Executive Summary

Skills Iowa FY 2009: PR/Award # U215K090064

Skills Iowa was implemented in 300 schools across Iowa serving approximately 86,000 Iowa students in grades 3 through 12 and their nearly 4000 teachers and principals in the 2009-10 school year. Students who participated were able to access two on-line technology programs:

1. Assessment Center - a formative assessment program in mathematics, reading comprehension, and the conventions of language published by CoreK-12.
2. Skills Tutor – 1300 online tutorials in reading comprehension, vocabulary, language arts, mathematics, library skills, and science published by Houghton-Mifflin.

Students were able to access these two programs wherever they had access to the Internet.

Schools participating in the project received the following:

- An approximate average of 16 hours of training at the school site in the use of the technology tools and formative assessment
- Benchmark assessments in both reading comprehension (9 annually, offered monthly) and mathematics (3 annually, offered in the fall, winter, and spring) which allowed the schools to compare the performance of their students to the standards, as well as to the performance of other students in the state on assessments aligned to the Iowa Core Curriculum
- Writing prompts developed for use with benchmark assessments
- Ability for teachers to develop standards –based assessments in mathematics, reading comprehension, and the conventions of language to be used for pre- or post-assessments, as well as progress monitoring purposes
- Support for differentiation through data reports that inform teachers and schools what students need to learn, so lessons can be designed addressing those needs; also support for differentiation through Skills Tutor lessons which can be individually assigned based on student need
- Web-based electronic reports on student usage and performance in both technology programs
- Web-based electronic reports on teacher usage and the accessing of reports in both programs
- Access to leadership opportunities related to the project and school improvement
- Support from a trainer assigned specifically to each school always available to answer implementation questions on the phone, through email, or in person
- Access to a website and an electronic newsletter that provided support in product usage and school improvement.

The project directors and trainers strived for implementation with integrity across the state of Iowa. This project was operated from the premise that training and support leads to implementation and without implementation the project wouldn't have any effect on student learning. Ninety-three percent of the 300 participating schools were provided initial training for the school year by the end of October of the 2009-10 and follow-up and support was provided to 90% of the schools throughout the year. The schools that did not receive follow-up chose not to, though it was offered and encouraged. Survey and student learning data demonstrated that the more training teachers had in the use of the tools and formative assessment, the more they used the tools, the more valuable they found the tools to be in their classroom instruction, and the higher results they achieved in student learning.

Skills Iowa schools have a higher percent of low SES students than the state average and schools not participating in the project, primarily due to the higher percent of urban students being served in the Skills Iowa project. On the Iowa Tests, Iowa's state assessment for NCLB purposes, Skills Iowa students perform below the state average and below schools in Iowa not participating in Skills Iowa. However, when the data is further analyzed and the variable of Skills Iowa usage is studied, average proficiency on the Iowa Tests increases as usage increases. Additionally, continuing users of Skills Iowa average over 8% higher proficiency in both math and reading comprehension than those schools that have dropped out of the project.

According to the Iowa School Boards Foundation in 2009, the Iowa Core Curriculum (ICC) compares favorably to challenging curriculum in states identified as making achievement gains and closing the achievement gap. This curriculum was approved by the Iowa Legislature with adoption expected at all grade levels by the 2014-15 school year. Assessments of the Iowa Core have yet to be developed and Iowa still relies on the Iowa Tests as its state test. The Iowa Tests were originally developed as norm referenced assessments, but adopted as the state test in Iowa at the onset of NCLB. Seeing the need for common, standards-referenced assessments so schools could monitor student progress and implementation of the ICC, Skills Iowa developed benchmark assessments in grades 3-8 and one at the high school level in both reading and mathematics aligned to the Iowa Core. The math benchmarks were offered in August/September 2009, January 2010, and May 2010. The reading benchmarks were offered monthly.

The reading benchmarks did not offer assessment of the same skills and concepts throughout the year. The schools that utilized these reading benchmarks well analyzed their data and taught the skill and concept deficits identified in the benchmarks to their students. The math benchmarks were given three times annually as previously noted and covered the same skills, so schools were able to analyze growth over the course of the year. Also in math, schools that used the data well analyzed the math results and taught students the skills and concepts identified as deficits by the math benchmarks. Additionally, schools that used the programs well assigned Skills Tutor lessons to address deficit areas. Statewide the math benchmarks demonstrated little growth between the fall and winter tests, but more significant growth in the spring assessment. Also usage and the accessing of reports in the programs were tracked. It was found that the teachers whose students performed in the upper quartile on the math benchmarks used the programs twice as much as those students whose teachers performed in the lower quartile.

Overall, the data finds correlation between usage of the Skills Iowa tools and student learning in math and reading as measured by both the Iowa Tests and the Skills Iowa benchmark assessments. Training and support led to higher usage.

Delagardelle, Mary. *Third year's findings*. Iowa School Boards Foundation. http://www.schoolboardresearch.org/section/topics/standassess. March 12, 2009.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): U215K090064

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

Goal 1: Eligible teachers and principals will have the technical know-how to use the two Skills Iowa tools (Assessment Center and Skills Tutor).

1. Project Objective [ ] Check if this is a status update for the previous budget period.

Initial training for new and returning schools in how to use the tools will be provided in the two programs included in the Skills Iowa program to at least 90% of the schools no later than October 31, 2009.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report percent of schools trained by October 31, 2009.	Program		270/300	90	279	279/300	93

2. Project Objective [ ] Check if this is a status update for the previous budget period.

Follow-up training will be provided throughout the school year to ensure usage and implementation in at least 90% of the schools in the project.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report percent of schools provided follow up training by June 30, 2010.	Program		270 /300			271 /300	90

3. Project Objective [ ] Check if this is a status update for the previous budget period.

Skills Iowa will provide web-based support resources to support implementation of the Skills Iowa project throughout the length of the project, including a web site, blog, and other Internet resources the project identifies as useful.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Skills Iowa website and blog will be updated at least quarterly and updates will be reported.	Program		4 /4	100		4/4	100

Skills Iowa updated the blog almost weekly during the 2009-10 school year, certainly more than once quarterly. Additionally, benchmark writing prompts were added monthly throughout the school year. Also, codes to take the benchmarks (an optional feature of the program) were also posted monthly throughout the school year. Best practices were posted one of the quarters.

Goal 2: Teachers will use the Skills Iowa tools to identify and respond to student academic needs in reading comprehension and/or mathematics.

1. Project Objective [ ] Check if this is a status update for the previous budget period.

90% of schools will have training in accessing and analyzing reports generated by the programs and using the data to plan lessons based on student need. All follow-up training and support will include accessing and analyzing reports and using data to plan lessons based on student need.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report percent of schools provided follow up training by June 30, 2010. (same progress measure as Goal 1, Objective 2)	Program		270 /300	90		271 /300	90

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A sample of teachers will self report on a survey their use of data to drive instruction. (80% added – didn't write in a percent in original report)	Program		582/727	80		597/727	82

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2. Project Objective [ ] Check if this is a status update for the previous budget period.

Thirty-three percent of the participating students will take assessments at least once monthly.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students taking at least one assessment monthly. **September 2009**	Program		26,651/79,955	33		28,556/79,955	36

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students taking at least one assessment monthly. **October 2009**	Program		27,349/82,047	33		30,580/82.047	37%

1.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students taking at least one assessment monthly. **November 2009**	Program		27,349/82,047	33		30,777/82,047	37

1.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students taking at least one assessment monthly. **December 2009**	Program		28,056/84,168	33		27,269/84,168	32

1.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students taking at least one assessment monthly. **January 2010**	Program		28,122/84.364	33		30,899/84,364	37

1.f. Performance Measure	Measure Type	Quantitative Data

Project manager will report total percent of students taking at least one assessment monthly. **February 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,160/84,478	**33**		**29,428/84,478**	**35**
1.g. Performance Measure	**Measure Type**	**Quantitative Data**					
Project manager will report total percent of students taking at least one assessment monthly. **March 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,194/84,581	**33**		**30,282/84,581**	**36**
1.h. Performance Measure	**Measure Type**	**Quantitative Data**					
Project manager will report total percent of students taking at least one assessment monthly. **April 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,229/84,635	**33**		26,759/84,685	**32**
1.i. Performance Measure	**Measure Type**	**Quantitative Data**					
Project manager will report total percent of students taking at least one assessment monthly. **May 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,229/84,685	**33**		25,760/84,685	**30**
1.j. Performance Measure	**Measure Type**	**Quantitative Data**					
Project manager will report total percent of students taking at least one assessment monthly. **Percent of students in the project using Assessment Center at some time throughout the school year**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,640/85,922	**33**		**52,449/85,922**	**61**

3. Project Objective [ ] Check if this is a status update for the previous budget period.

Thirty-three percent of the participating students will access lessons in the tutorial program at least once monthly.

2a. . Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **September 2009**	Program		26,651/79,955	33		13,516/79,955	17

2b. . Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **October 2009**	Program		27,349/82,047	33		18,398/82,047	22

2c. . Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **November 2009**	Program		27,349/82,047	33		19,238/82,047	23%

2d. . Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **December 2009**	Program		28,056/84,168	33		15,262/84,168	18

2e . Performance Measure	Measure Type	Quantitative Data					
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **January 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,122/84,364	**33**		18,114/84,364	21

2f . Performance Measure	Measure Type	Quantitative Data					
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **February 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,160/84,478	**33**		18,624/84,478	22

2g . Performance Measure	Measure Type	Quantitative Data					
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **March 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,194/84,581	**33**		20,775/84,581	25

2h. Performance Measure	Measure Type	Quantitative Data					
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **April 2010**	**Program**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			28,229/84,685	**33**		17,792/84,685	21

2i . Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students accessing lessons in the tutorial program monthly. **May 2010**			28,229/84,685	33		12,911/84,685	15

2.j. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report total percent of students taking at least one assessment monthly. **Percent of students in the project using Skills Tutor at some time throughout the school year**	Program		28,641/85,922	33		39,586/85,922	46

Goal 3: The Skills Iowa project will develop leadership for using these tools at all levels of the system.

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1. Project Objective [ ] Check if this is a status update for the previous budget period.

Seventy-five percent of schools participating will develop an implementation plan for Skills Iowa and monitor progress on the plan.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Project manager will report percent of schools that developed implementation plans.			225 /300	75		274 /300	91

Project will provide at least two regional and/or professional development leadership opportunities for Skills Iowa participants in Iowa.

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
At least 25% of the participating schools will have representation at one of the leadership opportunities provided. This will be reported.			25/100	25		23 /100	23

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Skills Iowa Project Evaluation

Project evaluation will use these sources of data:

- Data listed above with goals and objectives. (training and usage)
- Survey data from a sample of teachers identifying their level of use of the Skills Iowa tools, their understanding of formative assessment to improve student learning, and their belief in the value of the Skills Iowa tools. This data will be collected by May 31, 2010.
- Skills Iowa offers monthly benchmark assessments in reading and three benchmarks in math annually. We will analyze that data by genre in reading and the three in math to determine whether student learning has improved in the aggregate in mathematics and reading.

Since the training provided to schools will focus primarily on the implementation of the program and assisting teachers in using the program well, it is appropriate that training hours, usage, and teacher knowledge, skills and dispositions be studied. Additionally, we would hope that usage of these tools would lead to elevated student learning, thus the collection of some student learning data.

Skills Iowa Final Report – 2009-10

The table below includes Skills Iowa schools' performances on the Iowa Tests during the 2009-10 school year, usage information, and enrollment. The table provides some interesting information:

- The economically disadvantaged enrollment in Skills Iowa is higher than all schools in the state and higher than schools not enrolled in Skills Iowa. This is most likely due to the high percentage of urban students being served in the project.
- The levels (1, 2, 3, and 4) listed are levels of usage (Level 1 users are the highest using 25% of the schools in the project down to Level 4 being the lowest using 25% of schools in the project). You will note that proficiency on the Iowa Tests in both math and reading improves as usage improves. Additionally, you will note that the achievement gap is wider in the lowest 50%of users than the highest 50%.
- Schools that are new and continuing users of Skills Iowa have a higher proficiency average in both math and reading than schools that drop out of Skills Iowa. Continuing users of Skills Iowa have over an 8% higher proficiency average than those schools that drop Skills Iowa in both math and reading..

Mathematics Scores on Iowa Tests for Skills Iowa and Non-Skills Iowa Schools
2009-10 School Year

2009-2010	Enrollment	Economically Disadvantaged Enrollment	% Economically Disadvantaged	% Profcient on Iowa Tests	% Economically Proficient on Iowa Tests	% Non-Economically Proficient on Iowa Tests	Achievement Gap on Iowa Tests
State/Iowa	223006	73525	32.97%	78.72%	65.39%	85.28%	19.89%
Non Skills Iowa (SI) Enrollment	171444	51974	30.32%	79.92%	66.65%	85.70%	19.04%
SI Enrollment	51562	21551	41.80%	74.72%	62.34%	83.60%	21.26%
New SI Schools	16859	7598	45.07%	73.56%	62.37%	82.73%	20.36%
Dropped from SI	9689	5278	54.47%	69.09%	59.08%	81.07%	21.99%
Continuing Users of SI^	25516	8978	35.19%	77.54%	64.25%	84.75%	20.51%
Level 1 - Usage	11760	4119	35.03%	79.02%	67.05%	85.47%	18.41%
Level 2 - Usage	12425	4685	37.71%	77.34%	66.17%	84.11%	17.94%
Level 3 - Usage	13700	6020	43.94%	73.77%	61.68%	83.24%	21.56%
Level 4 - Usage	13677	6727	49.18%	69.58%	57.38%	81.39%	24.01%
Davenport *	1096	693	63.23%	60.49%	52.96%	73.45%	20.49%
Des Moines *	9504	6069	63.86%	64.49%	55.56%	80.26%	24.70%
Dubuque*	540	267	49.44%	67.97%	55.06%	80.59%	25.53%
Sioux City *	914	573	62.69%	70.35%	65.97%	77.72%	11.75%
Waterloo *	4424	2598	58.73%	63.90%	54.66%	77.05%	22.39%
NonUrban	35084	11351	32.35%	79.52%	68.28%	84.89%	16.61%

Reading Scores on Iowa Tests for Skills Iowa and Non-Skills Iowa Schools
2009-10 School Year

2009-2010	Enrollment	Economically Disadvantaged Enrollment	% Economically Disadvantaged	% Profcient on Iowa Tests	% Economically Proficient on Iowa Tests	% Non-Economically Proficient on Iowa Tests	Achievement Gap on Iowa Tests
State/Iowa	223174	73655	33.00%	76.11%	62.34%	82.89%	20.55%
Non Skills Iowa (SI) Enrollment	171713	52038	30.31%	77.52%	63.89%	83.44%	19.56%
SI Enrollment	51461	21617	42.01%	71.41%	58.61%	80.67%	22.06%
New SI Schools	16780	7633	45.49%	71.10%	59.41%	80.85%	21.43%
Dropped from SI	9660	5283	54.69%	63.49%	52.37%	76.91%	24.53%
Continuing Users of SI^	25523	9004	35.28%	74.52%	61.53%	81.61%	20.08%
Level 1 - Usage	11740	4129	35.17%	76.00%	63.91%	82.55%	18.64%
Level 2 - Usage	12443	4705	37.81%	73.56%	62.91%	80.03%	17.12%
Level 3 - Usage	13733	6039	43.97%	70.69%	57.61%	80.95%	23.34%
Level 4 - Usage	13545	6744	49.79%	66.18%	53.26%	78.99%	25.73%
Davenport *	1099	696	63.33%	57.87%	49.57%	72.21%	22.64%
Des Moines *	9516	6076	63.85%	60.24%	50.08%	78.17%	28.09%
Dubuque*	541	268	49.54%	56.93%	42.54%	71.07%	28.53%
Sioux City *	915	574	62.73%	68.74%	62.37%	79.47%	17.09%
Waterloo *	4397	2605	59.24%	63.50%	53.59%	77.90%	24.31%
NonUrban	34993	11398	32.57%	76.16%	65.04%	81.53%	16.48%

^ A continuing user is one who has been in the program this year for the first time, as well as previous years.
*Urban Schools

Math Benchmark Scores 2009-10

Data Highlights

- The Benchmark Assessments are aligned to the Iowa Core Curriculum, which was found to be as rigorous as state standards in states identified as improving achievement and closing the gap (in an analysis done by the Iowa School Boards Foundation in 2009). In general, the ICC is significantly more rigorous than the Iowa Standards, on which the Iowa Tests are based. These benchmark assessments provide an opportunity for Iowa schools to analyze how their students are doing on the more rigorous Iowa Core Curriculum.
- Number of students taking the assessment diminished as school year progressed.
- Increase from the Math 1 test to Math 2 test was minimal.
- While this is not evident in the chart, the teachers with students scoring the highest on the benchmarks at the end of the year, used the program twice as much as the lowest using teachers.

Grade Level	Math 1 (August/September Average Score	Math 2 January Average Score	Math 3 May Average Score
3	**49.2%** 1815 students took test	**51.5%** 1844 students took test	**69.3%** 1766 students took test
4	**56.5%** 2285 students took test	**58.2%** 2372 students took test	**65.2%** 2385 students took test
5	**51.0%** 2810 students took test	**60.8%** 2496 students took test	**72.4%** 2152 students took test
6	**53.8%** 2659 students took test	**57.1%** 2914 students took test	**66.4%** 2574 students took test
7	**51.3%** 2417 students took test	**56%** 2799 students took test	**64.3%** 2376 students took test

8	**54.9%** 2371 students took test	**61.6%** 2748 students took test	**66.3%** 2282 students took test
HS	**42.8%** 1741 students took test	**42.8%** 1017 students took test	**51.7%** 685 students took test

Reading Benchmark Scores, Skills Iowa 2009-10

Data Reflections:

- The Benchmark Assessments are aligned to the Iowa Core Curriculum (ICC), which was found to be as rigorous as state standards in states identified as improving achievement and closing the gap (in an analysis done by the Iowa School Boards Foundation in 2009). In general, the ICC is significantly more rigorous than the Iowa Standards, on which the Iowa Tests are based. These benchmark assessments provide an opportunity for Iowa schools to analyze how their students are doing on the more rigorous Iowa Core Curriculum.
- Scores would indicate Benchmarks, particularly functional documents, are not indicators of growth over time. This is due to different skills tested each time on Benchmarks assessments
- Value of benchmarks is found in skill data used to drive instruction.
- As in math, number of students taking assessments diminished over school year.

	Fall Nonfiction	Winter Nonfiction	Spring Nonfiction
3	22	39	30
4	61	77	77
5	42	40	80
6	37	50	51
7	57	67	67
8	30	37	70
HS	22	59	75

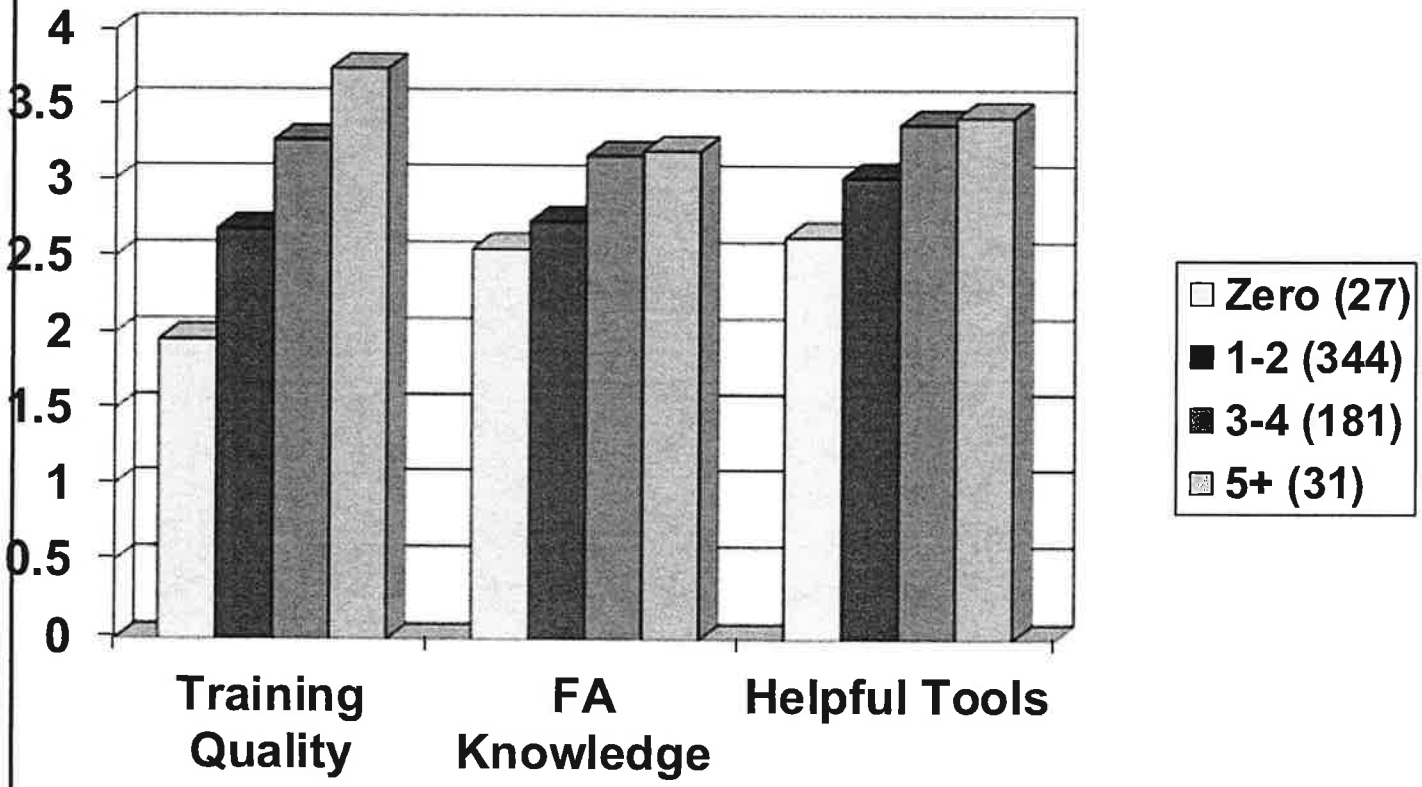
	Fall Functional Documents	Winter Functional Documents	Spring Functional Documents
3	71	66	87
4	82	49	75
5	81	84	69
6	44	71	88
7	32	74	52
8	66	60	86
HS	39	54	45

	Fall Fiction	Winter Fiction	Spring Fiction
3	53	57	74
4	29	77	88
5	50	68	69
6	60	47	80
7	57	81	58
8	51	84	70
HS	70	58	85

Impact of Training on Teacher Skill and Disposition Toward Skills Iowa
2009-10, Spring Survey

Data Reflections:

- The light blue (first bar) represents teachers who responded who had had no training, the navy blue (second bar) represents teacher responses of those participating in one to two training sessions, the aqua (third bar) represents teacher responses participating in three to four training sessions, and the lime green (fourth bar) represents teacher responses attending 5 or more training sessions.
- The questions asked were these,
  - How would you rate the training quality on a scale of 0-4?
  - What is your level of understanding of formative assessment on a scale of 0-4?
  - Do you find the Skills Iowa tools to be helpful in your classroom work (on a scale of 0-4)?
- The more training teachers received, the higher their response on every question


4
3.5
3
2.5
2
1.5
1
0.5
0
Training Quality
FA Knowledge
Helpful Tools
Zero (27)
1-2 (344)
3-4 (181)
5+ (31)

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): _U215K090064_____

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

See attached Excel spreadsheet. Total expenses equal total funds received of $3,304,453.09. Original budget was $3,330,000.00. Unspent funds not needed for grant performance are $25,546.91.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Iowa Association of School Boards
USDE Grant U215K090064
2009-2010

Line Items	Original Budget	Total Expenses	Draw #1	Draw #2	Draw #3	Draw #4	Draw #5	Draw #6	Total Expenses
Personnel	121,460.00	95,370.35		32,767.28	20,909.52	21,693.55	-	20,000.00	95,370.35
Benefits	25,507.00	25,725.53		10,495.17	7,366.07	7,864.29	-	-	25,725.53
Travel	128,000.00	110,751.12		59,935.05	15,965.28	13,030.57	5,202.37	16,617.85	110,751.12
Supplies	24,000.00	20,115.29		5,116.46	2,325.69	1,211.22	1,074.13	10,387.79	20,115.29
Contractual	2,780,700.00	2,801,401.81	2,390,400.00	269,265.92	47,607.97	24,840.69	10,706.07	58,581.16	2,801,401.81
Sub total	3,079,667.00	3,053,364.10	2,390,400.00	377,579.88	94,174.53	68,640.32	16,982.57	105,586.80	3,053,364.10
Indirect	250,333.00	251,088.99	199,598.40	31,527.92	7,863.57	5,787.92	(2,315.42)	8,626.60	251,088.99
Total	3,330,000.00	3,304,453.09	2,589,998.40	409,107.80	102,038.10	74,428.24	14,667.15	114,213.40	3,304,453.09

Note: The original contract award in the file shows a total grant awarded of $3,330,000

Receipts by date received:		
09-09-2009	2,589,998.40	(Draw #1)
04-14-2010	409,107.80	(Draw #2)
05-05-2010	102,038.10	(Draw #3)
03-01-2011	72,923.19	(Draw #4)
05-10-2011	14,667.15	(Draw #5)
08-15-2011	86,939.55	(Draw #6)
01-17-2012	1,505.05	(Draw #4)
05-18-2012	18,314.01	(Draw #6)
09-27-2012	8,959.84	(Draw #6)
Total receipts	3,304,453.09	
Total unallowed costs	-	