



# 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](http://www.bridge2employment.org)

December 2019



## AUCKLAND, NEW ZEALAND

### BTE Success Stories

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## Why BTE?

There is significant disparity in New Zealand between the achievement of Māori and Pasifika students, who roughly fall 10 to 20 percentage points behind other ethnic groups in reading, writing and mathematics (Houghton, 2015). Despite much effort in recent years, these young people remain disadvantaged in terms of how the school system is preparing them for future success and wellbeing. The Bridge to Employment (BTE) Auckland partners saw BTE as a way to both encourage students to complete year 13 as well as to expand their idea of the opportunities available to them after high school.

BTE is designed to provide this exposure to students. 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 STEM<sup>2</sup>D (Science, Technology, Engineering, Math, Manufacturing, and Design) or health care.

## BTE:

### A Catalyst for College & Career Aspirations

BTE Auckland invited all students in year 10 in 2016 at James Cook High to apply for the program. The only criterium was a minimum school attendance rate of 70%. Students were asked to submit a written application prior to acceptance into the program. In total, 48 students applied and were accepted. The program started in March 2017.

In order to improve students' *academic achievement*, BTE Auckland offered Wednesday Workshops which included academic enrichment in addition to career and higher education readiness and exploration. Students also took part in academic advising and coaching, covering topics such as exam preparation and school subject selection.

To encourage students to *consider pursuing higher education*, the program offered sessions with the Auckland University of Technology and a 3-day experience at AUT's Manukau campus to provide information about tertiary life and opportunities. Coaching and advising sessions explored scholarship application preparation and an afterschool "next steps" plan.

## SITE PROFILE

### Location

Auckland, New Zealand

### Grant Period

2017 - 2019

### Sponsor

Johnson & Johnson (J&J)

### Coordinator

Brothers in Arms (BIA)

### Community Partners

Auckland University of  
Technology (AUT)

James Cook High School

### Volunteers

25 volunteers

1,605 total hours

### Directly Served

49 students

78% female

49% completion rate

## STUDENT OUTCOMES

**52%** of students graduated from the BTE program.

**52%** of BTE students completed year 13.

**13** BTE students won prestigious senior academic awards, including the cross-cultural award and the James Cook Award for Leadership.

**60%** of BTE graduates felt connected to and viewed a J&J employee as a positive role model

**54%** of BTE graduates enrolled in tertiary education

**37%** of BTE graduates aimed to pursue a career in STEM-related sector

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

**Several** BTE students received scholarships to tertiary institutions, such as MIT and Otago University

To assist students in *exploring their education or career paths*, the program included J&J Exposure Days where students could see how academic subjects are used in different fields/positions. James Cook High School alumni and other community leaders served as guest speakers and shared their educational and career journeys. Career coaching sessions increased awareness of career pathways and facilitated creation of a career plan as well as strengthened practical skills such as resume writing.

Students participated in a Waka Day and overnight camp where they had the opportunity to experience traditional seafaring on a traditional Waka (double hull canoe) as well as gain cultural pride and belonging as Pacific Islanders

### Impact of BTE

Of the 46 students who started BTE in the 10<sup>th</sup> grade, 24 (52%) completed the program. Overall, BTE students performed better than their peers over time for GPA and in math. All BTE students identified BTE as very important to their school success. In addition, all BTE students who completed the program graduated on time.

The BTE partners explained that when talking to students about their favorite activities, the students often brought up events that focused on relationships (e.g. team-building exercises or the overnight camp). The BTE site coordinator said the camp helped to increase the BTE student group cohesion: “getting to a place where students were more comfortable with each other to express themselves.” The J&J lead underlined the importance of the camp, pointing out that it was also key for the relationship between the students and volunteers (navigators). He noted, “It was also about the students feeling comfortable with J&J...they really wanted to get to know the navigators more. It really worked to foster and create a safe space for people to begin to express, to share and hopefully to learn.” And because it was on the students’ “home ground,” it put the J&J navigators in a position where “they didn’t know things and were learning and engaging with the kids. But as a result, the relationships that came out were so much stronger.”

Students reported gaining skills such as time management and study skills. In addition, they pointed out that trips such as J&J company tours or visiting the Auckland University of Technology (AUT) reinforced the options available for their future. One BTE student said, “[BTE] gave me more options for the future and [showed] that we have heaps of opportunities.” Another student commented, “[Attending the J&J Open Day] opened my eyes to the possibility of

maybe becoming a nurse in the future.” Students also explained that the BTE program offered them support and encouragement.

The BTE partners agreed that the strong buy-in from J&J enabled navigators the flexibility to spend time on the program. At the same time, J&J underlined the importance of their commitment and set clear expectations up front for navigators which resulted in a good response.

## Sustainability

The BTE partners will review the program and decide on a future partnership by July 2020.

*[BTE] gave me more options for the future and [showed] that we have heaps of opportunities.*

- A BTE-Auckland, New Zealand student



# HIGH WYCOMBE, U.K.

BTE Success Stories

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June 2019

## Why BTE?

The Bridge to Employment (BTE) program in High Wycombe, Buckinghamshire, United Kingdom, focused on increasing the number of students who pursue higher education, increasing the number of students who reach and exceed their target grades, and raising students' aspirations for working in a business environment. In the local community, only 65% of 18-year-olds have National Vocational Qualification level 3 (NVQ3) qualifications (work-based awards in levels 1-5 achieved through assessment and training), and only 47% have NVQ4 (level 4) qualifications.

Highcrest Academy is a non-selective, all-ability academy, with 45% of students recognized as disadvantaged. A large proportion of the school population (34%) are students with English as an additional language (EAL). Named a "Requires Improvement" school, the Academy was looking to increase the number of students accepted by and enrolling in higher education. At the time, only 25% of their disadvantaged students achieved 5+ A\*-C or equivalents including A\*-C on both English and mathematics General Certificate of Secondary Education (GCSE) tests. Of these, 44% achieved expected progress between Key Stage 2 and GCSE English and 46% achieve expected progress between Key Stage 2 and GCSE mathematics.

One of the BTE partners explained, "Our program was really about encouraging students to have the possibility to make something of their lives...Inspiring them and providing them with tangible and practical steps that it can be done."

The BTE-High Wycombe was designed specifically to provide this type of exposure to students. Working together, Janssen Pharmaceuticals, Young Enterprise, Highcrest Academy and other community organizations developed a program that featured academic enrichment, career readiness and exploration activities, and higher education preparation. They aimed to increase the number of students enrolling in higher education and pursuing careers in STEM<sup>2</sup>D (Science, Technology, Engineering, Math, Manufacturing, and Design).

## SITE PROFILE

### Location

High Wycombe, U.K.

### Grant Period

2016 - 2019

### Sponsor

Janssen Pharmaceuticals

### Coordinator

Young Enterprise

### Community Partners

Highcrest Academy

Health Tech

Buckinghamshire  
Healthcare (NHS)

### Volunteers

44 volunteers

880 total hours

### Directly Served

47 students

49% female

43% completion rate

*[BTE] helped us gain insight into different paths and get to know what it would be like, rather than just applying randomly. Getting to know what skills you need, what funding you need, etc.*

- BTE-High Wycombe, UK student

## BTE: A Catalyst for College & Career Aspirations

BTE-High Wycombe recruited students in Year 9 to begin the program in Year 10. The recruitment drive was launched via a presentation at a school assembly. Interested students were encouraged by the school to complete an application. After applications were completed, Highcrest Academy engaged in targeted individual recruitment where students were categorized and chosen based on key demographics: low-income households, special educational needs (SEN), English as an additional language (EAL), and gifted and talented students. The program kicked off in September 2016 with 47 10th grade students.

In order to improve students' *academic achievement*, BTE High Wycombe provided tutoring sessions. Students were also provided a master class on work-readiness which aimed to help them see the connection between academic learning and future employment. In addition, students took part in a healthcare masterclass to help them understand medical terminology.

To encourage students to *consider pursuing higher education*, the program offered workshops on further education, masterclasses on universities and scholarships, and university Open Days where students could tour campuses. Students received mentoring from University students or Janssen Pharmaceutical volunteers—each mentor worked with a “pod” of students.

To assist students in *exploring their education or career paths*, the program offered career lectures, a masterclass on employability, company/hospital tours, and opportunities for students to job-shadow J&J employees.

## Impact of BTE

Of the 47 students who started BTE in the 10<sup>th</sup> grade, 20 (43%) completed the program in 12<sup>th</sup> grade. The majority (16 of 20, 80%) of BTE students who completed the program graduated on time. Overall, BTE students felt that BTE motivated them to work harder in school, it made them aware of FE (future education) and HE (higher education) opportunities, and it made them feel confident in their ability to apply to and attend FE and HE. More than three-quarters of BTE students (79%) plan on attending FE or HE.

The majority of students who were planning on attending HE were accepted (82%). Institutions included the highly regarded Royal Holloway University of London, Southampton University, Middlesex

University, Royal Veterinary College and Brunel University, among others. The Janssen Pharmaceutical lead pointed out “a perfect example of the BTE program’s success and possibilities” was the university placements of one student in medicine and one student in veterinary medicine. She said, “the school has never had two students in the same year be this successful in its history.”

Students enjoyed the range of BTE activities, appreciating that the program was personalized to their interests and needs. Students spoke positively about Janssen Pharmaceutical mentors, explaining that mentors supported them in their decision-making and educational transition. Students also found the program helped them make real world connections with employees and other BTE members, and that it increased their awareness of their own skills. The program provided students with information to help define their future education and career paths. One student explained, “[BTE] has helped us gain insight into different paths and get to know what it would be like, rather than just applying randomly. Getting to know what skills you need, what funding you need, etc.” All BTE students said they would recommend BTE to their friends.

Janssen Pharmaceutical employees volunteered through such roles as helping with program planning, leading a company tour, guest lecturing, facilitating workshops, judging competitions, tutoring students and developing curriculum. The majority of volunteers recognized the benefits that the program had not only on themselves but also on the community and the young people involved.

## Sustainability

Janssen Pharmaceutical will continue to work with Highcrest Academy on an accelerated version of the BTE program.

## STUDENT OUTCOMES

**100%** of BTE students agreed that BTE motivated them to work harder in school and feel good about their future.

**93%** of BTE students agreed that BTE provided an advantage when applying to further/higher education or a job.

**100%** of BTE students reported they were aware of further/higher education opportunities

**100%** of BTE students reported feeling confident in their ability to apply to further/higher education.

**100%** of BTE students reported feeling confident in their ability to attend further/higher institution.

**79%** of BTE students plan on attending further/higher education.

**82%** of BTE students those planning on attending HE were accepted into HE institutions



# PHOENIXVILLE, PENNSYLVANIA

BTE Success Stories

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## Why BTE?

The BTE-Phoenixville program was designed to prepare underrepresented (low-income, low race/ethnicity representation) and moderately performing students to attend and persist in college and understand career options available in the health sciences and STEM fields. According to the Pennsylvania School Performance Profile, 98.9% of Phoenixville Area High School (PAHS) students graduated from high school but just 86% planned to attend college. BTE Phoenixville aimed to close this gap.

In addition, the BTE Phoenixville program worked to increase students' college readiness levels. Before the program, assessment tests showed that less than half of all PAHS 9<sup>th</sup> grade African-American, Hispanic/Latino, and Asian students scored at grade-level in both Evidence-Based Reading and Writing and Math. According to the College Board, not meeting this key benchmark indicates that students are not on-track to succeed in select first-year, credit-bearing college courses. The BTE Phoenixville partners wanted also to increase students' Academic Behaviors and Contextual Skills & Awareness scores, particularly for at-risk groups including first-generation college students, low-income students, English language learners, underrepresented students and students with disabilities. Two-thirds of the initial BTE cohort belonged to one or more of these at-risk groups.

BTE is designed specifically to provide these types of college and career readiness exposure to students. 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 STEM<sup>2</sup>D (science, technology, engineering, math, manufacturing, and design) or health care.

## BTE: A Catalyst for College & Career Aspirations

The BTE program at Phoenixville High School sought to select a group of 45 rising sophomore students to become participants in the program. Selection criteria included enrollment in College Prep or Accelerated College Prep courses, with most students having GPAs in the range of 2.0 to 3.2. Some students with higher GPAs were also eligible due to their status as a potential first-generation college

### SITE PROFILE

#### Location

Phoenixville, Pennsylvania

#### Grant Period

2016 - 2019

#### Sponsor

DePuy Synthes

Johnson & Johnson  
Diabetes Solutions  
Companies

#### Coordinator

Montgomery County  
Community College

#### Community Partners

Phoenixville Area High  
School (PAHS)

#### Volunteers

77 volunteers

1,687 total hours

#### Directly Served

38 students

41% female

79% completion rate

student and/or not having a supportive home environment, as defined by the school guidance counselors. A pool of 78 eligible students were invited to a BTE-Phoenixville assembly introducing the program, and interested students were asked to apply. As a result of this recruitment effort, 38 students were selected to participate (59% male; 41% female), and the program kicked off in September 2016.

The Phoenixville BTE program focused on higher education preparation and career exposure. Students were exposed to professions and disciplines within Johnson & Johnson DePuy Synthes as well as other healthcare professions. Student participants engaged in curricula that involved cutting edge technology and real-world applications. Student participants also became more confident in communication skills, both written and oral. The program included community service opportunities, as well as off-site educational opportunities.

In order to improve students' *academic achievement*, BTE Phoenixville focused on activities designed to increase students' engagement and motivation. All BTE students met individually with their designated PAHS Guidance Counselor three times during each school year to discuss their academic performance course selection at PAHS, and future plans.

To encourage students to *consider pursuing higher education*, the program offered two dual enrollment classes, three college-prep workshops and several college visits. During the visits, students toured campuses, learned about college admissions, met students and professors, and sat in on classes.

To assist students in *exploring their education or career paths*, the program included career coaching, hands-on labs, career exploration and preparation workshops, job shadowing, and visits to partner sites.

## Impact of BTE

Of the 38 students who started BTE in the 10<sup>th</sup> grade, 30 (79%) completed the program in 12<sup>th</sup> grade. All but one BTE participant (97%) graduated from PAHS. Ninety percent of BTE students were accepted to colleges—compared to only 68% of the Comparison group. The remaining BTE students were either employed (two students; 7%) or enrolled in the military (one student; 3%). Students planned to attend institutions including:

- Montgomery County Community College
- Delaware County Community College
- Pennsylvania State University – various campuses
- University of Pittsburgh
- Immaculata University

*BTE had a huge impact on my higher education decisions. The college visits with BTE allowed me to form my own opinion about what college experience I wanted.*

- A BTE-Phoenixville student

*Through the BTE program, I developed abilities to appreciate different cultures/circumstances and understand how a younger generation, who will eventually be in the workforce, handles professional activities.*

- A J&J employee

Almost all BTE students (96%) agreed that they are aware of health careers—and more than half (58%) plan on a career in health or science. A large majority (85%) agreed that the BTE program prepared them to achieve their career goals.

When students were asked what was most beneficial for them about the program, the most common response was the college visits. Students discussed how these visits showed them opportunities that were available to them and gave them ideas for where they could potentially apply to college. One BTE student said, “BTE had an impact with the college visits because it allowed me to form my own opinion about what college experience I wanted.” Students also talked about how they built their public speaking confidence through an Improv Workshop. One student remarked that it pushed him “out of my comfort zone and improved my communication skills.” In addition, students described the strong relationships they formed with their career coaches and how much they appreciated spending one-on-one time with them. Students who took part in a career study project valued what they learned and talked about how it helped them figure out potential college majors and/or careers.

J&J employees volunteered an average of between 20 - 80 hours per year on the BTE Phoenixville program. Roles included career coach, workshop facilitator, field trip chaperone, program planner, job shadow host, guest lecturer and informational interviewee. All (100%) of the 14 volunteers who responded to a survey agreed that the BTE program is a great way for the local company to demonstrate the J&J credo, it was a worthwhile experience for the students, it was worthwhile experience for them personally, and that they feel they made a difference in a young person’s life by participating in BTE. One volunteer stated, “Through the BTE program, I have further developed abilities to appreciate different cultures/circumstances and understand how a younger generation, who will eventually be in the workforce, handles professional activities.” Another said, “BTE gave me the opportunity to develop my leadership and communication skills.”

## STUDENT OUTCOMES

**97%** of BTE students who completed the three-year BTE program graduated from PAHS.

BTE students’ confidence in goal setting skills increased from 71% at baseline to 85% in year three.

**85%** of BTE participants agreed or strongly agreed that the BTE program had prepared them to achieve their career goals.

**96%** of BTE students agreed that they are aware of health careers (up from 66% at baseline).

**77%** of BTE students agreed they are aware of the knowledge of the skills needed for a health career (up from 54% at from baseline).

**58%** of BTE students report that they plan on a career in the health or science field (compared to 16% of the Comparison group students).

**90%** of BTE students were accepted to colleges (vs. 68% of Comparison group).



# SANTA ANA, CALIFORNIA

BTE Success Stories

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## Why BTE?

At Santa Ana High School, more than 90% of the students are Hispanic, 93% qualify to receive free or reduced school lunches, and 36% are English language learners. In 2013-2014, Santa Ana High School's drop-out rate of 12% was the highest in the district, and the school's post-secondary enrollment rate was approximately 65%. The school's population is primarily made up of students who would be the first in their families to attend college.

Recognizing the need to increase the school's college acceptance rate and to provide exposure to careers in health, the BTE partners ( Johnson & Johnson, ASP, CSS, UCI, Santa Ana College, and Santa Ana High School) designed a unique BTE program that featured academic enrichment, career readiness and exploration activities, and higher education preparation. In addition, they sought to increase the number of students enrolling in higher education and pursuing careers in STEM<sup>2</sup>D (Science, Technology, Engineering, Math, Manufacturing, and Design) sectors. A BTE volunteer described wanting to share J&J's work with students—to open their eyes to the number of opportunities and degrees that can lead to different careers and career paths. He said, "There are things they can do that they don't even realize."

## BTE: A Catalyst for College & Career Aspirations

Bridge to Employment (BTE) Santa Ana recruited students who were in the 9<sup>th</sup> grade in school year 2015-2016 who were interested in STEM careers and had a minimum GPA of 2.5. School counselors assisted in determining who was eligible. Interested students submitted an application and attended a family orientation day. All students who applied were accepted. The program kicked off in September 2016 with 57 tenth grade students. More than three-quarters of BTE students (77%) were female.

In order to improve students' *academic achievement*, BTE Santa Ana included tutoring, study groups, and academic advising.

To encourage students to *consider pursuing higher education*, the program offered higher education workshops, symposia, college coaching, field trips, tours and demonstrations. The BTE site coordinator emphasized how essential it was to focus on financial aid, as well as to provide support for completing applications and FAFSA forms, since most students were first-generation college students. Also, engaging parents was key because their buy-in to the program

### SITE PROFILE

#### Location

Santa Ana, California

#### Grant Period

2016 - 2019

#### Sponsor

Johnson & Johnson  
Advanced Sterilization  
Products (ASP)  
Cardiovascular & Specialty  
Solutions (CSS) Group

#### Coordinator

University of California,  
Irvine (UCI)

#### Community Partners

Santa Ana High School  
Santa Ana College

#### Volunteers

90 volunteers  
3,886 total hours

#### Directly Served

58 students  
77% female  
54% completion rate

encouraged them to believe their kids could become college-eligible. Parents were invited to the program kick-off and end-of-year celebration every year.

To assist students in *exploring their education or career paths*, the program included personal interest inventories, employability workshops, mentoring and career coaching.

Johnson & Johnson employees volunteered more than 3,500 hours over the three-year program in their work with students.

## Impact of BTE

Of the 57 students who started BTE in the 10<sup>th</sup> grade, 30 (53%) completed the program in 12<sup>th</sup> grade. Overall, BTE students performed better than their peers over time for GPA and in math. All BTE students identified BTE as very important to their school success. In addition, all BTE students who completed the program graduated on time.

All BTE students (100%) were admitted to a post-secondary educational institution—a significant increase from the school’s overall post-secondary bound rate of 65 percent. Students were accepted at institutions including Santa Ana College, Long Beach City College, Golden West College, California State University (CSU) Fullerton, CSU Bakersfield, CSU Channel Islands, University of California Los Angeles (UCLA), University of California (UC) Merced, and UC Berkeley. Significantly higher percentages of BTE students (65%) than comparison students (32%) planned to attend a four-year college or university. The majority of BTE students (88%) reported felt that BTE was an advantage in applying for college and jobs.

Students reported particularly appreciating the time and unconditional support of the BTE staff and the J&J mentors, including (but not limited to) their support for the college application process. Students said that staff explained things “step by step” and made the process “stress free.” When asked what they liked most about BTE outside of the specific activities, the most common response was BTE staff. Students mentioned that the staff and volunteers cared, listened, provided support, motivated them, and were available at any time. One student reported, “The people I have met motivated me to be better than what I believed I could be.”

A J&J employee explained that the students in Santa Ana don’t typically have mentors outside of the BTE program. He noted that BTE Santa Ana had a good number of volunteers and people who genuinely wanted to be engaged. Talking about his experience working with students he said, “It really opened my eyes to the type of influence I can have on students. I never really thought about being a role model. Through BTE,

*“The people I have met motivated me to be better than what I believed I could be.”*

- A BTE-Santa Ana student

*“Through BTE, I saw the impact I can have, even in just the 8-16 hours per month I’ve contributed. It’s such a small amount of time, but we saw a big impact on the program and the students.”*

- J&J employee

I saw the impact I can have, even in just the 8-16 hours a month I've contributed. It's such a small amount of time, but we saw a big impact on the program and the students." The BTE site coordinator also underlined the importance of relationships, saying the three years working on the program gave her "insight into what students are struggling with each year and how much time you need to build a relationship with students."

Students discussed liking the college visits the most out of all BTE activities because they learned about and got a feel for campus life. When asked the most impactful aspects of BTE, the most common response was higher education preparation—in addition to college visits, workshops and discussions about college applications and financial aid. The BTE site coordinator emphasized the importance of showing students what's possible. She stated, "Since they're first generation, you have to...build that framework and mindset that this is something that you can do—you can go to college and you can afford it."

## Sustainability

Building on the successes of the BTE Santa Ana program, the UC Irvine Early Academic Outreach Program (EAOP) will continue to collaborate with J&J to offer WiSTEM2D workshops to EAOP participants at Santa Ana High School. Services will be in-kind from J&J and SAHS depending on resources.

## STUDENT OUTCOMES

**100%** of students who completed the three-year BTE program graduated on time.

**100%** of BTE students reported that the program was very important to their school success.

**100%** of BTE students agreed that BTE motivated them to work harder in school and helped them feel good about the future.

**100%** of BTE students agreed that BTE had prepared them to achieve their career goals.

**88%** of BTE graduates felt the BTE program provided an advantage in applying for college and jobs.

**100%** of BTE graduates were admitted to a post-secondary educational institution.

**77%** of BTE graduates reported interest pursuing a career in a STEM<sup>2</sup>D (Science, Technology, Engineering, Mathematics, Manufacturing, or Design) field.