

2023

BRIDGE TO EMPLOYMENT

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# Site Coordinator Toolkit



# Contents





# Introduction

In partnership with [Johnson & Johnson](#) (J&J), [FHI 360](#) manages the global [Bridge To Employment](#) (BTE) program and serves as a key resource to local sites, providing technical assistance in designing, funding, and implementing BTE programming. FHI 360's role is to ensure the fidelity of the BTE model and success of the program globally.

This toolkit was designed to support BTE Site Coordinators throughout the program journey. It walks through the expectations, responsibilities, and requirements in each phase of BTE, and provides general guidelines, resources, templates, and instruments that Site Coordinators can use to have an effective and successful BTE program.



<https://youtu.be/5727ts2XCdO>

## About Bridge to Employment, Partnerships, and Roles

Watch this short video to get started.

To learn more about BTE, or for a program snapshot, explore the links below:

1. [BTE Overview PowerPoint](#)
2. [BTE Brochure](#)



PHASE 1

# Exploration & Cultivation

## *Building Partnerships*

Exploration & Cultivation is marked by  
**4 key milestones:**

1

The J&J local operating company submits their letter of commitment (LOC) for a local BTE program to be implemented

3

The Coordinating Entity submits a Letter of Intent (LOI)

4

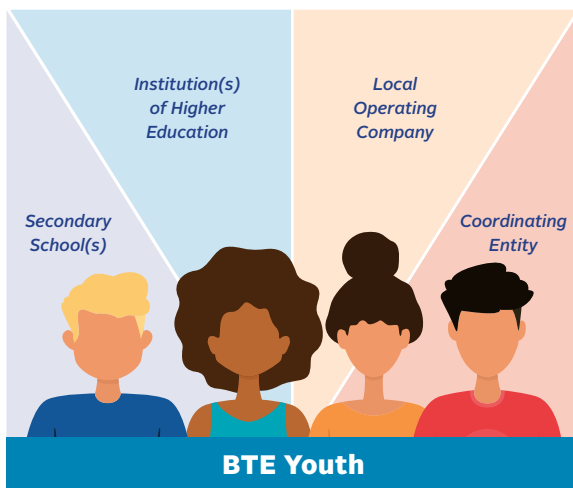
J&J and the Coordinating Entity begin identifying and building additional partnerships

Following the identification of the coordinating entity, the [Executive Sponsor](#) (and any other individual from the J&J local operating company, usually the [BTE Champions](#)), along with the newly identified coordinating entity, collaborate to lead the exploration and identification of the additional partners (secondary school and the Institution of Higher Education (IHE)). This process is supported by FHI 360, which works to ensure that all parties have all needed supports, resources, guidance, and knowledge to progress towards key milestones, including advancing to [phase 2](#) (Strategic Planning).

By the end of phase 1, partners have cultivated their partnerships and are ready to move forward with Strategic Planning efforts and design their unique [program model](#).

### A Visual Representation of BTE Partners

*All Partners work to ultimately serve the BTE students and to actively incorporate students' voice throughout program delivery.*



*This process is supported by FHI 360, which works to ensure that all parties have all needed supports, resources, guidance, and knowledge to progress towards key milestones*

### Exploration & Cultivation Duration

This phase can last from 3 to 12 months. Duration typically depends on how quickly BTE Co-Champions are identified, how soon the letter of commitment is received from the local operating company, and the ease of identifying all program partners.

### Who is responsible & involved?

- J&J Corporate
- Executive Sponsor
- J&J local operating company / BTE Co-Champions
- Site Coordinator (Coordinating Entity)
- FHI 360

### What is required?

- 1 hour meeting with local operating company, facilitated by FHI 360, for an overview of the BTE program
- 4 to 6 hours of meetings and interviews with potential program partners
- Selection of the higher education institution and secondary school by the Site Coordinator, in collaboration with the J&J local operating company

During the Exploration & Cultivation phase, the following milestones should be reached. Each milestone may have different entities or individuals responsible for their delivery. Without the completion of these milestones, advancing to phase 2 (Strategic Planning) is not possible.

- 1 LETTER OF INTENT** – The coordinating entity submits this to FHI 360, confirming intent and interest to serve as the coordinating entity for the three-year BTE program.
- 2 BTE APPLICATION COVERSHEET** – The coordinating entity completes this and submits it to FHI 360 as part of the required documentation for the issuing of the strategic planning grant.
- 3 STRATEGIC PLANNING BUDGET** – The coordinating entity completes this and submits it to FHI 360. The strategic planning budget is in the amount of \$11,500.00 and should follow the budget parameters as indicated in the grant application package. It gives a detailed breakdown of BTE strategic planning funds and detailed notes explaining the costs.
- 4 PROGRAM PARTNER INTERVIEWS WITH J&J** – The coordinating entity is required to collaborate with the local operating company to interview and identify the secondary school and the IHE partners.
- 5 SECURE PARTNERS** – The Site Coordinator should work to secure the program partners by the end of this phase. All partners should typically be in place before the strategic planning workshop (which occurs in phase 2).

## EXPLORATION & CULTIVATION QUICK LINKS

[Letter of Commitment Template](#) – Executive Sponsors should use this for their local operating company management team to express the company’s commitment to a three-year BTE program. This should be completed early in the phase, as many other milestones depend upon the J&J local operating company’s commitment.

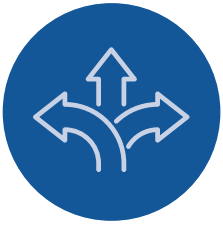
[BTE Site Exploration & Cultivation Checklist](#) – Executive Sponsors and BTE Co-Champions should use this to learn about the tasks required as part of the exploration & cultivation phase.

[Letter of Intent Template](#) – Coordinating entities/Site Coordinators should use this as a template for completing the letter to intent, which is submitted to FHI 360, confirming intent and interest to serve as the coordinating entity for the three-year BTE program.

[BTE Application Cover Sheet](#) – This captures key information about the site coordinating entity, including key contacts, tax status, and banking information, and requires key attachments, such as the organization’s most recent financial audit, a completed pre-award assessment questionnaire, etc.

[BTE Champion Guide](#) – Site Coordinators can use this as a reference to better understand the role and responsibilities of BTE Champions and how the Site Coordinator and champions work together.





## PHASE 2

# Strategic Planning

**Phase 2 is strategic planning.** A Strategic Planning Committee composed of representatives from all partner organizations—the J&J local operating company, the secondary school, the Institution of Higher Education (IHE), the site coordinating entity, FHI 360's BTE program team, and at times the local independent evaluator—is convened, during this phase, to collaboratively develop an overall plan for the three-year BTE program, including roles and responsibilities of various partners, expected program outcomes, and activities.



#### REFLECTIONS ON STRATEGIC PLANNING

*I found the Strategic Planning truly useful. The exchange of the ideas with the colleagues, building on each others' skills, understanding other ideas and approaches, and doing all this with a common goal of improving students' perceptions and interest in STEM<sup>2</sup>D fields—that was the true value for me.*

~ Oleg

#### **The Site Coordinator chairs the committee and is responsible for organization, logistics and completion of all planning requirements.**

The workshop takes place either in person (2-day workshop) or virtually (four-to-five 2-hour sessions). Prior to the workshop, FHI 360 sends pre-work for each partner, which involves gathering key information and data.” At the first session of the workshop, FHI 360 meets with the Johnson & Johnson local operating company and the Site Coordinator (you), as well as the secondary school to obtain detailed information about the strengths, challenges, and needs of the school and the potential BTE participants. During subsequent sessions of the workshop, partners go into a full discussion about inputs, resources, and needs of the population. It is at this point that program design thinking is initiated. FHI 360 will lead the local partners in the process of designing the three-year program, ultimately designing one of your program's critical components—your local BTE program model. Your program model will be used as your north star to guide student activities. It will also be used to evaluate your program on an annual basis. Immediately following the meeting, FHI 360 will schedule a cadence of meetings with the Site Coordinator and the BTE Champions to review the [Strategic Planning Task Worksheet](#) and determine an appropriate timeline for deliverables. FHI 360 will provide the Site Coordinator with a draft program model, strategic planning meeting notes, grant proposal templates, and an expected timeline. The Site Coordinator will convene those involved locally,

as needed, to advance the process and work towards the timeline and deliverables.

The Strategic Planning phase ends with an Onboarding Orientation for all partners. The sessions are designed to set the BTE leadership team up with the tools for successful program implementation. As part of the orientation, the partners will review key resources available throughout the program, formalize recruitment and retention strategies, glean insights and experiences from other BTE sites and strategize for a strong program kickoff. There will also be a special Onboarding Orientation evaluation session led by the independent evaluator, in which the evaluation protocol and agreement will be finalized among all partners. It is also an opportunity to meet with additional technical assistance partners from FHI 360, who are all invested in supporting the local BTE program.

#### **Strategic Planning Duration**

This phase can last from 6 to 18 months. Duration depends on the ease of identifying partners, when funding is secured, the school year, and the kickoff date, as agreed by all partners.



## Who is responsible & involved?

- Site Coordinator
- BTE Co-Champions and the J&J local operating company
- Local Secondary School/ Community based organization (CBO)
- FHI 360
- Independent Evaluator
- Institution of Higher Education

## What is required?

- Strategic Planning Pre-work
- 6 to 8 hours over two to three days of strategic planning sessions, facilitated by FHI 360
- 1-to-2-hour Community tour, for confirmed BTE partners (coordinating entity, higher education institution and secondary school)
- 2 to 3 hours of onboarding orientation, facilitated by FHI 360

### REFLECTIONS ON STRATEGIC PLANNING

*“Strategic planning brings together dynamic partners, to share our strengths and ideas, for the purpose of creating manageable steps that will guide our work in BTE that will help cultivate our future leaders.”*

~ Deborah

The Site Coordinator should develop the following deliverables, in collaboration with the BTE Champions, and submit the final documents to FHI 360 by the onboarding orientation:

- 1 MEMORANDA OF UNDERSTANDING** – All partners use MoUs to show their support of the program and to formalize roles, responsibilities, contributions, and commitment.
- 2 THE PROPOSAL NARRATIVE** – This explains the local needs, goals and objectives, activities, and timelines in a narrative format.
- 3 PROGRAM SUMMARY** – This provides a quick snapshot of the program, its outcomes, partners, implementation context and how the program will serve the target population.
- 4 THE THREE-YEAR WORKPLAN** – This outlines the program activities, implementation timeline, and partner roles/responsibilities.
- 5 THE YEAR ONE CALENDAR OF ACTIVITIES** – This lays out key activities and events for Year One.
- 6 THE BUDGET** – Site Coordinators give a detailed breakdown of BTE funds and narrative explanation of costs.
- 7 PROGRAM LAUNCH TIMELINE (TENTATIVE)** – This guides all partners on timing to program kickoff.
- 8 THE PROGRAM MODEL** – This is a graphic depiction of how BTE will lead to short- and long-term outcomes for BTE participants.
- 9 DATA SHARING AGREEMENT** – The school partner signs this, confirming that the program has use of academic data of the BTE participants and the comparison group. This enables evaluators to assess BTE's overall impact.
- 10 BTE IMPLEMENTATION GRANT** – The coordinating entity must complete this grant application and submit the packet to FHI 360. A complete application packet includes: a program workplan; a proposal narrative describing the target population and their needs in the community and explaining how the program will address these gaps; a three-year workplan; a three-year budget and narrative; and a Year 1 calendar of activities with dates, times and locations, and any other components as captured in the BTE Grant application guidelines.

## STRATEGIC PLANNING RESOURCES QUICK LINKS

### **Pre-Strategic Planning Workshop**

[Strategic Planning Site Visit Checklist](#) – Site Coordinators should use this in planning strategic planning and organizing strategic planning sessions, whether in person or virtual. It also gives an overview of the typical structure of strategic planning, thereby providing point of reference for Site Coordinators on what to expect.

[Strategic Planning Checklist](#) – Site Coordinators should use this checklist to ensure that all components of the strategic planning phase are completed and on track.

[Strategic Planning Pre-Work](#) – In preparation for the strategic planning session, partners should review this and answer as many questions as they can about their respective organizations. Note that this prework is not meant to be a heavy lift. It is designed to help partners reflect and think about any parameters that might exist and that should be considered going into planning.

[School Orientation PowerPoint Template](#) – Site Coordinators should use this as the basis for the presentation to share with schools during exploration of secondary school and IHE partners.

[Strategic Planning Task Worksheet](#) – Site Coordinators should use this to help navigate the different components of strategic planning. This will help in the delivery of the 6 Strategic Planning outputs.

[Sample Proposal Narratives](#) – Site Coordinators may refer to sample proposals to help write their own proposal narrative.

[Strategic Planning Workshop Agenda](#) – Site Coordinators should reference this agenda when planning for strategic planning sessions. It can help answer logistical questions that partners may pose during the coordination of sessions.

### **During Strategic Planning Workshop**

[Academic & Demographic Indicator Information Sheet](#) – Site Coordinators and all partners should use this template (in collaboration with the secondary school partner) to help capture key demographic information of the secondary school partner's student population.

### **Post-Strategic Planning Workshop**

[BTE Program Model Template](#) – This is the template that will be used to produce the graphic depiction of how the BTE program will achieve its short- and long-term outcomes.

[BTE Workplan Template](#) – Use this to help guide the planning and organizing of the required 80 hours of BTE programming per year.

[Program Summary Template](#) – Site Coordinators should complete this as part of the application guidelines and requirements for funding. This is useful to share with partners and stakeholders.

[BTE Budget Template](#) – Use this to develop the 3-year budget for the program.

[Memorandum of Understanding Template](#) – Site Coordinators use this to formalize partnerships, roles, and responsibilities of program partners.

[BTE Grant Application Guidelines](#) – This outlines all the components of the BTE Implementation grant application which the Site Coordinator must complete to secure funding.

### **BTE Grant Application Coversheet**

This coversheet is completed by the coordinating entity. The organization uses this form to provide key administrative and financial information that makes it possible for funds to be disbursed and provides contact information for program partners.

### **Onboarding**

[Data Sharing Agreement](#) – Site Coordinators should share this with the secondary school partner to sign. A signed data sharing agreement allows evaluators access to student academic data and allows for analyses to be conducted that give insight into the BTE program's impact.



PHASE 3

# Startup

With Strategic Planning completed, the Startup phase focuses on getting everything in place for a successful program. Without completing this phase, a BTE program cannot launch.



Building Partnerships.  
Transforming Communities.  
Empowering Youth.

<https://youtu.be/hyjL8TofHts>

During Startup, both the Site Coordinator and the BTE Co-Champions are heavily involved. The Site Coordinator is busy working to **recruit the BTE cohort** and finalize selection out of the eligible pool; **obtain parental permissions** and the necessary consent; and **initiate engagement with the cohort** to keep them informed of the program kickoff event and the program schedule and policies to allow the students and their parents enough time to review, understand, and commit to the program. While a draft calendar of activities was submitted as part of Strategic Planning, it is essential to develop a final version—including dates, times, and **logistics**—during the Startup phase. The final calendar should be provided to students, parents, and volunteers during recruitment.

During this phase, the Site Coordinator should also establish the management meeting **cadence** not only for Startup but throughout the three years of BTE program implementation.

*It is essential to develop a final calendar—including dates, times, and logistics—during the Startup phase.*

## Here are the key milestones in this phase:

### 1. Recruitment of students for the program:

The coordinating entity works with the secondary school partner to recruit the target number of students per program model from the specified target group. **Recruitment** efforts can include program marketing, student orientation sessions, recruitment videos, meet-and-greets, classroom presentations by J&J, booths at a school night, parent sessions, teacher outreach, etc.

### 2. Identification of comparison group:

The secondary school partner works with FHI 360 and the independent evaluator to identify a comparison group, which allows for an evaluation of the local BTE program.

### 3. Recruitment of J&J volunteers:

While the Site Coordinator isn't directly responsible for the recruitment of volunteers, you should be in contact with the J&J BTE Champions to confirm how many volunteers have been recruited, as that determines how many will be engaged in **program activities** with the students. Site Coordinators should develop a calendar specifying time and location of volunteer activities, and identify how many J&J volunteers might be needed for a specific activity; this can sometimes help the BTE Champion with **recruitment** for specific activities.

### 4. Finalizing & Scheduling Logistics for Year 1 activities:

The Site Coordinator should schedule all sessions (dates, times, and locations) as far in advance as possible. At a minimum, by the end of this phase, all activities for the first quarter of programming should be finalized and **scheduled**.



### 5. Program Kickoff Event:

This is an event planned by the Site Coordinator in collaboration with the BTE Champions. It can be formal or informal in nature; this is determined by the management team. It is an opportunity to bring together all key program partners (BTE students, the secondary school partner or CBO, IHE, the J&J local operating company (i.e., BTE volunteers and Executive Sponsor), and the coordinating entity) and any other **stakeholders**, to set the tone and commitment to the program over the ensuing three years, as well as generate excitement about BTE.

## Startup Duration

This phase typically lasts for 2 to 3 months and requires all partners involved to work together and follow through on timelines. Any significant delays in this phase could jeopardize the program kickoff.

## Who is responsible & involved?

- Site Coordinator
- J&J Corporate
- BTE Co-Champions and the J&J local operating company
- Local Secondary School/ Community based organization (CBO)
- FHI 360
- Independent Evaluator

## What is required?

- Clear understanding of roles and responsibilities
- Implementing recruitment strategies
- Task management tools/approaches to support keeping on track with timelines
- Frequent BTE management team meetings to stay up to date on progress and follow through on next steps
- Logistics coordination for the kickoff event and scheduling of the first quarter of activities
- Communications support to promote the initiative in the community
- Timely submission of grant application to ensure Year 1 funding is received prior to program kickoff

The Site Coordinator should develop the following deliverables in collaboration with the BTE Co-Champions and submit the final documents to FHI 360 four weeks before the kickoff event (the launch event signaling the start of BTE program implementation):

- 1 RECRUITED COHORT OF THE TARGET NUMBER OF STUDENTS PER PROGRAM MODEL** – The Site Coordinator should work to secure the students for the program. This may involve consultation with the secondary school partner/CBO, as well as FHI 360's technical assistance on recruitment strategies and selection best practices.
- 2 SIGNED PARENT CONSENT/ACKNOWLEDGMENT FORMS** – The Site Coordinator should file all signed consent forms and then provide copies of them (can be scanned and uploaded) to FHI 360, via a BTE website submission.
- 3 COMPARISON GROUP LIST** – The Site Coordinator should obtain a list of the comparison group participants from the local secondary school partner or CBO. The secondary school partner/CBO is responsible for determining the comparison group.
- 4 RECRUITED COHORT OF J&J VOLUNTEERS TO SUPPORT 40 HOURS OF PROGRAMMING PER YEAR** – The Site Coordinator, while not responsible for the recruitment of J&J volunteers, should be aware of volunteer recruitment efforts and have a list of all volunteers recruited to allow for assignment of volunteers to specific activities on the calendar (in collaboration with the BTE Co-Champions) or to pair volunteers with students, if they are serving as mentors.
- 5 PROGRAM KICKOFF EVENT** – The Site Coordinator should share the kickoff date with all partners, including FHI 360 and J&J Corporate, as soon as it has been confirmed. In addition, following the event, you should share a news story feature on your BTE site page, including photos.

## STARTUP RESOURCES QUICK LINKS

[BTE Student Recruitment Toolkit](#) – The Site Coordinator should use this for tips on recruiting a BTE cohort and templates that can be used as part of recruitment. This toolkit also includes sample recruitment flyers/posters, recruitment letters, etc.

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[Sample BTE Application](#) – The Site Coordinator should make this available to all those eligible to apply to a BTE program.

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[BTE Acceptance Packet](#) – The Site Coordinator uses this template to notify students of acceptance to the BTE program and to collect consent and acknowledgment from the students' parents or guardians. The Parental Permission for Student Participation in BTE Evaluation Activities is also signed by parents of students who are in the BTE comparison group.

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[BTE Media Toolkit](#) – The Site Coordinator should use this for templates and tips around promoting and publicizing BTE events, including the first major event, the program kickoff.

[Sample Kickoff Agenda](#) – The Site Coordinator, in collaboration with the BTE management team, can use this to help build out the agenda for the kickoff event.

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[BTE Brochure](#) – Site Coordinators can use this for program marketing and recruitment.

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[Sample BTE Student Recruitment PowerPoint](#) – This sample PowerPoint deck can be used when actively recruiting students from the secondary school into the BTE program.

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[Sample BTE Parent Recruitment Flyer](#) – Use this sample recruitment flyer to help include parents in the BTE student recruitment process. This provides a general understanding of the BTE program and would be a great resource to share as a leave behind following a parent information session.

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[Sample BTE Kick-off Save the Date](#) – Use this sample Save the Date invitation to share with all program partners and invitees to the kickoff event.





## PHASE 4

# Implementation & Sustained Impact

Following a successful Startup, the BTE program moves into the Implementation & Sustained Impact phase.



<https://youtu.be/BrWleUDI-IE>

This phase focuses on successfully executing all tasks and activities in accordance with the final program model and as outlined in the annual workplan. All activities and plans are aligned with the local BTE program's short-term and end-of-grant outcomes and reinforces the two long-term outcomes of the global BTE program, which are to:

- 1 increase the number of students who enroll in post-secondary education and
- 2 increase the number of students interested in pursuing careers in the Science, Technology, Engineering, Mathematics, Manufacturing, Design (STEM<sup>2</sup>D) or healthcare sectors.

This phase is broken out into three sub-phases (Year 1, Year 2, and Year 3). Throughout the Implementation & Sustained Impact phase, many actions, considerations, milestones, and checkpoints relate not only to the implementation of planned activities, but to the impact of those activities and how that might be sustained beyond the initial three years. Because program sustainability is interwoven and dependent on implementation success and program impact, these checkpoints exist throughout the entire phase, rather than existing as a standalone phase.

## Implementation & Sustained Impact Duration

This phase lasts for **three academic years** (depending on the site, this may coincide with calendar years).

During this phase, it is critical that all partners involved work together and follow through on responsibilities and timelines. It is during this phase that all partner inputs are pooled for the benefit of the BTE program participants (students). The Site Coordinator serves as the liaison for all program partners, ensures accountability is held across partners and promptly reports a need for technical support from FHI 360 and/or J&J Corporate. Any delays in timelines during this phase, or waning commitment and follow through by any partner, could jeopardize program success and lead to limited programming, unattained outputs, and unachieved outcomes, reducing the impact on the lives of the program participants and BTE volunteers.

## YEAR 1

In Year 1, Site Coordinators should focus on building rapport among the BTE cohort. Activities in Year 1 should focus on getting to know the students. We recommend significant exposure and exploration of STEM<sup>2</sup>D activities, career possibilities, and foundational skills. Year 1 is a time to create a site identity among the cohort and continuously engage participants to foster ongoing program commitment. It also serves as a way for the site leadership to fully understand students' needs and interests, allowing the Site Coordinator to adapt activities and programming in subsequent years to suit the cohort's needs.

### Year 1 Duration

Year 1, the first year of implementation of the BTE program, typically spans an academic/school year. This differs by country/region, but usually lasts about **10 to 11 months**.



*During this phase, it is critical that all partners involved work together and follow through on responsibilities and timelines.*

## Who is responsible & involved?

- Site Coordinator
- BTE Co-Champions and the BTE volunteers
- Local Secondary School Liaison
- FHI 360
- Independent Evaluator

## What is required?

- Clear understanding of roles and responsibilities and resource inputs
- Attending frequent (bi-weekly or monthly) BTE management team meetings to stay up to date on progress and follow through on next steps. Note that the Site Coordinator chairs the management meetings and should send out an agenda prior to the meeting and circulate meeting minutes following each meeting.
- Implementation of student engagement strategies
- Liaising with the BTE Champions and FHI 360 to ensure that 2 volunteer training sessions are scheduled within the first 30 and 90 days of BTE program kick-off



- Collection of all outstanding consent and acknowledgements (i.e., photo, evaluation)
- Utilization of task management tools/approaches to support keeping on track with timelines, including tracking of participant attendance, volunteer engagement, and overall quarterly budget expenditures
- Logistics coordination for all events and activities
- Internal communications support and timely correspondence about calendar of activities and plans to students, school partners, BTE volunteers, parents and other community partners, as applicable
- External communications support to promote key activities and partnerships in the community
- Site Page Management
- Liaising with relevant partners, including the Independent Evaluator and the school contact(s), to ensure the coordination and scheduling of evaluation activities (including baseline, end of Year 1 surveys, collection of academic data and scheduling of Year 1 focus groups, updating of participants list and keeping program and evaluation status up to date)
- Review of student insights and adaptation of program activities to align with student interests
- Quarterly reporting
- Monthly management calls with FHI 360
- Participation in global meetings (each quarter)
- Participation at the annual Alliance Building & Training Session (ABTS)

The Site Coordinator is responsible for ensuring the following deliverables are met in collaboration with relevant program partners, as applicable, and submits to FHI 360 based on specified programmatic timelines. **All deliverables are contractual. Non-submission or late submission could impact funding disbursements.**

- 1 BTE ATTENDANCE POLICY** – The Site Coordinator should use the global attendance policy as a reference point and adapt it to their local program. Note that the BTE Global Attendance policy is a minimum standard. Any local policy should either match or exceed the global attendance policy.
- 2 EIGHTY (80) HOURS OF REQUIRED BTE PROGRAMMING AND ACTIVITIES** – The Site Coordinator should work with all partners to ensure that activities amount to 80 hours at a minimum for a BTE program year. On average, that amounts to 8 hours of BTE programming per month. BTE sites can schedule programming above these hours but not below. The Site Coordinator should also connect with the BTE Champions to incorporate them in approximately 40 hours or 50% of the required yearly programming and activities. Note that the recommended Year 1 programming should include: Birkman Method assessment; Collaboration or Virtual Communication Digital Badge (applied learning project); Cross-Site activity; Global Youth Convening; BTE Youth Representative; Liberty Science Center Live From Surgery experience; and an Applied Learning Project.
- 3 QUARTERLY REPORTS (4)** – The Site Coordinator should submit all reports by their specified due dates in the [reporting schedule](#).
- 4 BTE SITE PAGE UPDATES** – The Site Coordinator is responsible for updating the site page for the local program on the BTE website. Updates should be made on a monthly basis, at a minimum.
- 5 PROMOTION OF THE BTE GLOBAL YOUTH LEADERSHIP COUNCIL (YLC) OPPORTUNITY** – The Site Coordinator is expected to share the opportunity to join YLC with BTE program participants.
- 6 PROMOTION, TOWARDS THE END OF YEAR 1, OF THE ANNUAL ABTS STUDENT AMBASSADOR OPPORTUNITY** – The Site Coordinator is expected to share the opportunity with all students.
- 7 ATTENDANCE & PARTICIPATION IN 4 GLOBAL BTE MEETINGS/CONVENINGS** – The Site Coordinator is required to attend all global/regional quarterly calls hosted by FHI 360 which seek to bring all global BTE sites together each quarter to facilitate learning exchanges towards continuous program improvement.

- 8 **BTE MONTHLY MANAGEMENT MEETINGS (12)** – The Site Coordinator should facilitate at least one BTE management meeting per month, as part of effective management and implementation of the local BTE program.
- 9 **ADVISORY COMMITTEE MEETING (1)** – The Site Coordinator should coordinate with the local BTE management team to hold at least 1 BTE advisory committee meeting to gain strategic advice and initiate sustained impact or other scale up efforts.
- 10 **PARTICIPATION IN YEAR 1 ANNUAL EVALUATION DEBRIEF** – The Site Coordinator should collaborate with the independent evaluator and the BTE Champions to schedule the Year 1 evaluation debrief session to gain insights into program performance and students' views and adapt programming accordingly.
- 11 **PARTICIPATION IN ANNUAL EVALUATION AGREEMENT MEETING (AS APPLICABLE)** – The Site Coordinator should collaborate with the independent evaluator to schedule the annual evaluation agreement meeting to set any relevant dates for evaluation activities in the upcoming academic year.
- 12 **YEAR 2 BUDGET** – The Site Coordinator must submit an updated budget towards the end of Year 1 for Year 2 programming.
- 13 **YEAR 2 CALENDAR OF ACTIVITIES** – The Site Coordinator must submit an updated calendar of activities towards the end of Year 1 for Year 2 programming, reflecting 80 hours of BTE program activities for the BTE participants.

## IMPLEMENTATION & SUSTAINED IMPACT RESOURCES QUICK LINKS

[Implementation Checklist](#) – The Site Coordinator should use this to help stay on track throughout BTE implementation.

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[BTE Global Policies & Procedures](#) – The Site Coordinator should use this quick reference guide to ensure that programming, policies and other activities adhere to BTE's global policies, procedures and standards.

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[Student Retention Strategies](#) – Use this for tips on ways to maintain student engagement in the BTE program.

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[Student Activities](#) – This resource library provides access to multiple kinds of activities that can be implemented with students. Activities are in diverse areas of BTE programming including: [STEM<sup>2</sup>D](#), Academic Enrichment, Career Exploration, Post-Secondary Education Preparation, and Community Building & Engagement. There are also a host of [Digital Badges](#) that can be incorporated into BTE programming over the course of a year, that can result in students receiving credentials in a particular competency area.

[Sample Quarterly Report](#) – The Site Coordinator should use this as a reference for the format and required data points of a quarterly report.

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[Sustainability Overview](#) – The Site Coordinator can refer to this page to learn about sustainability options and the process for sustaining a BTE pilot program. In addition to this document, the Site Coordinator can, at any time, reach out to FHI 360 for assistance or to set up a sustainability brainstorming session. It is best to begin these sessions as soon as a site has implemented one year of programming and/or once the Year 1 evaluation report has been completed and reviewed.

## YEAR 2

Year 2 of a BTE program focuses on identity, career exploration, and building social capital; the activities you implement should be aligned accordingly. Additionally, the Site Coordinator should consider all learnings from Year 1 (captured via formal and informal surveys, focus groups, and/or other evaluation activities) and incorporate students' input which may include adapting activities and programming to suit the cohort's needs. Remember that students are also key BTE program partners, and their interests need to be considered throughout implementation. Where students are engaged as partners and have a clear voice, there will be greater engagement, and this can serve to improve retention. Towards the mid-point in Year 2, the Site Coordinator, in conjunction with the BTE champions and local BTE management team, should begin to plan how they will go about sustaining the impact of the program.

### Year 2 Duration

Year 2, like Year 1, spans an academic/school year, as determined by country/region, and usually lasts about **10 to 11 months**. There is typically a 4-to-8-week period that separates the end of Year 1 and the beginning of Year 2.

### Who is responsible & involved?

- Site Coordinator
- BTE Co-Champions and the BTE volunteers
- Local Secondary School Liaison
- FHI 360
- Independent Evaluator

### What is required?

- Logistics coordination for all events and activities
- Continued use of task management tools and approaches to support keeping on track with timelines, including tracking participant attendance, volunteer engagement, and overall quarterly budget expenditures.
- Implementation of student engagement and retention strategies
- Review of student insights and adaptation of program activities to align with student [interests](#)
- Maintaining frequent (at least monthly) BTE management team meetings to stay up to date on progress and follow through on next steps. Remember that the Site Coordinator chairs the management meetings, shares the agenda prior to the meeting, and sends meeting minutes, including next steps, after each meeting
- Liaising with the BTE Champions to ensure that there are enough volunteers to support the activities that are led or include J&J volunteers, and promptly informing FHI 360 of any concerns around volunteer engagement
- Liaising with the BTE Champions and FHI 360 to schedule any volunteer training sessions for new J&J volunteers, within the first 30 days of joining the BTE site's cohort of volunteers, or refresher training for those continuing to serve as volunteers
- Internal communications support and timely correspondence about calendar of activities and plans to students, school partners, BTE volunteers, parents, and other community partners, as applicable
- External communications support to promote key activities and partnerships in the community
- BTE Site Page Management
- Liaising with relevant partners, including the Independent Evaluator and the school contact(s), to ensure the coordination and scheduling of evaluation activities (including baseline, end of Year 1 surveys, collection of academic data and scheduling of Year 1 focus groups and focus group debrief sessions, updating of participants list and keeping program and evaluation status up to date)
- Quarterly reporting
- Quarterly management calls with FHI 360
- Participation in global meetings (each quarter)
- Participation at the annual Alliance Building & Training Session (ABTS)
- Reflections & audit of the most impactful activities and initial thinking for how/what to pursue for sustained impact



The Site Coordinator is responsible for ensuring the following deliverables are met in collaboration with relevant program partners, as applicable, and submits to FHI 360 based on specified programmatic timelines. **All deliverables are contractual. Non-submission or late submission could impact funding disbursements.**

- 1 EIGHTY (80) HOURS OF REQUIRED BTE PROGRAMMING AND ACTIVITIES** – The Site Coordinator should work with all partners to ensure that activities amount to 80 hours at a minimum for a BTE program year. On average, that amounts to 8 hours of BTE programming per month. BTE sites can schedule programming above these hours but not below. The Site Coordinator should also connect with the BTE Champions to incorporate them into at least 40 hours or 50% of the required yearly programming and activities. Note that the recommended Year 2 programming should also include: Mentoring pods or groups, where J&J volunteers serve as activity facilitators and have an opportunity to formally serve as a mentor to BTE students; Job Shadowing; Career Awareness eModules; Career Awareness Digital Badge; Education & Career Plan (ECP) development/customization; Cross-Site activity; Global Youth Convening; BTE Youth Representative; Participation in and/or Preparation for ABTS Student Ambassador experience. The 80 hours of program activities required for all BTE participants does not include participation in ABTS or any BTE management team meetings.
- 2 QUARTERLY REPORTS (4)** – The Site Coordinator should submit all reports by their specified due dates in the [reporting schedule](#).
- 3 BTE SITE PAGE UPDATES** – The Site Coordinator is responsible for updating the site page for the local program on the BTE website. Updates should be made on a monthly basis, at a minimum.
- 4 PROMOTION OF THE BTE GLOBAL YOUTH LEADERSHIP COUNCIL (YLC) OPPORTUNITY** – The Site Coordinator is expected to share the opportunity to join YLC with BTE program participants.
- 5 PROMOTION OF THE ANNUAL ABTS STUDENT AMBASSADOR OPPORTUNITY (INCLUDING ANY READINESS SUPPORT OR OTHER PARTICIPATION SUPPORT REQUIRED)** – The Site Coordinator is expected to share the opportunity with all students.
- 6 ATTENDANCE & PARTICIPATION IN 4 GLOBAL BTE MEETINGS/ CONVENINGS** – The Site Coordinator is required to attend all global/regional quarterly calls hosted by FHI 360 which seek to bring all global BTE sites together each quarter to facilitate learning exchanges towards continuous program improvement.
- 7 BTE MONTHLY MANAGEMENT MEETINGS (12)** – The Site Coordinator should facilitate at least one BTE management meeting per month, as part of effective management and implementation of the local BTE program.
- 8 ADVISORY COMMITTEE MEETING (1)** – The Site Coordinator should coordinate with the local BTE management team to hold at least 1 BTE advisory committee meeting to gain strategic advice and initiate sustained impact or other scale up efforts.
- 9 PARTICIPATION IN YEAR 2 ANNUAL EVALUATION DEBRIEF** – The Site Coordinator should collaborate with the independent evaluator and the BTE Champions to schedule the Year 2 evaluation debrief session to gain insights into program performance and students views and adapt programming accordingly.
- 10 PARTICIPATION IN ANNUAL EVALUATION AGREEMENT MEETING (AS APPLICABLE)** – The Site Coordinator should collaborate with the independent evaluator to schedule the annual evaluation agreement meeting to set any relevant dates for evaluation activities in the upcoming academic year.
- 11 YEAR 3 BUDGET** – The Site Coordinator must submit an updated budget towards the end of Year 2 for Year 3 programming.
- 12 YEAR 3 CALENDAR OF ACTIVITIES** – The Site Coordinator must submit an updated calendar of activities towards the end of Year 2 for Year 3 programming, reflecting 80 hours of BTE program activities for the BTE participants.”
- 13 SUSTAINABILITY INTENTION** – The Site Coordinator, along with the management team, should determine whether BTE is still meeting a need in the community, initiate conversations around sustainability, and inform FHI 360 of the intention.
- 14 SUSTAINABILITY WORKSHOP # 1** – If a site intends to sustain BTE's impact in the community, the Site Coordinator must coordinate with the management team and FHI 360 to schedule the initial sustainability workshop before the end of Year 2.

## IMPLEMENTATION & SUSTAINED IMPACT RESOURCES QUICK LINKS

[Implementation Checklist](#) – The Site Coordinator should use this to help stay on track throughout BTE implementation.

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[BTE Global Policies & Procedures](#) – The Site Coordinator should use this quick reference guide to ensure that programming, policies and other activities adhere to BTE's global policies, procedures and standards.

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[Student Retention Strategies](#) – Use this for tips on ways to maintain student engagement in the BTE program.

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[Student Activities](#) – This resource library provides access to multiple kinds of activities that can be implemented with students. Activities are in diverse areas of BTE programming including: [STEM<sup>2</sup>D](#), Academic Enrichment, Career Exploration, Post-Secondary Education Preparation, and Community Building & Engagement. There is also a host of [Digital Badges](#) that can be incorporated into BTE programming over the course of a year, which can result in students receiving credentials in a particular competency area.

*\*New to the resource quick links for Year 2*

[Sample Quarterly Report](#) – The Site Coordinator should use this as a reference for the format and required data points of a quarterly report.

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[Career Awareness eModules\\*](#) – The Site Coordinator should share this with students and navigators to support their post-secondary education and career readiness journey.

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[Education & Career Plan \(ECP\)\\*](#) – The Site Coordinator should use this/provide this to students and their mentors/navigators when beginning activities around education and career planning. This supports all ECP activities (this is linked to the Career Awareness eModules).

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[Mentoring Stories\\*](#) – Use this to find more stories that can be shared with students, BTE champions, and volunteers on the benefits of mentorship. This could serve as a great reference point for initiating mentorship pods.

[Sustainability Worksheet\\*](#) – The Site Coordinator can use this following Sustainability Workshop #1 to identify what aspects of the program should be sustained. This will help all partners to brainstorm on what sustainability model should be adopted and to think practically about partners and resources needed to sustain BTE's impact.



## YEAR 3

In Year 3 of a BTE program, the focus is on leadership, service, and a successful transition to post-secondary education. As with previous years, the Site Coordinator should consider all feedback and insights captured through evaluation activities (formal and informal) to inform necessary program adaptations. As much as possible, programming should also reflect the cohort's needs. For example, if students indicate they are interested in more preparation for [post-secondary programs](#), the Site Coordinator and management team, should incorporate this into the program schedule. By Year 3, BTE students are young leaders – elevate their voice and support their ideas for greater engagement and retention.

Throughout Year 3, the Site Coordinator, in conjunction with the BTE Co-Champions and local BTE management team, should also work on sustaining the impact of the program. In this vein, the local management team strives to ensure that the impact of the pilot program is reinforced, that expected outcomes are being met, and more concrete steps and planning are being taken towards sustaining the impact in the community, post-pilot. FHI 360 provides technical assistance and sustainability workshops for all program partners; the BTE Site Coordinator should connect with their primary FHI 360 lead to ensure these workshop sessions are held if their site is interested in sustaining beyond the pilot program.

### Year 3 Duration

Year 3 spans an academic/school year, as determined by country/region, and usually lasts about **10 to 11 months**. There is typically a 4-to-8-week period that separates the end of Year 2 and the beginning of Year 3. Year 3 concludes with an end-of-program graduation ceremony.

### Who is responsible?

- Site Coordinator

### Who is involved?

- BTE Co-Champions and the BTE volunteers
- Local Secondary School Liaison
- FHI 360
- Independent Evaluator
- Advisory Committee

### What is required?

- Logistics coordination for all events and activities
- Continued use of task management tools and approaches to support keeping on track with timelines, including tracking participant attendance, volunteer engagement, and overall quarterly budget expenditures.
- Implement student engagement and retention strategies
- Review student insights and adaptation of program activities to align with student [interests](#)

- Maintaining frequent (at least monthly) BTE management team meetings to stay up to date on progress and follow through on next steps. Remember that the Site Coordinator chairs the management meetings, shares the agenda prior to the meeting, and sends meeting minutes, including next steps, after each meeting
- Liaising with the BTE Co-Champions to ensure that there are enough volunteers to support the activities that are led or include J&J volunteers, and promptly informing FHI 360 of any concerns around volunteer engagement
- Liaising with the BTE Co-Champions and FHI 360 to schedule any volunteer training sessions for new J&J volunteers, within the first 30 days of joining the BTE site's cohort of volunteers, or refresher training for those continuing to serve as volunteers
- Internal communications support and timely correspondence about calendar of activities and plans to students, school partners, BTE volunteers, parents, and other community partners, as applicable

- External communications support to promote key activities and partnerships in the community
- BTE Site Page Management
- Liaising with relevant partners, including the Independent Evaluator and the school contact(s), to ensure the coordination and scheduling of evaluation activities (including end of Year 3 surveys, collecting academic data, and scheduling Year 3 focus group discussions, and to keep records up to date on the BTE participants and the comparison group)
- Quarterly reporting
- Quarterly management calls with FHI 360
- Quarterly participation in global meetings
- Participation at the annual Alliance Building & Training Session (ABTS)
- Continued reflections & audit of the most impactful program activities and initial planning for kicking off a self-sustaining BTE program
- Planning the end of program celebration/ graduation event
- Coordinate participation in FHI 360's end-of grant Success Story [interview](#)
- Final end of grant reporting



The Site Coordinator is responsible for ensuring the following deliverables are met in collaboration with relevant program partners, as applicable, and submits to FHI 360 based on specified programmatic timelines. **All deliverables are contractual. Non-submission or late submission could impact funding disbursements.**

- 1 **EIGHTY (80) HOURS OF REQUIRED BTE PROGRAMMING AND ACTIVITIES** – The Site Coordinator should work with all partners to ensure that activities amount to 80 hours at a minimum for a BTE program year. BTE sites can schedule programming above these hours but not below. The Site Coordinator should also connect with the BTE Co-Champions to incorporate them into at least 40 hours or 50% of the required yearly programming and activities. Note that the recommended Year 3 programming should also include: Mentoring pods or groups, where J&J volunteers serve as activity facilitators and have an opportunity to formally serve as a mentor to BTE students; Bi-Annual Global Youth Convenings; Credo Cause/Community Service projects or activities; LinkedIn activity to prepare participants to effectively introduce themselves to the professional world and build a professional online presence; Education & Career Plan (ECP) transition activities; BTE Youth Representative; Participation in and/or Preparation for ABTS Student Ambassador experience.
- 2 **QUARTERLY REPORTS (4)** – The Site Coordinator should submit all reports by their specified due dates in the [reporting schedule](#).
- 3 **BTE SITE PAGE UPDATES** – The Site Coordinator is responsible for updating the site page for the local program on the BTE website. Updates should be made on a monthly basis, at a minimum.
- 4 **PROMOTION OF THE BTE GLOBAL YOUTH LEADERSHIP COUNCIL (YLC) OPPORTUNITY** – The Site Coordinator is expected to share the opportunity to join YLC with BTE program participants.
- 5 **PROMOTION OF THE ANNUAL ABTS STUDENT AMBASSADOR OPPORTUNITY (INCLUDING ANY READINESS SUPPORT OR OTHER PARTICIPATION SUPPORT REQUIRED)** – The Site Coordinator is expected to share the opportunity with all students.
- 6 **ATTENDANCE & PARTICIPATION IN 4 GLOBAL BTE MEETINGS/CONVENINGS** – The Site Coordinator is required to attend all global/regional quarterly calls hosted by FHI 360 which seek to bring all global BTE sites together each quarter to facilitate learning exchanges towards continuous program improvement.
- 7 **BTE MONTHLY MANAGEMENT MEETINGS (12)** – The Site Coordinator should facilitate at least one BTE management meeting per month, as part of effective management and implementation of the local BTE program.
- 8 **ADVISORY COMMITTEE MEETING (1)** – The Site Coordinator should coordinate with the local BTE management team to hold at least 1 BTE advisory committee meeting to gain strategic advice and initiate sustained impact or other scale up efforts.
- 9 **PARTICIPATION IN YEAR 3 ANNUAL EVALUATION DEBRIEF** – The Site Coordinator should collaborate with the independent evaluator and the BTE Co-Champions to schedule the Year 3 evaluation debrief session to gain insights into program performance.
- 10 **SUSTAINABILITY WORKSHOP #2** – If a site intends to sustain BTE's impact in the community, the Site Coordinator must coordinate with the management team and FHI 360 to schedule the second sustainability workshop in the beginning of Year 3. Thereafter, a cadence of meetings can be determined, as necessary, for the needed follow up on the path toward sustaining impact beyond the pilot.
- 11 **PARTICIPATION IN THE END OF GRANT SUCCESS STORY INTERVIEW** – The Site Coordinator should coordinate with any relevant local partners who are invited to the interview. Submit this one month following the end of the final BTE activity.
- 12 **END OF GRANT (EOG) REPORT** – The Site Coordinator should submit this one month following the end of the final BTE activity. EOG reports should also include a report on [expenditures](#).
- 13 **BTE GRADUATES** – The Site Coordinator must, as part of the EOG report, submit a complete list of all BTE students who completed/graduated the program, along with their post-secondary education plan. Personal email addresses should be provided for all graduates. This list is used to update the BTE global alumni database.



## IMPLEMENTATION & SUSTAINED IMPACT RESOURCES QUICK LINKS

[Implementation Checklist](#) – The Site Coordinator should use this to help stay on track throughout BTE implementation.

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[BTE Global Policies & Procedures](#) – The Site Coordinator should use this quick reference guide to ensure that programming, policies and other activities adhere to BTE's global policies, procedures and standards.

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[Student Retention Strategies](#) – Use this for tips on ways to maintain student engagement in the BTE program.

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[Student Activities](#) – This resource library provides access to multiple kinds of activities that can be implemented with students. Activities are in diverse areas of BTE programming including: [STEM<sup>2</sup>D](#), Academic Enrichment, Career Exploration, Post-Secondary Education Preparation, and Community Building & Engagement. There is also a host of [Digital Badges](#) that can be incorporated into BTE programming over the course of a year, which can result in students receiving credentials in a particular competency area.

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*\*New to the resource quick links for Year 3*

[Sample Quarterly Report](#) – The Site Coordinator should use this as a reference for the format and required data points of a quarterly report.

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[Career Awareness eModules](#) – The Site Coordinator should share this with students and navigators to support their post-secondary education and career readiness journey.

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[Education & Career Plan \(ECP\)](#) – Use this/provide this to students and their mentors/navigators when beginning activities around education and career planning. This supports all ECP activities (this is linked to the Career Awareness eModules).

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[Mentoring Stories](#) – Use this to find more stories that can be shared with students, BTE champions, and volunteers on the benefits of mentorship. This could serve as a great reference point for initiating mentorship pods.

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[Sustainability Worksheet](#) – Use this following Sustainability Workshop #1 to identify what aspects of the program should be sustained. This will help all partners to brainstorm on what sustainability model should be adopted and to think practically about partners and resources needed to sustain BTE's impact.

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[Sustainability Workplan\\*](#) – Following completion of the sustainability worksheet and participation in sustainability workshop #2, use this to start developing the Workplan to clarify the path towards launching a self-sustaining site.

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[Program Close Out Checklist\\*](#) – Consult this quick checklist to stay on top of any program close out tasks.

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[Sample End of Grant Report\\*](#) – Refer to this for the format and required data points of the End of Grant report.

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[BTE Graduates List Template\\*](#) – Follow this template when completing the graduates list for your site at the end of a BTE program.

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# All Resources & Templates

Please note that you can find our full resource library on our website: [www.bridge2employment.org](http://www.bridge2employment.org).

[Academic & Demographic Indicator Information Sheet](#) – Site Coordinators and all partners should use this template (in collaboration with the secondary school partner) to help capture key demographic information of the secondary school partner’s student population.

[BTE Acceptance Packet](#) – The Site Coordinator uses this template to notify students of acceptance to the BTE program and to collect consent and acknowledgment from the students’ parents or guardians. The Parental Permission for Student Participation in BTE Evaluation Activities is also signed by parents of students who are in the BTE comparison group.

[BTE Application Cover Sheet](#) – This captures key information about the site coordinating entity, including key contacts, tax status, and banking information, and requires key attachments, such as the organization’s most recent financial audit, a completed pre-award assessment questionnaire, etc.

[BTE Brochure](#) – Site Coordinators can use this for program marketing and recruitment.

[BTE Budget Template](#) – Use this to develop the 3-year budget for the program.

[BTE Champion Guide](#) – Site Coordinators can use this as a reference to better understand the role and responsibilities of BTE Site Champions and how the Site Coordinator and champions work together.

[BTE Global Policies & Procedures](#) – The Site Coordinator should use this quick reference guide to ensure that programming, policies and other activities adhere to BTE’s global policies, procedures and standards.

[BTE Graduates List Template](#) – Follow this template when completing the graduates list for your site at the end of a BTE program.

[BTE Grant Application Coversheet](#) – This coversheet is completed by the coordinating entity. The organization uses this form to provide key administrative and financial information that makes it possible for funds to be disbursed and provides contact information for program partners.

[BTE Grant Application Guidelines](#) – This outlines all the components of the BTE Implementation grant application which the Site Coordinator must complete to secure funding.

[BTE Media Toolkit](#) – The Site Coordinator should use this for templates and tips around promoting and publicizing BTE events, including the first major event, the program kickoff.

[BTE Overview PowerPoint](#) – This provides a high-level understanding of what the BTE program is, including key partners and their associated responsibilities.

[BTE Program Model Template](#) – this is the template that will be used to produce the graphic depiction of how the BTE program will achieve its short- and long-term outcomes.

[BTE Site Exploration & Cultivation Checklist](#) – Executive Sponsors should use this to learn about the tasks required as part of the exploration & cultivation phase.

[BTE Student Recruitment Toolkit](#) – The Site Coordinator should use this for tips on recruiting a BTE cohort and templates that can be used as part of recruitment. This toolkit also includes sample recruitment flyers/posters, recruitment letters, etc.

[BTE Workplan Template](#) – Use this to help guide the planning and organizing of the required 80 hours of BTE programming per year.

[Career Awareness eModules](#) – The Site Coordinator should share this with students and navigators to support their post-secondary education and career readiness journey.

[Data Sharing Agreement](#) – Site Coordinators should share this with the secondary school partner to sign. A signed data sharing agreement allows evaluators access to student academic data and allows for analyses to be conducted that give insight into the BTE program’s impact.

[Education & Career Plan \(ECP\)](#) – The Site Coordinator should use this/provide this to students and their mentors/navigators when beginning activities around education and career planning. This supports all ECP activities (this is linked to the Career Awareness eModules).

[Implementation Checklist](#) – The Site Coordinator should use this to help stay on track throughout BTE implementation.

[Letter of Commitment Template](#) – Executive Sponsors should use this for their local operating company management team to express the company’s commitment to a three-year BTE program. This should be completed early in the phase, as many other milestones depend upon the J&J local operating company’s commitment.

[Letter of Intent Template](#) – Coordinating entities/Site Coordinators should use this as a template for completing the letter to intent, which is submitted to FHI 360, confirming intent and interest to serve as the coordinating entity for the three-year BTE program.

[Memorandum of Understanding](#) – Site Coordinators use this template to formalize partnerships, roles, and responsibilities of program partners.

[Mentoring Stories](#) – Use this to find more stories that can be shared with students, BTE champions, and volunteers on the benefits of mentorship. This could serve as a great reference point for initiating mentorship pods.

[Program Close Out Checklist](#) – Consult this quick checklist to stay on top of any program close out tasks.

[Program Summary Template](#) – Site Coordinators should complete this as part of the application guidelines and requirements for funding. This is useful to share with partners and stakeholders.

[Sample BTE Application](#) – The Site Coordinator should make this available to all those eligible to apply to a BTE program.

[Sample BTE Kick-off Save the Date](#) – Use this sample Save the Date invitation to share with all program partners and invitees to the kickoff event.

[Sample BTE Parent Recruitment Flyer](#) – Use this sample recruitment flyer to help include parents in the BTE student recruitment process. This provides a general understanding of the BTE program and would be a great resource to share as a leave behind following a parent information session.

[Sample BTE Student Recruitment PowerPoint](#) – This sample PowerPoint deck can be used when actively recruiting students from the secondary school into the BTE program.

[Sample End of Grant Report](#) – Refer to this for the format and required data points of the End of Grant report.

[Sample Kickoff Agenda](#) – The Site Coordinator, in collaboration with the BTE management team, can use this to help build out the agenda for the kickoff event.

[Sample Proposal Narrative](#) – This is an example of the proposal narrative with Site Coordinators submit as part of the grant application package for BTE implementation.

[Sample Quarterly Report](#) – The Site Coordinator should use this as a reference for the format and required data points of a quarterly report.

[School Orientation PowerPoint Template](#) – Site Coordinators should use this as the basis for the presentation to share with schools during exploration of secondary school and IHE partners.

[Strategic Planning Checklist](#) – Site Coordinators should use this checklist to ensure that all components of the strategic planning phase are completed and on track.

[Strategic Planning Pre-Work](#) – In preparation for the strategic planning session, partners should review this and answer as many questions as they can about their respective organizations. Note that this prework is not meant to be a heavy lift. It is designed to help partners reflect and think about any parameters that might exist and that should be considered going into planning.

[Strategic Planning Site Visit Checklist](#) – Site Coordinators should use this in planning strategic planning and organizing strategic planning sessions, whether in person or virtual. It also gives an overview of the typical structure of strategic planning, thereby providing point of reference for Site Coordinators on what to expect.

[Strategic Planning Task Worksheet](#) – Site Coordinators should use this to help navigate the different components of strategic planning. This will help in the delivery of the 6 Strategic Planning outputs.

[Strategic Planning Workshop Agenda](#) – Site Coordinators should reference this agenda when planning for strategic

planning sessions. It can help answer logistical questions that partners may pose during the coordination of sessions.

[Student Activities](#) – This resource library provides access to multiple kinds of activities that can be implemented with students. Activities are in diverse areas of BTE programming including: [STEM<sup>2</sup>D](#), Academic Enrichment, Career Exploration, Post-Secondary Education Preparation, and Community Building & Engagement. There are also a host of [Digital Badges](#) that can be incorporated into BTE programming over the course of a year, that can result in students receiving credentials in a particular competency area.

[Student Retention Strategies](#) – Use this for tips on ways to maintain student engagement in the BTE program.

[Sustainability Overview](#) – The Site Coordinator can refer to this page to learn about sustainability options and the process for sustaining a BTE pilot program. In addition to this document, the Site Coordinator can, at any time, reach out to FHI 360 for assistance or to set up a sustainability brainstorming session. It is best to begin these sessions as soon as a site has implemented one year of programming and/or once the Year 1 evaluation report has been completed and reviewed.

[Sustainability Worksheet](#) – The Site Coordinator can use this following Sustainability Workshop #1 to identify what aspects of the program should be sustained. This will help all partners to brainstorm on what sustainability model should be adopted and to think practically about partners and resources needed to sustain BTE's impact.

[Sustainability Workplan](#) – Following completion of the sustainability worksheet and participation in sustainability workshop #2, use this to start developing the Workplan to clarify the path towards launching a self-sustaining site.

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

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