



# BOUND BROOK, NEW JERSEY

BTE Success Stories

## BRIDGE TO EMPLOYMENT

Launched in 1992, Bridge to Employment (BTE) is a Johnson & Johnson initiative that prepares youth for brighter futures. For more information about BTE, visit [www.bridge2employment.org](http://www.bridge2employment.org)

January 2021

## Why BTE?

The Bridge to Employment (BTE) Program in Bound Brook, New Jersey was a partnership between Bound Brook High School (BBHS), Raritan Valley Community College (RVCC), and Johnson & Johnson Worldwide. The school's population is majority Hispanic and low income. Many students' parents did not attend college, and many do not speak English. The BTE program was designed to improve students' academic performance, increase graduation rates, and increase student interest in health or science disciplines.

In order to increase student involvement in science and health care careers, the BTE Bound Brook program took students on company tours and to career fairs and hosted career panels and lectures. Additionally, science and health professionals served as career coaches, and students were offered job-shadowing or internship opportunities.

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 & Careers

BTE-Bound Brook first reached out to students who were struggling in school but after encountering recruitment issues, they opened enrollment up to all 9<sup>th</sup> graders in academic year 2016-17. Approximately one-third of the freshman class (43 students) signed up. Spanish was the primary language for many of these students, so the program partners translated documents for students and their families.

The program kicked off in September 2017 with 43 10<sup>th</sup> grade students and focused on three key components:

- **Activities that provided students with academic support and enrichment, including college preparation activities.** Workshops on writing a college essay or assistance with completing financial aid packages helped to, as one partner described it, "Make these esoteric things seem more tangible...that's a key component for our student population."
- **Activities aimed at career exploration and development** delivered through mentoring of BTE students by science, healthcare, and business professionals. A program partner explained, "I think we introduced them to events that promoted the health career mindset...we took them to different institutions, we took them to visit the staff of J&J. We listened

## SITE PROFILE

### Location

Bound Brook, NJ

### Grant Period

2017 - 2020

### Sponsor

Janssen Pharmaceuticals

### Coordinator

Raritan Valley Community College

### Community Partner

Bound Brook High School

### Volunteers

15 volunteers

2,931 total hours

### Students Directly Served

43 students

47% female

70% completion rate

to mentors and their pathways. In many cases their backgrounds make it relatable to the students that were in our program.

- **Tutoring of students in core course subjects:** Science, English and Mathematics.

## Impact of BTE

Of the 43 students who started BTE in the 10<sup>th</sup> grade, 30 (70%) completed the program in 12<sup>th</sup> grade. All (100%) of those 30 graduated from BBHS. Ninety percent of these BTE students (27 of 30) pursued college (the remaining three enrolled in the military). Seven BTE students received a \$1,000 college scholarship. Institutions where the BTE students were accepted included:

- ❖ Centenary College
- ❖ Kean University
- ❖ Monmouth University
- ❖ New Jersey Institute of Technology
- ❖ Penn State
- ❖ Ramapo College
- ❖ Rider University
- ❖ Rowen University
- ❖ Rutgers University
- ❖ Raritan Valley Community College
- ❖ Stonehill College
- ❖ The College of New Jersey
- ❖ University of Delaware
- ❖ University of Maryland

Due to COVID-19 school closures, much of the evaluation analyses were not possible. However, academic data showed that from Baseline to Year 3, the BTE group increased their average math grade from 79.8 to 81.3 and English grade from 84.3 to 88.0 (these are nonstatistical increases).

All 30 BTE students received college credits while in high school. These credits ranged from 2 to a high of 17 that one student received

One BTE partner explained that a key part of the BTE Bound Brook program was promoting a mindset of higher education. BTE students participated in a combination of higher education-related activities, including a College Success course, an SAT prep course, visiting different institutions, receiving feedback from mentors on college application essays, and taking dual enrollment courses for college credit. Because many Bound Brook families don't have the means to undertake such activities, BTE's support contributed greatly to students seeing college in their future.

## Sustainability

To continue the momentum that was created by the BTE program, the BTE Bound Brook partners are discussing having J&J employees as guest speakers in the high school and are also exploring the STEM-focused P-TECH model: a public-private partnership that integrates high school and college coursework and offers a range of workplace opportunities that include mentoring, site visits and paid internships.

## STUDENT OUTCOMES

**100%** of BTE students who completed the three-year BTE program graduated from BBHS.

**90%** of the BTE students applied to an institution of higher education

**90%** of BTE students were accepted to a college of their choice

**7** BTE students received \$1,000 scholarships

**100%** of BTE students received college credits during high school

BTE students' math and English grades increased from Baseline to Year 3



# NORRISTOWN, PENNSYLVANIA

BTE Success Stories

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October 2020

## Why BTE?

The BTE-Norristown program was designed to prepare underrepresented (low-income, low race/ethnicity representation) students to attend and persist in college and understand career options available in the health sciences and STEM fields. Student participants engaged in curricula that involved cutting-edge technology and real-world applications. They were exposed to professions and disciplines within Johnson & Johnson Janssen Biotech, Inc. as well as other healthcare professions.

School funding cuts in Norristown meant that students no longer had the opportunity to go on field trips. Through BTE, students attended a variety of trips to local universities as well as to off-site educational opportunities and community service projects.

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: D (science, technology, engineering, math, manufacturing, and design) or health care.

## BTE: A Catalyst for College & Careers

The BTE program at Norristown High School sought to select a group of 45 rising sophomore students to become participants in the program. Selection criteria included a GPA of 2.0 or higher, no conduct violations above a level 2, and a 90% or better attendance rate. The high school identified a pool of eligible students and introduced them to the program during an assembly. Interested students were asked to complete an application. NAHS staff met one-on-one with any students who did not attend the assembly to tell them about the program. As a result of this recruitment effort, 39 students were selected to participate in the BTE participant group beginning in September 2017. A comparison group of 35 students was also selected.

In order to improve students' *academic achievement*, BTE Norristown implemented curricula with real-world applications and offered dual enrollment courses. The program also focused on activities designed to increase communication skills and motivation.

To encourage students to *consider pursuing higher education*, the program offered a variety of trips to universities and provided students with college-prep and financial aid workshops.

## SITE PROFILE

### Location

Norristown, Pennsylvania

### Grant Period

2017 - 2020

### Sponsor

Janssen Biotech, Inc.

### Coordinator

Montgomery County  
Community College

### Community Partners

Norristown Area High  
School

### Volunteers

47 volunteers  
1,241 total hours

### Students Directly Served

39 students  
77% female  
82% completion rate

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

## Impact of BTE

Of the 39 students who started BTE in the 10<sup>th</sup> grade, 32 (82%) completed the program in 12<sup>th</sup> grade. All 32 (100%) graduated from NAHS. All of the BTE students (100%) were accepted to colleges of their choice. Institutions included:

- California University of Pennsylvania
- Chestnut Hill College
- Colorado College
- Delaware Valley University
- Drexel University
- Jefferson University
- Kutztown University
- Lincoln University
- Montgomery County Community College
- Northeastern University
- Pennsylvania State University
- Temple University
- University of Scranton
- University of Pennsylvania
- West Chester University

The majority of BTE students (90%) were determined to be college-ready in math, and three-quarters of them (76%) were determined to be college-ready in English. All of the BTE students who completed the online exit survey identified a career they were interested in pursuing.

One BTE partner explained that BTE students also became more confident in communication skills, both written and oral. He explained, “Just for the kids to be able to go into corporate settings and see people that look like them working in these environments. You can't buy that experience of having access to mentors and being able to ask them questions.” Another partner commented that the BTE students gained leadership skills. He explained that students came to see that “They have a voice in our BTE program. We listen to our students and we tried to shape the program each year to what they said they wanted. So, whether or not they took on a specific leadership role, it was more that they have a say in what their life might be.”

While focus groups were not conducted due to COVID-19, students were asked on their exit surveys if what they learned in BTE would help them with their future career. All students agreed that BTE would help them with their future careers, and many students mentioned specific skills they acquired such as

## STUDENT OUTCOMES

**100%** of BTE students who completed the three-year BTE program graduated from NAHS.

**100%** of the BTE students applied to an institution of higher education

**100%** of BTE students were accepted to a college of their choice

**100%** of the BTE students who completed the on-line survey had identified a career they were interested in pursuing

**90%** of BTE graduates were determined to be college-ready in Math

**76%** of BTE graduates were determined to be college-ready in English

**63%** of BTE students reported planning on a career in the Health/STEM2D field.

resume building, interviewing, and networking while others mentioned leadership skills and teamwork. Comments included:

*“BTE helped me look at the workforce with different eyes. Meaning that there are so many things you can do and grow towards.”*

- A BTE Norristown student

*“I am not shy anymore. I definitely feel like I have a voice! I believe in myself more thanks to BTE.”*

- BTE Norristown student

- “The things I learned in BTE will help me in my future because I learned how to manage my time, be more confident, become a leader, and what to expect in a job interview.”
- “BTE helped me look at the workforce with different eyes. Meaning that there are so many things you can do and grow towards, then just one goal. How to prepare for the workforce and life in general is one of the main things BTE has taught me.”

When students were asked if their lives had changed because of BTE, all but two of the 25 students reported that the BTE experience had a positive impact on their lives. Many students discussed better communication skills, more confidence, and being more social as examples of how the BTE experience had changed them. Others discussed having more opportunities because of BTE. Student responses included:

- “I am not shy anymore. I definitely feel like I also have a voice! I believe in myself more thanks to BTE.”
- “I learned to take every opportunity that shows up and to not take anything for granted. I learned there are amazing people out there who truly want to help others and I would like to do the same.”
- “When I first started BTE I wasn’t really focused on myself, I wasn’t confident nor brave enough to talk in front of adults or a crowd. But with the skills BTE taught me I found myself, and I became confident and strong.”

J&J employees volunteered an average of 20 hours per year on the BTE Norristown program and engaged in a total of 1241 hours. Volunteers shared the impact the BTE program has had on them, both personally and professionally.

- “BTE enhanced my ability to work with others and I learned to exercise patience.”
- “I benefited from the leadership training and mentoring opportunities.”
- “I liked the opportunity to give back to the community and affect the future of high school kids. I did not have that support in high school, so it meant a lot to me to provide that for others.”
- “My experience with the BTE Norristown program was amazing. Working with the youth is important to me and to be able to connect with them through a J&J sponsored program was very meaningful. I wasn’t sure what I was signing up for, but I knew I wanted to help. After the very first meeting with the students, mentors and BTE staff I knew I made the right choice. The students weren’t quite sure what they were walking into and neither were the counselors- but over time the students made connections with each other and with all of us. Watching the growth of the students at the beginning of Year 1 to the end of Year 3 has been extremely fulfilling and I am grateful for having had even a small impact on that growth. I’m always proud to say I work for Johnson & Johnson but having had the opportunity to work with the BTE program provides an additional source of pride.”



# TRENTON, NEW JERSEY

BTE Success Stories

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February 2021

## Why BTE?

The Bridge to Employment (BTE) Program in Trenton, New Jersey was a partnership between Trenton Central High School West (TCHSW), The College of New Jersey (TCNJ), and Johnson & Johnson Worldwide/Janssen Pharmaceuticals. The school's population is majority Hispanic or African American and low income. The program was anchored on two main goals: increasing the number of students pursuing higher education and increasing the number of students interested in health or science disciplines.

The BTE Trenton program aimed in particular to help middle-achieving students. As one partner explained, "In Trenton, if you're really high achieving, there are resources and programs for you. And if you're really struggling and need support, there's a lot of resources. But the students who are caught in the middle who need help kind of get lost in the sauce."

BTE is designed specifically to provide 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:D (science, technology, engineering, math, manufacturing, and design) or health care.

## BTE: A Catalyst for College & Careers

The BTE Trenton program began in 2017 with 46 TCHSW students who met the criteria of having a GPA greater than 2.0 and a school attendance rate above 90%. On June 2020, 32 students graduated from the three-year BTE program.

The program focused on two central components:

- Providing students with academic support and enrichment activities, including college preparation activities.
- Offering activities aimed at career exploration and development delivered through mentoring of BTE students by science, healthcare, and business professionals.

One unique aspect of the program was its "collaboration model" in which Bonner Scholar students from TCNJ helped to run and orchestrate the program and served as mentors to the BTE students. The Bonner Scholars worked weekly with the BTE students and are closer in age to them—this helped lead to bonds between the Scholars and students. While the BTE partners said that working with the Bonner Scholars added an "element of

## SITE PROFILE

### Location

Trenton, NJ

### Grant Period

2017 - 2020

### Sponsor

Janssen Pharmaceuticals

**Coordinator:** The College of New Jersey

**Community Partner:** Trenton Central High School West

**Volunteers:** 16

**Students Directly**

**Served:** 46

**Completion Rate:** 70%

complexity” because they had another group with which to coordinate, they agreed that the collaboration was well worth it.

## Impact of BTE

Of the 46 students who started BTE in the 10<sup>th</sup> grade, 32 (70%) completed the program in 12<sup>th</sup> grade. All (100%) of those 32 graduated from TCHSW. Twenty-six of the 32 BTE students (81%) enrolled in a higher education program; out of the remaining six students, two were not eligible to enroll in a U.S. college or university. Most students applied and were accepted to more than one school. The most common schools included:

- ❖ Mercer County Community College (16 students)
- ❖ Rowan University (7)
- ❖ William Patterson University (6)
- ❖ The College of New Jersey (3)
- ❖ Rider University (3)
- ❖ New Jersey City University (3)
- ❖ Delaware State University (3)
- ❖ Kean University (3)
- ❖ Lincoln Technical (3)

Ten of the 32 students received scholarships of up to \$10,000.

Academic data showed some statistically significant differences between BTE students and the Comparison Group (though due to differences between the groups these findings should be interpreted with caution). BTE students consistently outperformed Comparison Group students in English by statistically significant margins. In Year 3, the BTE group’s average was 8.9 percentage points higher than the Comparison Group. BTE students had statistically significant lower average absence rates than the Comparison Group students at all points in Years 1, 2, and 3. In addition, from Baseline to Year 3, the BTE group increased their average math grade from 71.1 to 83.8.

Through dual enrollment courses, 39% of BTE students obtained college credit or a certification while attending high school. Eighteen percent of BTE graduates opted to pursue a career in the STEM field.

Partners commented that the hands-on component of career exploration activities such as J&J site visits was key for students—learning what different jobs were, what they entailed, and the machinery/equipment they involved. BTE students heard guest speakers tell their stories of where they went to school and how they wound up in their current role. One partner added that it’s important for kids to “see people who look like you” in professional roles. Partners also emphasized that visiting college campuses on trips enabled students to see schools beyond TCNJ and gave them the opportunity to “compare different environments” when determining the right fit.

## STUDENT OUTCOMES

**100%** of BTE students who completed the three-year BTE program graduated from TCHSW.

**81%** of the BTE students applied to an institution of higher education

**87%** of eligible BTE students enrolled in college

**90%** of BTE students were accepted to a college of their choice

**10** BTE students received scholarships

**39%** of BTE students received college credits during high school

BTE students’ math grades increased from Baseline to Year 3

## Sustainability

To continue the momentum that was created by the BTE program, the BTE Trenton partners are discussing a shortened 2-year version of the program with a smaller number of students—approximately 20. The partners are working collaboratively to determine the workshops and the aspects of the program they believe are essential to continue.



# YOKNE'AM, ISRAEL

BTE Success Stories

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## Why BTE?

The Bridge to Employment (BTE) Program in Yokne'am, Israel was a partnership between the Ort Alon Yoqneam School, ORT Israel, Biosense Webster, The Friends of Israel Sci-Tech Schools, and the Technion. Ort Alon Yokne'am is part of the ORT Israel network, a group of vocational schools specializing in high-tech and science. The ORT Israel network operates throughout Israel, especially in the peripheral regions of the country, and offers studies in the cutting-edge fields of science and technology education. Students are primarily from low or medium socio-economic backgrounds, and many are first-generation students. One program partner explained, "We were targeting the kids who have higher potential than they are showing in middle school...We wanted to provide a stronger support system for them."

The goals of the BTE Yokne'am program were to enhance students' educational experiences, raise their academic and behavioral performance, prepare them to enroll in tertiary education and to pursue careers in the fields of health and science.

BTE is designed specifically to provide 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 & Careers

The BTE Yokne'am program began in 2017 with 40 students. Students who met the socio-economic criteria, as well as academic (having three or four points in English and three or four points in math) were invited to apply. Teachers assisted with recruitment, and there was a committee who helped determine the final group.

The program included:

- ✓ Tutoring Program
- ✓ Academic Enrichment (counseling and mentoring by teachers and by the Biosense Webster volunteers),
- ✓ Academic Exposure and Readiness
- ✓ Career Awareness (especially in medical fields)
- ✓ Community Engagement (volunteering)
- ✓ Workshops/Lectures (guest lecturers, team building)
- ✓ Visits (company, and medical institution tours)

## SITE PROFILE

### Location

Yokneam, Israel

### Grant Period

2017 - 2020

### Sponsor

Biosense Webster

**Coordinator:** ORT Israel

### Community Partner:

Ort Alon Yoqneam School,  
Friends of Israel Sci-Tech  
Schools

**Volunteers:** 14

### Students Directly

**Served:** 40

**Completion Rate:** 93%

- ✓ Events (a “kick-off” event, meetings with parents, a recognition ceremony)

## Impact of BTE

In 2020, 37 of the 40 students (93%) completed the three-year BTE program. All but one BTE student graduated with a full Bagrut certificate (97%).

At the end of the BTE program, all 100% of the students reported being aware of their possibilities in higher education and confident in their abilities to take steps to develop a career. Forty-three percent were planning a career in medicine or science.

Because young people in Israel are required to join the Israeli Army (IDF) after high school, the BTE Yokne’am partners created a goal that 15% of BTE graduates would choose to serve in the medical-related units of the IDF. At the end of Year 3, 22% chose to serve in medical-related units such as the dental program and medical studies.

In terms of academics, BTE students saw numerous improvements. BTE students increased their math grades—from 72 at Baseline to 90 in Year 3. The average math grade for BTE students was significantly higher than the Comparison group. By the end of the last year of the program, 97% of the BTE students were in 4-5 units in English compared to 80% in the Comparison group. The average English grade was also significantly higher—increasing from 76 to 90 during the years of the program.

In focus groups, students reported feeling a sense of belonging as well as individual pride from participating in the program. They emphasized the importance of the connections they made to staff—including the educational staff (the class teacher and coordinator), business employees (as part of the individual reinforcements), and the soldier teacher. BTE students also expressed gratitude for the tools and activities that helped their development. All of the BTE students (100%) reported that they are planning to pursue higher education.

One program partner commented on the impact ABTS had on all who attended. She said, “ABTS was very essential. A big opportunity. It’s an amazing experience for life...if only more kids could go. [The BTE students] meet kids from all over the world. [It’s] life changing; not only for them but for us. Hearing about programs from all over the world. You get ideas and bring the knowledge back home. Very helpful for us.”

When asked to describe the impact the BTE program had on students, one partner described how much the students had matured. She said, “I think that the students learned how to continue and keep working, no matter what happens around them. I think they also learned to set goals and work towards them.”

## STUDENT OUTCOMES

**97%** of BTE students received a full Bagrut certificate.

**22%** of BTE students chose to serve in medical-related units of the IDF

BTE students’ average math and English **grades increased** from Baseline to Year 3

**100%** of BTE students are planning to pursue higher education

**43%** of BTE students plan to pursue a career in health or science

## Sustainability

To continue the momentum that was created by the BTE program, the BTE Yokne'am partners had already begun talks about their future plans. There were a number of activities they were hoping to continue, including job shadowing, company tours, mentoring, and robotics. They emphasized the need to expose students to companies, schools and hospitals. The school also wants to provide tutors as part of a strong focus on supporting students academically.