homes of BTE students, checking on their well-being and delivering needed water, food, and supplies. Months after the hurricane, BTE-San Lorenzo partners continued to deliver relief supplies to the community while BTE students persevered in their studies.

Impact of BTE

Despite Hurricane Maria’s devastation, 31 students graduated from the BTE-San Lorenzo program and José Campeche High School in 2018. Ninety-five percent of those students will go on to higher education. At graduation, the school recognized BTE-San Lorenzo students’ successes with awards including:

- Two awards for academic excellence
- Seven awards to recognize the school’s highest level of academic achievement
- The Values Award was presented to all 31 BTE-San Lorenzo students to recognize their commitment to Responsibility, Civics, Kindness, Reliability, Respect, or Justice.

Ethicon’s volunteer mentors showed up for BTE-San Lorenzo students and saw the positive results of their commitment in real time. Mentoring, explained one volunteer, is all about, “making sure we deliver. We’re involved *and* invested in the children’s lives.” Over time in BTE, students built the confidence, will, and experience to collaborate in professional settings. Recognizing the contributions of her mentors, one BTE-San Lorenzo student said, “They work to prepare us for a better future.”

That better future will include higher education for nearly all BTE-San Lorenzo students and, perhaps, health care careers for the nearly 70 percent of students who planned to study health-related fields. “BTE provides an opportunity for opportunities,” said an ASPIRA staff member. BTE-San Lorenzo students seized that opportunity to build big dreams for their futures.

STUDENT OUTCOMES

74% improved their GPA by at least 10%

100% applied to at least one postsecondary institution

94% enrolled in higher education

100% felt confident in setting, planning, and reaching goals

93% were aware of STEM²D careers

69% planned to pursue careers in health or science

75% had parents or other community members engaged in BTE



SYDNEY, AUSTRALIA

BTE Success Stories

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AUGUST 2018

Why BTE?

Marsden High School in Sydney's West Ryde neighborhood was grappling with changing demographics and low retention rates. Their neighborhood's population was becoming increasingly economically disadvantaged and the school was growing more and more diverse. Marsden's 630 students represented 35 cultural backgrounds, and more than two-thirds of students came from non-English-speaking backgrounds. Many Marsden students spoke Chinese, Korean, Dari, or Persian at home. Meanwhile, retention rates at Marsden were below the average for New South Wales, with only 65 percent of students achieving their Higher School Certificate.

Educators were growing concerned when the opportunity to partner with local Johnson & Johnson operating companies Janssen Australia, DePuy Synthes, and MENTOR arose in 2013. These companies, along with local nonprofit organization 2realise, introduced the school to the BTE program. BTE supports students with academic enrichment, career readiness and exploration activities, and higher education preparation. Working together in BTE, Johnson & Johnson, secondary and postsecondary schools, and community organizations aim to increase the number of students enrolling in higher education and pursuing careers in STEM²D (science, technology, engineering, math, manufacturing, and design) or health care fields. Marsden had long maintained a fruitful partnership with local Macquarie University, co-designing programs including mentoring and campus visits. Macquarie came onboard as BTE-Sydney's higher education partner. In subsequent years of the program, the partners added a vocational education and training provider, the TAFE NSW, to provide students with a broader perspective of higher education opportunities.

According to 2realise, educators at Marsden believe their purpose is to "maximize outcomes for all students in a challenging, attractive, and supportive learning environment." With BTE, the school moved one step closer to fulfilling their mission of "learning for life," reflecting their belief in "the importance of connecting students' learning to the world beyond school and emphasizing that learning is a life-long continuous process."

BTE: Promoting Purpose and Productivity

The partners in BTE-Sydney thought the program could benefit students who were earning average grades and would likely succeed in postsecondary education—with a bit of a push. Most importantly, BTE-Sydney students needed to demonstrate their commitment to the program and motivation to make positive changes. BTE-Sydney used videos created by BTE students from other sites to recruit

SITE PROFILE

Location

Sydney, Australia

Grant Period

2013–2016

Sponsor

Janssen Australia with
DePuy Synthes and
MENTOR

Coordinator

2realise

Community Partners

Marsden High School
Macquarie University
TAFE NSW (Technical and
Further Education, New
South Wales)

Volunteers

104

Students Directly Served

47

Completion Rate

81%

Marsden students and hosted information sessions that highlighted the benefits of BTE and the hard work it would require.

BTE-Sydney got underway with 48 10th-grade students in February 2014. The BTE-Sydney program focused on building sustainable partnerships from the beginning and approached supporting BTE students with a holistic, community-based perspective.

To improve students' *academic achievement*, BTE-Sydney hosted academic workshops in topics like microbiology at Macquarie University. On a more regular basis, they offered after-school homework sessions at Marsden and study skills workshops to help students prepare for upcoming exams. As BTE-Sydney students began to plan their courses for senior secondary school (11th and 12th grade in Australia), the partners hosted a Subject Selection Expo to help the students articulate their goals for secondary education.

To help students *explore careers and develop professional skills*, BTE-Sydney hosted the Industry Bites program, a series of field trips to local health care industry heavyweights like Janssen and Macquarie University Hospital. Students also visited the local Microsoft campus, an excursion most students enthusiastically rated "excellent." In all their career exploration activities, BTE-Sydney sought to reinforce "the idea that a career path evolves throughout your life and that there is a world of opportunities to look for and work towards."

In addition, students were paired with employee volunteers for group mentoring, a feature of the program that students often identified as one of its highlights. BTE-Sydney carefully matched students with mentors based on the results of interest surveys and observations. Employee mentors hosted sessions on employability skills like communication, goal setting, and team building. The final year's mentoring sessions revolved around career pathways exploration as students prepared for their next steps after high school. One BTE-Sydney student reflected on the influence of mentoring, "Mentoring has helped me achieve my goals at school. The mentors have encouraged me to finish high school for my career path and for what I want to be in the future." BTE-Sydney supplemented these exploration activities with a series of workshops on the importance of resilience.

To support students' *transition to higher education*, BTE-Sydney hosted visits to a variety of local higher education institutions including Macquarie University and the TAFE NSW Meadowbank location. Later, the program assisted students with postsecondary education applications.

"Already we have learned that Johnson & Johnson does more than just creams and baby products. They even manufacture replacement body parts!"

-A BTE-Sydney student

"[We're] learning about jobs at the hospital. It's not just filled with doctors and nurses."

-A BTE-Sydney student

Impact of BTE

Of the 48 students who enrolled in BTE-Sydney in 2013, 38 completed the program, finished 12th grade, and earned their Higher School Certificate.

These BTE students raised their course grades slightly after 3 years in the program, even in non-STEM²D subjects like English. At the same time, they said, they raised their awareness of college and career opportunities, set concrete goals, and boosted confidence in their abilities to achieve their college and career goals. Ultimately, BTE-Sydney students saw the program as an advantage in applying for further education and future jobs.

BTE-Sydney helped expose the students to options for postsecondary education and spur their ambitions for further study. Over the course of BTE, more and more students planned to enroll in higher education and, importantly, could articulate their goals for getting there.

During their time in the program, BTE-Sydney students broadened their understanding of career choices and began planning for the next steps in their career paths. Not only were students more aware of potential careers, according to 2realise, but “students feel as though they now have the confidence and knowledge to pursue these opportunities due to the development of professional skills during the BTE program.”

Even as BTE-Sydney students made strides toward their career goals, J&J volunteers were seeing the benefits of the program in their own careers. Many employee volunteers reported that mentoring BTE students helped them develop soft skills that positively affected their day-to-day roles at J&J and allowed them to enact key messages from J&J’s values statement, the Credo.

In a telling sign of BTE’s impact, BTE-Sydney partners decided to continue the program using local funds after conclusion of the original 3-year program. With a new community partner, Rise and Shine, on board to replace 2realise, BTE-Sydney launched a new 2-year cohort in 2017. Before the launch, the BTE-Sydney team produced a “how to guide” for BTE to guide organizations serving Sydney’s youth through implementing BTE or a similar program. The guide, further evidence of BTE-Sydney’s commitment to sustainability, expands the reach of BTE’s impact and carries it into the future.

STUDENT OUTCOMES

Science grades increased by **22%**

100% of BTE students were aware of higher education opportunities

75% said BTE motivated them to work harder

85% said BTE helped them feel good about the future

86% said BTE was an advantage when applying for higher education and jobs

90% felt confident setting goals

Confidence in their leadership skills increased by **25%**

Awareness of health careers increased by **15%**



SAN DIEGO, CALIFORNIA

BTE Success Stories

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Why BTE?

Herbert Hoover High School in the City Heights neighborhood of San Diego serves a vibrantly diverse student population that is confronted by myriad challenges. Fewer than 50 percent of adults in City Heights have a high school education, and 35 percent live in poverty. All of Hoover High's more than 2,000 students are socio-economically disadvantaged, and one-third are English learners. According to the Center for Healthier Communities at Rady Children's Hospital-San Diego, Hoover High's students are ripe with promise but, "These students need to see hope for a bright future and need to be prepared to graduate high school and pursue post-secondary training and education that will lead them to rewarding careers and livable wages."

BTE is designed to do exactly that. Working together, Johnson & Johnson, secondary and postsecondary schools, and community organizations develop programs that feature academic enrichment, career readiness and exploration activities, and higher education preparation. They aim to increase the number of students enrolling in higher education and pursuing careers in STEM²D (science, technology, engineering, math, manufacturing, and design) or health care.

Hoover High had a history of working with Rady Children's Hospital on community initiatives and in 2014, with the sponsorship of Johnson & Johnson local operating company Janssen, they seized the opportunity to join the BTE family. Joined by San Diego Unified School District and local colleges and universities, the partners designed a program that would "inspire the students, grow their hope and confidence, and facilitate their success."

BTE: A Catalyst for College and Career Aspirations

BTE-San Diego first reached out to students who had been at risk of not advancing from 8th to 9th grade and looked like they might be in danger of dropping out. After further recruitment efforts in 9th grade English and ESL (English as a second language) classes and after-school programs, BTE-San Diego accepted applications from 53 interested Hoover students. Only one of these students spoke English as a primary language at home; most students spoke Spanish, while some spoke Amharic, Burmese, Chinese, Korean, Marshallese, Swahili, and Vietnamese.

The program kicked off in the fall of 2015 with 46 incoming 10th graders. Looking to capitalize on their unique mix of expertise and

SITE PROFILE

Location

San Diego, California, USA

Grant Period

2014–2018

Sponsor

Janssen

Coordinator

Center for Healthier
Communities at Rady
Children's Hospital-San
Diego

Community Partners

Herbert Hoover High School
Southern California
Biotechnology Center
University of California, San
Diego (UCSD)

Volunteers

30

Students Directly Served

46

Completion Rate

74%

resources, BTE-San Diego partners designed a set of activities that would expose Hoover High students to the wider network of STEM²D and health care careers in San Diego.

To improve students' *academic achievement*, BTE-San Diego offered daily tutoring sessions in Hoover's library with local college students. Test prep helped BTE students pass the series of crucial exams for graduating high school and entering higher education, including the California High School Exit Exam and the ACT and SAT exams. During summer science camps at the Southern California Biotechnology Center, students learned new STEM²D skills and kept up with their studies even while out of school.

To help students *explore careers and develop professional skills*, Janssen experts hosted company tours, planned hands-on biology and chemistry experiments, and gave career talks. "I loved how people who were invited to our workshops explained their educational journey," reflected one BTE-San Diego student, "They really transmitted the passion they had for learning and gaining the knowledge that empowers." Janssen volunteers agreed about the value of career talks, explaining how exposing students to a variety of careers helps to "show the students what's possible."

To provide more in-depth career exploration, UCSD hosted BTE students for "Doc-for-a-Day," and Rady Children's Hospital partnered with UCSD to offer a summer medical academy. Both gave students hands-on opportunities to learn about careers in the medical field.

To support students' *transition to higher education*, BTE-San Diego gave students regular opportunities to build and revisit their own individualized college and career plans. In the early years of BTE-San Diego, the program focused on exposing students to higher education. Field trips to local colleges and universities—places like University of California, Irvine, San Diego State University, and University of San Diego—helped students learn about local campuses and the college experience. Some of these visits featured sessions with current college students from diverse backgrounds describing their own journeys into college. According to Janssen volunteers, these sessions were the "best thing" for BTE-San Diego students, many of whom would be first-generation college students.

In later years, BTE-San Diego offered students timely and practical support with college applications and decisions, from college advising and application assistance to sessions on resume building, writing personal statements, and applying for scholarships. The program walked students through financial aid applications line by line, including the federal FAFSA and, crucially for Hoover's student

*"It is so inspiring
how BTE is a
worldwide
program that so
many intellectual
students are part
of."*

-A BTE-San Diego student

population, the California Dream Act Application that allows students who are not U.S. citizens or permanent residents to apply for financial aid.

Each year, BTE-San Diego students carried out several *community service* projects, such as canyon clean ups and volunteering at a home for the elderly. According to one Janssen volunteer, the program emphasized service as a way to help students, “improve their lives and community beyond just education.”

Impact of BTE

Of the 46 students who started BTE in 10th grade, 34 completed the program in 12th grade. BTE-San Diego students started the program with high grades and maintained those high grades throughout their high school careers. Still, 100 percent of these students reported that BTE motivated them to work even harder. Reflecting on their time in BTE, one student recalled how, “I’ve grown to be more focused and consistent in my studies and I’ve also become... proud of my work. I am now more confident, and a stronger individual.”

Over 3 years in BTE, the program’s partners saw their students become more aware of college and career opportunities, more ambitious, and more focused. Graduating students from BTE-San Diego finished high school with “very different attitudes and intentions than year one,” explained one Janssen volunteer. All BTE graduates intended to enroll in higher education. By comparison, only three-quarters of their classmates planned to pursue higher education.

BTE-San Diego students completed individual portfolios to catalog their performance and progress. Yearly portfolio presentations also provided ready opportunities to demonstrate student growth. “In year one, most students were introverted, quiet, and shy,” reflected a Janssen employee, “[You saw them] gradually become more engaged over the life of the BTE program.” BTE leaves these Hoover students, mused another employee, with the “ability to see a new future for themselves.”

BTE contributed to that new future with competitive scholarships for students. In addition to the \$10,000 in scholarship funds awarded by Johnson & Johnson Corporate, Janssen held a giving competition among its employees to show its commitment to BTE and the students. In the end, the Janssen raised nearly \$3,000 in additional scholarship funds and were able to offer scholarships to every BTE-San Diego student who applied.

STUDENT OUTCOMES

100% graduated high school on time vs. **92%** of their classmates

85% graduated high school with a GPA of 3.0 or higher

52% graduated high school with at least 3 college credits

100% applied to higher education

100% enrolled in higher education

68% planned to study science or health

100% performed community service

100% were confident in their ability to plan and reach goals

88% felt BTE was an advantage in applying for college and jobs