TARGET 1, Year 3
Final Evaluation Report

Please email this completed report to the TARGET mailbox at target@tea.state.tx.us on or before, July 31, 2006.

1. Complete the following

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2. Have you made any changes in the evaluation plan?
If yes, please describe.

No further changes will be made in the evaluation plan.

3. Complete the following matrix that relates to <u>formative</u> evaluation activities.

A. Evaluation Activities	**B. Instrument or data gathering methods**	**D. Participants**	**C. Timeline**	**E. Evaluation tasks completed**
Campus technology readiness (all campuses)	TX STaR chart	All participating campuses	Baseline and annually	Report 2 - Baseline charts Report 4 – Tx STaR chart **Report 8 – TX Campus STaR Chart (section 8)**
Teacher technology readiness	TX Teacher STaR Chart	All participating teachers	At the beginning and end of each semester	Report 5 –baseline charts Report 6 – Comparison of 2002-2003, 2003-2004, and 2004-2005 **Report 8 – Teacher STaR Chart (section 8)**
Project Management	Interviews	Key Informants	Ongoing	Report 4 - Project Staff Interviews Report 4 - Collaborative Structures Report 5 – Project Staff E-Interviews Report 6 – Project Staff Interviews Report 7 – Project Staff Interviews **Report 8 - 4a. Project Manager Interview** **4b. Staff Interview**

				4c. Education Specialist Reports
Gen Y students technology skills (group 1)	TA TEKS assessment	Gen Y students	At the end of each semester/year	Report 6 – TA TEKS Survey
Gen Y students and teachers improvement and increased technology use (group 1)	Gen-Y Teacher Partner Survey	Gen-Y Teacher Partner	At the end of each semester/year	Report 2 - Surveys developed Report 4 – Surveys reported **Report 8 – GenYES report (section 8)**
Student achievement (group 1)	TAKS	Students participating in Partner-Teacher class	At the end of each year	Supplemental Report 7 – TAKS scores **Report 8 – TAKS Scores (section 8)**
Participation in GenY program	Web site review		Ongoing	Report 2 - Data of participation in first semester Report 3 – Visits to Gen Y campuses by Project Staff Report 3 – Interviews with Collaborating Teachers and Students Report 3 – Artifact Review of the Gen Y Web site Report 3 – GenY Student Survey baseline Report 4 - GenY Report Report 5 – GenY Report Report 6 – GenY Report

				Report 7 – GenYES Report **Report 8 - 4d GenYES Teacher email survey**
Alternative campuses (group 3)	• ~~SkillCheck~~ • LoTi • ~~Document review of PD plans~~	Staff at Alt. Campus	Baseline survey and at the end of each year • At the end of each year	Report 2 - Baseline for LoTi Report 3 – Skillcheck Report 4 – LoTi report Report 5 – Longitudinal LoTi Report **Report 8 – Longitudinal LoTi Report**
Mentoring program (groups 2, 3, and 4)	• Observation & interview • Mentor surveys and logs • Artifact review • ~~Document review of PD plans~~	Mentor groups	Ongoing	Report 3 – Observations and Interviews of mentors and mentees Report 4 - Observations and Interviews of mentors and mentees Report 5 – E-interviews of mentees Report 5 – Mentor reports Report 6 – Mentor report Report 7 – Mentor reports **Report 8 - 4c. Education Specialist Reports**
Teacher TA skills (groups 2, 3, and 4)	• ~~SkillCheck~~ • LoTi	Mentor teachers	Baseline and at the end of each year	Report 2 - Baseline for LoTi Report 3 – Skillcheck Report 5 – Longitudinal LoTi Report **Report 8 – Longitudinal**

				LoTi Report
Student achievement in mentoring program (groups 2, 3, and 4)	TAKS	Students participating in mentor classrooms	At the end of each year	Report 6 - Interviews and observations Supplemental Report 7 – TAKS scores **Report 8 – TAKS Scores**
Community Involvement	Tech Day survey	Community members	At completion of Tech Days	Report 4 - Tech Fiesta Eval Report 6 - Tech Fiesta Eval

4. For each evaluation task completed (Matrix, Column E), please describe results. Note specific progress and growth since the beginning of grant implementation in the following areas: Student Academic Achievement, Student Technology Proficiency, Teacher Technology Proficiency, and Communication with Parents.

This section includes:

4a. Project Manager Interview
4b. Staff Interview
4c. Education Specialist Reports
4d GenYES Teacher email survey

4a. Project Manager Interview

The project manager was interviewed in late May regarding challenges of the project, sustainability and advice to another fiscal agent about developing a similar project.
It should be noted that the current manager is the fourth person charged with that responsibility since the project began.

Challenges

Responses to this question were broad and numerous, leading the interviewer to group them into three categories. The first category includes challenges related to classroom use of technology. The apparent lack of perceived value for technology-enriched instruction was evidenced in several ways: campuses declined to participate in the GenYES program in Year 3 even though high levels of success had been seen in other campuses in the region; teachers and administrators failed to take advantage of professional development opportunities made available at no cost; and administrators often failed to provide the level of support to make project efforts successful on their campuses. At the beginning of Year 3, staff communicated the expectation to campus administrators that a firm commitment would be required for addition to the GenYES program; when only 3 commitments were received after considerable prodding, the requirement was waived. In addition, staff found it difficult for teachers to understand the concept of meaningful technology integration focused on developing higher order thinking skills. In the situations where schools stayed in the project for three years, providing adequate time for teachers to develop the level of understanding needed, the teachers were described as the "shining stars."

Efforts to respond to these challenges included the use of LoTi to illustrate the difference for teachers between Levels 2 and 3 (incorporating higher order thinking skills) and for administrators to understand how to assess the level of teachers' technology implementation. Modeling, mentoring and coaching were focused on raising the level of implementation. Additional workshops were offered for teachers with content relevant to classroom use of technology; these were made available at no charge. Multiple means of communication were used, including telephone, E-mail, flyers, listservs, campus visits, meetings for technology directors and letters to principals.

A second area of challenge was turnover of teachers and administrators. Progress made during one year was often lost when teachers or administrators or both changed in the following year. The project manager indicated that staff described those situations as starting over each year.

The reduction of funding in Year 3 compounded earlier challenges for project staff. With no incentive funding for professional development (substitute pay or stipends, except for Tech Fiesta), participation was minimal. Staff experienced the obstacles encountered in Years 1 and 2, in combination with an increase in the "starting over" phenomenon as campuses were transitioned from the mentoring strand to GenYES. Only the alternative campuses continued in the original mentoring mode. The number of staff members involved was reduced, so the load became heavier and morale declined accordingly. The primary GenYES staff member resigned in May.

Sustainability

The project manager was instrumental in the decision to include GenYES in the original project design and she indicated pride that the effort has been successful and will be continued in some schools under a negotiated arrangement with the national GenYES office. Those schools will not be identified until later in the summer.

At some of the other campuses, the project has resulted in increased use of technology and associated resources, and has created awareness of technology standards for teachers and students. The resources provided to campuses with project funding probably would not have been available otherwise.

Advice to Others

GenYES would be recommended highly by the project manager. The program is soundly designed, curriculum materials are of high quality, and support provided by the national GenYES office has been timely and reliable.

Looking beyond GenYES, the project manager recommended narrowing the scope of the project. One approach would be focusing only on GenYES. Another might be limiting the number of campuses involved. In either approach, ensuring an adequate staffing level would be critical.

Summary

The project faced numerous challenges that escalated over time; in Year 3, lack of interest and commitment impacted many campuses. The broad scope of the project, the large number of participants and the limited staff created concerns for project management. Despite the challenges, GenYES has been successful on several campuses and will be continued. Resources provided campuses will also continue to be available.

4b. Staff Interview

The education specialists responsible for mentoring, training and teacher support were interviewed in late May. The interview questions focused on challenges of the project, sustainability and advice to another fiscal agent about developing a similar project.
Only one of the specialists was involved with the project from the beginning. Of the three, the one with the least experience with the project joined the ESC staff approximately 1 ½ years ago.

Challenges

The specialists agreed that a major obstacle to teacher implementation of technology was preparation for the TAKS. Efforts were made to help teachers understand that if they used technology throughout the year, students would probably do better on TAKS. Even when GenYES students were assigned to work with partner teachers to support the technology integration process, the teachers indicated they considered the projects as "extra" rather than core teaching. Most teachers waited until after the TAKS testing period (mid-April) to start their projects.

Efforts to deal with the challenge presented by TAKS preparation pressures included giving teachers concrete examples of technology-enriched lessons that had been used successfully with specific grade levels/content areas, in hopes that teachers would find it relatively easy to try the new approach. Other resources were left with teachers to facilitate their developing lessons if an opportunity arose when an education specialist was not available for support. In addition, several options were provided for communication and interaction among teachers with minimal effort on their part (videoconferences, live chats, etc.), but participation was very limited.

A personal challenge for the specialists has been sustaining energy and enthusiasm for the length of the project. Numerous staffing changes at the ESC and on campuses led one specialist to describe her experience as "feeling like a new grant every year." Large numbers of clients with varying levels of commitment to the project also contributed to reported feelings of frustration and wasted effort. One of the specialists had submitted her resignation a few days prior to the interview.

Despite the significant challenges, the education specialists identified areas of personal pride in project activities. One such area resulted from teachers' reporting their use of something learned from an individual or group training session and the positive impact it had on their students. Others included strong relationships developed with some teachers and students, and the leadership opportunities GenYES provided for students.

Sustainability

In discussing the lasting effects of the project, one specialist indicated that, as a result of their participating in the project, multiple technology specialists now can be found on some campuses. These teachers will continue to serve as resource persons for other teachers on the campus and will be strong candidates for the formal designation of "technology specialist," if such positions are established.

Another specialist indicated that some of the teachers are better prepared to integrate technology to improve higher order thinking skills. She related the following story about an alternative campus:

The CARE Academy took advantage of the TARGET Grant workshops available during the summer. The session provided useful information which enabled them to begin their project with confidence. With additional follow-up support provided through campus mentoring, the teachers were able to provide a great group product of their lesson that was shown at Tech Fiesta.

Students who developed technology skills in GenYES classes will continue to be valuable resources as they advance from campus to campus. One district is making an effort to track the students and identify them as resource persons to teachers on their new campuses.

Advice to Others

The education specialists offered the following advice to others who might be considering the development of a similar project. Their suggestions are not prioritized.

- Select campuses that have a strong desire to participate. Perhaps have screening that narrows potential participants to those presenting the strongest case for selection.
- Be sensitive to staff overload. The number of campuses assigned and the amount of time required for travel must be reasonable if staff is to be effective.
- Make every effort to provide continuity of staff at the ESC (or sponsoring entity) and at the campus. Long-term relationships were more effective in this project.
- From the beginning, clearly articulate objectives and outcomes related to classroom instruction.
- Take advantage of this project's experience and learning about working with alternative schools.

Summary

The education specialists have faced significant challenges of TAKS preparation pressure on teachers and personal workload stressors, including limited commitment of teachers, expectations for contact, and turnover in staff at the ESC and the schools. Despite the challenges, they articulated pride in their work and sustaining elements of the project. Their advice to others focused on project design which would make a new project more manageable and increase the likelihood of success.

4c. Education Specialist Reports

GenYES campuses

Twenty-one reports on the status of the GenYES were reviewed. These reports were submitted monthly throughout the school year. The reports indicated many challenges and few successes

with these schools which were continuing the GenYES program. The Ed. Spec. indicated they taught teacher and students about hardware, software, and the GenYES PORT system. They also hand delivered the equipment provided with TARGET funds to each school.

This year in an effort to save money, Region 20 took over the responsibility of reviewing and offering comments on the students' PORTs. Previously this had been done by the GenYES staff.

The reports indicated a number of challenges. Many of the schools started later in the year or never got started at all. Other schools reported slipping time lines and at the end of the year hadn't finished the PORTs. These problems were due to several issues. Some schools had good intentions, but a lack of commitment to the program. Others did not respond to attempts to contact them. One school had network problems. In other schools, new teachers were assigned to the program or the teachers were given too many other responsibilities to attend to GenYES. Several Ed. Spec. mentioned that several times when they delivered equipment or came for a visit, the teacher wasn't available. In many cases, the teachers didn't really get started until the spring semester and then the teachers were consumed by TAKS preparation, so GenYES was delayed until the very end of the year.

Coordinating teachers reported several challenges. Time, of course, was an issue. One teacher only met with her students once a week; another had her students during PE time. Sometimes students would not be able to attend GenYES class because of TAKS tutorials or UIL. A couple teachers mentioned that they had a hard time finding or working with partner teachers.

A few successes were mentioned in the reports. Several of the GenYES students presented at the Region 20 Student Technology Fair and several teachers attended Tech Fiesta. As one report mentioned, "This was a great opportunity to show how GenYES has improved these students' technology skills, communication skills, and self-esteem. The students were excited to be there and loved showing off their projects to all of the visitors." One group of GenYES students produced a video about the project to show to their school board. One school that didn't succeed last year had a successful GenYES program this year. Lytle was extremely pleased with the GenYES program and wants to continue it.

Alternative Campuses

Reports about all the alternative campuses were submitted. During the third year of the TARGET grant, the five alternative campuses are the only groups who are still receiving mentoring and are not involved in the GenYES program. Instead of using GenYES, mentors work individually and in groups with the teachers to help integrate educational technology into their classrooms. Because the schools are campuses for students who have been removed from their home campuses, discipline, short attention spans, and high student turnover rates cause considerable challenges. Long term projects are difficult because the students may not be enrolled long enough to complete them. TAKS is an issue that consumes much of the teachers' attention.

Active administrator support seems to be visible at the Alternative Schools. Principals have requested specific topics for professional development. Another principal called a school-wide meeting to discuss TARGET activities.

The Ed Spec work with the teachers and aides in a number of ways. Short presentations on topics such as privacy issues and individualized help on video production and editing are two instructional methods utilized. The Ed Specs also present information about online resources and teach the teachers how to use different technologies, such as how to set up BLOGS and websites. One school set up two BLOGS, but the BLOGS had limited participation.

4d GenYES Teacher email survey

An email survey was sent to the GenYES teachers in May. Twenty-six surveys were sent out and ten surveys were returned, which resulted in a 38% return rate.

What was the effect of the project on you and your teaching?

Teachers are using technology more often. For example, they said, "I have integrated technology into more aspects of my teaching", "I learned to use more technology in my own classroom" and "This project has allowed me to broadened my horizons in programs and teaching." Several teachers mentioned they are not only using technology more often, but they are also experimenting with a broader range of technology.
Teachers report feeling more confident in using technology in their own teaching and also helping others to use it. One example of increased confidence is the statement of one teacher who mentioned that she seeks "solutions to technology problems rather than give up and say it's too much trouble."

What was the effect of the project on your students?

The teachers mentioned only positive effects of the project on their students. The GenYES projects seemed to motivate the students. Overall, the teachers thought the students enjoyed the projects and mentoring an adult. One teacher said, "They enjoyed the stimulus of learning something and teaching it to someone else." The students in the partner teacher's classroom were excited to have the GenYES students come to their room and teach a lesson. One teacher mentioned that it was good for the younger students to see the GenYES "students in academic roles rather than the athletic role usually portrayed."

Not only were they motivated, but they also learned new skills. One teacher even mentioned that her former students are using the skills they learned in GenYES class and are still teaching others. In addition to the technology skills the students learn, teachers thought that the students became more independent. For example, the students had to arrange times to meet with partner teachers.

The teacher observed that the students developed rapport with their partner teachers. Teachers mentioned that the students have "a better understanding about what their teachers do to prepare for their lessons." The students became "more aware of the professional side of the classroom."

What was the effect of the project on your school?

The GenYES teachers report that other teachers can see the benefit of using technology and would like to use more technology in their classrooms. The other teachers really enjoyed the experience and garnered better understanding of ways that students can help other students. One teacher reported that the whole school was excited about GenYES.

What was the best thing about the project?

Most of the teachers thought the best thing was the effect on the students. They cited the students' growth in self confidence and technology usage and the students' excitement for project-based learning. One teacher reported that the students "were excited about getting to know a[n] elementary teacher and being treated like a young adult taking on responsibility."

Several teachers indicated that the learning was the best part. Participants mentioned their own learning, student and partner teacher learning, and even the learning by the partner teacher's students. One teacher's favorite thing was the partner teachers' comments to her about the "surprise… as to the extra lengths these students went to in order to create a lesson of multiple technology tasks, rather than just a power point, or just a internet research."

A couple of the teacher mentioned the communication and relationships built.

Only one teacher mentioned that the best thing was the equipment that they received.

What was the most challenging thing about the project?

It's not a surprise that time was the most challenging thing to many of the teachers. Not only did teachers mentioned finding time to meet with their students was a challenge, but it was also challenging for the students to meet with the partner teachers. Some teachers found it was also difficult to get the partner teacher to commit to the project.

The only mention of equipment challenges was one teacher who mentioned that equipment was the most challenging thing in the previous two years.

Summary

A final email survey explored the perceptions of the GenYES teachers. All of the effects the teachers listed were beneficial to the participants. Teachers stated they are using more technology with increased confidence. The survey indicated that teachers, the students, the partner teachers, and the partner teachers' students learned a great deal. Many teachers believed that the learning was the best thing about the project. The most challenging thing about the project was finding time to meet with students. Another challenge was the lack of commitment on the part of the partner teachers.

5. Provide a comprehensive overview of the problems or issues (either potential or current) identified as a result of the formative assessment(s). It is anticipated that all grantees have recognized challenges in grant implementation.

See question 6

6. Describe the modifications made to the project as a result of the challenges indicated in item 5.

Problem/Issue	Modification
1. Turnover of teachers, administrators and ESC staff. In numerous instances, the administrator(s) who made the original commitment to participate in the project left the campus and/or district; at some campuses/districts, such turnover occurred more than once during the three years of the project. Teacher turnover occurred regularly, usually at the end of the school year. ESC staff turnover occurred throughout the project, affecting project management and direct support for teachers.	1. Throughout the project, staff found it necessary to repeat orientation and training activities to accommodate teachers and administrators new to the project. As a result, time available for "moving forward" was limited. Changes in management staff at the ESC were handled by moving another staff member into the position of responsibility; in each case, the person moved had prior involvement with the project. Education specialists were replaced with staff new to the Center and detailed orientation was provided by existing staff.
2. Prominent focus on TAKS performance. The pressure to show strong testing performance prevented teachers and administrators from placing priority on technology integration.	2. Staff members made extra efforts to give teachers specific examples of how technology integration could strengthen TAKS knowledge and skills. In most cases, however, the teachers postponed their technology-enriched projects until after the TAKS testing period was over.
3. Lack of administrative support. Staff found it difficult to build momentum for technology integration on campuses where administrators did not indicate that it was a priority.	3. Repeated efforts were made by staff to review the purposes of the project, the value of LoTi data, and the potential benefits to the campus.
4. Staff workload. Funding required limitation of face-to-face contact and, when faced with the challenge of building relationships with teachers amid regular turnover, created frustration for staff	4. Staff members made extra efforts to ensure that time spent on campuses was beneficial to the teacher, being careful to confirm in advance and taking specific resources to address needs. In addition,

regarding lack of progress.	contact via e-mail between visits helped to develop and maintain collegial relationships.
5. Loss of incentive funding for stipends and substitutes. This resulted in very few teachers participating in professional development.	5. ESC-20 made training available for project teachers at no cost and staff used multiple means of communication to inform teachers and administrators of this benefit. In addition, training was offered via videoconferencing in shorter timeframes, after school and during the day.
6. The apparent lack of perceived value for technology-enriched instruction. As a result, participants' benefit from project offerings was limited.	6. Campuses were offered the opportunity to participate in GenYES at no cost during Year 3 of the project. This approach provided a proven model that could build capacity among students to mentor teachers in development of technology skills. Even with successful implementation on several campuses in the region, some of those receiving the offer declined to participate. In addition, some that accepted the offer implemented only minimally.

7. Indicate the total number of professional development hours and the total number of teachers receiving professional development

(Example to calculate hours: Nine (9) teachers attending the same professional session for 5 hours = 45 hours)

Professional Development Hours	
A. Total number of professional development hours	**1992**
B. Total number of teachers attending professional development	**57**

These figures should reflect numbers consistent to the 25% of grant monies being dedicated to professional development. List only the teachers that are participating in the grant activities.

TARGET Workshop Offerings Year 3 (6 hours) (45 teachers times 6 hours = 270)

- Kid Pix & Kidspiration in the K-2 Classroom – 7/5/05
  1 TARGET teacher attended the workshop

- Computer Center Activity Cards for the One-Computer (Few-Computer) Classroom, 3rd-5th grades – 7/7/05
  No TARGET teachers attended the workshop

- EXCEL-lent Ideas for the Technology Enriched Classroom – 7/8/05
  2 TARGET teachers attended the workshop

- Handheld Computers in the Science Classroom – 7/11/05
  Workshop was cancelled due to no participation

- Gen Y Training for Teachers New to the Gen Y Program
  7/15/05 - 2 TARGET teachers attended the workshop
  8/12/05 - 3 TARGET teachers attended the workshop

- Handheld Computers in the Language Arts Classroom – 7/24/05
  No TARGET teachers attended the workshop

- Projects with Publisher for the 3rd-5th Grade Classroom – 7/26/06
  1 TARGET teacher attended the workshop

- Managing Handhelds in the Classroom – 7/28/05
  No TARGET teachers attended the workshop

- Creating Inquiry-Based Projects for K - 5th Grades – 8/4/05
  No TARGET teachers attended the workshop

- Kids & Cameras – 8/8/06
  No TARGET teachers attended the workshop

- EETT (Enhancing Education Through Technology) Academy for Administrators – 10/13/05
  2 TARGET administrators attended the workshop

- Palm Handhelds for Handheld Users (administrators) –
  10/20/05- 1 TARGET administrator attended the workshop
  1/20/06 – 2 TARGET administrators attended the workshop

- Introduction to Palm Handheld Computers - 10/18/05
  1 TARGET teacher attended the workshop

- Pocket PC Handhelds for Handheld Users (administrators)
  10/19/05 - 2 TARGET administrators attended the workshop

- Creating Quality Technology-Infused Projects for 3rd - 5th Grades –10/26/05
  1 TARGET teacher attended the workshop

- Introduction to Adobe Photoshop Elements – 10/31/05
  4 TARGET teachers attended the workshop

- Palm Handhelds in the Classroom – 11/1/05
  1 TARGET teacher attended the workshop

- Creating Quality Technology-Infused Projects for K-2nd Grades – 11/2/05
  1 TARGET teacher attended the workshop

- But I Never Knew THAT! A Conversation About Copyright – 11/07/05
  No TARGET teachers attended the workshop

- Technology Applications Teacher Network Conference – 11/15/05
  13 TARGET teachers attended the event

- Handheld Computers in the Math & Science Classroom – 11/29/05
  No TARGET teachers attended the workshop

- Introduction to Palm Handheld Computers – 1/10/06
  No TARGET teachers attended the workshop

- Wild About Writing: Motivating Reluctant Writers Using Palm Handheld Computers – 1/11/06
  No TARGET teachers attended the workshop

- Blogging in the Classroom – 1/12/06
  Workshop was cancelled due to no participation

- Videography 101: Creating Video Projects – 2/14/06
  1 TARGET teacher attended the workshop

- Tech Fiesta – 4/26/06
  7 TARGET teachers attended the event

VIRTUAL WEDNESDAYS (1 hour) (12 teachers X 1 hour = 12)

- Virtual Wednesday: Apple Learning Interchange – 11/9/06
  No TARGET teachers attended the workshop

- Virtual Wednesday: Digital Storytelling – 3/29/06
  No TARGET teachers attended the workshop

- Virtual Wednesday: Gaming and Simulations in the Classroom - 1/18/06
  2 TARGET teachers attended the workshop

- Virtual Wednesday: Podcasting 101 - 2/15/06
  1 TARGET teacher attended the workshop

- Virtual Wednesday: Collaborative Videoconference Projects – 10/12/06
  1 TARGET teacher attended the workshop

- Virtual Wednesday: DKC – 10/12/05
  No TARGET teachers attended

- Virtual Wednesday: Getting to Know TCR Connections – 11/5/05
  2 TARGET teachers attended

- Virtual Wednesday: PowerMediaPlus - 9/21/05
  3 TARGET teachers attended

- Virtual Wednesday: Using Blogs in the Classroom - 2/1/06
  3 TARGET teachers attended

8. Please fill in the following quantitative data collected during the summative evaluation activities. This data must include information about the number of students, teachers, administrators, parents, etc. that were affected during the TARGET grant. It also must include information about the percentage and/or numerical improvement in student achievement as a result of the TARGET grant.

TARGET Grant Indicators for "*fiscal agent name here*"	**2003-2004 School Year**	**2004-2005 School Year**	**2005-2006 School Year**
A. Total number of students affected by the Gen Y program.	**296**	**206**	**2700**
B. Total number of teachers affected by the Gen Y program.	**130**	**169**	**162**
A. Total number of students affected by the mentoring program.	**3700**	**6550**	**148**
B. Total number of teachers affected by the Mentoring program.	**169**	**299**	**30**
C. Total number of principals affected by the TARGET grant program.	**46**	**47**	**31**
D. Total number of technology coordinators affected by the TARGET grant program.	**41**	**41**	**31**
E. Grade levels affected in participating districts	**all**	**all**	**all**

TAKS Scores

The table below shows the comparison of current and previous year TARGET school TAKS scores with the state TAKS scores. Because the TARGET grant only served a few teachers within each school, the project should not be expected to influence the TAKS scores. Any change in the scores are probably due to influences outside the project.

ESC 20 TARGET I Grant
Comparison of Statewide and TARGET TAKS Scores

Group 1 - Original GenYES Schools

READING

% met standard for	**Statewide**	**Group 1**	

	2004-2005	2005-2006	Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 3	89	94	5	66	75	9	4
Grade 4	80	82	2	67	69	2	0
Grade 5	75	88	13	55	64	9	-4
Grade 6	86	91	5	79	93	14	9
Grade 7	81	79	-2	76	75	-1	1
Grade 8	84	83	-1	78	78	0	1
Grade 9	83	87	4	86	89	3	-1
English Language Arts							
Grade 10	68	85	17	71	84	13	-4
Grade 11	88	95	7	91	87	-4	-11

MATHEMATICS

	Statewide			**Group 1**			
% met standard for	2004-2005		Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 3	82	82	0	69	65	-4	-4
Grade 4	82	83	1	69	69	0	-1
Grade 5	80	81	1	58	62	4	3
Grade 6	73	79	6	67	79	12	6
Grade 7	65	70	5	52	62	10	5
Grade 8	62	67	5	43	52	9	4
Grade 9	58	56	-2	51	50	-1	1
Grade 10	59	60	1	57	54	-3	-4
Grade 11	81	92	11	73	73	0	-11

WRITING

	Statewide			**Group 1**			
% met standard for	2004-2005		Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 4	91	92	1	84	83	-1	-2
Grade 7	89	90	1	85	88	3	2

SOCIAL STUDIES

	Statewide			Group 1			
% met standard for	2004-2005		Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 8	85	83	-2	78	71	-7	-5
Grade 10	85	83	-2	85	76	-9	-7
Grade 11	95	98	3	93	94	1	-2

SCIENCE

	Statewide			Group 1			
% met standard for	2004-2005		Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 5	64	75	11	52	61	9	-2
Grade 10	55	60	5	52	47	-5	-10
Grade 11	81	92	11	78	72	-6	-17

Group 2 - New GenYES Schools

READING

	Statewide			Group 2			
% met standard for	2004-2005	2005-2006	Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 3	89	94	5	79	82.6	3	-2
Grade 4	80	82	2	79	81.1	2	0
Grade 5	75	88	13	69	74.3	6	-7
Grade 6	86	91	5	86	94.9	9	4
Grade 7	81	79	-2	90	89.8	0	2
Grade 8	84	83	-1	95	94.4	0	1
Grade 9	83	87	4	95	98.4	3	-1
English Language Arts							
Grade 10	68	85	17	61	100	39	22
Grade 11	88	95	7	82	93	11	4

MATHEMATICS

	Statewide			Group 2			
% met standard for	2004-2005	2005-2006	Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 3	82	82	0	72	74.8	3	3
Grade 4	82	83	1	73	74.8	2	1
Grade 5	80	81	1	65	74.4	9	8
Grade 6	73	79	6	67	85.7	19	13
Grade 7	65	70	5	76	82.6	7	2
Grade 8	62	67	5	65	79.8	15	10
Grade 9	58	56	-2	77	74.2	-2	0
Grade 10	59	60	1	67	80.6	14	13
Grade 11	81	92	11	91	97.2	6	-5

WRITING

	Statewide			Group 2			
% met standard for	2004-2005	2005-2006	Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 4	91	92	1	91	94.5	4	3
Grade 7	89	90	1	91	99.2	8	7

SOCIAL STUDIES

	Statewide			Group 2			
% met standard for	2004-2005	2005-2006	Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 8	85	83	-2	94	85.6	-8	-6
Grade 10	85	83	-2	90	97.9	8	10
Grade 11	95	98	3	98	91.7	-6	-9

SCIENCE

% met standard for	Statewide	Group 2	

	2004-2005	2005-2006	Difference between current and past year	2004-2005	2005-2006	Difference between current and past year	Difference in improvement between statewide and group scores
Grade 5	64	75	11	65	76	11	0
Grade 10	55	60	5	82	80	-2	-7
Grade 11	81	92	11	95	69	-26	-37

Optional: List additional spreadsheets with indicators that reflect data about the impact of TARGET grant activities on reaching project goals and objectives. Include a narrative description of the data provided.

This section includes

- Texas Campus STaR Chart report
- Teacher STaR Chart report
- GenYES Report

The Texas Campus STaR Chart

The Baseline Campus STaR charts were completed before the application for the grant and Spring 2004, 2005 and 2006. The tables below show the mean and Key Area STaR classification for the schools which took both the baseline and ending survey. Because the TARGET grant only serves a few teachers per school, changes in the Campus Level STaR charts are not expected. However, most of the ratings increased during the grant period. Of special note are the schools that were mentored in year 1 and 2 and switched to GenYES in year three. The rankings in all four key areas increased from Developing to Advanced Tech for this group.

The Tech levels for each Key Indicator are listed in the table below.

	Early Tech	Developing Tech	Advanced Tech	Target Tech
Teaching and Learning	6-8	9 – 14	15 - 20	21 - 24
Educator Preparation	6-8	9 – 14	15 - 20	21 - 24
Admin and Support Services	5-7	8-12	13-17	18 – 20
Infrastructure for Technology	5-7	8-12	13-17	18 – 20

Campus Group #1 – Original Gen Y Schools

	2002-2003 baseline		2005-2006	
	Key Area Means	**Key Area STaR Class**	**Key Area Means**	**Key Area STaR Class**
Teaching and Learning	11.77	Dev. Tech	12.9	Dev. Tech
Educator Preparation and Development	12.38	Dev. Tech	13	Dev. Tech
Administration and Support Services	12.38	Dev. Tech	11.8	Dev. Tech
Infrastructure for Technology	13.62	Adv. Tech	11.3	Dev. Tech

Campus Group #2 – new GenYES Schools

	2002-2003		2005-2006	
	Key Area Means	**Key Area STaR Class**	**Key Area Means**	**Key Area STaR Class**
Teaching and Learning	11.3	Dev. Tech	15.3	Adv. Tech
Educator Preparation and Development	11.6	Dev. Tech	15.6	Adv. Tech
Administration and Support Services	10.4	Dev. Tech	14.7	Adv. Tech
Infrastructure for Technology	11.7	Dev. Tech	13.9	Adv. Tech

Campus Group #3 – Alternative Schools

	2002-2003		2005-2006	
	Key Area Means	**Key Area STaR Class**	**Key Area Means**	**Key Area STaR Class**

Teaching and Learning	9.0	Dev. Tech	12.2	Dev. Tech
Educator Preparation and Development	11.0	Dev. Tech	12.7	Dev. Tech
Administration and Support Services	8.5	Dev. Tech	10.5	Dev. Tech
Infrastructure for Technology	9.5	Dev. Tech	10.25	Dev. Tech

The Texas Teacher STaR Chart

The Teacher STaR chart was instituted in 2005. The comparisons below compare the scores from schools that completed both the 2005 and the 2006 Teacher STaR charts. The tables show the mean and Key Area STaR classification. The number of participants is too low to run any meaningful statistics on, but the schools which have had GenYES all three years moved from Developing Tech to Advanced Tech in all four Key Areas. The other two groups moved up substantially in Teaching and Learning.

The Tech levels for each Key Indicator are listed in the table below.

	Early Tech	Developing Tech	Advanced Tech	Target Tech
Teaching and Learning	6-8	9 – 14	15 - 20	21 - 24
Educator Preparation	6-8	9 – 14	15 - 20	21 - 24
Admin and Support Services	5-7	8-12	13-17	18 – 20
Infrastructure for Technology	5-7	8-12	13-17	18 – 20

Campus Group #1 – Original Gen Y Schools (14 schools)

	2004-2005		**2005-2006**	
	Key Area Means	**Key Area STaR Class**	**Key Area Means**	**Key Area STaR Class**

Teaching and Learning	12.1	Dev. Tech	19.2	Adv. Tech
Educator Preparation and Development	13.5	Dev. Tech	19.4	Adv. Tech
Administration and Support Services	12.5	Dev. Tech	13.4	Adv. Tech
Infrastructure for Technology	11.2	Dev. Tech	14.2	Adv. Tech

Campus Group #2 – New GenYES Schools (6 schools)

	2004-2005		**2005-2006**	
	Key Area Means	**Key Area STaR Class**	**Key Area Means**	**Key Area STaR Class**
Teaching and Learning	14	Dev. Tech	18	Adv. Tech
Educator Preparation and Development	15	Adv. Tech	18	Adv. Tech
Administration and Support Services	14.5	Adv. Tech	11.5	Dev. Tech
Infrastructure for Technology	14	Adv. Tech	11	Dev. Tech

Campus Group #3 – Alternative Schools (two schools)

	2004-2005		**2005-2006**	
	Key Area Means	**Key Area STaR Class**	**Key Area Means**	**Key Area STaR Class**
Teaching and Learning	14	Dev. Tech	17.5	Adv. Tech
Educator Preparation and Development	15.5	Adv. Tech	15.5	Adv. Tech
Administration and Support Services	13.5	Adv. Tech	16.5	Adv. Tech
Infrastructure for Technology	14	Adv. Tech	13	Adv. Tech

GenYES Report

Northwest Regional Educational Laboratory (www.nwrel.org/evaluation), the evaluator for GenYES, provided the complete report on the ESC 20 TARGET GenYES program. The complete report is attached to the back of this report, but some of the highlights are below. These data come from online data collection forms such as:

- Surveys of participating students at the beginning and end of the course
- Reports from GenYES Coordinating Teachers at the end of the course
- Reports from GenYES Participating Teachers at the end of the course

Fourteen coordinating teachers completed the surveys. Most of the coordinating teachers strong agree GenYES classes provide good means for students to learn technology skills and practice solving real-world problems. They also report that GenYES is a good way to help teachers integrate technology into their class and to make school more engaging and meaningful to students.

Over 150 GenYES students completed the survey. The students reported spending quite a bit of time on searching the Internet and using presentation software. The students felt that the students in the partner teachers' classes learned about a subject from the GenYES lessons.

Eighty Partner teachers responded to the survey. Almost half the partner teachers reported using more technology, including for personal business and for school-related work. Over half (67%) of the teacher were more comfortable integrating computers into the curriculum and half were more comfortable helping students use computers. Over 90% of the partner teachers agreed or strongly agreed that they have learned more about technology. Almost all the partner teachers thought their students learned about some content area. Also, almost all thought GenYES is a good method for providing support and assistance to teachers as they integrate technology into their classes. Every teacher said they would continue rebuilding their lesson plans to make more use of educational technology. The table below shows the change in attitude toward educational computing in the partner teachers.

Please rate your opinions regarding the use of technology in education:	Strongly Agree	Agree	Disagree	Strongly Disagree	Due to my experience with GenYES, I:		
					Agree more than before	Agree less than before	Haven't changed my opinion
I see definite benefits to students from integrating technology into education.	72.5	27.5	8	8	61.1	8	38.9
Technology facilitates positive changes in classroom teaching and learning practices.	62.5	37.5	8	8	47.1	8	52.9

I want to learn more about using new technologies.	51.9	48.1	8	8	71.4	8	28.6

9. Provide data regarding adopted instructional materials used by TARGET teachers for Technology Applications, using the table below. Indicate 'none' if adopted online instructional materials were not used.

Adopted online instructional materials for Technology Applications	**2005 - 2006 School Year**
A. Online adopted materials used (list)	**None**
B. Grade level	**None**

10. As a result of your experience evaluating the grant, what recommendations would you suggest to another fiscal agent trying to implement a program similar to the TARGET grant? Rank the following recommendations in order of priority by numbering 1 through 7 with one being the highest priority. If you mark other, give an explanation or use the space below to expand upon any of the listed recommendations:

3-Better communication

6-Stronger Leadership

4-On going monitoring/observation

5-Improved professional development

2-Improved infrastructure and support

1-Reinforcement of commitment from participants

_____Other (Explain Below)

Use the space below to expand on any of the checked items above.

Many of school administrators were slow to commit to the project and then didn't follow up with their support. Additionally, GenYES teachers sometimes weren't committed to project requirements and implemented the program in non-standard ways. Finally, some of the partner teachers had a low level of commitment. ESC 20 made a valiant effort to get commitment before the project started, but there still wasn't the level of commitment necessary for success at all schools.

11. Provide an analysis of how the TARGET grant has helped your district meet the SBEC standards for Technology Applications.

The ESC 20 TARGET grant supported four groups of teachers in meeting the SBEC standards for Technology Applications (TA) and using technology in the classroom. During the first two years of the project, TARGET staff spent many hours in individualized and group instruction mentoring and teaching TA skills and pedagogy to three groups of teachers. In the final year, the mentoring program was restricted to only the high-need alternative campuses. The two groups of campuses who could no longer be mentored were invited to join the original GenYES campuses in providing the GenYES program to their students and teachers.

In the campuses which were mentored, Education Specialists (Ed. Specs.) worked with the teachers to develop an individual growth plan to teach TA skills as the skills were need. Technology training was provided in a timely manner so it could be used immediately in the classroom. Additionally, the Ed. Specs. could debrief the teachers to offer feedback and suggestions for next time. Most importantly, the TARGET teachers were given the opportunity and training to practice Standard V, "All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum," to truly integrate the use of technology into the teaching and learning.

The groups which offered the GenYES programs used students to work with teachers in the schools to create a technology-enhanced lesson. Teachers and students co-learned about the technology and the pedagogy involved in the lessons which were created. Through the program teachers increased their TA skills in a low risk, high return manner.

GenYES

2005-2006
Evaluation Data

Online evaluation tools provided by the Research Unit of the Center for Research, Evaluation and Assessment at the Northwest Regional Educational Laboratory:
www.nwrel.org/research

This report includes data from the following schools:

Region 20

Alkek Elementary School, Bandera Independent School District
Boerne Middle School North, Boerne Independent School District
Brackett High School, Brackett ISD
Center Point Middle School, Center Point ISD
Charlotte Elementary, Charlotte ISD
Frank Newman Middle School, Cotulla ISD
D'Hanis Elementary School, D'Hanis Independent School District
Dilley ElementarySchool, Dilley ISD
San Luis Elementary School, Eagle Pass Independent School District
Stonewall-Flanders Elementary, Harlandale Independent School District
Hondo High School, Hondo ISD
Ingram Middle School, Ingram ISD
Jourdanton Elementary, Jourdanton ISD
La Pryor Middle School, La Pryor ISD
Leakey School, Leakey ISD
Lytle Junior High, Lytle ISD
Medina High School, Medina Independent School District
Castroville Elementary School, Medina Valley Independent School Distric
Potranco Elementary School, Medina Valley Independent School Distric
Natalia Junior High, Natalia ISD
Pleasanton Intermediate, Pleasanton ISD
Sabinal Elementary, Sabinal ISD
Somerset Elementary, Somerset ISD
Staff Sgt. Michael P. Barrera Veterans Elementary School, Somerset ISD
Kazen Middle School, South San Antonio ISD
Indian Creek Elementary School, Southwest Independent School District
Stockdale Junior High, Stockdale ISD
San Antonio Technology Academy, Texas Charter Schools

GenYES Custom Evaluation Results

On the following pages you will find a report containing data from the GenYES classes in your area. Depending on how your GenYES classes are funded, the data may be from a single school, an entire district or state, or some other grouping of schools. These data have been prepared for you by the Evaluation Program of the Northwest Regional Educational Laboratory (www.nwrel.org/evaluation), as part of the service provided to your schools by GenYES.

The information in this report comes from several sources, all collected online through the GenYES web site. The report contains tabulations of results from the following online data collection forms:

- Surveys of participating students at the beginning and end of each class
- Project descriptions completed by participating students during each class
- Reports from GenYES Coordinating Teachers at the end of each class

We hope you find this information interesting and useful. GenYES is aimed at helping you integrate technology in your classrooms, while engaging students in meaningful educational activities that support teachers, other students, administrators, and your community. The data presented here should give you a snapshot of what your students and teachers have been doing in their GenYES classes and projects, and how well these activities are supporting technology integration and student engagement in your schools.

An additional report summarizing data on GenYES classes across the nation is also available. By comparing national data to the information from your area, you may be able to notice differences, strengths, or weaknesses in your local schools that are of interest.

GenYES Overview

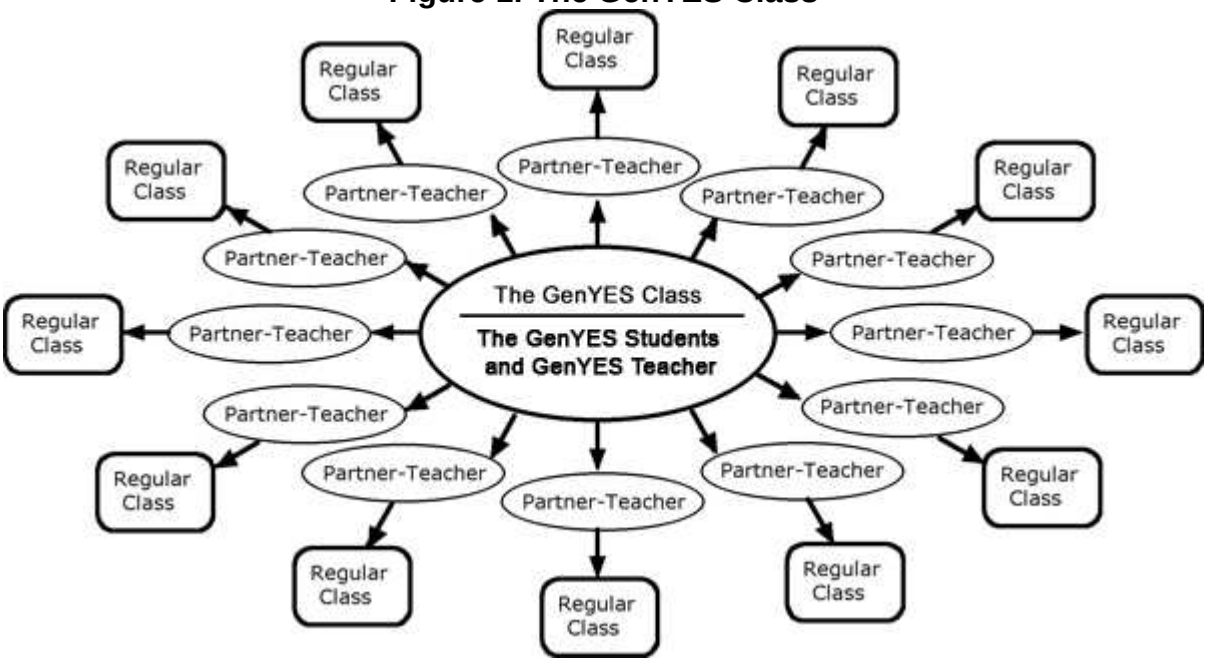
GenYES is a program that uses partnerships between students and teachers to integrate modern computer technologies into the classroom. The program promotes the effective use of educational technology in schools, develops opportunities for student leadership, and fosters a collaborative, learning community atmosphere in schools. Rather than teaching technology skills to teachers and hoping they will use these skills to improve their students' learning, GenYES trains students to form working partnerships with teachers in order to improve teaching and learning in their schools. Students become agents of change, assuming responsibility for helping to improve the educational resources available to themselves and their classmates.

GenYES students learn technology skills with an emphasis on applying these skills to a real-world problem: helping teachers use technology to deliver more effective lessons. Students and partner teachers learn how telecommunications tools, the Internet, digital imaging and presentation tools, and other technologies can enhance lesson plans and curriculum units. Many GenYES students and partner teachers also learn about their state academic standards and learning goals, and the process of aligning classroom activities with these goals.

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teacher who is paired with a GenYES student. These teams collaborate in the production and delivery of a lesson plan or unit, using modern telecommunications technology, to the teacher's class. The term "GenYES teacher" or "GenYES coordinating teacher" refers to the teacher who works with all GenYES students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenYES teacher also helps coordinate the relationships between the GenYES students and their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the GenYES class and the collaborative projects which GenYES students and their partner teachers produce for

students in the partner teachers' class, as depicted in Figure 1.

Figure 1. The GenYES Class



GenYES provides fully participating schools with the following:

- A training workshop for the GenYES teacher(s) and selected students
- Course materials, including curriculum guides, student resources, videos, CDs, etc.
- Access to online resources and consultants for the development of student projects
- Access to the searchable database of previous student projects
- Data collection and reporting services to monitor program outcomes

Program Goals

Each GenYES student is paired with a partner teacher (or an administrator, librarian, counselor or other educator), who decides what lesson plan, curriculum unit, or other school need will be addressed by a collaborative, technology-enriched curriculum project, which the partner teacher and the GenYES student produce together. These projects are then used in the partner teacher's regular classroom, or in the library, administrative offices, etc. Through this model, participating educators receive individualized support as they strengthen their use and integration of new technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context, and many go on to further extend their skills through advanced school or community service projects.

The program was developed in the Olympia, Washington School District, with a five-year award in 1996 from the U.S. Department of Education's Technology Innovation Challenge Grant program. Numerous state and local grants as well as corporate sponsorships have also supported the development of the instructional model and materials, as well as dissemination of the model to schools outside Olympia. Currently, GenYES classes are provided through the Generation YES organization to schools nationwide. The program provides a model which can be customized to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participants. In the summer of 2000, the program was awarded "Exemplary" status by the department's Expert Panel on Educational Technology, a distinction given to only two of 134 programs.

Results

Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who wish to increase their use of technology without becoming distracted from the essence of their jobs --building and delivering effective curriculum units and lesson plans. GenYES achieves this by giving students experience with educational technology, communication skills, and information literacy, then allowing students to act as responsible partners with their teachers in building new curriculum materials and new teaching and learning practices.

Participating teachers and students have consistently reported that their involvement in GenYES afforded them an excellent opportunity to improve their basic technology skills, and to develop more advanced abilities to integrate technology in standards-based lessons, projects and curriculum units. Both teachers and students have reported that they gained meaningful, authentic experience developing skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the GenYES model to be an effective professional development strategy for teachers, as well as an effective approach to increasing student engagement, student learning, and student leadership.

The program includes a series of online surveys and online project documentation facilities for GenYES teachers, GenYES students, and the Partner Teachers who work with the GenYES students. Data from these sources, collected during the 2005-2006 school year, are presented in the tables on the following pages.

GenYES Coordinating Teacher Reports

At the close of each GenYES class, teachers are asked to complete an online report that includes questions about the collaborative projects involving their students and partner-teachers from their school, the technical and administrative infrastructure in their school, and their ratings of the usefulness of the GenYES model, curriculum components, online services, etc. The tables in this section provide a summary of their responses.

Table 1

Average Numbers of GenYES Students and Collaborative Projects

GenYES Teacher Survey Question	Average in classes
How many students completed your GenYES class?	10.9
How many collaborative projects were begun by your students?	8.8
How many projects were completed?	8
How many projects were delivered to a partner teacher's class?	6.9

(percentage of approximately 14 reporting)

Table 2

Difficulty of Managing Collaborative Partnerships and Projects

	Very Difficult	Difficult	OK	Easy	Very Easy
How difficult was it to find partner teachers interested in participating?	0	4	2	6	2
How difficult was it to make good matches between those teachers and your GenYES students?	0	1	4	8	1
How difficult was it to nurture and manage the working partnerships between your GenYES students and their partner teachers?	0	2	7	4	1
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	0	2	8	4	0

(percentage of approximately 14 reporting)

Table 3

Infrastructure and Administrative Context

	Strongly Agree	Mostly Agree	Mixed	Mostly Disagree	Strongly Disagree
The computer and network infrastructure at our school is adequate.	7	6	0	1	0
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	6	6	1	0	1
Our teachers are enthusiastic about the GenYES model, in which they work in partnership with students to create curriculum and instruction materials and projects for other students to use.	1	8	4	1	0
The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers.	2	7	3	2	0
GenYES is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology in their classrooms.	5	3	4	2	0
GenYES projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	4	6	2	1	0

(percentage of approximately 14 reporting)

Table 4

GenYES Teacher Ratings of Success and Impact

	Strongly Agree	Mostly Agree	Mixed	Mostly Disagree	Strongly Disagree	No Opinion
The GenYES model is a good way to help teachers integrate technology in their classrooms.	7	6	1	0	0	0
The GenYES model is a good way to make school more engaging and meaningful to students.	9	5	0	0	0	0
The GenYES model is a good way for students to learn technology skills.	11	3	0	0	0	0
The GenYES model is a good way for students to practice solving real-world problems.	10	4	0	0	0	0
The GenYES training I received was adequate to prepare me to teach this course.	4	8	2	0	0	0
The GenYES central office staff has been responsive and helpful when I have requested assistance.	7	7	0	0	0	0
The GenYES Curriculum Guide has been very useful to me in delivering the course.	6	6	1	0	0	0
The GenYES Student Workbook has been very useful to me in delivering the course.	1	9	2	1	1	0
The GenYES CD has been very useful to me in delivering the course.	3	5	3	3	0	0
The GenYES Video has been very useful to me in delivering the course.	3	4	4	3	0	0
The GenYES Website has been very useful to me in delivering the course.	7	4	2	1	0	0
The GenYES online system for registering schools, teachers, classes and students has been easy to use.	7	6	1	0	0	0
The GenYES online Classroom Management tools have been easy to use and helpful to me in delivering the course.	7	5	1	1	0	0
The GenYES online Project Proposal, Feedback and Final Report system for students has been easy to use and helpful to me in delivering the course.	5	7	2	0	0	0
The online Archive of GenYES collaborative projects has been easy to use and helpful to me in delivering the course.	4	6	3	1	0	0
We will continue to offer GenYES classes at our school in the future.	2	4	3	1	0	4
I would be willing to serve as a trainer for teachers in my region who want to begin GenYES programs in their schools.	2	2	4	3	1	2

(percentage of approximately 14 reporting)

Student Preliminary Survey Results

Students complete a preliminary survey when they register for the the GenYES class. The survey includes demographics as well as questions about access to computers and the internet, current skill levels and prior use of digital tools. This information is summarized in the next set of tables.

Table 5

Participating GenYES Students by Gender

Gender	Percentage of Students
Male	51
Female	42.5

Table 6

Participating GenYES Students by Ethnicity

Ethnicity	Percentage of Students
Caucasian	39.3
African American	0.8
Hispanic	46.2
Asian	1.2
Pacific Islander	0.4
Native American/Native Alaskan	0.4
Other	4

Table 7

Computer Access at Home by GenYES Students

At home do you have access to:	Yes	No
A computer	83.8	16.2
The Internet	67.5	32.5
Send and receive email	59	41

(percentage of approximately 229 reporting)

Table 8

Frequency of Computer Use by GenYES Students at Home and School

How often do you use a computer?	Almost every day	At least once a week	Once or twice a month	Once or twice a semester	Never or don't have access
At home	44.4	31.8	6.3	2.7	14.8
At school	48.9	44.9	4	1.3	0.9

(percentage of approximately 223 reporting)

Table 9

Student Experience With Computer and Technology Prior to Participating in GenYES

How much experience have you had with the following:	None	Just a little	Some	A lot
Use word processing software	20.7	19.4	21.6	38.3
Search the Internet	7.3	6.9	19.4	66.4
Send and receive email	25	19.4	18.1	37.5
Use PowerPoint or other presentation software	29.2	15	24.9	30.9
Troubleshoot basic computer problems	42.6	33.5	19.1	4.8
Use a scanner to digitize a pricture	44	21.6	19	15.5
Use a digital camera	26.3	18.1	24.6	31
Create a web page or web site	67.1	14.7	12.1	6.1
Touch-typing at least 15 words/minute	12.2	30.9	21.7	35.2

(percentage of approximately 227 reporting)

Table 10

Frequency of Computer Use in Classes

In the classes you took last semester/quarter, how often were computers used by you or your teachers?	Computers were never used	Computers were used once	Computers were used a few times	Computers were used about once per week	Computers were used several times per week
Math	31.3	11.7	20.9	17.8	18.3
Language Arts, Reading or English	17.2	13.8	32.8	14.2	22
Science	25.5	12.1	34.6	13.4	14.3
Social Studies, Geography or History	29.9	17.3	26.4	14.3	12.1

(percentage of approximately 230 reporting)

Project Outcomes

Just before the class is over, students are prompted to complete a second online survey. Questions include how much practice students gained in various skill areas, what kind of collaborative projects were built, and how students rated their projects on several dimensions. The tables below summarize the outcomes reported by students.

Table 11

Practice Gained in Computing Skills by GenYES Students

During your work this semester as a GenYES student, how much practice and experience did you get:	None, I didn't do this at all	Just a little; 2 hours or less	Some; 2 to 10 hours	Quite a bit; 10 to 20 hours total	A lot; mor than 20 hours total
Use word processing software	12.9	22.4	32.9	16.5	15.3
Search the Internet	4.1	14.5	19.2	19.8	42.4
Send and receive email	13.4	21.5	19.2	24.4	21.5
Use PowerPoint or other presentation software	5.3	17.8	21.3	23.7	32
Troubleshoot basic computer problems	37.6	33.5	19.7	4	5.2
Use a scanner to digitize a pricture	54.3	23.1	13.3	4.6	4.6
Use a digital camera	39.8	27.5	18.1	8.2	6.4
Create a web page or web site	69	15.2	4.1	5.8	5.8
Using a keyboard to touch-type at least 15 words/min	11.6	16.9	14.5	16.9	40.1

(percentage of approximately 170 reporting)

Table 12

Types of Collaborative Projects Built by Students and Partner Teachers

Project Type	Percentage of projects that included this component:	Percentage of projects that were mainly focused on this component:
GenYES student created or updated a Web page that was used by my partner teacher's class	21.3	7.3
GenYES student helped other students search the Web for information on a class topic	38.8	3.9
GenYES student developed an educational presentation using PowerPoint, HyperStudio, or oher software	82.6	56.2
GenYES student taught technology skills to a teacher	69.1	8.4
GenYES student taught techonolgy skills to other students	50.6	6.2
Other	13.5	7.9

(percentage of approximately 172 reporting)

Table 13

Delivery of Collaborative Projects

	Only Me	Only my Partner Teacher	Both of Us Together
When the lesson was delivered to your partner-teacher's class, who taught the class that day?	23.1	19.4	57.5

(percentage of approximately 134 reporting)

Table 14

Student Self-Assessments of Their Collaborative Projects

Mark the answer that best describes your experience in GenYES:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure, N/A
I completed my project.	64.2	27.3	2.4	0.6	5.5
I am proud of my project.	56	37.3	1.8	0.6	4.2
As a result of my project, other students learned about technology.	25.2	39.9	10.4	1.8	22.7
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	52.8	30.7	4.3	1.2	11
The feedback about my project proposal I got online was helpful.	51.5	42.4	2.4	0.6	3
My partner-teacher's expectations of me were clear and realistic.	51.5	42.4	2.4	0.6	3
My partner-teacher was able to meet with me regularly.	29.7	45.5	15.2	3.6	6.1
My partner-teacher and I worked together well as a team.	50.3	38.2	6.1	2.4	3
Overall, GenYES was a good experience.	72	22.6	1.8	0.6	3

(percentage of approximately 165 reporting)

Partner-Teacher Outcomes

At the end of each GenYES class, participating partner-teachers are asked to complete a survey about their experiences working with a GenY student on a collaborative, curriculum-building project.

Partner-teachers are asked about changes in their attitudes and use of technology, the amount of time spent on their projects, and their ratings of a number of dimensions related to the new curriculum units or lesson plans. Their responses are summarized in the tables below, along with a listing of the project titles.

Table 15

Self-Assessed Change In Computer Use by GenYES Partner Teachers

How has the frequency of the following changed as a result of your involvement with GenYES?	More Frequently	Same Frequency	Less Frequently
You use computers to prepare for class, maintain class records, or do other school-related work.	42.5	57.5	0
You use computers for personal business, learning, or fun.	48.8	51.3	0
You use e-mail.	38.8	61.3	0
You use the World Wide Web.	50	50	0
Your students use computers during your classes.	41.3	56.3	2.5
Your students use computers outside of class to complete assignments for your class.	31.3	66.3	2.5

(percentage of approximately 80 reporting)

Table 16

Self-Assessed Change In Partner Teachers' Comfort Using Technology

How has your comfort level with the following changed as a result of your involvement with GenYES?	More comfortable	Same level or comfort	Less comfortable
Using computers	46.3	53.8	0
Integrating computers into the curriculum	67.5	32.5	0
Helping students use computers	50	50	0
Using e-mail	30	70	0
Using the World Wide Web	30	70	0

(percentage of approximately 80 reporting)

Table 17

Time Spent by Partner Teachers on Collaborative Projects

	2 hrs or less	3-5 hours	5-8 hours	>8 hours
Partner Teachers: How much time, in total, did you spend working with your GenYES student this semester?	30.4	49.4	13.9	6.3

(percentage of approximately 79 reporting)

Table 18

Partner Teacher Evaluations of the GenYES Experience

Please indicate your level of agreement with each of the following:	Strongly Agree	Agree	Disagree	Strongly Disagree
My student-partner completed his or her project.	62	36.7	1.3	0
My student-partner's project was of high quality.	55.7	39.2	5.1	0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	48.7	47.4	3.8	0
I would like to continue developing or refining this project in the future.	36.7	49.4	12.7	1.3
Choosing a project was relatively easy.	43	54.4	1.3	1.3
My role as a partner-teacher was clear to me.	45.6	48.1	6.3	0
As a consequence of GenYES, I learned more about technology.	32.9	58.2	7.6	1.3
As a consequence of GenYES, my students learned about technology.	41	56.4	2.6	0
As a consequence of GenYES, my students learned about some content area.	64.9	33.8	1.3	0
GenYES is a good method for providing support and assistance to teachers as they integrate technology into their classes.	54.4	44.3	0	1.3
My experience in GenYES this semester will change the way I teach some lessons in the future.	31.6	60.8	6.3	1.3
I would like to work with another GenYES student in the coming year.	45.6	51.9	2.5	0
I will continue rebuilding my lesson plans to make more use of educational technology.	41.8	58.2	0	0

(percentage of approximately 79 reporting)

Table 19

Partner Teacher Attitudes Toward Educational Computing

Please rate your opinions regarding the use of technology in education:	Strongly Agree	Agree	Disagree	Strongly Disagree	Due to my experience with GenYES, I:		
					Agree more than before	Agree less than before	Haven't changed my opinion
I see definite benefits to students from integrating technology into education.	72.5	27.5	8	8	61.1	8	38.9
Technology facilitates positive changes in classroom teaching and learning practices.	62.5	37.5	8	8	47.1	8	52.9
I want to learn more about using new technologies.	51.9	48.1	8	8	71.4	8	28.6

(percentage of approximately 80 reporting)

Project Category

Table 20

Classes/Audiences Served by Partner Teachers Who Provided Evaluative Feedback on GenYES Collaborative Projects

Project Category	Number	Percentage
Science	78	34.2
English/Language Arts	43	18.9
Math	42	18.4
Social Studies	25	11
~Other	17	7.5
Visual Arts	7	3.1
Music	6	2.6
Technology	5	2.2
Health/PE	2	0.9
Foreign Language	2	0.9
Business Education	1	0.4

Project List

Table 21
Archived Collaborative Projects

School	Partner-Teacher	Project Name
Alkek Elementary School	Johnette McWhorter	Math Benchmark Review
Alkek Elementary School	Mrs. Stetler	Myths and Legends {POWERPOINT PRESENTATION}
Boerne Middle School North	Chyerl Hundley	The Rock Cycle Power Point Presentation
Boerne Middle School North	Coach Elguea	Chapter 12 PowerPoint Presentation
Brackett High School	Leon Woolsey	Lady Bug Life Cycle: A PowerPoint Presentation
Brackett High School	Leon Woolsey	Lifecycle of a Ladybug
Brackett High School	Mrs. Conoly	President Power Point
Brackett High School	Mrs. Conoly	Presidents: A PowerPoint Presentation
Brackett High School	brandt	lady bug
Castroville Elementary School	Brenda Mann	Castroville Elementary: a Microsoft Movie Maker Production
Castroville Elementary School	Heather Ahr	Safari Adventure: a Subject Sampler Microsoft PowerPoint
Castroville Elementary School	Jaynelle Reed	Plants in Action: a Subject Sampler
Castroville Elementary School	Kristen Trowbrige	SUBJECT SAMPLER: DON'T LOOK!!
Castroville Elementary School	Leavi Bridges	An Adventure Through the Water Cycle: a Subject Sampler
Castroville Elementary School	Linda Gates	Math Jeoperdy: a Microsoft PowerPoint
Castroville Elementary School	Lisa Peterson	Animal Habitats: a Microsoft PowerPoint Subject Sampler
Castroville Elementary School	Mrs.Paula Seuferer	PowerPoint Jeopardy Game on Books
Castroville Elementary School	Pam Piel	How to Paint Like a True Artist - a PowerPoint Project
Castroville Elementary School	Sally Rihn	Home Sweet Home No Longer[WEBQUEST]
Center Point Middle School	Karen Blackledge	Art Website
Center Point Middle School	Linnette Shine	Our Solar System in Moviemaker
Center Point Middle School	Shawn Messer	Learning to use finale PrintMusic
Center Point Middle School	Sue Wood	Reading Jeopardy Game
D'Hanis Elementary School		
D'Hanis Elementary School	Brigette Wardwell	A Plus Math: a Website
D'Hanis Elementary School	Brigette Wardwell	Aplusmath.com for Fouth Graders
D'Hanis Elementary School	Mrs. Garrison	Paragraph Writing {WEB QUEST? POWERPOINT PRESENTATION?}
D'Hanis Elementary School	Mrs. Garrison	Writing a Paragraph: A Smart Board Lesson
D'Hanis Elementary School	Mrs. Graff	A Fourth Grade Website: aplusmath.com

D'Hanis Elementary School	mrs.graff	aplus math
Dilley ElementarySchool	Mr. Juarez	A PowerPoint Presentation on The Beginning of the Universe
Dilley ElementarySchool	Mr. Juarez	The Beginning of the Universe: A PowerPoint Presentation
Dilley ElementarySchool	Mrs. Lansford	Crystal Clear Math: A PowerPoint Presentation on Liquid Measurement
Dilley ElementarySchool	Mrs. Sutton	Rainforest: A PowerPoint Slide Show
Dilley ElementarySchool	Mrs.Melody Carroll	Ghana: A PowerPoint Presentation
Dilley ElementarySchool	Ms. Johnstone	Swords: Weapons through Time
Dilley ElementarySchool	Ms. Moreno	Boats - A PowerPoint Slide Show
Frank Newman Middle School	Carolyn Nelson	Microsoft Power Point UIL Paintings
Frank Newman Middle School	Dora Sanchez	Micorsoft Power Point On The Hispanic Culture
Frank Newman Middle School	Mr. Haufler	Probability (Using Microsoft Word?)
Frank Newman Middle School	Mrs. Kim Hoff	Microsoft Power Point: How The Middle School Aged Brain Works? Ages 11-14
Frank Newman Middle School	Tony Haufler	Horse Game[: Teaching Probability]
Hondo High School	Ms. Araceli Mora	Vocabulary Review
Hondo High School	Allen Neuman	Acid Base Titration Lab
Hondo High School	Bette Wooten	Trancendentalism Web Quest
Hondo High School	Coach Tuck	War Quiz
Hondo High School	Deesa Griggs	Coach Griggs TAKS Practice
Hondo High School	Elaine Neuman	Classification of living things
Hondo High School	Janice Wright	Interactive Website for Ms. Wright
Hondo High School	Karen Muennink	FCCLA PowerPoint Presentation
Hondo High School	Lee Ann Yong	Web Quest: Periodic Table
Hondo High School	Linda Neuman	English Grammar
Hondo High School	Mr. Hall	Recruting Presentation
Hondo High School	Mrs. Highsmith	Web Qwest for Mrs. Highsmith History Classes
Hondo High School	Shauna Weynand	Zoo Animals
Hondo High School	Susan Muennink	Where do we get our Christmas Traditions
Hondo High School	Sylvia R. Green	Mrs. Green's Library
Indian Creek Elementary School	MRS.Brisita	[ABC]abc [O]order [POWERPOINT]
Indian Creek Elementary School	Mr.Maldonado	Telling Time [POWERPOINT]
Indian Creek Elementary School	Mrs. Lopez	Multiplying using Microsoft PowerPoint
Indian Creek Elementary School	ms.quintanilla	addition and subtraction sentences with Microsoft PowerPoint
Ingram Middle School	Mrs. Dalton	Who Wants To Win $100: A Windows Movie Maker Project
Jourdanton Elementary	Mrs. Korus	Weathering and Erosion: A PowerPoint Presentation
Jourdanton Elementary	Mrs.Vyvlecka	Volcanoes: A PowerPoint Project
Jourdanton Elementary	Shellie Kaiser	Earthquakes: A Natural Disaster -A PowerPoint
Jourdanton Elementary	Tracy Hindes	AFRICA'S GIANT: THE ELEPHANT: A POWERPOINT SLIDESHOW

Lytle Junior High	Bobby McConathy	horticulture(asexual propagation)
Lytle Junior High	Daniel Morrow	Slavery in Texas: A PowerPoint Presentation.
Lytle Junior High	Hadley Foster	Personal Mission Statement
Lytle Junior High	MRS.GONZALES	SPEAK
Lytle Junior High	Mr.Arguello	powerpoint on the solar system
Lytle Junior High	Mrs. Foster	The Mohs Scale: A Windows Movie Maker Project
Lytle Junior High	Mrs. Meyer	Selena: A Microsoft PowerPoint Presentation
Lytle Junior High	Mrs. Vela	Poverty in Mexico
Lytle Junior High	Mrs.Mask	Reading Flashcards: a Microsoft PowerPoint Project
Lytle Junior High	Mrs.Siller	Hangman Game for ESL students
Lytle Junior High	Robert Nickle	War of 1812: A Microsoft PowerPoint Presentation
Lytle Junior High	linda mask	Working With Math: a Microsoft PowerPoint Presentation
Medina High School	Annette S.	Algebra {P}resentation
Medina High School	Joy Akins	Plant and Animal Cells {POWERPOINT PRESENTATION}
Medina High School	Mrs. Chainey	Chaineys Class [POWERPOINT]
Medina High School	Mrs. Whitewood	The First Thanksgiving {POWERPOINT PRESENTATION?}
Medina High School	Virginia Britt	Fractions
Natalia Junior High	Elvia Loza	8th Grade Language Arts Web Page and PowerPoint Presentation
Natalia Junior High	Keith Hamilton	A PowerPoint Presentation on the Texas Revolution
Natalia Junior High	Kelly Cruz	Texas History PowerPoint Game
Natalia Junior High	Kelly Cruz	The Civil War-A PowerPoint SlideShow
Natalia Junior High	Lisa Ellison	3rd Grade Educational Jeopardy: Using Microsoft PowerPoint
Natalia Junior High	Lisa May	8th Grade Computer Literacy Website
Natalia Junior High	Mr. Jordan	Mustang Art Central WebPage
Natalia Junior High	Mr. Ranne	An 8th Grade Science Webpage
Natalia Junior High	Mr.Cooper	A Jeopardy Math Game: Using Microsoft PowerPoint
Natalia Junior High	Mrs.Marcum	Holocaust Survivor: a PowerPoint Game
Natalia Junior High	Mrs.Ortega	Careers for Life: Using Windows Movie Maker
Natalia Junior High	Sally Hart	Egyptian Pyramids: A PowerPoint Presentation
Natalia Junior High	Stephen Rodriguez	6th Grade Math Review on 'Rodriguez Squares' (A PowerPoint Game)
Pleasanton Intermediate	C Hindes	Encouraging Reading: Using Publisher
Pleasanton Intermediate	Denise Petter	Electricity & Magnetism & Anime You Can Customise!
Pleasanton Intermediate	Diane Groesbeck	A PowerPoint: On How to Make A PowerPoint

Pleasanton Intermediate	Gerry Carter	Energetic Food Webs: Using Microsoft PowerPoint
Pleasanton Intermediate	Helen Herbst	Reducing Fractions: a PowerPoint Presentation
Pleasanton Intermediate	Kim Mazur	Head Lice PowerPoint
Pleasanton Intermediate	Lee Brite	A Power Point for the Revolutionary War
Pleasanton Intermediate	Leslie Dowdy	Matter and Energy: A PowerPoint Presentation
Pleasanton Intermediate	Linette Smith	Let's Connect: a Microsoft PowerPoint Presentation
Pleasanton Intermediate	Lynda Chambers	Richard Peck Book Summaries using Microsoft PowerPoint
Pleasanton Intermediate	Mrs. Amy Merril	Webquest to Numbers
Pleasanton Intermediate	Mrs. Dickinson	'Becoming Naomi Leon': A PowerPoint
Pleasanton Intermediate	Mrs. Dillard	Math is Everywhere:A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Sandy Coward	Encouraging Reading: Using Microsoft Publisher
Pleasanton Intermediate	Mrs. Virginia Garcia	A Powerpoint On Drug Effects On Teens' Health.
Pleasanton Intermediate	Mrs.Baker	States of Matter PowerPoint
Pleasanton Intermediate	Mrs.Murray	The Order Of The Planets: A PowerPoint Presentation
Pleasanton Intermediate	Mrs.Niemetez	Plant & Animal Cells: a PowerPoint Project
Pleasanton Intermediate	Mrs.Reyes	Computer Etiquette: Using Microsoft PowerPoint
Pleasanton Intermediate	Mrs.Snelgrove	Organ Systems : a Microsoft PowerPoint Presentation
Pleasanton Intermediate	Mrs.Woerner	Cool Combinations: A Microsoft PowerPoint presentation
Pleasanton Intermediate	Regina House	Where in the World is Lewiston, Idaho??? A PowerPoint Presentation
Pleasanton Intermediate	S. Downs	Everyday Math: A Microsoft Publisher Project
Pleasanton Intermediate	Sarah Campbell	Ella Enchanted: Using Microsoft PowerPoint
Pleasanton Intermediate	Virgina Gage	Yearbooks For Sale: a Microsoft Publisher Publication.
Potranco Elementary School	Charla Adams	favorite shoe graph
Potranco Elementary School	Cynthia Driggers	Favorite Color Graph
Potranco Elementary School	Jennifer Hickman	Candy Survey
Potranco Elementary School	jennifer Feriend	PowerPoint and science experiments
San Luis Elementary School	Jackie Olivares	3 States of Matter: Using Microsoft PowerPoint
San Luis Elementary School	Mr. Banda	Healthy foods
San Luis Elementary School	Mrs. C. Compton	Life Cycles of Animals Using Microsoft PowerPoint
San Luis Elementary School	Mrs. Flores	Major Organs of the Body Using Microsoft PowerPoint
San Luis Elementary School	Mrs. Mondonado	The Hard Times in Texas Using Microsoft PowerPoint

Somerset Elementary	Julie Lopez	Good Reading Strategies
Somerset Elementary	Mr. West	Dinosuars Long Ago
Somerset Elementary	Mrs. Huddleston	Different Types Of Transportation
Somerset Elementary	Mrs. Saunders	How to Tell Time
Somerset Elementary	Mrs.Costa	Compound Rounds
Somerset Elementary	Ms.Vidales	What are Prefixes and Sufixes
Staff Sgt. Michael P. Barrera Veterans Elementary School	Angelica Rivas	Winged Animals: A PowerPoint Presentation
Staff Sgt. Michael P. Barrera Veterans Elementary School	Dolores Portillo	The Wonders of the Solar System: Using Microsoft PowerPoint
Staff Sgt. Michael P. Barrera Veterans Elementary School	Karen Smith	Dinosaurs:A Micosoft PowerPoint Presentation
Staff Sgt. Michael P. Barrera Veterans Elementary School	Melinda Narvaez	TAKS Test Science Review: Using Microsoft PowerPoint
Staff Sgt. Michael P. Barrera Veterans Elementary School	Mrs.Guevara	Math Review
Staff Sgt. Michael P. Barrera Veterans Elementary School	Tina Herrera	Save the Earth: A Microsoft PowerPoint Presentation
Stockdale Junior High	Linda Hannasch	[Online Resources for Students and Teachers]
Stockdale Junior High	Mr. Josh Rombs	Involving Younger Students In Band
Stockdale Junior High	Mrs. Cronaeur	Project Physics
Stockdale Junior High	Mrs. Monita	Operation Read ESL Code Name: ESL
Stockdale Junior High	Mrs. Neill	Planetary Information
Stockdale Junior High	Mrs. Tamez	Technology in English
Stockdale Junior High	Mrs.Coston	[Facts About Ecosystems]
Stonewall-Flanders Elementary	Ms.Garza	Pre-K Center Time With Windows Movie Maker
Stonewall-Flanders Elementary	Ms.Quinones	Dancing Ducks with Windows Movie Maker