

MLSC Secondary Education Grant-Year 1 Annual Report Sample

Program Information

* 1. Grant Recipient: Name of School District/Organization

* 2. Primary Contact

Name

Email

Phone

* 3. Award Amount

* 4. Name and brief overview of grant-funded program/course (1-2 sentences):

* 5. Schools (and grades) served by the grant:

* 6. Was this grant for a new program/course?

☐ Yes

☐ No

☐ Other (please specify)

* 7. Is this program part of the school's core curriculum (required course) or is it an elective course/program?

☐ Part of core curriculum (required course)

☐ An elective course/program

☐ Other (please specify)

* 8. Program Data

Number of students
previously enrolled in
program/training:

Number of students
currently enrolled in
program/training:

If applicable,
breakdown current
students by year in
school:

Number of students
participating in out-of-
school time STEM
related activities (after
school, weekend,
summer):

Please list out-of-
school time STEM
programs attended:

Are STEM
apprenticeship/interns
hip opportunities
available to students?
If yes, describe these
opportunities.

Number of students
participating in STEM
apprenticeships/intern
ships:

Number of students
who successfully
completed their life
sciences program:

Comment on any
changes in
performance,
engagement and
interest in life sciences
among students during
or after taking the
program/course:

(For high school
seniors only) Number
of graduates planning
to enter college
majoring in STEM:

(For high school
seniors only) Percent
of graduates planning
to enter college
majoring in STEM:

(For all other
participating grades)
Number of students
PLANNING TO enter
college majoring in
STEM:

(For all other
participating grades)
Percent of students
PLANNING TO enter
college majoring in
STEM:

(For high school
seniors only) Number
of graduates entering
post-graduation
training programs in
STEM:

(For high school
seniors only) Percent
of graduates entering
post-graduation
training programs in
STEM:

(For all other
participating grades)
Number of students
PLANNING TO enter
post-graduation
training programs in
STEM:

(For all other
participating grades)
Percent of students
PLANNING TO enter
post-graduation
training programs in
STEM:

(For high school
seniors only) Number
of graduates entering
life sciences workforce
post-graduation:

(For high school
seniors only) Percent
of graduates entering
life sciences workforce
post-graduation:

(For all other
participating grades)
Number of students
PLANNING TO enter
life sciences workforce
post-graduation:

(For all other
participating grades)
Percent of students
PLANNING TO enter
life sciences workforce
post-graduation:

9. Please use this space to write additional comments or expand upon responses from the previous question, as needed.

STEM Equipment

* 10. How have MLSC grant funds impacted the capacity, effectiveness, and quality of instruction and workforce preparedness provided by your school or training program? (Select all that apply.)

- ☐ Expanded program and/or course offerings.
- ☐ Acquisition of advanced equipment and technology for improved training and delivery.
- ☐ Hired additional qualified teachers to cater to growing demand.
- ☐ Implemented updated curriculum aligned with industry standards.
- ☐ Industry engagement for enhanced skills training.
- ☐ Increased internships within the life sciences industry.
- ☐ Enhanced student support services, career awareness, networking opportunities.
- ☐ Expanded professional development opportunities for faculty and staff.
- ☐ Other (please specify)

11. As a result of the grant funding, what types of training, workshops, or certifications were offered to students? (Select all that apply.)

- ☐ Soft skills development
- ☐ Technical skills training
- ☐ Career Awareness
- ☐ Career fairs/Networking events
- ☐ Industry-specific certifications
- ☐ Other (please specify)

* 12. Describe the career awareness and exploration activities students participated in during your program this year?

* 13. Describe the types of skills development, training, workshops, or certifications you selected above.

* 14. What metrics were used to measure the success and impact of the program, how was each area assessed, and what were the outcomes of your evaluations? (Describe all that apply).

Note: The following question asks for more information about **skills and knowledge assessment**; you can provide specific data and more detail there.

Continuing education
in STEM fields.

Number of internships
secured.

Comprehensive
evaluation of student
post-program skills
and knowledge.

Evaluation of student
professional (soft)
skills development.

Student satisfaction
with the program.

Student awareness
and understanding of
life sciences careers.

Standardized test
score performance
(MCAS, AP Exams,
etc.).

* 15. How were skills and knowledge changes evaluated, and what were the outcomes of your evaluations?

(Describe all that apply; include data such as average assessment scores, # students assessed, pre-assessment comparison data, assessment topics, etc.)

The Biotechnology Aptitude and Competency Exam (BACE)	
Micro credentials	
Badges	
Lesson/unit quiz or test	
Other performance assessment activity	

16. Optional: Use this space to upload any supporting documentation related to your evaluations or outcomes analysis.

Choose File

Choose File

No file chosen

17. Grade 5 Science MCAS Performance (if applicable): Provide a summary of how students participating in the grant-funded course/program performed on the most recent Grade 5 MCAS.

Number of students assessed:

Number of students "Exceeding Expectations":

Percent of students "Exceeding Expectations":

Number of students "Meeting Expectations":

Percent of students "Meeting Expectations":

Number of students "Partially Meeting Expectations":

Percent of students "Partially Meeting Expectations":

Number of students "Not Meeting Expectations":

Percent of students "Not Meeting Expectations":

18. Grade 5 Science MCAS Performance Trends (if applicable): After participation in grant-funded programs, were there any trends in performance on the most recent Grade 5 Science MCAS? In your narrative, reference specific scoring data from current and previous years as relevant.

Increased performance (describe):

Decreased performance (describe):

No change in performance (describe):

19. Grade 8 Science MCAS Performance (if applicable): Provide a summary of how students participating in the grant-funded course/program performed on the most recent Grade 8 MCAS.

Number of students assessed:

Number of students "Exceeding Expectations":

Percent of students "Exceeding Expectations":

Number of students "Meeting Expectations":

Percent of students "Meeting Expectations":

Number of students "Partially Meeting Expectations":

Percent of students "Partially Meeting Expectations":

Number of students "Not Meeting Expectations":

Percent of students "Not Meeting Expectations":

20. Grade 8 Science MCAS Performance Trends (if applicable): After participation in grant-funded programs, were there any trends in performance on the most recent Grade 8 Science MCAS? In your narrative, reference specific scoring data from current and previous years as relevant.

Increased performance (describe):

Decreased performance (describe):

No change in performance (describe):

21. Grade 10 Science MCAS Performance (if applicable): Provide a summary of how students participating in the grant-funded course/program performed on the most recent Grade 10 Science MCAS.

Number of students assessed:

Number of students "Exceeding Expectations":

Percent of students "Exceeding Expectations":

Number of students "Meeting Expectations":

Percent of students "Meeting Expectations":

Number of students "Partially Meeting Expectations":

Percent of students "Partially Meeting Expectations":

Number of students "Not Meeting Expectations":

Percent of students "Not Meeting Expectations":

22. Grade 10 Science MCAS Performance Trends (if applicable): After participation in grant-funded programs, were there any trends in performance on the most recent Grade 10 Biology MCAS? In your narrative, reference specific scoring data from current and previous years as relevant.

Increased performance (describe):

Decreased performance (describe):

No change in performance (describe):

23. AP Biology Exam (if applicable): Provide a summary of how students participating in the grant-funded course/program performed on most recent the AP Biology Exam.

Number of students
assessed:

Number of students
receiving a 5
("Extremely Well
Qualified"):

Percent of students
receiving a 5
("Extremely Well
Qualified"):

Number of students
receiving a 4 ("Well
Qualified"):

Percent of students
receiving a 4 ("Well
Qualified"):

Number of students
receiving a 3
("Qualified"):

Percent of students
receiving a 3
("Qualified"):

Number of students
receiving a 2 or 1:

Percent of students
receiving a 2 or 1:

24. AP Biology Exam Performance Trends (if applicable): After participation in grant-funded programs, were there any trends in performance on the most AP Biology Exam? In your narrative, reference specific scoring data from current and previous years as relevant.

Increased
performance
(describe):

Decreased
performance
(describe):

No change in
performance
(describe):

25. AP Chemistry Exam (if applicable): Provide a summary of how students participating in the grant-funded course/program performed on most recent the AP Chemistry Exam.

Number of students
assessed:

Number of students
receiving a 5
("Extremely Well
Qualified"):

Percent of students
receiving a 5
("Extremely Well
Qualified"):

Number of students
receiving a 4 ("Well
Qualified"):

Percent of students
receiving a 4 ("Well
Qualified"):

Number of students
receiving a 3
("Qualified"):

Percent of students
receiving a 3
("Qualified"):

Number of students
receiving a 2 or 1:

Percent of students
receiving a 2 or 1:

26. AP Chemistry Exam Performance Trends (if applicable): After participation in grant-funded programs, were there any trends in performance on the most AP Chemistry Exam? In your narrative, reference specific scoring data from current and previous years as relevant.

Increased
performance
(describe):

Decreased
performance
(describe):

No change in
performance
(describe):

* 27. Create and upload a report that analyzes and compares the data from your pre-program and pos-program surveys.

(As applicable to your survey, summarize changes in STEM/life sciences technical skills proficiency; content knowledge; confidence and/or interest in pursuing STEM/life sciences educational pathways; awareness and understanding of STEM (AND specifically life sciences) careers; confidence and/or interest in pursuing STEM/life sciences careers; professional (soft) skills proficiency; etc.)

Choose File

Choose File

No file chosen

* 28. Include several student testimonials regarding participation in the program.

Choose File

Choose File

No file chosen

* 29. Upload a copy of your student pre-program survey.

Choose File

Choose File

No file chosen

* 30. Upload a copy of your student post-program survey.

Choose File

Choose File

No file chosen

* 31. How have the grant funds impacted the capacity of your organization to deliver instruction/workforce preparedness programs? (Select all that apply.)

- ☐ Expanded physical infrastructure/facilities to accommodate more students/participants.
- ☐ Expanded physical infrastructure/facilities for equipment/instruments.
- ☐ Enhanced technology and equipment for improved training delivery.
- ☐ Increased the number of qualified instructors/trainers.
- ☐ Other (please specify)

32. Provide additional comments for the previous question if needed:

* 33. Which specific areas have seen the most significant positive impact from the grant funds? (Select all that apply.)

- ☐ Expansion of program offerings to meet industry demands.
- ☐ Increased enrollment and interest in programs.
- ☐ Upgrading and modernizing existing training facilities.
- ☐ Developing new partnerships with employers and industries.
- ☐ Positive feedback from employers about workforce readiness.
- ☐ Positive feedback from graduates about workforce readiness.
- ☐ Other (please specify)

34. Provide additional comments for the previous question if needed:

* 35. What role have industry partners served thus far? (Select all that apply.)

- ☐ Provided skills training.
- ☐ Hosted interns.
- ☐ Consulted on high-demand skills for curriculum/program enhancement.
- ☐ Supported with instrument set-up/operation.
- ☐ Participated in guest lectures.
- ☐ Provided student mentoring.
- ☐ Other (please specify)

36. Provide additional comments for the previous question if needed:

* 37. How has the grant impacted the organization's ability to adapt to changing workforce demands and technological advancements? (Select all that apply.)

- ☐ Updated curriculum to incorporate emerging industry trends.
- ☐ Investment in state-of-the-art equipment and technology.
- ☐ Enhanced partnerships with local businesses and industries.
- ☐ Other (please specify)

38. Provide additional comments for the previous question if needed:

* 39. How has the grant allowed your organization to address the workforce needs of underrepresented communities? (Select all that apply.)

- ☐ Targeted outreach and recruitment efforts in specific communities.
- ☐ Customized training programs to address unique challenges of certain groups.
- ☐ Scholarships or financial assistance for students from underserved backgrounds.
- ☐ Other (please specify)

40. Provide additional comments for the previous question if needed:

* 41. What challenges or obstacles were encountered during the implementation of the workforce development initiatives? (Select all that apply.)

- ☐ Insufficient funding to execute planned initiatives.
- ☐ Difficulty in finding qualified instructors or trainers.
- ☐ Long lead times for delivery of equipment/instruments.
- ☐ Student recruitment fell short of the expected level.
- ☐ Student retention through program.
- ☐ Other (please specify)

* 42. How were these challenges addressed?

Professional Development (PD)

* 43. Professional Development (PD) training Data (if applicable)

Number of teachers
who received PD
training related to
grant funded life
sciences
course/program:

How many PD courses
were offered to
teachers?

What was the average
duration of each
course?

What were the topics
of the PD trainings?

Were teachers who
received PD in the
previous year able to
train or mentor other
teachers in the same
content during the
current year?

Number of students
directly impacted by
the PD training:

If applicable, break
down students'
numbers by grade
level.

44. Please use this space to write additional comments or expand upon responses from the previous question, as needed.

* 45. What subjects/topics benefitted directly from the PD training? (Select all that apply.)

- ☐ Science (Middle School)
- ☐ Biology/Biotech (High School)
- ☐ Chemistry (High School)
- ☐ Physics (High School)
- ☐ Engineering/Robotics
- ☐ Computer Science
- ☐ Other/Electives (please specify)

46. Provide additional comments for the previous question if needed:

* 47. Which PD provider(s) were used by your organization?

☐ MassBioEd (BioTeach or ACCESS)

☐ Project Lead the Way (PLTW)

☐ Kessler Science

☐ Becton, Dickson & Co.

☐ Amgen Biotech Experience (ABE)

☐ BioBuilder

☐ Other (please specify)

* 48. What modifications and improvements to the curriculum have been made or planned after the PD training?

* 49. How did (or will) the PD training impact the quality and delivery of life sciences curriculum?

50. Please include any other information or comments related to PD that will help us to understand the impact for students at your school.