Section II: Project Summary of Generation www.Y

The primary goal of the Generation www.Y (originally Generation WHY) project is the same as all other Technology Innovation Challenge Grants — the formation of a community dedicated to the improvement of student learning through the use of educational technologies. What makes Generation www.Y unique is that students are included as the centerpiece of this community. The Generation www.Y model trains students to act as partners and research assistants to teachers, administrators, classified personnel, parents, community members, and college students studying to become teachers. This training is accomplished by an 18-week Generation www.Y course for middle and high school students (30-week course for elementary schools). In this course, students learn the technical and lesson planning skills necessary to help one of their teachers infuse technology into their curriculum.   The goal of this student/teacher partnership is to change the teacher's existing lessons to reflect a strong use of technology.

Generation www.Y class graduates then continue to provide technology-related staff development to their teachers throughout their school career. Selected Generation www.Y graduates work with colleges of education to provide training to preservice teachers, provide elementary students and teachers technology curriculum integration expertise and work in district computer laboratories to keep the facilities available after hours for students and community members. Another major component of the project is an aggressive dissemination model. Starting with six schools in the Spring of 1997, the program has expanded to 139 schools in the Spring of 1999 with an expected 1,000 new schools throughout the country implementing the Generation www.Y model during the next school year.

Section III: Project Status

One obvious change in this Technology Innovation Challenge Grant is that it changed its name from Generation WHY to Generation www.Y (still pronounced Generation Y). A church press in the Midwest trademarked the name Generation WHY, so before any published materials were disseminated, the name change was necessary. The new name is being trademarked. During the 31-month period since the Generation www.Y Technology Innovation Challenge Grant Project was awarded in October 1996 , we have made significant movement toward achievement of the stated Objectives. The following are all the project objectives (in bold print) as stated on our Grant Application submitted in June of 1996. This report will emphasize the accomplishments since our second Annual Report submitted in May of 1998.

1. To enable students to learn telecommunications skills

> **The student develops the skills necessary to access information.**
>
> **The student improves oral and written communications skills.**
>
> **The student develops cross-cultural communications skills.**
>
> **The student analyzes, synthesizes, and evaluates information.**

These skills are taught as part of the 18-week Generation www.Y semester course which presently is being taught to nearly 3,000 students in 139 schools.   The Generation www.Y class has two components: (1) students learn both technical and pedagogical skills based on twelve units of study, and (2) students partner with one of their teachers and develop at least one project in the teacher's class that incorporates what they learned into a lesson plan.

The curriculum for this class (the 12 unit plans) has undergone four revisions. The present version of the Generation www.Y curriculum has been published by the International Society for Technology in Education (ISTE). In addition to the Generation www.Y Curriculum

Guide, a Student Workbook, Video, and CD have been created and are being disseminated by ISTE (see insert for a flyer describing these materiels). The objectives for each of these units are included in Appendix A or they can be in downloaded from our the Generation www.Y web site (http://genwhy.wednet.edu).   The state of Washington has provided Generation www.Y $350,000 which, in large part, developed the Generation www.Y curriculum for all Washington state secondary schools.

The cross-cultural component was evidenced in the project phase of the class when many students linked their classes to other schools on the network. In addition, Generation www.Y classes are now being taught in four U.S. Virgin Islands schools. Generation www.Y schools can now be found in Philadelphia's Empowerment Zone, Los Angeles, and the Mississippi delta. A migrant labor camp middle school in California will also teach the Generation www.Y class, providing further multicultural connections for all Generation www.Y schools. Schools in New York City, Washington DC, Hawaii, and many more locations will be implementing Generation www.Y in the Fall of 1999.

2. To expand the core number of student network leaders to team with and train district teachers to incorporate telecommunications in all schools.

During the three year period of the grant, Generation www.Y classes have been held during five semesters. The number of Generation www.Y students has increased at an exponential rate during the five semesters. Starting in the Spring 1997 semester there were 165 Generation www.Y students, Fall 1997 (212 students), Spring 1998 (404 students), Fall 1998 (900 students), and Spring 1999 (about 3,000 students). Each of these students worked with one of their teachers to produce a technology-infused lesson plan. These lesson plans have been archived on the Generation www.Y website (http://genwhy.wednet.edu).

3. To expand the number of teachers who regularly use telecommunications as a tool for the development and delivery of integrated curriculum.

The previous goal showed the increase in Generation www.Y students which matches the increase in teachers using technology to help improve learning. The students and teachers work together to produce a technology-infused project. Many of these projects involve integrating more than one subject area. The list of all projects, objectives, implementation plans, and evaluations of each project can be found on the Generation www.Y Projects web page (http://genwhy.wednet.edu). As the present semester does not end until June 18, all the projects currently being conducted won't be on the web site until the summer. The Generation www.Y web site allows educators to link to any of these teachers via email to gain further information about these projects.

4. To expand the number of teachers who use telecommunications as an instructional tool to increase students' understanding of cultural diversity.

Many projects involve keypal, data collection, and writing projects with other students and classes around the world (see our Generation www.Y Projects web page to see details on each project). Four schools in the U.S. Virgin Islands began offering the Generation www.Y class in January of 1998. Students and the Generation www.Y teacher from each of these four classes came to Olympia in January of 1998 to learn the model. This cultural exchange was beneficial to both the Virgin Islands and Olympia students. Gen www.Y staff worked with Virgin Islands districts to plan for expansion to all district schools during the coming two years.

In addition, Olympia Generation www.Y students and staff traveled to Philadelphia, New York City, Washington DC, Los Angeles, Kentucky, Minnesota, Kansas, Texas, Louisiana and Idaho to present Generation www.Y ideas to diverse populations. Nearly 20% of Generation www.Y schools have no white students. This provides not only cultural diversity but also allows the Generation www.Y model to be tested in a wide variety of settings.

5. To develop materials which will provide a set of sequential guidelines for expansion.

The original plan was to expand to two additional school districts in the fall of 1997 (Centralia and Shelton) and six schools in the Spring of 1998 (four in the Virgin Islands, Pioneer School District, and the private parochial St. Michael School). Because of the success of Generation www.Y, hundreds of schools want to replicate this model. Generation www.Y submitted a grant proposal to obtain funding from the Washington State Competitive Technology Grants to further refine the curriculum, develop a workshop for rapid expansion, and deploy the model into 13 additional school districts. This grant was entitled, "The Washington State Generation www.Y Project," and received $350,000 in January of 1998. On May 29, 1998, an additional 26 schools were trained using the newly-developed materials and workshop format. Each of these new expansion schools was supplied a notebook containing the unit plans, a video tape, and student workbooks (Appendix A contains the unit objectives).

Generation www.Y submitted another grant to expand to 59 additional Washington state secondary schools in the Spring of 1999 and received funding in the amount of $161,000 in July of 1998. These 59 schools were trained during December of 1998 and started Generation www.Y classes in January of this year. The Milken Family Foundation paid for 32 schools in eight states to come to Los Angeles in June of 1998 to be trained to begin Generation www.Y in January of this year.   After the face-to-frace training in Los Angeles, Generation www.Y teachers continued their training online via the Milken Exchange Virtual Workspace during the Fall. This real-time workspace holds potential to expand the model nationwide.

During the past year, the International Society for Technology in Education published the Generation www.Y Curriculum Guide, Student Workbook, CD, and Video. This set of materials is the most comprehensive support for teaching technology skills, staff development, and technology infusion now in existence. The state of Kansas used these new materials (paid for by TLCF funding) to deliver Generation www.Y in 48 schools in that state. The materials

proved remarkably effective given the feedback received so far (the first semester of the Kansas classes doesn't end until June).

During the present semester, 139 schools are delivering the Generation www.Y model. Appendix B shows the Generation www.Y schools by semester and dramatically shows how our expansion plan is working.

6. To establish the school librarian as a key player for access to telecommunications information as well as published information.

The school librarian has played an important role in helping teachers and students find resources, both in print and electronic, for the Generation www.Y student projects. Many of the Generation www.Y teachers are school librarians. During the fourth year of the grant, we plan to hire a Generation www.Y Library Coordinator to develop materials and provide support for librarians in Generation www.Y schools.

7. To train preservice teachers in basic telecommunications skills.

Our model is based on training a cadre of students in the Generation www.Y class who then go out and work with preservice teachers (as well as administrators, classified personnel, elementary schools and the community). During year three of this grant, Generation www.Y continued to select students who have taken the Generation www.Y course to work with teacher educators to develop educational technology experiences for preservice teachers.

As a result of numerous meetings with faculty members from The Evergreen State College and St. Martins College, nine classes (approximately 200 students studying to become teachers) attended educational technology classes in Olympia School District schools taught by Generation www.Y class graduates. Thus far, Generation www.Y students have taught 17 sections of this class and the preservice teacher evaluations of the course were very positive (See Evaluation

section in Appendix C). This has been an extremely successful use of Generation www.Y graduates (called Gen Dids) because preservice teachers are now being taught by secondary school students in a school setting where they can really see how to infuse technology into the curriculum. The Evergreen State College is partnering with Generation www.Y to submit a Preparing Tomorrow's Teachers Catalyst Grant to establish this Generation www.Y component in colleges of education throughout the country.

8. To utilize preservice teachers to assist secondary school students in developing training modules for delivering pedagogically-sound lessons to teachers.

One of the assignments given to each of the preservice teachers working with the Generation www.Y program was to create a technology-infused lesson plan. These plans can be seen on the Generation www.Y website. Many of these lessons were delivered to real classes as part of the preservice teacher's student teaching experience. Next year, Generation www.Y graduates will be working with The Evergreen State College to incorporate educational technology throughout their preservice training.

9. To utilize preservice teachers to monitor non-school hour access to telecommunications labs for those students and parents who lack home connectivity.

During year three of the grant, a model was developed to serve "high needs" populations after-school . This model kept school computer laboratories open two hours after school in each of the Olympia School District's four middle schools. During these times, four assistants were available to help students, parents and community members with their technology needs. These four assistants included two Generation www.Y students, one preservice teacher with expertise and interest in educational technology, and one member of the school's staff.

This component of Generation www.Y has shown that Generation www.Y graduates can

indeed contribute to the community needs. The Northwest Regional Education Laboratory (NWREL) evaluation of this component will be completed after the school year ends.

Another exciting effort was to establish an after-school computer laboratory in a H.U.D. housing project. Generation www.Y partners TCI Cablevision and Apple Computer provided the hardware and software for a computer lab located in the community center in the 180-unit apartment complex. Each computer in the laboratory is connected to the Internet and the Olympia School District Network. Four Generation www.Y graduates fluent in Vietnamese and residents of the housing project work with students after school four days a week. The popularity of the program has been remarkable.

10. To expand the preservice training model to teachers of Native American learners.

The Evergreen State College welcomed a cohort of 60 preservice teachers entering their school in the fall of 1998. The entire cohort of preservice teachers is preparing to teach in schools for Native Americans. Twenty hours of Generation www.Y training was given to each of these preservice teachers. Three hours each were delivered in a middle, elementary, and high school and the remaining 11 hours were taken at The Evergreen State College. During these sessions, each student constructed a web page dealing with a Native American theme that they would use when they do their student teaching in a Native American school. To help these preservice teachers develop the web pages, Generation www.Y graduates presented lessons on web page design and construction. In addition, twelve Native American students from the Chief Leschi School were in attendance to work with the preservice teachers. Although these Native American secondary students knew little of web page production, they provided both a Native American and a student viewpoint so valuable in the creation of web pages that can truly improve student learning.

Because of the success of this program, the Chief Leschi school will deliver Generation

www.Y in both its elementary and secondary schools. Another Native American school in Eastern Washington delivered Generation www.Y this semester and another 7 Native American schools will begin implementation in the Fall of 1999.

11. To replicate the Student Network Leader model into a higher education setting.

This will take place at the St. Martins College. We have not discussed the goal to any great extent at this point.

12. To train Expansion District teams of teachers and student network leaders to implement the Generation www.Y model into their schools.

See Goal 5 above for initial discussion on expansion teams. One hundred and thirty nine schools are presently implementing the Generation www.Y model. This should expand to over 1,000 schools during the next school year. This makes Generation www.Y by far the largest of any TICG (see Appendix B). There are five school districts (St. Thomas, St. Croix, Shelton, Centralia, and Pioneer) and a private school (St. Michael School) that were part of the original grant and are being funded by Generation www.Y. Each of the district Gen www.Y coordinators submits four quarterly reports each year. These reports are on file in the Gen www.Y headquarters in Olympia, Washington.

Each of the four Virgin Islands schools presently implementing Generation www.Y sent a team of one teacher and two students to Olympia in January of 1998 to learn how to expand the model into their schools. The four Virgin Islands Generation www.Y classes started the first week in February of 1998. During the past year, each of these four schools taught the class twice. Project Director, Dr. Dennis Harper, traveled to these two districts in April of 1999 to discuss the program and plan for expansion to other schools. Appendix D contains a report on this visit sent to the Commissioner of Education of the U.S. Virgin Islands. Also, as many as ten

private schools in the Virgin Islands plan implementation of Generation www.Y next September (they will pay their own way).

In addition to the Virgin Islands schools, the original grant proposal had three additional "high needs" Washington state school districts and one Washington state private school receiving funds to implement Generation www.Y. A brief summary of each of these original expansion sites follows:

Both the **Centralia School District** and the **Shelton School District** are rural high poverty districts. A Generation www.Y teacher and two students from each district were trained in the Spring of 1997 and the two schools began Generation www.Y classes in the Fall of 1997. Each district has two secondary schools and each expanded from the one school offering Generation www.Y in the Fall to two schools in the Spring of 1998. Each of these four schools continue to offer Generation www.Y and the quality of the projects continually improves. The Centralia School District is trying to find funds to implement the program in its elementary schools.

The **Pioneer School District** is a very rural and depressed community. A Generation www.Y teacher was trained in the Fall of 1997 and the model was implemented in this grade 5-8 school in January of 1998. The quality of the results of the student projects in this district has been remarkable. The program is galvanizing this small community and Generation www.Y students are giving presentations to local hospitals, Rotary Clubs, etc.

The **St. Michael School** is a K-8 parochial school which also began the Generation www.Y class in January of 1998. Both Pioneer and St. Michael School are the first schools to have 5th graders in the class, and the first Generation www.Y classes to partner students with K-5 teachers. Based on the positive results of projects produced by young children, six elementary schools offered Generation www.Y during the present semester. Although the semester is not yet complete, the results of the students' work is very positive. As many as 50 elementary

schools are planning to implement Generation www.Y in the Fall of 1999.

In all cases, the expansion schools have commented that Generation www.Y was a catalyst for jump-starting technology in their districts. Administrators had to ready the hardware and software infrastructure to make the Generation www.Y class a success (with help from Generation www.Y corporate partners). Generation www.Y director Dennis Harper gave numerous workshops to the staffs at all of these schools to ensure buy-in from the teachers with whom the Generation www.Y students would be partnering. Somewhat surprisingly, the quality of the Generation www.Y projects in these expansion districts is as good or better than concurrent Generation www.Y projects conducted in Olympia Generation www.Y classes.

The major problem we have is that too many districts across the nation want to replicate the model before we have developed a model to sustain and support the thousands of schools who look at Generation www.Y as their model of choice for staff development in technology and the glue to link all their educational technology efforts.

13. To field-test training materials following sequential guidelines.

Presently, the fourth version of the Generation www.Y curriculum is being used. Generation www.Y teachers and outside curriculum expert consultants continue to monitor the use of the present materials (published by ISTE) and a revised edition is planned for 2000. A summary of the objectives of the new 12 unit curriculum is included in Appendix A.

The Northwest Regional Education Laboratory and the participants in the projects are evaluating these materials (see evaluation plan below).

Other project developments during reporting period

(May 1, 1998- April 30, 1999)

Some quick comments on other Generation www.Y developments:

1. A Generation www.Y student continues to update the Generation www.Y web page (http://genwhy.wednet.edu). This web site has ten major components: (1) a description of the project along with a downloadable version of our grant application, (2) the Generation www.Y curriculum which includes unit objectives and information pages, (3) a projects link which archives all Generation www.Y projects and is where students submit their project proposals to Generation www.Y consultants, (4) links to Generation www.Y corporate partners, (5) Generation www.Y news releases, (6) a list of Generation www.Y schools, (7) Generation www.Y related links, (8) a form that schools and districts can submit their interest in implementing Generation www.Y, (9) a link to the Generation www.Y Virtual Workspace (GWVW) where students and teachers can participate in forums and real-time chats, and (10) an evaluation section which links to research reports from the Northwest Regional Education Laboratory.

2. Workshops were held for each of the 124 schools that began delivering Generation www.Y during the past school year. The state of Kansas spent nearly $1 million to implement Generation www.Y in that state and two workshops were given to 48 Kansas schools in January of 1999.

3. During the year, corporate partners have provided Generation www.Y $ (see Appendix E for details).

4. A half-time Generation www.Y Curriculum Coordinator has been hired (Ms. Marilyn Piper) to help provide support to Generation www.Y teachers and Generation www.Y partner-

teachers on curriculum matters.

5. The Olympia School District hardware and network infrastructure has been improved and enlarged in order to handle the many Generation www.Y components and projects.

6. The project has received much positive publicity. Forbes Magazine, the Los Angeles Times, National Public Radio, and many local newspapers and television productions have featured Generation www.Y in a good light. A sampling of these articles are in Appendix F.

7. Generation www.Y was awarded a $161,000 grant to refine and expand Generation www.Y throughout Washington state (see Appendix E for details of this grant).

8. The Olympia School District hosted more than 100 visitors from throughout the world who came to see Generation www.Y first-hand.

9. Project director Dennis Harper met in Los Angeles with officials of the Milken Family Foundation to develop a plan where they would help fund the expansion of Generation www.Y. For the second consecutive year, Generation www.Y staff will train teachers from throughout the U.S. in Los Angeles in June of 1999 to implement Generation www.Y in their schools.

10. The International Society for Technology in Education published the Generation www.Y Curriculum Guide, the Generation www.Y Student Workbook, the Generation www.Y CD, and the Generation www.Y Video. All these materials are available in the Generation www.Y kit. ISTE has advertised Generation www.Y in its publications and promoted the model at conferences.

11. The first six Generation www.Y classes were held in elementary schools (in six separate states). This expansion was so successful that the state of Washington will give Generation www.Y $130,000 to implement the model into the 30 elementary schools the state has identified as being the lowest in academic performance (the Unity Schools). Seven elementary schools in the Olympia School District (the fiscal agent) will begin Generation

www.Y next Fall. The Generation www.Y elementary school class uses the same curriculum and approach as the secondary course but takes place over 30 weeks instead of the normal 18 weeks in middle and high schools.

12. Dissemination efforts have been extensive. More than 100 Generation www.Y students and teachers have presented the Generation www.Y model at conferences and meetings throughout the nation. These include:

- National Education Computing Conference in San Diego - June 1998
- Western Cluster TICG Meeting in San Diego - June 1998
- Milken Distinguished Educator Conference in Los Angeles - June 1998
- ISTE Leadership Academy in Portland - July 1998
- Aspen Institute on Educational Technology in Aspen - August 1998
- Telecommunications in Education Conference in New Orleans - November 1998
- TIES Conference in Minneapolis - November 1998
- Challenge Grant Directors' Meeting in Washington D.C. - December 1998
- Kansas Gen www.Y workshops in Wichita and Lawrence - January 1999
- Western Cluster TICG Meeting in San Antonio - February 1999
- Kentucky Education Technology Conference in Louisville - March 1999
- Good Afternoon Northwest(ABC TV) in Seattle - March 1999
- Northwest Council for Computers in Education in Seattle - March 1999
- District of Columbia Public Schools Principal's Technology Assistance Institute - 4/99
- Hudson Valley Technology Seminar in Hudson Falls, NY - April 1999
- First Annual Generation www.Y Student Leadership Conference in Lawrence, Kansas - April 1999

Problems Encountered

The project has gone surprisingly smooth and is at least a year ahead of its original schedule. Considering we had the project up and running with 160 students and 160 teachers within two months after receiving the grant and have, to date, trained 5,460 teachers and 5,460 students to infuse technology into the curriculum to improve student learning, Generation www.Y progress is unprecedented.

Of course, there are areas we need to improve on as the project expands. One area of concern is the participation of the consulting districts. These districts in fourteen states were supposed to monitor the projects the students and teachers were doing. However, only a few of the districts participated.. As a result of this poor particpation, we invited each of the 14 consulting districts to become an expansion district and implement the entire Gen www.Y model in one of their schools. Twelve of districts accepted this invitation and are either now or will be implementing the program.

As expected, the most difficult aspect of the Generation www.Y course for the students was working with the teachers to write their lesson or project plan. Being difficult is not necessarily bad. The students had to really think about what they were trying to do and how the students in the teachers' classes would react and what they would learn. Also, how would they know what the students learned? Keeping the projects aligned to our district and state essential learnings was also a struggle that was worth the effort. To alleviate this problem, a new set of web-based submission forms was created which have definitely helped.

By far the biggest problem Generation www.Y now faces is how to expand the project to meet the demand of thousands of schools throughout the U.S. who want to implement Generation www.Y. Expanding too rapidly would dilute the program and lessen the model's integrity. The new ISTE materials were created to help with this expansion, but the training and

support neccessary for success needs addressing. The formation of a Generation www.Y

Corporation to deliver Gen www.Y services to expansion schools is being undertaken. This

corporation will also be the main vehicle to sustain the model after the five-year period of the

present grant.

As we suspected before the grant, students really can contribute greatly in helping to

reform education. Bringing the student in as a change agent rather than being an object of change

has certainly excited many educators in the country.

Project Evaluation Plan

The external evaluation of the Generation www.Y Project is being conducted by Michael

Coe of the Northwest Regional Educational Laboratory in Portland, Oregon. Ongoing data

collection methods have included interviews and pre- and post-surveys of participating students,

teachers, and preservice teachers, review of instructional materials and other documentation

developed as part of the project, review of collaborative projects completed by student and

partner-teacher teams, interviews with key project staff, interviews with school administrators,

and observation of classrooms, workshops, and other project activities.

Findings indicate that the project has been generally quite successful at training students

to be effective collaborative partners for teachers, and that those collaborative teams have built

hundreds of integrated lesson plans that make use of modern digital technologies. Both students

and partner-teachers continue to report that participation in Generation www.Y is a positive

learning experience, combining increased skills in using technology with increased student

leadership, authentic project-based learning, and participation in a community of learners.

The preservice component of the project has resulted in successful technology-enriched

field experiences and coursework for preservice teachers at two participating institutions of

higher education. Year two findings are summarized in the September, 1998, progress report; year

three findings will be available in September, 1999. During the 1998-1999 school year, Generation www.Y instructional materials and course structure were refined into a stable format and major strides were taken toward upscaling the project for nationwide dissemination.

Appendix C contains an entire copy of the Northwest Regional Lab's Second Annual Report on the Generation www.Y project. In addition, data from subsequent research is attached as an addendum to the report. An evaluation link on the Generation www.Y home page (http://genwhy.wednet.edu) provides up-to-date links to recent Generation www.Y findings.

The Generation www.Y project addresses Goal 1, Objective 1.7 of the US Department of Education Strategic Plan for 1998-2002. In particular, GPRA performance indicators 39, 42, and 44 under Goal 1 are directly targeted by Generation www.Y (students will show improved technological literacy; teachers will integrate high-quality educational technology, high quality software, and the information superhighway into their school curricula; teachers will be trained in the use of computers and the Internet to help students learn).

In order to simplify and summarize Generation www.Y research questions, the following seven questions will be used as a guide during the upcoming year.

Generation www.Y Research Questions

1. Did Generation www.Y students learn information technology skills?

2. Did students have positive experiences collaborating with partner-teachers on the projects? Besides learning IT skills, did participating students benefit in other ways, such as increased motivation, communication skills, basic skills, collegiality, confidence, etc?

3. Were the collaborative projects an effective method of helping partner-teachers integrate information technology into their teaching?

4. Did partner-teachers have positive experiences collaborating with students on the projects? Besides being assisted in rebuilding lessons to make more effective use of information technology, did participating teachers benefit in other ways, such as improved openness toward educational technology or constructivist practices, improved IT skills, greater comfort with changing roles of teachers and students, etc?

5. For whom, and under what conditions, does Generation www.Y work best?

6. Was the preservice component an effective method of helping preservice teachers integrate information technology into their lesson plans?

7. Were the community labs effective in improving IT access for students and community members?

Section IV: Budget

The current (as of May 1, 1999) status of our budget expenditures can be found in detail in Appendix E. There have been no significant changes in the budget that was approved in October of 1996. Some budget reprogramming was requested and accepted in December of 1997 and 1998. These changes are included in the budget summary found in Appendix E. We are unable at this time (with five months remaining in the third budget period) to determine whether we will want to request any of the budget be carried over into the next budget period. Because of the rapid expansion of the model, it is unlikely that there will be too much carry-over this year (probably not more than $150,000).

We have also included in Appendix E a list of in-kind contributions from corporate, foundation, state, and school sources. These in-kind contributions for the 1998/99 school year totaled $3,335,221.50. This is four times the amount received from the TICG program. People out there REALLY like this model!

Section V: Supplemental Information/Changes

There have been no changes in project activities, objectives, or strategies this year. Next year, the only change we foresee is that we may be expanding the model nationwide faster than we first anticipated. This may require some of our budgeted money to be reprogrammed next year, or some of this year's budget carried over to next. In addition, it is likely that an external organization will begin providing services for the thousands of schools wanting to implement

Generation www.Y. The Olympia School District is in no position to manage and run this type of business.

   In general, we are overwhelmed by how fast and well the project has progressed considering we have only completed a little over half of a five-year grant. The attention Generation www.Y is receiving in the district, state, nation, and the world has been encouraging. We look forward to two more years to refine and assess the model. Thank you for all your cooperation.

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