



BTE Evaluation: Annual Report Guidelines

Purpose

Johnson & Johnson and FHI 360 are committed to understanding the BTE program's effectiveness and impact on youth, the education system, its local operating companies, and the local community.

The Annual Evaluation Report, prepared by the BTE Site Evaluator, helps Johnson & Johnson assess its impact in three key areas:

- Academic Achievement
- Career Exploration and Readiness
- Higher Education Exploration and Preparation

The Annual Evaluation Report also helps local sites determine progress in realizing the Short-term and End-of-Grant Outcomes, as identified in the site-specific BTE Program Model; the data and findings presented in the Annual Evaluation Report should support continuous program improvement at the local level.

Therefore, the report should indicate growth from the previous reporting timepoint to current reporting timepoint for BTE Participants (e.g., Year 1 to Year 2, or Year 2 to Year 3). For Year 3, in addition to the Year 2 to Year 3 comparison, the report should also indicate growth from Baseline to Year 3. Furthermore, the report should highlight differences between BTE Participants and the Comparison Group at each timepoint.

Overview

Each BTE Site Evaluator submits a written report to FHI360 on an annual basis within 60 days of the receipt of academic data and BTE Participant/Comparison Group* surveys (i.e., the end of programmatic Year 1, Year 2, and Year 3). Copies of the report should also be provided to the local Johnson & Johnson BTE Champion and Site Coordinator, as well as any other identified key partners.

The guidelines below address some aspects of the data analysis (note that other aspects such as sensitivity analyses, outlier detection etc. are left to the discretion of the BTE Site Evaluator) and describe the format and content of the written report. Please note that data that were locally collected and not specifically requested by FHI 360 may be included in the report but are NOT required by FHI 360.

For each year, provide an executive summary, data tables, and a narrative description of the findings. This report should be provided to the BTE Advisory Committee and/or BTE Management Team. Guidelines to address data analysis, page limits, and the report outline are further described in the next sections.

*if site has an approved Comparison Group

Data Analysis Guidelines

- Change over time should be assessed for statistical significance between the previous timepoint and the current timepoint presented in the report. Specifically:
 - In the Year 1 report, change over time will be assessed between Baseline and Year 1.
 - In the Year 2 report, change over time will be assessed between Year 1 and Year 2.
 - In the Year 3 report, change over time will be assessed between Year 2 and Year 3, as well as between Baseline and Year 3.
- The same holds for comparisons between BTE and Comparison Groups*: Assess for differences between only at Baseline and at the latest timepoint being presented in the report.
- Any BTE students who leaves BTE during a particular BTE program year (whether because they drop out of BTE, leave the school entirely, or leave for part of the year) should be excluded from all analyses conducted that year and in any subsequent years. However, students who remain in the program but have low attendance should still be included in analyses. While this may dilute observed effects, it reflects the reality of the program, where many students receive varying levels of participation or dosage. Although this is not required for the report, you are welcome to conduct additional analyses of outcomes for a 'high dosage' group, defined as students who attended at least X% of program activities, if sample sizes permit. These attendance data are available at the individual student level from site coordinators
- Exclude missing data before performing calculations (i.e., missing data should not be included in denominators).
- For change over time analysis, include in the statistical significance testing only students who provided data for the specific timepoints being compared. For example: In the Year 1 report, students must have provided a response for the survey item for both Baseline and Year 1. In the Year 2 report, students must have provided a response for the survey item for both Year 1 and Year 2. In the Year 3 report, two separate comparisons are required: For the Year 2 to Year 3 comparison, students must have provided a response for the survey item for both Year 2 and Year 3. For the Baseline to Year 3 comparison, students must have provided a response for the survey item for both Baseline and Year 3.
- The reporting tables (see below) ask for the frequency of respondents (n), percentages, means, standard deviations, and/or modes, depending on the type of variable.
- Note: The Short-term and End-of-Grant Outcomes outlined in the local BTE Program Model may dictate the need for additional data collection and analyses beyond what is requested by FHI360. The additional analyses (beyond what is conducted for the required tables) do not need to be submitted to FHI 360.

*if site has an approved Comparison Group

Report Font and Page Limit

- Font: the font style and size are at the discretion of the BTE Site Evaluator. However, the report and tables must be easily readable, and we suggest an 11-point font (minimum).
- Page Range: based on the data analyses; approximately 30-36 pages, single-spaced.

Report Outline

1. Cover Page (1 page)

- BTE Site Name
- BTE Site Evaluator: organization, author(s), and contact information
- Reporting period (dates the report covers)
- Submission date

2. Executive Summary (maximum of 2 pages)

- Key BTE Participant and Comparison Group* demographics
- Key findings bullets (one bullet minimum for each of the three program areas):
 - Academic Achievement
 - Career Exploration and Readiness
 - Higher Education Exploration and Preparation
- Status of Short-term (Year 1/Year 2) or End-of-Grant Outcomes (Year 3), as identified in the site-specific BTE Program Model
- Key findings bullet(s) on the focus groups
- Key findings bullet(s) on the J&J employee volunteer survey

3. Introduction (approximately 3 pages) *Note: This section needs to be completed only once during the three project years. Once written for the Year 1 report, the information can be copied for subsequent years. Please include it every year.*

- Background information
 - Age at which students typically exit mandatory secondary school education
 - Types of higher education institutions available in country
 - Other relevant details about education system in country
 - Other local/country information that will help data interpretation
- BTE site overview
 - Program start date (month, day, year)
 - Program end date (month, day, year)
 - Partners organizations, name and description of each organization
 - Non-Governmental Organization or NGO (i.e. Site Coordinating Entity)
 - Local J&J Operating Company
 - Total number of J&J Employee Volunteers involved (This number should reflect the total number of volunteers active in the reporting year. Please ensure it is updated annually to reflect any changes in volunteer participation.)
 - Institution(s) of Higher Education

*If site has an approved Comparison Group

Report Outline

3. Introduction (cont. approximately 3 pages)

- Secondary School(s)
 - Total number of school days per year
 - School year calendar (start month, end month)
 - School year structure (e.g., semester, trimester)
 - Education levels / structure
- BTE Program Model (or description of outcomes and activities)

4. Evaluation Design and Methods (approximately 3 pages) *Note: This section needs to be completed be fully completed in the Year 1. Once written for the Year 1 report, the information can be copied for subsequent years. However, updates may be necessary from year to year to reflect any changes in evaluation design, methods, or context. Please ensure that any relevant updates are incorporated into this section annually.*

- Selection criteria
 - BTE Participants
 - Comparison Group*
- Description of academic measures
 - Grading scale
 - Courses included in each subject-specific Grade Point Average (GPA) calculation
 - School attendance
 - Other measures, such as standardized/national test (optional)
- Data collection methodology for the BTE and Comparison Group* survey questionnaires
- Data collection methodology and sample selection criteria/methodology of the Focus groups with BTE participants
- Data collection methodology for the J&J employee volunteer survey
- Data collection methodology for additional data to address outcomes in the site's program model

5. BTE and Comparison Group* Demographics (approximately 1 page)

- BTE Participant / Comparison Group* Demographics (**Table 1**)
 - Percentage female/male (You have the flexibility to work with the site to address gender categories. If the site requires additional categories beyond what is typically reported, please contact FHI 360 for further guidance.)
 - Mean age (with standard deviation)
 - Percentage of primary caregiver attending higher education attendance
 - Other demographics (optional)
 - Any additional relevant information to help the reader understand the demographics, such as race/ethnicity, income status, etc. (optional)

Report Outline

- 6. Quantitative Findings: Academic Measures and Surveys (approx. 12-18 pages)** *Note: For Year 1/Year 2, complete the specified data tables; no written description is needed. For the final report (Year 3), complete all data tables and include a discussion of the final data.*
 - Written description of findings and completed data tables for each of the program areas, based on the school grades and attendance data and surveys:
 - Academic Enrichment (**Tables 2-4**)
 - Career Exploration and Readiness (**Tables 5-8**)
 - Higher Education Exploration and Preparation (**Tables 9-10**)
- 7. Qualitative Findings: Focus Groups (approximately 3 pages)**
- 8. Johnson & Johnson Employee Survey Findings (approximately 1 page)**
 - Summarize findings of the Johnson & Johnson Employee Volunteer Survey administered by FHI 360; data provided in Excel spreadsheet format by FHI 360.
- 9. BTE Site Outcomes (less than 1 page)**
 - Indicate the status of Short-term (Year 1/Year 2) or End-of-Grant Outcomes (Year 3), as identified in the local BTE site's Program Model (**Table 11**)
- 10. Discussion and Conclusions (approximately 2 pages)**

Table Format, Content, and Conventions

- Include only those table columns that reflect the timepoints you are reporting on. For example, in the Year 2 report, include columns for Baseline, Year 1, and Year 2, but do not include a column for Year 3.
- In all tables, include Comparison Group data (if applicable). If the site has no Comparison Group, delete the column for “Participant Group.”
- For each timepoint, report the total number of respondents (n) for each group (BTE Participant and Comparison Group) for whom data on each survey item was analyzed. Note that within any one table, it is likely that the n’s for each group will differ somewhat across survey item. For example, descriptive statistics on a survey item may include all available respondents at each timepoint (e.g., **n = 50 for Year 1**), whereas statistical significance analyses requiring responses for the same item at both required timepoints (e.g., Baseline and Year 1) are based only on respondents with data for that specific item at both timepoints (e.g., **n = 43 for Year 1**). To address this, you can:
 - (1) see below instructions on including additional tables specifically to display the n and summary statistics used for significance testing.
 - (2) add a footnote under the main table. **Example Footnote for Tables:** *The descriptive statistics presented in the table include all respondents with available data for the survey item at each timepoint for example baseline and Year 1 (e.g., n = 85 for Year 1). Pairwise comparisons for the for change over time analyses requiring responses at both required timepoints include only respondents with responses for the survey item at both Baseline and Year 1 (e.g., n = 50 for Year 1).*
- If a mean is requested, report the mean (M) and standard deviation (SD) in the table in this format: M(SD).
- Round percentages, means, and standard deviations to one decimal place.
- If the site has a Comparison group, conduct a statistical analysis to see if the figures are statistically significantly different. Assess for differences between only at Baseline and at the latest timepoint being presented in the report. Suggestions for the statistical analysis method to be used will depend on the type of the variable, as outlined **Table A** below. In report tables, flag data with [*] if there is a statistically significant difference between groups at p-value < .05. The difference should be measured at one-tail.
- Additionally, for Year 1 onwards, compare the previous and the present timepoint figure (change over time) to see if the difference is statistically significant. Flag data with [+] if there is a statistically significant difference over time at p-value < .05) from the previous timepoint to the most recent timepoint measured. In the Year 3 report also flag data with [†] if there is a statistically significant difference over time at p-value < .05) from the Baseline to Year 3. The method to be used will depend on the type of the variable, as outlined in the **Table A** below. The difference should be measured at two-tails.

Table A: SUGGESTIONS FOR SIGNIFICANCE TESTING

Type of Measure	BTE group vs. comparison group at single timepoint	Previous vs. recent time point within a single group (BTE or comparison)
<p>Categorical</p> <ul style="list-style-type: none"> Includes dichotomous scale (E.g., % Yes; % Female vs. Male) Includes ordinal scale (e.g., Not at all, Somewhat, A lot) if the answer choices are grouped to create a binary variable (e.g., % A lot) 	<ul style="list-style-type: none"> Pearson's chi-square (test of independence), if cell sizes are sufficient If cell sizes are too small, Fisher's exact test 	<ul style="list-style-type: none"> McNemar's test
<p>Ordinal (e.g., Every day, twice a Week, once a week, once a month, a few times per year etc., unless answer choices are grouped to create a categorical variable, per above)</p>	<p>Wilcoxon-Mann-Whitney test</p>	<p>Wilcoxon signed rank test</p>
<p>Continuous</p> <ul style="list-style-type: none"> Student age at baseline GPA Subject grades School absence rate <p><i>Use means for parametric tests and medians for non-parametric statistical tests. If a non-parametric test is selected, display means in the table but include a footnote clarifying that the statistical analyses were conducted using medians for the items.</i></p>	<ul style="list-style-type: none"> Independent samples T-test if data distribution is normal If non-normal distribution, Wilcoxon-Mann-Whitney test 	<ul style="list-style-type: none"> Paired t-test if data distribution is normal If non-normal distribution, Wilcoxon signed rank test

- Here is a list of the tables; note that additional table-specific instructions appear below each table templates (see below).
 - Section: Demographics
 - Table 1. Baseline Demographics

- Section: Academic Enrichment
 - Table 2. Academic Achievement and Attendance
 - Table 3. Student Activities
 - Table 4. BTE Attitudes and Motivation
- Section: Career Exploration and Readiness
 - Table 5. Confidence in Work Readiness Skills
 - Table 6. Career Planning
 - Table 7. Health and Science Sector Awareness and Knowledge
 - Table 8. Connection Between Youth and Adults in Workplace
- Section: Higher Education Exploration and Preparation
 - Table 9. Awareness, Confidence Pertaining to Higher Education
 - Table 10. Plans and Steps Taken to Attend Higher Education
- Section: BTE Site Outcomes
 - Table 11. Status of BTE Outcomes
- Note that you may include additional tables in the report, beyond what is required by FHI 360, but you should not change the table numbering.
 - For **Tables 2–10**, you may include additional tables specifically to display the n and summary statistics used for significance testing. These tables should be labeled with the corresponding table number and an additional letter designation (e.g., Table 2a, Table 3a, etc.) and placed directly after the main table they reference. For example, if Table 2 shows the percentage of students for all the responses collected per survey item, Table 2a should show the same percentage but only for the subset of students included in significance testing (e.g., matched data).
 - For **any other additional tables**, place the optional tables after the required Tables 1-11 and start numbering them from Table 12 (e.g., Table 12, Table 13, etc.).

Table 1. Baseline Demographics

Topic	Survey Q#	Participant Group	Baseline
Gender % Female (n=) % Male (n=)	NA	BTE	
		Comparison	
Age Mean (SD) (n=)	NA	BTE	
		Comparison	
Primary Caregiver Attended Higher Education % Yes (n=)	Q1	BTE	
		Comparison	

*if site has no Comparison Group, omit the comparison group row

Table 1 Additional Instructions:

- An “NA” (not applicable) referenced in the column “Survey Q#” of the table indicates that this information is not associated with the BTE survey instruments; rather this data should be pulled from the Master Template.
- For the item “**Primary Caregiver Attended Higher Education**” report demographics for **only** those students who (a) submitted demographic information in the Baseline survey and (b) are included in at least one of the subsequent tables. In other words, BTE students who dropped out of BTE (for any reason, including leaving the school) before the end of the period being reported on, and Comparison students who left the school before the end of the period being reported on, should not be included in the table.
- For Q1: Report the percentage of students who selected Yes. For example, Primary Caregiver Attended Higher Education 70.0% (n=48).
- For all items in Table 1: If the difference between groups is statistically significant ($p < 0.05$), put [*] just after the BTE data, and include the following footnote below the table:
* Difference between BTE and Comparison groups is statistically significant ($p < 0.05$).

Hypothetical example of use of [*] in one table row:

Topic	Survey Q#	Participant Group	Baseline
Primary Caregiver Attended Higher Education % Yes (n=)	Q1	BTE	67.0%* (n=48)
		Comparison	70.0% (n=42)

* Difference between BTE and Comparison groups is statistically significant ($p < 0.05$).

Interpretation: The [*] indicates that at Baseline, the proportion of caregivers who attended higher education between BTE and Comparison Groups was significantly different ($p < 0.05$).

Table 2: Academic Achievement and Attendance

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3/ Exit
Academics:						
GPA Mean (SD) n=	NA	BTE				
		Comparison				
Math Grade Mean (SD) n=	NA	BTE				
		Comparison				
Science Grade Mean (SD) n=	NA	BTE				
		Comparison				
English Grade Mean (SD) n=	NA	BTE				
		Comparison				
Attendance:						
Absence rate (Absent days/Total school days) Mean (SD) n=	NA	BTE				
		Comparison				
Graduation:						
Graduated % Yes (n=)	NA	BTE				
		Comparison				

Table 2 Additional Instructions:

- An “NA” (not applicable) referenced in the column “Survey Q#” of the table indicates that this information is not associated with the BTE survey instruments; rather this data should be pulled from the Master Template.
- For all items under “Academics”: Report the mean (as a percentage), standard deviation in parentheses, and the total number of respondents; for example, 83.5% (6.2) n=42.
- For item under “Attendance”: Report the mean absence rate (percentage of days absent out of total school days), standard deviation in parentheses, and the total number of respondents; for example, 10.3% (4.5) n=40.
- For item under “Graduation”: Include this section of the table ONLY in the Year 3 Report.
 - For Graduation, report the percentage and total number of students (BTE Participants and Comparison Group) completing secondary school; for example, 91.1% (n=50). The denominator is the number of BTE Participants / Comparison Group; the numerator is the number of BTE Participants / Comparison Group that completed secondary school.
- For all items in Table 2:
 - If the difference between groups is statistically significant ($p < 0.05$) for any topic at Baseline and/or at the most recent time measured, put [*] just after the BTE data at the relevant timepoint, and include the following footnote below the table: * Difference between BTE and Comparison Groups is statistically significant ($p < 0.05$).
 - If the change over time (from previous timepoint to the most recent timepoint

measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: *Difference between [previous timepoint] and [current timepoint] is statistically significant (p < 0.05).

- In the Year 3 report, if the change over time (from Baseline to Year 3) within a particular group is statistically significant different for any topic (survey item), put a dagger [†] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant (p < 0.05)

Hypothetical example of use of *, + and † in one table row:

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Academics:						
GPA Mean (SD) n=	NA	BTE +†	73.8%* (9.3) n=39	76.5% (9.1) n=39	79.2% (8.7) n=37	85.1% (8.8) n=38
		Comparison	81.3% (8.2) n=43	76.5% (8.5) n=40	82.4% (9.1) n=40	83.1% (9.12) n=39

+ Difference between Year 2 and Year 3/Exit is statistically significant (p < 0.05).

* Difference between BTE and Comparison groups at Baseline is statistically significant (p < 0.05).

† Difference between Baseline and Year 3 is statistically significant (p < 0.05)

Interpretation:

- The [+] indicates that the BTE Group’s change over time in mean GPA from Year 2 to Year 3/Exit was statistically significant (p < 0.05).
- The [†] indicates that the BTE Group’s change over time in mean GPA from Baseline to Year 3/Exit was statistically significant (p < 0.05).
- The [*] indicates that at Baseline, the BTE and Comparison Group mean GPAs were significantly different (p < 0.05).

Table 3. Student Activities

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3
Students Participating in:						
Volunteering % of Yes (n=)	Baseline: Q2a1	BTE				
	Annual: Q1a1 Exit: Q1a1	Comparison				
Type of volunteering:						
Tutoring % of Yes (n=)	Q2a2/Q1a2	BTE				
		Comparison				
Hospital/Nursing Home % of Yes (n=)	Q2a3/Q1a3	BTE				
		Comparison				
Animal Shelter % of Yes (n=)	Q2a4/Q1a4	BTE				
		Comparison				
Food Bank/Soup Kitchen % of Yes (n=)	Q2a5/Q1a5	BTE				
		Comparison				
Place of Worship % of Yes (n=)	Q2a6/Q1a6	BTE				
		Comparison				
Local Library % of Yes (n=)	Q2a7/Q1a7	BTE				
		Comparison				
Charity/Nonprofit organization % of Yes (n=)	Q2a8/Q1a8	BTE				
		Comparison				
Other % of Yes (n=)	Q2a9/Q1a9	BTE				
		Comparison				
Frequency of volunteering:						
Every day % (n=)	Q2a10/Q1a10	BTE				
		Comparison				
Twice a week % (n=)	Q2a10/Q1a10	BTE				
		Comparison				
Once a week % (n=)	Q2a10/Q1a10	BTE				
		Comparison				
Once a month % (n=)	Q2a10/Q1a10	BTE				
		Comparison				
A few times per year % (n=)	Q2a10/Q1a10	BTE				
		Comparison				

Table 3. Student Activities (cont.)

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students Participating in other extra-curricular activities:						
Participated in other extra-curricular activities % Yes (n=)	Baseline: Q2b1 Annual: Q1b1 Exit: Q1b1	BTE				
		Comparison				
Frequency of Other Extra-curricular Activity:						
Every day % (n=)	Q2b2/Q1b2	BTE				
		Comparison				
Once a week % (n=)	Q2b2/Q1b2	BTE				
		Comparison				
Twice a week % (n=)	Q2b2/Q1b2	BTE				
		Comparison				
Once a month % (n=)	Q2b2/Q1b2	BTE				
		Comparison				
A few times per year % (n=)	Q2b2/Q1b2	BTE				
		Comparison				

Table 3 Additional Instructions:

- Since each site will select either the volunteering questions or the student extracurricular activity questions, but not both, Table 3 should only include the appropriate activity type based on the site’s reporting focus. For example, if a site is reporting only on volunteering activities, the rows related to extracurricular activities should be removed, and vice versa.
- Report the percentage of “Yes” responses for overall participation in volunteering or extracurricular activities, as well as for each specific activity type, along with the total number of respondents. For frequency questions, provide the percentage of each answer choice and the total number of respondents for all relevant questions.
- When calculating percentages for the type of volunteering activity, consider missing responses as “No.” Use the total number of students who completed the survey as the denominator, rather than only those who responded “Yes” that they volunteer for that activity. **Example:** If 50 students completed the survey and only 10 responded by checking (“Yes”) to tutoring calculate the percentage as:

$$10/50 \times 100 = 20.0\%$$

rather than:

$$10/10 \times 100 = 100.0\%$$

Where Missing responses (40 students) are treated as “No”

- For Table 3 perform significance testing:
 - If the difference between groups is statistically significant ($p < 0.05$) for any topic (survey item) at Baseline and/or at the most recent time measured, put [*] just after the BTE data at the relevant timepoint, and include the following footnote below the table:
* Difference between BTE and Comparison Groups is statistically significant ($p < 0.05$).
 - If the change over time (from previous timepoint to the most recent timepoint measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
 - In the Year 3 report, if the change over time (from Baseline to Year 3) within a particular group is statistically significant for any topic (survey item), put [†] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)
- For survey items asking about the frequency of activities, treat the answer options as ordinal data. To avoid confusion, separate the descriptive statistics (all responses) and significance testing results (specific subsets) into distinct tables (e.g., Table 2a). If you choose not to create a new table, place the appropriate significance symbols (e.g., * or †) in the merged header row (e.g., 'Students' frequency participating in: *†') to indicate that the significance applies to the entire survey item, not individual rows. Add a detailed footnote explaining the significance test, the sample used (e.g., paired data), and how the symbols should be interpreted.

Table 4: BTE Attitudes and Motivation

Topic	Survey Q#	Participant Group	Year 1	Year 2	Year 3 / Exit
Students responding “A lot” that the BTE program has:					
Made student aware of steps to work in health or STEM2D % (n=)	Annual: Q6a Exit: Q8a	BTE			
Motivated student to work harder in school % (n=)	Q6b/Q8b	BTE			
Helped student to feel good about the future % (n=)	Q6c/Q8c	BTE			
Prepared to achieve career goals % (n=)	Q6d/Q8d	BTE			
Provided the student with an advantage for HE or job % (n=)	Exit: Q9	BTE			

Table 4 Additional Instructions:

- For item under **“Provided the student with an advantage for HE or job”**: Include this section of the table ONLY in the Year 3 Report.
- For all items in Table 4, report the percentages that responded “A lot” for each topic (survey item) and the total number of respondents; for example, 83.5% (n=42).
- If the change over time (from previous timepoint to the most recent timepoint measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
- In the Year 3 report, if the change over time (from Year 1 to Year 3) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)

Table 5. Confidence in Work Readiness Skills

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students responding “A lot” that they are confident in their readiness skills, Including to:						
Set education or career goals % (n=)	Baseline: Q5a Annual: Q4a Exit: Q4a	BTE				
		Comparison				
Determine steps to attain education or career goals % (n=)	Q5b/Q4b	BTE				
		Comparison				
Prepare a good resume % (n=)	Q5g/4g	BTE				
		Comparison				
Interview for a job % (n=)	Q5h/4h	BTE				
		Comparison				
Make good decisions % (n=)	Q5i/4i	BTE				
		Comparison				
Manage time well % (n=)	Q5j/4j	BTE				
		Comparison				
Lead a group % (n=)	Q5k/4k	BTE				
		Comparison				
Work well independently % (n=)	Q5l/4l	BTE				
		Comparison				
Work well with others % (n=)	Q5m/4m	BTE				
		Comparison				
Solve problems well % (n=)	Q5n/4n	BTE				
		Comparison				
Innovate (have new ideas) % (n=)	Q5o/4o	BTE				
		Comparison				

Table 5 Additional Instructions:

- For all items in Table 5, report the percentages that responded “A lot” for each topic (survey item) and the total number of respondents; for example, 83.5% (n=42).
- If the difference between groups is statistically significant ($p < 0.05$) for any topic (survey item) at Baseline and/or at the most recent time measured, put [*] just after the BTE data at the relevant timepoint, and include the following footnote below the table: * Difference between BTE and Comparison Groups is statistically significant ($p < 0.05$).
- If the change over time (from previous timepoint to the most recent timepoint measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
- In the Year 3 report, if the change over time (from Baseline to Year 3) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)

Table 6. Career Planning

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students responding “A lot” that they are confident in their readiness skills, Including to:						
Find out about different careers % (n=)	Baseline: Q5e Annual: Q4e Exit: Q4e	BTE				
		Comparison				
Choose a career that fits my interest % (n=)	Q5f/4f	BTE				
		Comparison				

Table 6 Additional Instructions:

- For all items in Table 6, report the percentages that responded “A lot” for each topic (survey item) and the total number of respondents; for example, 73% (n=50).
- If the difference between groups is statistically significant ($p < 0.05$) for any topic (survey item) at Baseline and/or at the most recent time measured, put [*] just after the BTE data at the relevant timepoint, and include the following footnote below the table: * Difference between BTE and Comparison Groups is statistically significant ($p < 0.05$).
- If the change over time (from previous timepoint to the most recent timepoint measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
- In the Year 3 report, if the change over time (from Baseline to Year 3) within a particular group is statistically significant for any topic (survey item), put [†] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)

Table 7. Health and Science Sector Awareness and Knowledge

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students responding “A lot” that they are aware of						
Health or STEM2D careers % (n=)	Baseline: 4f Annual: Q3f Exit: Q3f	BTE				
		Comparison				
Skills for health or STEM2D careers % (n=)	Q4g/Q3g	BTE				
		Comparison				
Students responding “A lot” that they have:						
Plans to have a career in health or STEM2D % (n=)	Q6e/Q5e	BTE				
		Comparison				

Table 7 Additional Instructions:

- For all items in Table 7, report the percentages that responded “A lot” for each topic (survey item) and the total number of respondents; for example, 83.5% (n=42).
- If the difference between groups is statistically significant ($p < 0.05$) for any topic (survey item) at Baseline and/or at the most recent time measured, put [*] just after the BTE data at the relevant timepoint, and include the following footnote below the table: * Difference between BTE and Comparison Groups is statistically significant ($p < 0.05$).
- If the change over time (from previous timepoint to the most recent timepoint measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
- In the Year 3 report, if the change over time (from Baseline to Year 3) within a particular group is statistically significant for any topic (survey item), put [†] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)

Table 8. Connection Between Youth and Adults in Workplace

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3/ Exit
BTE Students Interacting with anyone at J&J for Career Advice:						
Yes % (n=)	Baseline: Q3 Annual: Q2 Exit: Q2	BTE				
No % (n=)	Q3/Q2	BTE				
Not Sure % (n=)	Q3/Q2	BTE				

Table 8 Additional Instructions:

- Report the percentage of each answer choice and the total number of respondents. If any response category has very low representation (e.g., less than 5%), consider combining it with a related category for interpretability. For instance, responses like "Not sure" can be combined with "No" to report the percentage of students who said "Yes" vs. "No/Not sure." When presenting the percentages, ensure the footnote explains any changes made to the categories.
- If the change over time (from previous timepoint to the most recent timepoint measured) within the BTE group is statistically significant for any topic (survey item), put [+] just after "BTE" in the Participant Group column cell, and include the following footnote below the table: *Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
- In the Year 3 report, if the change over time (from Baseline to Year 3) within the BTE group is statistically significant for any topic (survey item), put [†] just after "BTE" in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)
- For the survey item asking about the "**BTE Students interacting with anyone at J&J for Career Advice**", treat the answer options as ordinal data. To avoid confusion, separate the descriptive statistics (all responses) and significance testing results (specific subsets) into distinct tables (e.g., Table 2a). If you choose not to create a new table, place the appropriate significance symbols (e.g., * or †) in the merged header row (e.g., BTE Students Interacting with anyone at J&J for Career Advice: *†) to indicate that the significance applies to the entire survey item, not individual rows. Add a detailed footnote explaining the significance test, the sample used (e.g., paired data), and how the symbols should be interpreted.

Table 9. Awareness and Confidence Pertaining to Higher Education

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3/ Exit
Students responding “A lot” that they are aware of:						
HE Opportunities % (n=)	Baseline: Q4a Annual: Q3a Exit: Q3a	BTE				
		Comparison				
Skills to achieve educational goals % (n=)	Q4b/Q3b	BTE				
		Comparison				
HE application process % (n=)	Q4c/Q3c	BTE				
		Comparison				
Course/exams for HE acceptance % (n=)	Q4d/Q3d	BTE				
		Comparison				
Extracurricular activities for HE applications % (n=)	Q4e/Q3e	BTE				
		Comparison				
Students responding “A lot” that they are confident in their ability to:						
Take steps to get into HE % (n=)	Q5c/Q4c	BTE				
		Comparison				
Attend HE institution % (n=)	Q5d/Q4d	BTE				
		Comparison				

Table 9 Additional Instructions:

- For all items in Table 9, report the percentages that responded “A lot” for each topic (survey item) and the total number of respondents; for example, 83.5% (n=42).
- If the difference between groups is statistically significant ($p < 0.05$) for any topic (survey item) at Baseline and/or at the most recent time measured, put [*] just after the BTE data at the relevant timepoint, and include the following footnote below the table: * Difference between BTE and Comparison Groups is statistically significant ($p < 0.05$).
- If the change over time (from previous timepoint to the most recent timepoint measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
- In the Year 3 report, if the change over time (from Baseline to Year 3) within a particular group is statistically significant for any topic (survey item), put [†] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)

Table 10. Plans and Steps Taken to Attend Higher Education

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3
Students responding “A lot” that they have:						
Set education or career goals % (n=)	Baseline: Q6a Annual: Q5a Exit: Q5a	BTE				
		Comparison				
Determined steps to attain education or career goals % (n=)	Q6b/Q5b	BTE				
		Comparison				
Plans to attend further education	Q6c/Q5c	BTE				
		Comparison				
Acquired skills to achieve educational goals % (n=)	Q6d/Q5d	BTE				
		Comparison				
Taken steps to get into HE % (n=)	Exit: Q5f	BTE				
		Comparison				
Taken part in extracurricular activities that will help attend HE % (n=)	Exit: Q5g	BTE				
		Comparison				
Applied to a HE institution % (n=)	Exit: Q5h	BTE				
		Comparison				
Students reporting planning to attend						
College/University % Yes (n=)	Exit: Q6a	BTE				
		Comparison				
Community College % Yes (n=)	Q6b	BTE				
		Comparison				
Vocational/Technical School % Yes (n=)	Q6c	BTE				
		Comparison				
Apprenticeship/Certificate Program % Yes (n=)	Q6d	BTE				
		Comparison				
Unsure % Yes (n=)	Q6e	BTE				
		Comparison				

Table 10 Additional Instructions:

- For the item under the type of higher education institution (i.e. College/University, Community College, etc.) a student plans to attend, include this section of the table ONLY in the Year 3 Report.
- Report the percentage of “Yes” responses for the type of higher education institution a student plans to attend, along with the total number of respondents. For the question asking students if they plan to attend further education after high school, provide the percentage of each answer choice and the total number of respondents for all relevant questions. For all remaining items in Table 10, report the percentage of respondents who selected “A lot” for each topic (survey item) and include the total number of respondents; for example: 83.5% (n=42).
- Apart from the items related to the type of higher education institution a student plans to attend:
 - If the difference between groups is statistically significant ($p < 0.05$) for any topic (survey item) at Baseline and/or at the most recent time measured, put [*] just after the BTE data at the relevant timepoint, and include the following footnote below the table: * Difference between BTE and Comparison Groups is statistically significant ($p < 0.05$).
 - If the change over time (from previous timepoint to the most recent timepoint measured) within a particular group is statistically significant for any topic (survey item), put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between [previous timepoint] and [current timepoint] is statistically significant ($p < 0.05$).
 - In the Year 3 report, if the change over time (from Baseline to Year 3) within a particular group is statistically significant for any topic (survey item), put [†] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: †Difference between Baseline and Year 3 is statistically significant ($p < 0.05$)

Table 11. Status of BTE Outcomes

Target Short Term (Year 3 Outcomes)	Data & Findings	Status

Table 11 Additional Instructions:

The purpose of Table 11 is to document the status of the short-term outcomes identified in the site's logic model (Year 3 Outcomes). The table should summarize targets, relevant data and findings, and whether each outcome has been achieved. Below are the guidelines for completing the table:

- Target
 - Use one of the following categories to report the status of each outcome:
 - Achieved: Outcome has been fully met based on the data and findings.
 - Partially Achieved: Some progress toward the outcome has been demonstrated, but the target has not been fully met.
 - Not Achieved: Outcome has not been met or no progress has been demonstrated

- Data and Findings
 - Report only those findings relevant to the specific outcomes identified in the site's logic model.
 - Clearly state the data source (e.g., exit survey, application records) and provide any necessary context about limitations in data collection or interpretation.
 - If discrepancies are identified between different data sources, provide a brief explanation in the "Data & Findings" column. Include a note indicating which source is considered primary.

Hypothetical example of use:

Target Short Term (Year 3 Outcomes)	Data & Findings	Status
100% of BTE students pursuing a career have a resume and know how to apply for a job.	100% of the BTE students completing the exit survey reported they had a resume and knew how to apply for a job.	Achieved
100% of BTE students have applied to a post-secondary institution.	83% - 97% of BTE students reported they had completed at least one post-secondary application. Note, data from two survey questions addressing this topic did not match.	Not Achieved