



BTE Framework & Program Design

Overview

This document outlines Johnson & Johnson’s Bridge to Employment (BTE) framework and program design. Johnson & Johnson partners with FHI 360 to administer and manage the global BTE program. FHI 360 based this framework on the 20+ years of lessons learned from providing technical assistance to more than 70 BTE sites, the recommendations of the independent evaluators, and program evaluation findings. Within the framework, there is flexibility and local BTE sites can offer customized program activities that meet specific community needs. Each BTE site should review the framework to determine the feasibility and interest in launching a local program. FHI 360 assists sites and provides technical assistance in designing, applying for, and implementing the local BTE program. FHI 360’s role is to ensure the fidelity of the BTE model and success of the program globally.

BTE Leadership

A. Local Partners

BTE sites actively engage the following organizations in the partnership:

- Johnson & Johnson Local Operating Company
- Secondary School (1 recommended; 2 maximum)
- Institution(s) of Higher Education
- Community-based or non-governmental organization

B. Leadership Structure

FHI 360 recommends the following Leadership Structure:

1. Strategic Planning Workgroup
 - Plans, designs and launches the BTE program
 - Meets, as needed, during the Strategic Planning Phase
 - Typically, comprised of 1-2 individuals from each partner organization and other community leaders

BTE Leadership Structure, continued

2. Advisory Committee
 - Provides overall guidance and strategic advice
 - Guides sustainability efforts for post-corporate funding
 - Meets bi-annually during program implementation (Year 1 to Year 3).
 - Typically, comprised of executive-level representatives from each partner organization, key community leaders, and other interested parties.
3. Management Team
 - Manages implementation and all logistics
 - Meets monthly during program implementation (Year 1 to Year 3)
 - Typically, 1-2 individuals from each partner organization (e.g. Site Coordinator, Guidance/Teacher, Volunteer Coordinator, etc.) responsible for implementing the program activities.

BTE Partner Roles & Responsibilities

A. Johnson & Johnson Local Operating Company

1. BTE Leadership
 - Executive Sponsor: 2 hours per year
 - Official sponsor of the BTE program; signs the formal Letter of Commitment (required).
 - Keeps the local operating company management / leadership team informed of BTE program success and accomplishments.
 - BTE Champion: 30-40 hours in strategic planning phase / 20 hours per program year
 - “Champions” the program within the company
 - Serves as a member of the Strategic Planning Workgroup (strategic planning phase) and Advisory Committee (three-year implementation of program). May also participate in the Management Team
 - Keeps the Executive Sponsor and/or the local operating company management / leadership team informed of BTE program success and accomplishments.
 - Volunteer Coordinator: 10-20 hours per year
 - Recruits, informs, and organizes employees volunteering with the BTE program
 - Organize FHI 360’s Volunteer Training for all employees participating in the BTE program
 - Serves as a member of the Management Team

BTE Partner Roles & Responsibilities, continued

2. Implementation Support

- Employee Involvement: Minimum of 15 volunteers recommended.
 - Volunteer hours based on program activities, ranging from 1 hour per year to 20+ hours per year
- Offer Program Activities (Career Readiness & Exploration activities for BTE students, such as company tours, lectures, workshops, or “Career Coaching,” etc.

3. Other (optional)

- Alliance Building & Training Session (ABTS) attendance
- In-kind support (e.g. meeting space, copies, food, etc.)

B. Community-based Organization / NGO

1. Strategic Planning

- Spearhead Strategic Planning Phase
- Facilitate Strategic Planning Work Group
- Submit BTE Grant Application

2. BTE Leadership

- Facilitate Advisory Committee
- Facilitate Management Team

3. Management

- Serve as Fiscal Agent
- Day-to-day Operations & Management
- Update Work Plan (annually)
- Support Evaluation & Data Collection
- Complete Quarterly Reports
- Participate in Conference Calls with FHI 360
- Facilitate FHI 360 Annual Site Visit
- Serve as FHI 360 / Evaluator Liaison
- Attend ABTS

BTE Partner Roles & Responsibilities, continued

C. Secondary School(s)

1. BTE Leadership
 - Participate in Strategic Planning Workgroup
 - Serve on Advisory Committee
 - Serve on Management Team
2. Implementation Support
 - Provide students (BTE Participants and comparison group)
 - Link with other programs
 - Provide Student Academic Data to Independent Evaluation Team
 - Attend ABTS (optional)

D. Institution of Higher Education

1. BTE Leadership
 - Participate in Strategic Planning Workgroup
 - Serve on Advisory Committee and Management Team, if appropriate
3. Implementation Support
 - Offer Program Activities (Higher Education Preparation & Readiness and/or Academic Enrichment)
 - Link with other programs
 - Offer Peer Mentors (optional)

BTE Program Framework

A. Long-Term Outcomes

- Increase in number of students enrolling in and attending an institution of higher education.
- Increase in number of students planning to pursue careers in the health or science sectors.

B. Program Implementation Period

- Three (3) Consecutive Years
- A “year” is defined as a full school year or calendar year (i.e. summer-only programs do not meet this definition)

C. Geographic Areas Served

BTE sites are located throughout the world. Locations must have:

1. A Johnson & Johnson Local Operating Company Presence
 - Minimum of 100 employees (recommended)
2. Strong Community Need. The selected Community / Secondary School should be within a 30 minute commute of the local operating company and exhibit one or more of the following characteristics:
 - Economically Disadvantaged, examples include, but not limited to:
 - Designated high poverty community
 - Higher than average % of low-income families in community
 - Educationally Disadvantaged, examples include, but not limited to:
 - Higher than average secondary school drop-out rate
 - Lower than average secondary school graduation rate
 - Lower than average % of students proceeding to higher education
 - Higher than average % of community without a higher education degree
 - Geographically Isolated / Rural Location

D. Target Population

1. BTE Participant Cohort (directly served by the BTE program)
 - Size
 - 35 – 50 students
 - If the cohort falls significantly below the 35-student minimum, funding may be reduced.
 - “Replacements” are only allowed in the first three months of Year 1 implementation.

BTE Target Population, continued

- Grade Level (required)
 - All students in the cohort enter the program three (3) years prior to exiting secondary school, starting at the beginning of the official school year and remain in program for a 3-year period (full school year). *For example, if the school year starts in September, students enroll in BTE program in September 2020 and continue for three full years, graduating from BTE in August 2023).*
 - Each BTE student participates in program activities for three consecutive years
- 2. Secondary Target Populations (indirectly served, optional)
 - Teachers
 - Broader Secondary School Community
 - Johnson & Johnson Employees / BTE Career Coaches
 - Students enrolled at Institutions of Higher Education
 - Parents

BTE Program Design

A. Strategies

BTE programs use the following strategies:

1. Academic Enrichment
 - Support student learning and improve academic achievement in math, science, and/or language, among others.
 - Encourage students to take higher-level courses, where appropriate.
2. Career Readiness & Exploration
 - Enable students to explore a broad spectrum of health careers, progressing from general academic and professional opportunities to high-level, skill-specific, technical training as they master knowledge and concepts.
3. Higher Education Exploration & Preparation
 - The program should encourage the pursuit of education beyond secondary school.
 - Where appropriate, these links will result in academic credits toward a two- or four-year degree and/or the award of a certificate of occupational proficiency.

B. Program Activities

- Program activities are designed to address one or more of the three strategies previously outlined.
- Activities can be customized to meet the specific needs of the local community.
- The following is a “menu” of Program Activities that sites may consider, based on BTE best practices:

Program Activities, continued

				Strategy					
				Academic Enrichment	Career Readiness & Exploration	Higher Education Preparation & Exploration			
Sample Program Activities	<ul style="list-style-type: none"> • Counseling on Secondary School Course Selection • Health Care, Math, or Science Clubs • Liberty Science Center’s <i>Live From...</i> series (e.g. Cardiac Classroom) • Professional Development for Math/ Science Teachers • Tutoring 			<ul style="list-style-type: none"> • Career Fairs • Career Coaching by J&J Employees • Career Lectures by J&J Employees or other Health Professionals • Company Tours • Employability Skills Workshops <ul style="list-style-type: none"> ✓ Ethical Decision Making ✓ Communication ✓ Interviewing ✓ Goal Setting / Planning ✓ Resume Writing ✓ Time Management • Job Shadowing • Internships 			<ul style="list-style-type: none"> • Assisting with Higher Education Applications / Requirements • College Readiness Workshops <ul style="list-style-type: none"> ✓ Choosing A College ✓ College Essay Prep ✓ Financial Aid ✓ PSAT/SAT Prep (US) • Dual Enrollment Courses (US) • Guest Lectures by Higher Education Partners • Tours / Tasters of Institutions of Higher Education 		
	Cross-Strategy Program Activities: Camps Portfolios Student Projects Service-learning Projects Workshops / Lectures								

C. Dosage

- Duration. There is a wide range in the duration (the length) of each Program Activity:

Low	Moderate	Intense
1 hour / activity	⇒	Full-day programs

- Frequency. There is also a wide range in the frequency (how often offered) of Program Activities:

Low	Moderate	Intense
1 activity / month	⇒	1 activity / week 1 activity / day (i.e. for camps)

- Average Student Hours / Month: 8 hours / month in any combination of program activities that focus Academic Enrichment, Career Exploration & Readiness, and Higher Education Readiness & Preparation.

D. Student Eligibility & Selection

1. Eligibility Criteria. Formalized during strategic planning phase with FHI 360 assistance, sample criteria are established from the following areas:
 - Educational Criteria
 - Economic Criteria
 - Motivational Criteria
 - Other, such as First Generation College-Bound, etc.
2. Recruitment & Application Process. Recruitment of students that meet the established eligibility criteria may involve:
 - Program Marketing / Awareness
 - Student Outreach and Orientation Sessions
 - Parent Orientation Sessions
 - Application Submission
2. Participant Selection. Formalized during strategic planning phase with FHI 360 assistance, BTE participant selection is done in one of the following ways:
 - 100% Acceptance
 - Random Selection (Lottery System)
 - Criteria –Driven Selection (Weighted / Points System)

Local BTE Program Support & Technical Assistance

FHI 360 provides extensive technical assistance to local sites in the following areas:

