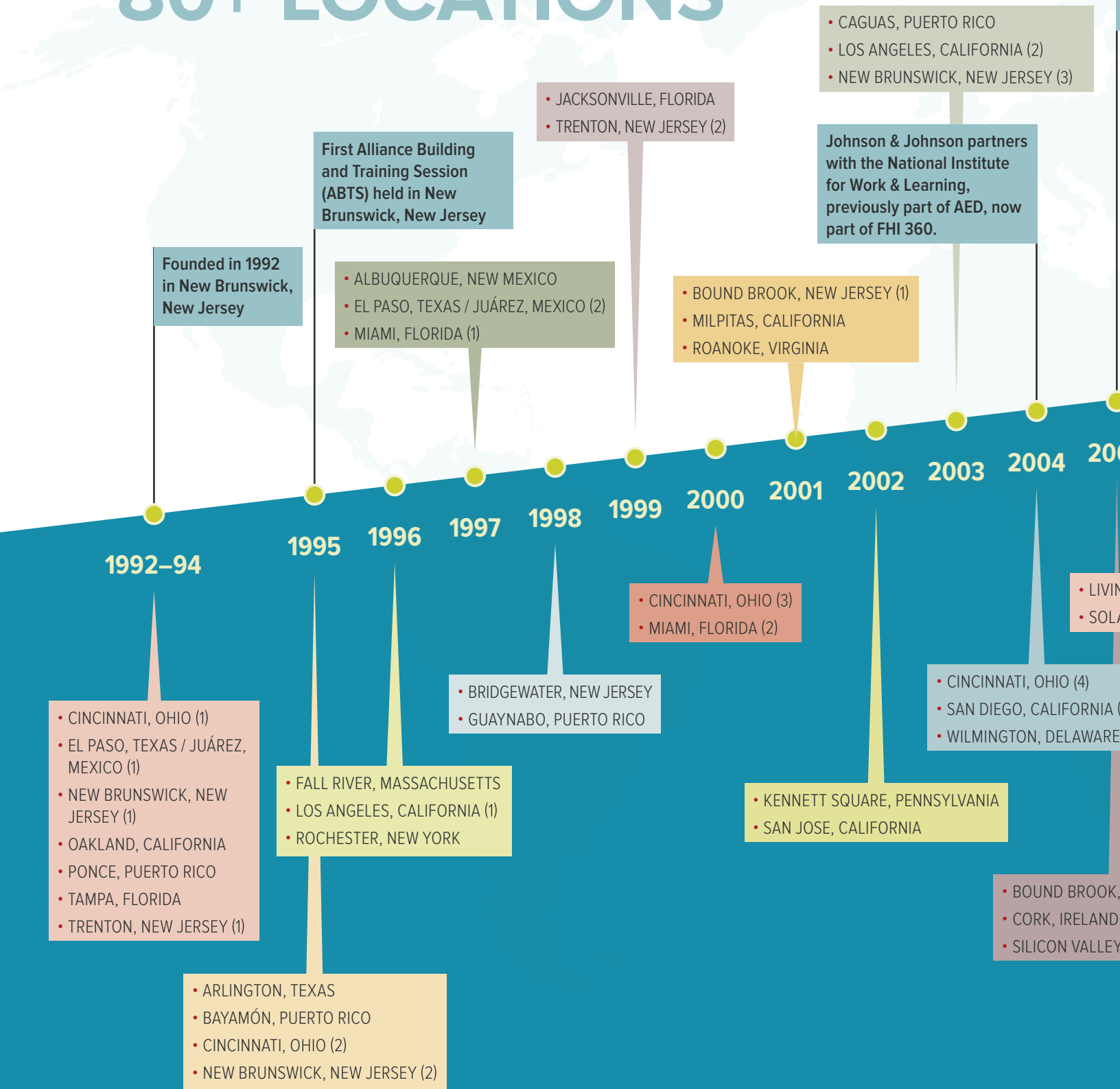


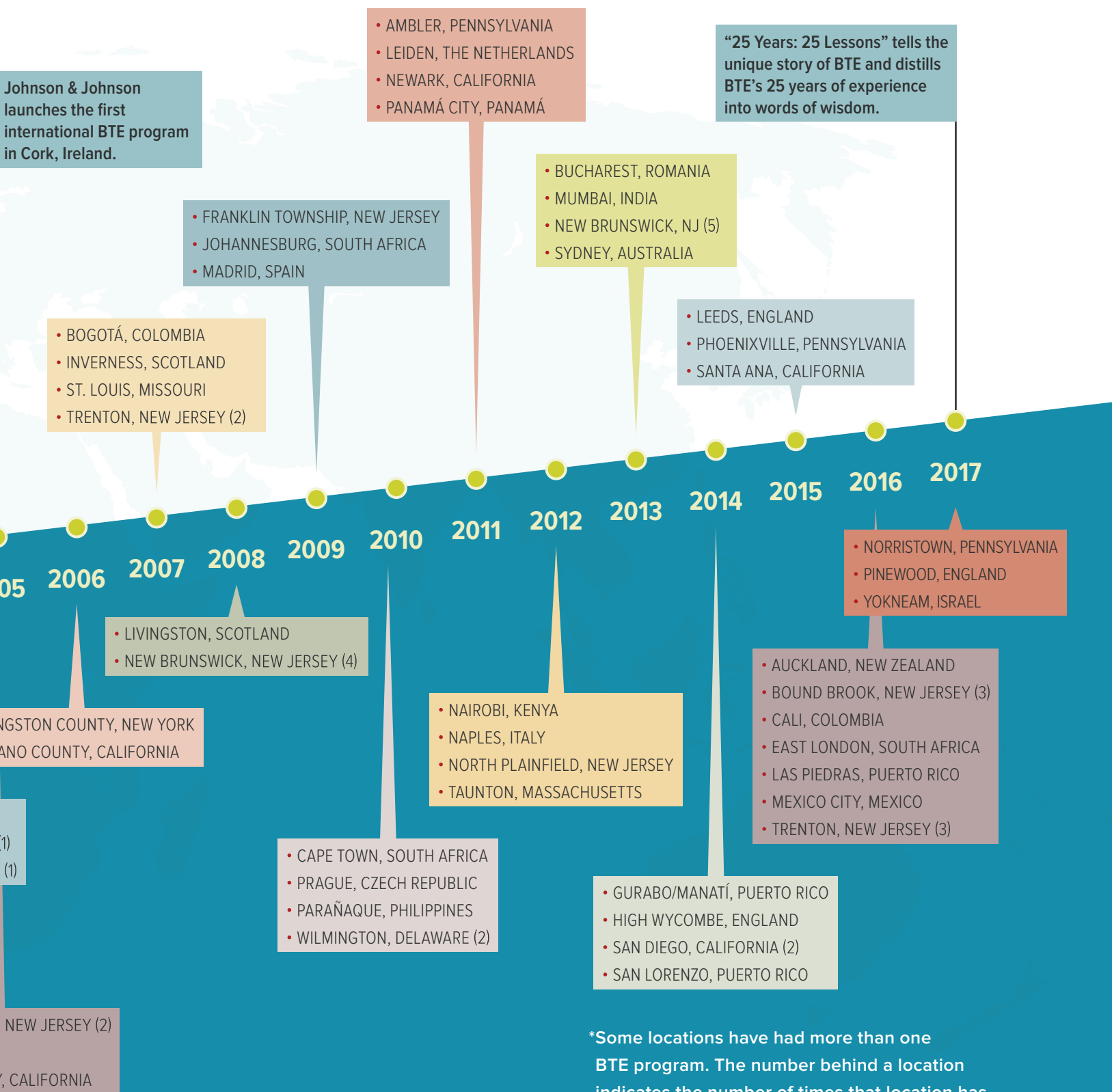


CELEBRATING THE BTE STORY:

25 YEARS, 25 LESSONS

25 YEARS IN 80+ LOCATIONS*





*Some locations have had more than one BTE program. The number behind a location indicates the number of times that location has had a BTE program.

Celebrating the BTE Story: 25 Years, 25 Lessons

As economies transform around the globe, the need for young people to obtain postsecondary degrees or credentials will only become more pressing. Encouraging young people to imagine a wide world of possibilities for their future education and careers is critical to their own success and that of their communities. How can cross-sector engagement in youth development help them get there?

Support from corporate partners is one way. Johnson & Johnson's family of companies employs over 125,000 employees at Johnson & Johnson Corporate and local operating companies in more than 60 countries. Johnson & Johnson supports many community-based programs and promotes employee engagement following its *Credo*, a statement of principles established in 1943 that guides the company's approach to business success and community well-being: "We are responsible to the communities in which we live and work and to the world community as well. We must be good citizens – support good works and charities and bear our fair share of taxes. We must encourage civic improvements and better health and education. We must maintain in good order the property we are privileged to use, protecting the environment and natural resources."

One of Johnson & Johnson's many initiatives is Bridge to Employment (BTE), a youth development program launched in one community in New Jersey in 1992 that has now served at-risk students in more than 80 communities in 19 countries around the world. BTE harnesses cross-sector partnerships to enrich students' academic experiences, promote enrollment and success in postsecondary education, and introduce students to a range of possible careers, particularly in healthcare. In each community, the program serves 35-50 students in their last three years of secondary school, and it offers a mix of services that include academic enrichment, career readiness and exploration, and higher education readiness and exploration.



80+
Sites Worldwide



Over
5,000
Students
Served



19
Countries



6
Continents

BTE programs also collect consistent evaluation data to demonstrate success and drive improvement. With a track record of 25 years of success, BTE programs consistently prepare students with higher academic achievement, graduation rates, and interest in STEM2D (science, technology, engineering, mathematics, manufacturing, and design) careers compared to their peers. BTE graduates also have increased awareness of and aspirations for higher education. In 2015, 100% of BTE graduates were accepted into at least one institution of higher education. Moreover, BTE graduates do better academically overtime than their peers (3% higher grades in science from baseline to year 3 than a comparison group, 2% in math, and 1% in native language.)

How did BTE do it? First, by committing at a community-wide level to two shared outcomes:

1. An increase in the number of youth completing higher education
2. An increase in the number of youth pursuing careers in the health or science sectors

And second, by following a common, carefully structured process with on — going supports along

the way — that also responds to the cultures and contexts of its many diverse communities. Each BTE program capitalizes on the strengths and resources of four cross-sector community partners:

- Johnson & Johnson local operating company
- Secondary school
- Institution of higher education
- Community-based organization

FHI 360, an international nonprofit organization, provides overall management and administration for the global BTE program and offers capacity building support to community partners in local BTE programs.

Through focus groups with global BTE leaders, interviews with community partners from current and past BTE programs, and review of evaluation data, we've arrived at 25 lessons that distill BTE's 25 years of experience into words of wisdom from those who have been there and done the work.



“Bridge to Employment has had a lasting impact on students, educators, and J&J employees for the last 25 years. BTE's success, in large part, is due to our constant effort to measure, learn and improve. The BTE family reflected to identify what we have learned and how to make youth development and health career exploration programs stronger.”

— Michael Bzdak, Ph.D., Global Community Impact, Johnson & Johnson

A woman with short dark hair, wearing a dark blazer over a white collared shirt, is speaking at a podium. She is looking to her right with an open mouth. In front of her is a silver laptop with the Apple logo visible. To the left of the laptop is a glass of water with a straw. The background is dark with large green palm leaves.

BUILDING THE PROGRAM

01

Engage a Partner with Global Management and Technical Assistance Expertise

Engaging a partner with expertise in youth and community development, cross-sector partnerships, and capacity building brings global expansion and replication to fruition. It also means that local BTE programs can get up and running smoothly and ensures a consistent focus on positive outcomes globally.

Johnson & Johnson recognized the importance of and need for such a partner and brought FHI 360 on board to manage the global BTE program in 2003. FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. FHI 360 has managed hundreds of human development projects in the U.S. and around the world for more than 40 years. Management and capacity building support from FHI 360 allows community partners to focus on local implementation, while relying on FHI 360 to assume cross-cutting programmatic and technical assistance aspects of the program, including strategic planning, training, resources, networking, promotion, and evaluation.

FHI 360 works as an intermediary between local BTE programs and Johnson & Johnson's Global Community Impact (GCI, also known as corporate social responsibility at other corporations) team. Regular communication at all levels promotes consistency in goals and messaging. For example, monthly calls with the GCI team ensure that FHI 360 can keep the corporate team abreast of progress in local BTE programs, communicate global goals to local BTE sites and provide any feedback to the sites from GCI. Yearly site visits from FHI 360 to local BTE programs begin with strategic planning with the community partners and the development

of a program model to identify outcomes for the initiative and the strategies to achieve them. The visits support monitoring and accountability against BTE's broad goals while offering resources and supports to each local program to ensure that best practices are shared and that open lines of communication are there to continually improve each program and BTE globally. During the visits, evaluation results are discussed, training of Johnson & Johnson employees in youth development principles, career coaching, and STEM2D activities also occur. FHI 360 also takes responsibility for overall data collection and reporting across local BTE programs, allowing the corporate social responsibility team to track and monitor BTE progress globally.



**Johnson & Johnson
partners with
FHI 360 to manage
the BTE program
worldwide.**

02

Find the Right Local Partners

Success in local BTE programs is a product of strong collaboration and communication between community partners committed to students' success.

BTE rests on a four-legged stool comprised of a Johnson & Johnson local operating company, secondary school, institution/s of higher education, and community-based organization — and strength and commitment among all partners is critical to keep the program from tilting. Each community partner offers unique assets to local BTE programs. Typically, with support from FHI 360, a local operating company seeks out community partners with the right fit for BTE. Finding the right community-based organizations is crucial, because they will take on day to day management of the BTE program.

In selecting local partners, FHI 360 asks questions based on interest in BTE's outcomes and the organization's capacity to help achieve outcomes:

- Do *local operating companies* have an interest in engaging local communities? Can employees offer unique, hands-on experiences to students? Will they be willing and able to allocate staff time, space, and resources to the BTE program?
- Do *secondary schools* demonstrate enthusiasm for BTE and what it can offer their students? Are they committed to selecting students who will benefit from BTE the most? Do they have existing connections with institutions of higher education, local businesses, or community-based organizations? Will they be willing and able to allocate staff time, space, and resources to the BTE program?
- Do *institutions of higher education* have an interest in helping secondary students transition into higher education? Are they pursuing strategies to reduce remedial education rates? Do they have existing partnerships with local secondary schools and programs that offer postsecondary credits to secondary students?
- Do *community-based organizations* have a track-record of coordinating complex multi-sector partnerships? Do they have experience working and communicating with a broad range of audiences and strong networks in the community? Will they be able to build respect and trust with students, their families, and the other BTE partners?

03

Dream Global, but Design Local

BTE programs commit to two clear and concise, broadly-shared, global outcomes. How they get there is up to the local community, so that they have the flexibility to achieve these outcomes by implementing program activities that meet local needs and make use of local resources. This results in BTE programs that are culturally responsive and meet students where they are.

In the planning stage, FHI 360 helps BTE community partners conduct an environmental scan to learn about youth needs and understand community strengths, assets, and challenges. Together, they determine how BTE can make use of those assets and fill in gaps to meet the particular needs of local students. They also develop evaluation plans that account for the metrics needed to demonstrate global BTE success while also meeting specific local needs.



04

Build Buy-In at all Levels and Establish Norms for a High-Functioning Management Team

BTE requires top-level and bottom-up commitment and buy-in from all community partners. Sustaining commitment from all of the partners means that high-level internal leaders from each — executive managers from companies and community-based organizations and administrators from secondary and postsecondary schools — need to publicly and continually express support for BTE in words and actions. These leaders can form an advisory committee that supports BTE externally in local communities and internally with staff. Crucially, leaders also need to back up their advocacy by committing staff time and resources to BTE.

Planning and running a multi-year BTE program takes commitment, consensus, and communication among all partners. A BTE management team, composed of a lead representative from each community partner, carries out the vision extolled by the leadership advisory committee, plans BTE activities and coordinates cross-partner communication. Staff from the coordinating entity or community-based organization chair the management team and are charged with running the day-to-day operations of the BTE program. A high-functioning BTE management team features:

- *Clearly defined roles and responsibilities:* Each community partner has specific roles and responsibilities to make sure the program is implemented. It's important to share detailed, realistic expectations for each partner's responsibilities, including the time commitment BTE will ask of them. Partners who mutually understand and agree on each role lead to solid working relationships.
- *Consistent communication:* Frequent communication is the key to keeping BTE running smoothly. BTE programs learn that establishing regular meetings of the management team builds trust and puts a structure in place for addressing questions or challenges as they arise.
- *Back-ups for individual staff:* If and when staff members from community partners move on from their positions, it's crucial to ensure that BTE knowledge and experience doesn't leave with them. Partners who engage multiple staff members in managing BTE have been able to carry on without a hiccup in the face of staff turnover.

Ongoing support from the leadership advisory committee and careful organization from the management team help establish the value of BTE for all partners. Widespread buy-in also means that volunteers will be more likely to contribute time to BTE and support BTE activities.



05

Invest in Planning

Successfully implementing multi-year BTE programs require deep partnerships and a commitment to collaborative planning. In BTE, this commitment to planning entails both time and money.

In an unusual move for corporate social responsibility efforts, Johnson & Johnson offers small strategic planning grants to local BTE programs that they can use to support staff time and resources for community partners during the planning phase. This concrete investment means that community partners can take the time to nail down the details of what it will take for a successful BTE program. This planning process can last anywhere from six to 18 months — as long as it takes to get it right. FHI 360 offers intensive capacity-building support and planning resources during this time.

Together, with FHI 360 leading the process, BTE community partners develop a program model that links BTE's overall outcomes with local communities' individual goals and activities for students. The

program model is a visual representation of the BTE program, showing the links between what will be done (program activities) and what will be changed (outcomes) among students (target population). It depicts the theory of change that underlies the program. Keeping students engaged in their own academic progress and learning about higher education and careers should be the primary focus throughout planning and implementation. FHI 360 encourages BTE partners to plan with the end in mind. Partners are asked to decide on ambitious, appropriate, and achievable goals for student outcomes during the strategic planning phase and maintain a rigorous focus on these objectives throughout their programs. Planning for evaluation should also be an integral part of the strategic planning process and ongoing annual planning during implementation.

BTE sites spend
**6 TO 18
MONTHS**
on strategic
planning

“A lot depends on the teacher and their level of involvement...Work closely with teachers in the beginning. Continue to work with them and get their feedback.”

— Fiona Bell, LifeScan Scotland, BTE-Inverness
Johnson & Johnson champion





IMPLEMENTING THE PROGRAM

06

It's in the Details

BTE promotes ambitious, big-picture goals. Achieving them demands an intense focus on the small scale details and mechanics of working across organizations.

BTE programs rely on a detailed annual work plan, aligned directly with program goals, to stay focused on running their programs smoothly and efficiently day-to-day. No detail is too small to consider: Who is responsible for leading and managing each activity? Where and when will activities be offered? Who will be involved? How will students get there? Will they need to be excused from class? Will they need refreshments?

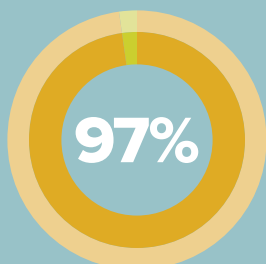
In the work plan, community partners collaborate to develop a calendar of BTE events well in advance of each academic year, planning around schoolwide events like exams, holidays, and deadlines. The work plan helps BTE teams determine what space, resources, and transportation will be needed for each student activity and book it well in advance. Most importantly, BTE management teams develop and share a calendar of BTE events with everyone involved in BTE — students, parents, employee volunteers, school leaders — to make sure that everyone is on the same page, they understand and can plan for the time commitment identified for each year.

“The work plan is what kept it all together. It's very easy to deviate [from your initial goals], and the work plan brings you back to earth and to [focusing on] long-term outcomes as opposed to short-term wins.”

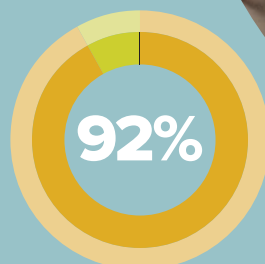
— Laura Nel, Johnson & Johnson,
BTE-Cape Town, South Africa



IMPACT ON EMPLOYEES (2016 BTE VOLUNTEERS)



indicate BTE is a
worthwhile experience



feel more connected to the local
operating company



“The wide variety of resources found on the BTE website, including the management toolkit, helped me throughout the planning process; it was my guide for launching a successful program. Our BTE volunteers, meanwhile, continue to find the student activity section instrumental in preparing the hands-on program activities.”

– Brittany Aydelotte, The College of New Jersey, BTE-Trenton, New Jersey (3)

07

Rely on Ready Resources

Common tools help promote consistency across BTE programs. After 25 years, BTE has developed a wealth of knowledge and a comprehensive library of tools and resources based on experience.

These resources are available to all BTE partners on bridge2employment.org. FHI 360 encourages partners to take advantage of the tools available so that community partners in local BTE programs aren't expected to reinvent the wheel. BTE partners can find:

- *Program management forms* like work plan templates, checklists, and planning and sustainability guidelines.
- *Communications tools*, like sample press releases, media templates, newsletters, and brochures.
- *Student activities and lesson plans*, developed and vetted by other local BTE programs.
- *Employee engagement resources*, like volunteer training guides and tip sheets for working with youth.
- *Evaluation tools*, like common evaluation protocols, surveys, and data templates.
- *Multimedia presentations*, like videos and PowerPoints created by BTE students that can be used to recruit new students.

More than
32
TOOLKITS
available on the
BTE website

08 Build on Local Operating Companies' Strengths and Engage Their Employees

BTE's cross-sector partnerships do best when they capitalize on the unique abilities and strengths of each partner. Each Johnson & Johnson local operating company focuses on a different aspect of the health-care field, from consumer products to pharmacology to medical devices. This diversity opens up an array of unique, STEM2D-based experiences for local BTE students. Local operating companies have tapped into specific resources and expertise within their company to engage students in exciting, hands-on activities.

Engaging employee volunteers from Johnson & Johnson benefits students and also helps employees grow professionally. Respecting one another's time makes BTE stronger. BTE partners strive to remain cognizant of the competing demands and priorities their colleagues face every day at their respective organizations, whether they work for local operating companies, educational institutions, or community-based organizations. Program managers work to make BTE participation as easy and seamless as possible for all community partners.

BTE has developed several strategies over the years to get and keep employee volunteers engaged in the

program. First, local partners use employees' talents in a variety of ways, depending on their interest and availability. Some employee volunteers may be able to commit to ongoing, regular meetings with BTE students as mentors or career coaches. Others might see their time and talents better used as guest speakers, tour leaders, workshop leaders for college and career readiness, or internship or job shadowing supervisors. Second, FHI 360 offers support to make sure employees are prepared and comfortable in their roles working with youth. FHI 360 and local community based organizations offer ongoing training to employee volunteers, while the community based organizations can handle administrative tasks like background checks and scheduling. Community based organizations can also provide resources — like tip sheets and activity materials — to help employee volunteers prepare for meeting with students. Finally, local partners build in time for employee volunteers to lean on each other; in Sydney, Australia, and North Plainfield, New Jersey, for example, all employee volunteers come together quarterly to share lunch, talk about what is and isn't going well in BTE, share their challenges and successes, and offer support and suggestions.

BTE-Bound Brook, New Jersey (2), where Ethicon makes surgical devices, BTE students learned about suturing and then practiced their newly acquired suturing skills on baked potatoes. BTE-Taunton, Massachusetts, meanwhile, where DePuy Synthes focuses on products and services for joint reconstruction, BTE students learned about the biology of joint degradation, surgical treatments for it, and got hands on with DePuy Synthes' joint implants. And in BTE-North Plainfield, New Jersey, the Johnson & Johnson IT relied on its information technology expertise to work with students to develop a "BTE App" for internal communication and scheduling.





“[Our community-based organization] keeps J&J volunteers in the know with regular communication and lots of opportunities to interact with students. I really value the opportunity for training sessions.”

— Shaun Mickus,
Johnson & Johnson Corporate
BTE-New Brunswick, New Jersey

09

Connect to Help Each Partner Grow

BTE's global scope and its cross-sector community partnerships offer unique learning opportunities for volunteers and staff members from each of the partners. Reaching out across locations and organizations can help representatives from each of the community partners grow as professionals. FHI 360 promotes professional development, networking, and cross-site sharing in and across local BTE programs. Surveys of employee volunteers have shown that BTE's training and experiences with students help develop employees' skills. In 2016:

- 93% of BTE Volunteers report the program provides important professional development opportunities.
- 89% of BTE Volunteers indicated improved ability to work with others.
- 87% of BTE Volunteers noted improved communication skills..

10

Come Together as a Global Family

FHI 360 promotes opportunities for BTE partners to engage with and learn from other local BTE programs. Colleagues in different communities may have faced and worked through similar questions and challenges.

Peer to peer conversations between partners playing similar roles in different local BTE programs — for example, Johnson & Johnson volunteers speaking with employee career coaches from another community — can be important. These conversations help Johnson & Johnson employees understand how BTE is implemented within the company culture. Regional partnerships between nearby BTE programs can be effective because the programs may confront similar contextual concerns. This can occur via informal conversations, on an ad hoc basis, structured cross-site activities, or through more formal networks.

Once a year, FHI 360 brings together community partners and students from local BTE programs around the world for the Alliance Building and Training Session (ABTS), a global networking and professional development event. FHI 360 knows

that the ABTS is vital in helping BTE partners maintain focused on our shared global goals and learn from their colleagues in other communities. BTE community partners meet with FHI 360 in sessions focused on strengthening project management. They connect with peers from other BTE sites in role-alike discussions of the particular challenges they face and successes they have achieved. They learn about student activities and accomplishments from many sites, giving them a leg up as they plan upcoming activities for they own students.

ABTS helps community partners and students see the “big picture” of BTE and feel connected to the global BTE family. They build trust and long-standing relationships with BTE colleagues from around the world. The connections forged at ABTS can help promote bonding and networking throughout the year and, most importantly, benefit BTE students.

“Going to ABTS was really helpful. We learned about site-specific program activities, implementation strategies, management policies, and student engagement best practices. It was helpful to talk directly with local sites about their successes, as well as how to handle any challenges that arise.”

– Jose Antonio Arizabaleta González, Fundación Dividendo por Colombia



ENGAGING STUDENTS

11

Recognize and Celebrate Success

It's important for local BTE programs to take time periodically, as a team, to recognize the contributions of each of their partners and celebrate what they have achieved. FHI 360 encourages all of BTE partners, including students, to own the successes of the program.

- Acknowledge the hard work of all BTE partners and their connections with the community by hosting public events. At program launch and graduation events, FHI 360 encourages BTE partners to invite parents, community leaders, Johnson & Johnson executives, and the local media. The most successful events are planned around something students and families will enjoy and tied to students' interests.
- Recognize student achievements by acknowledging major events in their academic careers, such as national exams, providing certificates for BTE milestones, or selecting Student Ambassadors.
- Thank employee volunteers for their commitments with recognition from company leaders, such as a thank you emails or lunch with executives or articles in the company newsletter or thank you notes from students for a particular workshop or activity. Some employees have their work with BTE as part of their annual performance review and professional development conversations.



BTE-Ambler, Pennsylvania hosted an annual *Spring Showcase*. Students worked in teams to reflect on their activities and accomplishments over the past year. Student teams presented about their year's experiences to BTE partners and their parents and everyone involved came away happy, proud, and energized for the next year of BTE. At BTE-Phoenixville, Pennsylvania, Advanced Sterilization Products (ASP) mentors are invited to frequent "Coffee & Conversations" gatherings to recognize volunteers for their dedication, reflect on program successes, and foster continued employee engagement.



12

Select the Students Who Can Benefit from BTE the Most

Helping students succeed in education and careers is BTE's reason for being; some students can benefit from it more than others.

BTE partners have learned over the years that the program can do the most good for students in the “middle” academically; that is, students with great potential who may not have had the resources, the support, or the motivation to push themselves in school and considering their futures. There is need and value in serving these students. Students already achieving at a high academic level may be pulled away from focusing on BTE by other commitments, while students with lower academic credentials may have access to other support programs tailored to their particular needs.

BTE's enrichment opportunities can help these “middle” students work harder in school and reassess the possibilities for their future. School partners can help BTE programs identify and target these students in recruiting. BTE partners sometimes visit schools more than once to share information about BTE, invite students to apply, and answer questions. They sometimes meet with potential BTE students individually, or even interview them, to give students an opportunity to demonstrate their interest and commitment. Many meet with parents as well to give them information and to answer any questions they may have. The more programs invest in recruitment upfront, the more likely they are to engage students who will show up and succeed in BTE.

“Choose the students who need it...Define the help you want to give and focus your forces.”

-Esperanza Bresó, Johnson & Johnson,
BTE-Madrid, Spain

IMPACT ON BTE GRADUATES (2011-2016)



increase in overall grades (GPA)
from baseline to graduation



improvement in science grades
from baseline to graduation

13

Bring in the Parents

Parents need to be aware of what their students are engaged in with BTE so they can support their children and benefit from the program themselves.

BTE programs invite parents to an annual orientation so they know what students will be doing. They meet employee volunteers so they feel comfortable with who their students are working with. Some BTE sites engage parent representatives on their management team and/or advisory group to ensure their voice is heard during the three-year program. Their involvement and support is crucial to students' success in BTE and their future in education and careers.

BTE-San Diego, California and BTE-Mumbai, India, students and their parents meet quarterly or bi-annually with their BTE site coordinator from the community-based organization and teachers from the school. Together they discuss the student's progress in BTE and in school, their goals for higher education, and how BTE can help them achieve their goals.



14 Engage Students in Program Management and Design

BTE-Johannesburg, South Africa invited students in for a focus group to kick off their planning process, probing students on how math could be more exciting and what they did and didn't like in activities. In BTE-Livingston County, New York, students took responsibility for the other end of their BTE experience by planning their BTE graduation ceremony.

Students can and should be engaged in determining the direction of BTE programs, either during strategic planning or in ongoing planning for upcoming years' activities and events during implementation.

Local BTE programs might consider establishing a youth council or including student representatives on the management team/work group so that students are not just the audience for the BTE program, but active participants in determining its shape.

Incorporating student perspectives in program design complements BTE community partners' own research, planning, and community needs assessments so they can build a BTE program that addresses both what students need and what they want. Youth engagement in program design promotes positive learning between youth and adults in BTE and ensures that the program is tailored to the specific needs of the students being served. This will benefit students and your program alike.



“It's important to have clear expectations for students, but listen to them as well. Remember that it's a partnership...Make sure they have a voice in the program.”

– Tiffany Nesbey, Rutgers University, BTE-New Brunswick, New Jersey

15

Connect Academic Learning with the Real World and Get Hands On

Resources from local operating companies and community partnerships make BTE a venue for experiences students can't get anywhere else. Applied learning activities through BTE can make academics seem more relevant to students as it exposes them to different careers.

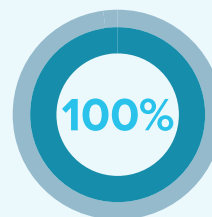
Student feedback to BTE partners, informally and in formal end-of-year evaluations, consistently shows that students want more opportunities for interactive, hands-on learning activities. FHI 360 encourages local BTE partnerships to consider what hands-on activities they can offer themselves or through other local venues. Local partners can offer research practice in one labs. Students can observe medical procedures in action. Students can develop presentations or posters to gain experience in distilling and disseminating information. Students can practice teamwork and public speaking skills by presenting at BTE events. FHI 360 builds on the local experiences, by providing hands-on, step-by-step lesson plans for BTE Volunteers to use on the BTE website at bridge2employment.org.

Participating in hands-on activities keeps students engaged in and excited about BTE. BTE programs know their interactive activities are working when the students keep showing up and they are happy and excited to be there.



Students in BTE-Cincinnati, Ohio (3) studied the mechanisms of the heart in school biology classes. They watched open heart surgery on a live stream and then worked in teams to dissect a deer heart to apply what they'd learned.

IMPACT ON BTE GRADUATES (2011-2015)



BTE graduates aware of higher education opportunities (vs. 84% of comparison group)



BTE graduates possessed key work readiness skills (vs. 80% of comparison group)

16 Tap Networks to Broaden Students' Horizons

BTE's four-legged stool of cross-sector partners can make a host of experiences and opportunities available to students.

When these partners tap into their broader networks in the community, they can make the universe of opportunities for students even wider. BTE programs have connected with hospitals and other medical facilities to allow their students to observe traditional health careers. They've worked with other local companies who want to engage with

schools but don't have the resources to run a large-scale community program on their own. Utilizing these broader networks adds value for students and these additional partners, who gain exposure in the community and build relationships with potential future employees or customers.

BTE-Sydney, Australia worked with the local branch of Microsoft in their *Industry Bites* program to offer students a visit to the company. Students learned about the industry, the variety of careers available and pathways into them, and heard employees' personal stories of professional success. In BTE-Naples, Italy meanwhile, BTE partnered with the local Red Cross to deliver CPR and first responder training to students. And in BTE-New Brunswick, New Jersey students have the opportunity to receive up to six college credits through their higher education partner, Rutgers University.



17

Expose Students to a Range of Possible Careers and Reveal the Road to a Role Model

“It was nice being able to connect what we learned in school with what goes on in the real world. BTE expanded my scope beyond the high school curriculum...It definitely encouraged me to pursue science for my undergraduate degree.”

— Manali Sawant, BTE Alumnus
BTE-Milpitas, California

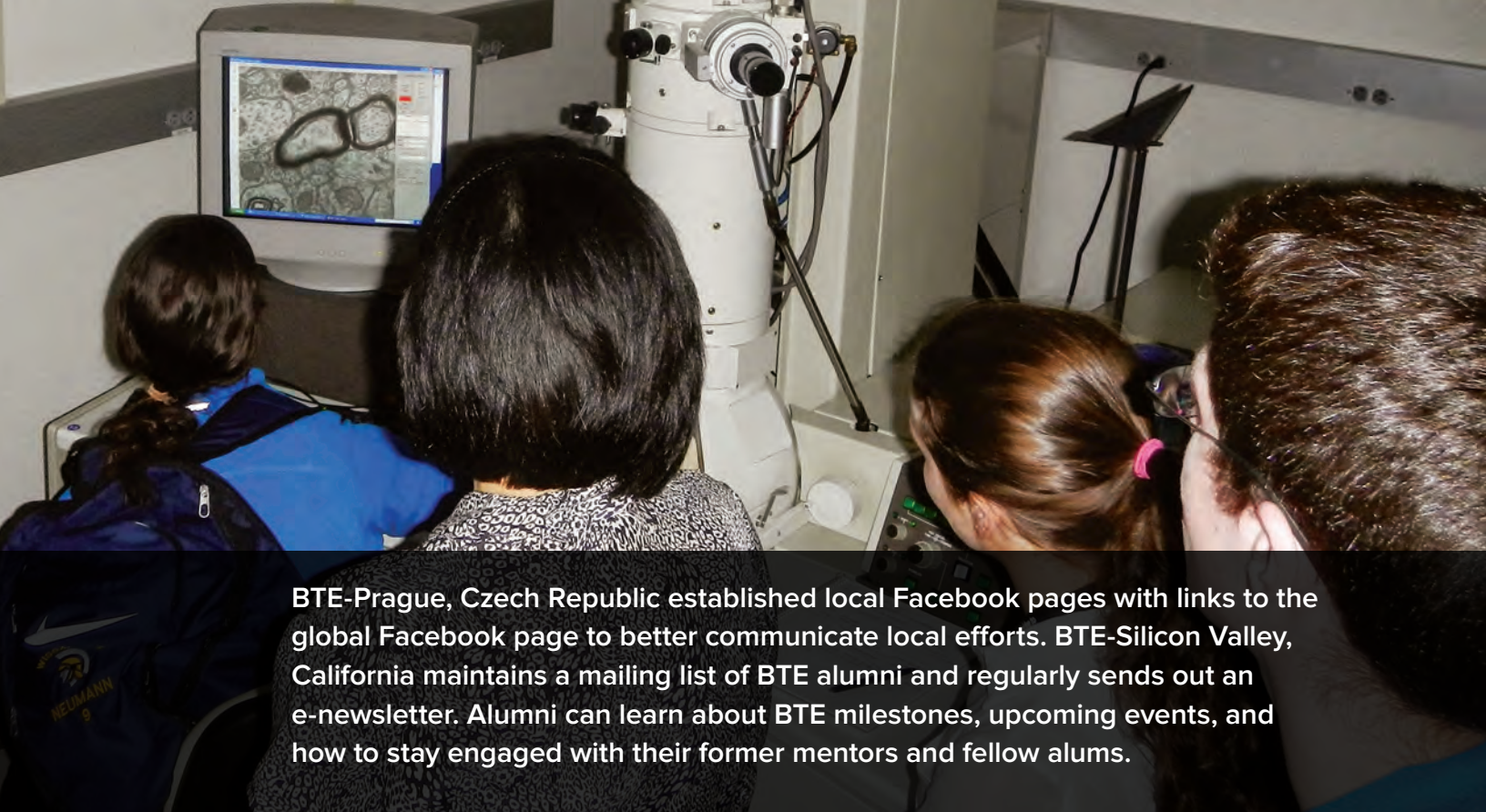
Employment in the healthcare field doesn't necessarily mean being a doctor. Students are often pleasantly surprised at the breadth of professional opportunities within local operating companies; surprised students are engaged students.

As community BTE programs recruit employee volunteers and plan student activities, FHI 360 encourages local partners to consider how they can involve Johnson & Johnson employees with diverse roles in the company and how to convey the variety of healthcare careers to BTE students. Programs give students opportunities to learn about and experience a whole range of professions within healthcare and practice their individual skills in different capacities. Students may be surprised that something they enjoy doing can apply across many different career paths. BTE can help open their minds to the whole universe of potential careers available to them.

Just as students can benefit from learning about the array of healthcare careers available, they have much to gain from hearing about pathways into those careers. Students love to hear from professionals with backgrounds similar to their own. FHI

360 encourages employee volunteers to tell their own stories about where they came from and how they got to where they are now... especially if the path has not always been smooth. The program lets students know that there is no singular path to success, and that their circumstances and challenges now will contribute to their professional journey.

Sharing their own stories deepens connections between employee volunteers and students. Students look up to and learn from their BTE career coaches and, if the relationship is strong, they will lean on them for help and advice. If it's appropriate within a given community, local partners consider avenues for communication outside of formal BTE gatherings by having students and volunteers share contact information with each other. Strong relationships with BTE career coaches can and do last for years after students graduate from BTE.



BTE-Prague, Czech Republic established local Facebook pages with links to the global Facebook page to better communicate local efforts. BTE-Silicon Valley, California maintains a mailing list of BTE alumni and regularly sends out an e-newsletter. Alumni can learn about BTE milestones, upcoming events, and how to stay engaged with their former mentors and fellow alums.

18 Harness the Power of Technology

Social media can be a ready means for reaching a variety of BTE stakeholders, from current students and their parents, to BTE partners and students at other sites who might share insights, FHI 360 and Johnson & Johnson experts, and even BTE alumni.

Local BTE partners should take the time to consider the best way to reach each audience as well as each audience's comfort with social media. Many students are likely already facile with various social media services like Facebook, Twitter, WhatsApp, and Snapchat; it may be easier to reach their parents by email. BTE programs might consider setting up a private Facebook page and an email newsletter for students, parents, alumni, and partners. They use these avenues to share about BTE events, successes, and student perspectives. FHI 360 also uses social media to connect local BTE programs with the broader BTE family through Facebook, Twitter, and the BTE Alumni LinkedIn group.

Connecting with students, parents, and partners via social media can also offer a valuable opportunity for students to practice their professional communication skills online. BTE programs can take advantage of this prospect to provide students with tips and resources on the norms of networking and professional communication. They check-in with students periodically with reminders and reviews of appropriate professional use of social media. BTE community partners model this behavior for students in their own online communication.

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Promote the Program with Student Voices

Students are the best spokespeople to advocate for BTE's success. BTE programs are asked to invite select students, through a rigorous process, to attend ABTS as Student Ambassadors. Student Ambassadors represent the best of BTE; at ABTS, they act as ambassadors from local BTE programs to the wider world of BTE, and also bring lessons and experiences from ABTS back to local programs. While at ABTS, Student Ambassadors contribute to sessions, learn from colleagues from other sites, and work together with their fellow students on a project and presentation to share with the ABTS audience. Student Ambassadors are vital to BTE and to ABTS, because they help focus BTE partners on why BTE matters, provide evidence of what BTE can accomplish, and allow BTE to celebrate as a family the impact the program has on students.

Beyond ABTS, BTE programs rely on student voices to advocate for BTE. For example, students participate in community presentations, board meetings of partners, and town hall sessions at Johnson & Johnson. Students can speak directly to the impact BTE has had and back up their advocacy by demonstrating the professionalism and poise they have learned through BTE.

“[The days at] ABTS were the best days of my life. I made friends, made bonds, and learned about community work... Before my ABTS experience, I didn't appreciate how much people learn from each other and are thankful for you helping others.”

– Pamela Nicole, BTE Student
BTE-San Lorenzo, Puerto Rico

After ABTS 2016, partners and Student Ambassadors in BTE-Mumbai, India invited the management team from their local operating company, employee volunteers, school leaders, and students to hear their “London Diary.” Together as a team and then individually, the Student Ambassadors shared about all they had learned and experienced at ABTS in London and reflected on how the conference had been a “turning point” in their lives.





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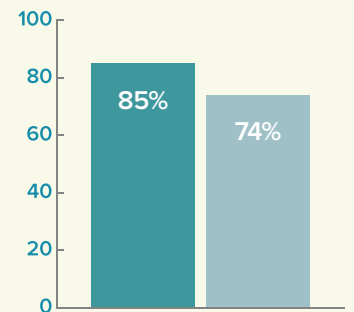
Focus on the End from the Very Beginning

BTE promotes two over-arching, long-term outcomes:

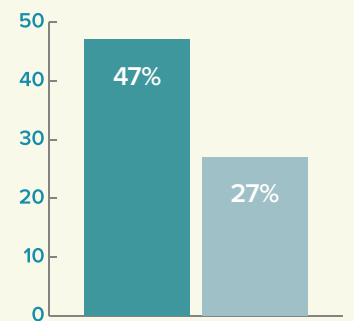
- 1) An increase in the number of youth completing higher education; and
- 2) An increase in the number of youth pursuing careers in the health or science sectors.

It can be challenging to maintain focus on long-term outcomes in the midst of the daily parade of details BTE community partners must manage, but it is important to strike a balance between these details and the big picture. FHI 360 encourages local BTE programs to keep an “eye on the prize” of these long-term student outcomes in everything they do and everything they measure. Centrally, FHI 360 asks them to reflect regularly, as a team, on how their activities and interactions will help students make progress towards higher education and health or science careers.

IMPACT ON BTE GRADUATES (2016)



85% of BTE graduates report immediate plans to attend an institute of higher education (vs. 74% of comparison group)



47% of BTE graduates plan to pursue a career in the STEM / health sector (vs. 27% of comparison group)

“We saw the genuine pride kids had through their association with BTE. They were proud of what they had achieved, the team bond they had built and they took ownership and accountability of the program and what it had delivered.”

– Kathy Irvine, DePuy Synthes, BTE-Taunton, Massachusetts

21

Follow Standard Evaluation Procedures but Account for Context

Strong data makes our programs stronger. BTE has grown stronger over the years because sites use findings from their evaluations to make programmatic changes, and the BTE family has grown globally partly because individual programs have been able to demonstrate their impact with data.

FHI 360 identifies and engages an independent evaluator for each local BTE program. Evaluators follow a standard evaluation protocol that calls for collecting data at the start of BTE implementation and annually in subsequent years. Common data points collected across all sites include academic information, student surveys, Johnson & Johnson employee surveys, and focus groups with BTE students. Collecting evaluation data for local BTE programs is crucial because it allows them to track progress, adjust course as needed, and demonstrate the effectiveness of BTE to internal and external stakeholders. Standardizing evaluation measures across sites is equally important because it allows BTE as a whole to do the same. Evaluation data provide

quantifiable evidence for the value of BTE to communities and businesses and helps strengthen the message that BTE is worthwhile.

FHI 360 encourages local BTE programs to incorporate specific outcomes that are most important for their community into their evaluations. BTE community partners have the option of adding additional questions to the common surveys used across sites. These questions could address students' backgrounds and needs, community's resources, and their schools' histories and priorities. They can tailor some portions of the evaluation to help answer questions and assess progress on issues that are of particular importance to their community and students

“It’s important for each site to define what constitutes success... For some sites, some outcomes are more important than others depending on historical data at their school[s].”

**– Julie Solomon,
J. Solomon Consulting, LLC
BTE Independent Evaluator**

22 Be Willing to Use Data to Continuously Improve

BTE programs can and should adjust their activities to reflect what they learn from each year's evaluation data. A strong program model, with interim and final outcomes understood by all BTE partners, and continuous measurement against it helps programs address issues as they arise.

FHI 360 encourages local BTE programs to use annual evaluation results to determine what has worked well in the program and what could be better. Student focus groups are especially important for understanding how the BTE program is impacting the population it serves. Course correcting in response to evaluation data makes the program stronger and helps BTE serve students better.



In BTE-Bogotá, Colombia students learned from interacting with Johnson & Johnson volunteers that English fluency could be important to their future professional success. They shared this impression in student focus groups, and their BTE leaders incorporated English lessons into their program in response. And in BTE-Franklin Township, New Jersey, BTE partners added after school tutoring after evaluation data showed that students were struggling academically.



SUSTAINING BTE'S IMPACT



23 Tell the BTE Story and Get the Community Involved

BTE succeeds by strengthening connections in communities that can long outlast the BTE grant from Johnson & Johnson Corporate.

In BTE, youth development is also community development. Effective communication about BTE — its people, its goals, its methods, and its accomplishments — to a broad community audience is a key to sustaining impact.

Engaged local leaders can act as BTE advocates with other schools and companies in your region. Consider how their support might keep at least some elements of BTE going after your initial grant period ends, and also how BTE principles might be transferable to other venues or programs that can benefit the community as a whole.

FHI 360 encourages local BTE programs to invite key community stakeholders — parents, partners, business leaders, local government and school board members, and the media — to their own

kickoff and graduation events so they can share about their successes. FHI 360 also suggests that BTE community partners share about the program and its mutual benefits with local school boards, industry councils, or local government agencies. They can rely on members of their management team to help get the message out and shape it effectively for different audiences. Each program should use evaluation data to demonstrate success quantifiably. Student voices are also crucial.



BTE-Inverness, Scotland began in 2008 with an implementation grant from Johnson & Johnson to LifeScan Scotland. Since then, the local government and the Highland Council has taken on management of the program, and two additional local businesses — not from the Johnson & Johnson family of companies — have signed on. Together these organizations serve 15 schools in the region with nominal annual contributions from each of the businesses. Businesses have signed on because of the earlier successes of the program and, says Fiona Bell of LifeScan Scotland, “word of mouth is as good as any advertisement.”

“The most important outcomes of the initial BTE-Cork, Ireland program was the long-lasting partnerships developed among our local operating companies, the secondary schools, and institutions of higher education. The strength of these partnerships and the commitment for each organization resulted in our ability to launch subsequent, locally-funded BTE programs. We are thrilled that BTE-Cork is now 12 years old!”

– Cliona O’Geran, Janssen Pharmaceutical,
BTE-Cork, Ireland

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Sustainability can Take Many Forms

Sustaining all or some of BTE after grant funding requires detailed collaborative planning. FHI 360 works with BTE community partners to begin planning for sustainability starting by the second year of their programs. BTE doesn’t have to end when grant funding does, but how communities sustain a BTE program or some of its elements will vary depending on local needs and the resources in place to support ongoing efforts.

In some cases, local BTE programs have been able to carry on largely unchanged with monetary support from local operating companies and volunteer time. Evaluation data is important in helping local operating companies recognize the value of BTE. Other sites have maintained certain aspects of the program, like company tours or guest lectures, with reduced funding. In some cases another entity, such as local government or community organizations, have taken over some BTE functions. Some sites borrow elements of the BTE model to incorporate in distinct programs, such as a program at a community college in Pennsylvania to help students explore careers and prepare for college.

No matter what form it takes, sustainability for BTE relies on the partnerships and relationships that were developed or strengthened through BTE. The practices of clear and consistent communication developed through BTE help community partners identify and address challenges together to make their community stronger.

76%

of sites sustain at least one program activity post-Corporate funding

25

Leave Something Behind

Whether communities are able to maintain a full BTE program or not, FHI 360 encourages local partners to think about how to make sure that BTE leaves a legacy. Sometimes this legacy is tangible, in the form of equipment or curricular resources. Sometimes this legacy is in the relationships that BTE built.

The BTE experience should stay with everyone who participated. For students, they will launch into higher education and careers with the resources and support of BTE behind them. For teachers, they will have exposure to business and new relevance in the coursework they present to students and perhaps even new curricular resources. Local operating companies and employee volunteers will have stronger ties in their community. NGOs will have stronger capacity in program planning and management that they can apply in other projects. Everyone involved will have stronger bonds with partners and the knowledge that, by working together, they can make a difference in their communities.



BTE-Livingston, Scotland developed a course on health careers. The curriculum was approved by the Scottish Qualifying Authority and is now available to all secondary schools in Scotland. BTE-Milpitas, California developed a hands-on Diabetes curriculum that is now used in Biology and Chemistry classroom throughout the Bay-area. BTE-Nairobi, Kenya leveraged a small amount of grant funds into contributions from other local companies; they were able to upgrade computers and microscopes in high school classrooms that are available to all students.



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**CELEBRATING
THE BTE STORY:**

**25 YEARS,
25 LESSONS**