



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

Specifically, the report should indicate growth from Baseline to "Current Year" for BTE Participants and the differences between the BTE Participants and the Comparison Group at each timepoint (Year 1, Year 2, or Year 3).

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.

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 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.

Data Analysis Guidelines

- Change over time should be assessed for statistical significance **only** between Baseline and the latest timepoint being presented in the report. Therefore, in the Year 1 report, the change over time comparisons will involve Baseline and Year 1 data; in the Year 2 report, the comparisons will involve Baseline and Year 2 data; and in the Year 3 report, the change over time comparisons will involve Baseline and Year 3 data.
- 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 leave BTE during a particular BTE program year (whether because they drop out of BTE or leave the school entirely) should be excluded from all analyses conducted that year and in any subsequent years. The same is true of all Comparison Group students who leave the school during a particular BTE program year.
- Exclude missing data before performing calculations (i.e., missing data should not be included in denominators).
- For each variable that is analyzed, include only those participants who provided data at baseline and the reported timepoint being reported on. For example, at the end of Year 2, you will be reporting on data from Baseline and Year 2. If a student skipped survey question 3 (Q3) at Year 1, it doesn't matter and that student should be included in the analysis of survey question 3 (Q3) for Year 2.
- The reporting tables (see below) ask for 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 than what is requested by FHI360. The additional analyses (beyond what is needed to complete the required tables) do not need to be submitted to FHI 360.

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) be used.
- 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

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
 - Institution(s) of Higher Education
 - 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 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.*
- 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)
 - BTE and Comparison Group surveys
 - Focus groups with BTE participants
- 5. BTE and Comparison Group Demographics (approximately 1 page)**
- BTE Participant / Comparison Group Demographics (**Table 1**)
 - Percentage female/male
 - Mean age (with standard deviation)
 - Most commonly reported parental education level (mode)
 - Other demographics (optional)
 - Any additional relevant information to help the reader understand the demographics, such as race/ethnicity, income status, etc. (optional)
- 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 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 5-10**)
 - Higher Education Exploration and Preparation) (**Tables 11-13**)
- 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 14**)
- 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.
- For each timepoint, report the total number of respondents (n) for each group (BTE Participant and Comparison Group) for whom data on each variable was analyzed. Note that within any one table, it is likely that the n's for each group will differ somewhat across variables.
- 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.
- In report tables, flag data with [*] if there is a statistically significant difference ($p < .05$) between BTE Participants and the Comparison Group on a particular variable, at Baseline or at the most recent timepoint measured.
- Flag data with [+] if there is statistically significant change over time ($p < .05$) among BTE Participants or the Comparison Group from Baseline to the most recent timepoint measured.
- Here is a list of the tables; note that additional table-specific instructions appear below each table templates (see below).
 - Table 1. Baseline Demographics for Report Sample
 - Table 2. Academic Achievement and Attendance
 - Table 3. Student Activities
 - Table 4. BTE Attitudes and Motivation
 - Table 5. Confidence in Work Readiness Skills
 - Table 6. Rating of Work Readiness Skills
 - Table 7. Confidence in Career Planning Skills
 - Table 8. Health and Science Sector Awareness and Knowledge
 - Table 9. Connections Between Youth and Adults in the Workplace
 - Table 10. Plans to Pursue a Health/Science Sector Career
 - Table 11. Awareness, Confidence, and Intentions Pertaining to Higher Education
 - Table 12. Actions Taken to Attend Higher Education
 - Table 13. Higher Education Acceptance
 - Table 14. 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 numbering of the standard tables. You therefore have two options, if you wish to include optional tables: (1) place the optional tables after required Tables 1-14 and start numbering them from Table 15; or (2) intersperse the optional tables amidst the required tables, and use the most closely associated table number with an additional letter designation. (For example, an optional table on the same topic as Table 4 would be Table 4a).

Table 1. Baseline Demographics for Report Sample

Topic	Survey Q#	Participant Group	Respondent n =	Baseline
Gender	1a	BTE		Female: Male:
		Comparison		Female: Male:
Age Mean (SD)	1b	BTE		
		Comparison		
Mother's Ed Level Mode (%)	1c- mother	BTE		
		Comparison		
Father's Ed Level Mode (%)	1c- father	BTE		
		Comparison		

Table 1 Additional Instructions:

- 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 Q1b: Report the mean and standard deviation for age; for example, 14.2 (0.4).
- For Q1c: Report the mode (i.e., the most commonly selected answer choice) for mother's and father's education levels. In parentheses, indicate the percentage of students who selected this answer choice. For example, Mother Attended Higher Education (70.0%).
- 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	Respondent n =	Baseline
Gender	1a	BTE	39	Female: 20.5% Male: 79.5%*
		Comparison	42	Female: 50.0% Male: 50.0%
Mother's Ed Level Mode (%)	1c- mother	BTE	39	Mother Attended Higher Education (70.0%).
		Comparison	42	Mother Attended Higher Education (70.0%).

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

Interpretation: The [*] indicates that at Baseline, the distribution of participant gender across 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:						
# of Days Absent Mean (SD) n=	NA	BTE				
		Comparison				
Graduation:						
Graduation % yes (n=)	NA	BTE				
		Comparison				

Table 2 Additional Instructions:

- An “NA” (not applicable) referenced in 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 # of Days Absent, 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 Baseline to the most recent timepoint measured) within a particular group is statistically significant for any topic, put [+] just after “BTE” in the Participant Group column cell, and include the following footnote below the table: +

Difference between Baseline and [fill in most recent timepoint measured] 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 Baseline and Year 3/Exit is statistically significant ($p < 0.05$).

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

Interpretation:

- 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 / Exit
Students Participating in:						
Clubs % (n=)	Baseline: Q2a/ Annual & Exit: Q1a	BTE				
		Comparison				
Religious Activity % (n=)	2b/1b	BTE				
		Comparison				
Sports % (n=)	2c/1c	BTE				
		Comparison				
Part-time Job % (n=)	2d/1d	BTE				
		Comparison				
Tutoring % (n=)	2e/1e	BTE				
		Comparison				
Volunteering % (n=)	2f/1f	BTE				
		Comparison				
Other Activities % (n=)	2g/1g	BTE				
		Comparison				
Not participating in any activity % (n=)	2h/1h	BTE				
		Comparison				

Table 3 Additional Instructions:

- Report the percentage participating in each activity and the total number of respondents; for example, 83.5% (n=42).
- For all items in Table 3:
 - 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 Baseline 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 Baseline and [fill in most recent timepoint measured] is statistically significant ($p < 0.05$).

Table 4. BTE Attitudes and Motivation

Topic	Survey Q#	Baseline	Year 1	Year 2	Year 3 / Exit
BTE of Students “Agreeing” or “Strongly Agreeing” the BTE Experience:					
Will motivate (B)/Has motivated (Y1-3) to work harder in secondary school % (n=)	Ie				
Will help (B)/Has helped (Y1-3) feel good about the future % (n=)	If				
Will provide (B, Y1-2)/Provided (Y3) an advantage when applying to HE or job % (n=)	II				

Key: B = Baseline, HE = higher education, Y1-3 = Years 1-3.

Table 4 Additional Instructions:

- For all items in Table 4, report the sum of the percentages “agreeing” or “strongly agreeing” for each topic (survey item). Underneath the percentage, report the total number of respondents; for example, 83.5% (n=42).
- Note that for each of the topics (survey items) in the table above, the question wording is not the same across all time points, so care should be taken in discussing changes in the data over time.

Table 5. Confidence in Work Readiness Skills

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students “Agreeing” or “Strongly Agreeing” that They Are Confident in Their Work Readiness Skills, Including:						
Goal Setting % (n=)	Baseline 5b/ Annual, Exit 4b	BTE				
		Comparison				
Goal Planning % (n=)	5c/4c	BTE				
		Comparison				
Reaching Goals % (n=)	5d/4d	BTE				
		Comparison				
Résumé Writing % (n=)	5k/4k	BTE				
		Comparison				
Interviewing % (n=)	5l/4l	BTE				
		Comparison				

Table 5 Additional Instructions:

- For all items in Table 5, report the sum of the percentages “agreeing” or “strongly agreeing” 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 Baseline 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 Baseline and [fill in most recent timepoint measured] is statistically significant ($p < 0.05$).

Table 6. Rating of Work Readiness Skills

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students Rating as “Good” or “Very Good” Their Work Readiness Skills, Including:						
Decision Making % (n=)	Baseline 6a Annual, Exit 5a	BTE				
		Comparison				
Time Management % (n=)	6b/5b	BTE				
		Comparison				
Leadership % (n=)	6c/5c	BTE				
		Comparison				
Work Independently % (n=)	6d/5d	BTE				
		Comparison				
Team Work % (n=)	6e/5e	BTE				
		Comparison				
Resourcefulness % (n=)	6f/5f	BTE				
		Comparison				
Reading % (n=)	6g/5g	BTE				
		Comparison				
Writing % (n=)	6h/5h	BTE				
		Comparison				
Presentation Skills % (n=)	6i/5i	BTE				
		Comparison				
Problem Solving % (n=)	6j/5j	BTE				
		Comparison				
Creative Thinking % (n=)	6k/5k	BTE				
		Comparison				
Math Problems % (n=)	6l/5l	BTE				
		Comparison				
Scientific Experiments % (n=)	6m/5m	BTE				
		Comparison				
Computer Programs % (n=)	6n/5n	BTE				
		Comparison				

Table 6 Additional Instructions:

- For all items in Table 6, report the sum of the percentages for “good” and “very good” 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 Baseline 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 Baseline and [fill in most recent timepoint measured] is statistically significant ($p < 0.05$).

Table 7. Confidence in Career Planning Skills

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students “Agreeing” or “Strongly Agreeing” that They Are Confident in Their Career Planning Skills, Including:						
Conducting Career Research % (n=)	Baseline 5e Annual, Exit 4e	BTE				
		Comparison				
Talking to Adults in Field of Interest % (n=)	5f/4e	BTE				
		Comparison				
Matching Career Choice with Interests % (n=)	5g/4g	BTE				
		Comparison				
% BTE of Students “Agreeing” or “Strongly Agreeing” the BTE Experience:						
Has Prepared to Achieve Career Goals % (n=)	Ig	BTE				

Table 7 Additional Instructions:

- For all items in Table 7: Report the sum of the percentages “agreeing” or “strongly agreeing” for each topic (survey item) and the total number of respondents; for example, 83.5% (n=42).
- For Q5e-g: 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 ($p < 0.05$).
- For QIg: Include this section of the table ONLY in the Year 3 report.

Table 8. Health and Science Sector Awareness and Knowledge

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3/ Exit
Students “Agreeing” or “Strongly Agreeing” with Positive Statements About Their:						
Health Career Awareness % (n=)	Baseline 4b Annual/Exit 3b	BTE				
		Comparison				
Knowledge of Skills Needed for Health Careers % (n=)	4c/3c	BTE				
		Comparison				
BTE Students “Agreeing” or “Strongly Agreeing” that the BTE Experience Will Increase (Baseline) or Has Increased (Year 1, Year 2, Year 3):						
Knowledge of Why Science/Math Skills Important for Health Career % (n=)	Ia	BTE				
Health Career Awareness % (n=)	Ib	BTE				
Science/Math Career Awareness % (n=)	Ic	BTE				
Knowledge of Health, Science, Math Career Planning Steps % (n =)	Id	BTE				

Table 8 Additional Instructions:

- For all items in Table 8: Report the sum of the percentages “agreeing” or “strongly agreeing” for each topic (survey item) and the total number of respondents; for example, 83.5% (n=42).
- For Q4b-c:
 - 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 Baseline 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 Baseline and [fill in most recent timepoint measured] is statistically significant ($p < 0.05$).
- For Q1a-d: Note that for each of the topics (survey items), the question wording is not the same across all time points, so care should be taken in discussing changes in the data over time.

Table 9. Connections Between Youth and Adults in the Workplace

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3 / Exit
Students Gaining Career Advice from:						
Someone at school % yes (n=)	Baseline 3a Annual/Exit 2a	BTE				
		Comparison				
Someone at home % yes (n=)	3b/2b	BTE				
		Comparison				
Someone at local operating company % yes (n=)	3c/2c	BTE				
		Comparison				
Someone else % yes (n=)	3d/2d	BTE				
		Comparison				
Have not talked with anyone % yes (n=)	3e/2e	BTE				
		Comparison				

Table 9 Additional Instructions:

- Report the percentage that indicated talking with someone about career advice, and the total number of respondents; for example, 83.5% (n=42).
- For all items in Table 9:
 - 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 Baseline 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 Baseline and [fill in most recent timepoint measured] is statistically significant ($p < 0.05$).

Table 10. Plans to Pursue a Health/Science Sector Career

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3/Exit
Students Planning:						
A Career in Health/Science % yes (n=)	Baseline 8 Annual/Exit 7	BTE				
		Comparison				
Among Students Reporting Not Wanting or Being Unsure about Health/Science Career, % of Students Reporting Particular Reasons:						
Want to Do Something Else % yes (n=)	8b1/7b1	BTE				
		Comparison				
Not Enough Knowledge of Health Jobs % yes (n=)	8b2/7b2	BTE				
		Comparison				
High Cost of HE % yes (n=)	8b3/7b3	BTE				
		Comparison				
Low Salary % yes (n=)	8b4/7b4	BTE				
		Comparison				
Bad Grades % yes (n=)	8b5/7b5	BTE				
		Comparison				
Lack Skills % yes (n=)	8b6/7b6	BTE				
		Comparison				
Personality Mismatch % yes (n=)	8b7/7b7	BTE				
		Comparison				
Preparation Time is Too Long % yes (n=)	8b8/7b8	BTE				
		Comparison				
Too Difficult % yes (n=)	8b9/7b9	BTE				
		Comparison				
Other % yes (n=)	8b10/7b10	BTE				
		Comparison				

Table 10. Additional Instructions:

- For Q8/Q7, report the percentage that responded “yes” for pursuing a career in the health or science sector, and the total number of respondents; for example, 83.5% (n=42).
- For Q8b1-10/Q7b1-10: To determine the denominator for each item:
 - First restrict the sample to only those students in the respective group (BTE or Comparison) who responded to Q8/Q7 (whether or not they want to pursue a health/science career).
 - Then at each timepoint, look at the students from that sample who received a code of 0 (No) or 2 (Unsure) to Q8/Q7 at the given timepoint.
 - That denominator should be used to calculate the percentage of respondents who selected each reason for not wanting to pursue—or being unsure about pursuing—a health-science career.
- For Q8/Q7 and Q8b1-10/Q7b1-10:
 - 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 Baseline 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 Baseline and [fill in most recent timepoint measured] is statistically significant ($p < 0.05$).

Table 11. Awareness, Confidence, and Intentions Pertaining to Higher Education (HE)

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2	Year 3/Exit
Students “Agreeing” or “Strongly Agreeing” that They Are Aware of:						
HE Opportunities % yes (n=)	Baseline 4a	BTE				
	Annual/Exit 3a	Comparison				
Students “Agreeing” or “Strongly Agreeing” They Have Confidence in Their Ability to:						
Use Knowledge & Skills to Attain Educational Goals % yes (n=)	5a/4a	BTE				
		Comparison				
Understand HE Planning Steps % yes (n=)	5h/4h	BTE				
		Comparison				
Apply to HE Institution % yes (n=)	5i/4i	BTE				
		Comparison				
Attend HE Institution % yes (n=)	5j/4j	BTE				
		Comparison				
Attend Further Education After Secondary School, Students Planning to:						
Yes % (n=)	7/6	BTE				
		Comparison				
No % (n=)	7/6	BTE				
		Comparison				
Don’t know % (n=)	7/6	BTE				
		Comparison				
Students Reporting Planning to Attend:						
4-Year College/University % yes (n=)	Exit only 6a1	BTE				
		Comparison				
2-Year Community College % yes (n=)	Exit only 6a2	BTE				
		Comparison				
Vocational/Technical School % yes (n=)	Exit only 6a3	BTE				
		Comparison				
Certificate Program % yes (n=)	Exit only 6a4	BTE				
		Comparison				
Don’t Know % yes (n=)	Exit only 6a5	BTE				
		Comparison				

Table 11 Additional Instructions:

- For HE Opportunities, and Confidence in Ability to...: Report the sum of the percentages “agreeing” or “strongly agreeing” for each topic (survey item), and the total number of respondents; for example, 83.5% (n=42).
- For Further Education: Report the percentage indicating each plan for after secondary school, and the total number of respondents; for example, 83.5% n=42.
- For Exit only 6a:
 - If your survey has different response options than those shown in Table 11 (because your country/region has different higher education options), adjust the response options in the left column to match the options in your survey.
 - Report the percentage indicating interest in each HE option; the denominator for this analysis (i.e., the Respondent n) should be all students in the respective group (BTE or Comparison) who received a code of either 0 (No), 1 (Yes), 2 (Don’t know) or 9 (Valid skip) for Q6.
- For all survey items in Table 11:
 - 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 Baseline 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 Baseline and [fill in most recent timepoint measured] is statistically significant ($p < 0.05$).

Table 12. Actions Taken to Attend Higher Education

Topic	Survey Q#	Participant Group	Respondent n =	Year 3 / Exit
Students Taking Steps to Attend Higher Education:				
Found Out What Needs to Be Done % yes	Exit only 6b	BTE		
		Comparison		
Took an Entrance Exam % yes	Exit only 6b	BTE		
		Comparison		
Completed Application % yes	Exit only 6b	BTE		
		Comparison		
Completed Financial Assistance Paperwork % yes	Exit only 6b	BTE		
		Comparison		
Other Activities % yes	Exit only 6b	BTE		
		Comparison		
No Activities % yes	Exit only 6b	BTE		
		Comparison		
HE Courses Taken and Credits Earned in Secondary School:				
Took Any HE Course % yes	NA	BTE		
		Comparison		
HE Credits Earned Mean (SD)	NA	BTE		
		Comparison		

Table 12 Additional Instructions:

- Note: Include this table ONLY in the Year 3 Report.
- The “NA” (not applicable) reference indicates that this information is not associated with the BTE survey instruments; this data should be pulled from the Master Template.
- For Q6b: Report the percentage that took each step, and the total number of respondents in the specified column; for example, n=42 and 83.5%.
- For Took Any HE Course: Report the percentage that took at least one HE course anytime during secondary school. Report the total number of respondents in the specified column.
- For HE Credits Earned:
 - Report the mean and standard deviation for HE credits earned during secondary school; for example, 2.2 (0.3). Report the total number of respondents in the specified column; for example, n=42.
 - The mean and standard deviation for each group (BTE and Comparison) should be based on all students in the group from whom data on HE Credits Earned is available (excluding any students who dropped out BTE or who left the school prior to graduation), not just on those who earned any HE credits.
- For all items in Table 12: If the difference between groups is statistically significant ($p < 0.05$) for any 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 ($p < 0.05$).

Table 13. Higher Education (HE) Acceptance

Topic	Survey Q#	Participant Group	Respondent n =	Year 3/Exit
Students Accepted to Higher Education % yes (n =)	Exit only 6c	BTE		
		Comparison		

Table 13 Additional Instructions:

- Note: Include this table ONLY in the Year 3 Report.
- For % of Students Accepted to HE: Report the percentage accepted to at least one HE institution, and the total number of respondents; for example, 83.5%.
- If the difference between groups is statistically significant ($p < 0.05$), 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 ($p < 0.05$).
- In the narrative, Indicate the names of the higher education institutions that the students report that they will be attending, per survey Q6c1(LIST).

Table 14. Status of BTE Outcomes

Short-Term or End-of-Grant Outcomes <i>(as indicated on the Program Model)</i>	Actual Short-Term or End-of-Grant Outcomes <i>(as indicated by data & findings)</i>	Status

Table 14 Additional Instructions:

- List the Short-Term (Year 1/Year2) Outcomes or End-of-Grant Outcomes (Year 3), as indicated in the local BTE site’s Program Model.
- Report data / findings that support or align with the target outcome(s); indicate the status: “In Progress,” “Achieved,” or “Not Achieved.”

Hypothetical example:

Short-Term (Year 1) Outcomes <i>(as indicated on the Program Model)</i>	Actual Short-Term (Year 1) Outcomes <i>(as indicated by data & findings)</i>	Status
<ul style="list-style-type: none"> • BTE students acquire key college and career readiness skills 	<ul style="list-style-type: none"> • Significant increase in BTE students rating their skill level as “Good” or “Very Good” between baseline and Yr 1 in the categories of leadership (68% to 80%); presentation skills (74% to 83%); and innovating (79% to 97%). 	In Progress
<ul style="list-style-type: none"> • 80% of BTE students improve their GPA. 	<ul style="list-style-type: none"> • 75% of BTE students improved their GPA. 	Not Achieved