GenYES

2009-2010
National Evaluation Data

*Prepared by **Generation YES** using tools provided by*
Education Northwest

education northwest
CREATING STRONG SCHOOLS & COMMUNITIES

This report includes data from all schools, students and teachers who participated in the online survey components of the GenYES program during the 2009-2010 school year.

GenYES 2009-2010 National Data

This report includes data from GenYES classes that were held across the United States during the 2009-2010 school year. The summary was prepared by Generation YES, using tools that were developed by the Research Unit of Education Northwest (http://educationnorthwest.org). The information contained in this report was collected through a variety of online surveys and forms on the GenYES website, and includes the following:

- Surveys completed by participating GenYES students
- Surveys completed by GenYES TAP requesters at the end of the each class
- Surveys completed by GenYES Advisors at the end of each class

The purpose of GenYES is to assist with the effective integration of technology in teaching and learning, while engaging students in constructive, meaningful activities that support teachers and other members of the school community. The information presented here will hopefully provide you with a snapshot of those activities, as well as an appreciation for how those activities support technology integration and student engagement in schools across the country.

Additional reports summarizing data on GenYES classes in particular localities are 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. In addition, you may want to pursue a more in-depth review of the particular Technology Assistance Projects (TAPs) developed by GenYES students, teachers, and other staff in your area. Many of these projects support new curriculum and instruction efforts or other initiatives in your local schools and communities.

Index of Tables

GenYES Year-end Survey Results

GenYES Advisor

GenYES Students

GenYES Requesters

Overview of GenYES

The core of GenYES is the establishment of collaborative partnerships between students and teachers, with the express purpose of facilitating the integration of modern digital technologies in the practice of teaching. GenYES promotes the effective use of educational technology in schools, provides opportunities for meaningful student engagement and leadership, and fosters the establishment of a true learning community by blurring the distinctions between teachers and learners. Rather than teaching technology skills to teachers in the hope that they will use those skills to improve their teaching, GenYES trains students to form working partnerships with their teachers in order to positively impact teaching, learning, and school culture. Students become agents of change, assuming responsibility for helping to improve the availability and use of customized educational resources.

GenYES students learn technology skills with an emphasis on applying those skills to a real-world problem: helping teachers use technology to deliver more engaging and effective lessons. Students and staff learn how telecommunications tools, the World Wide Web, digital media, presentation tools, Web 2.0 applications, and other emerging technologies can enhance lessons and curriculum units. GenYES students have the additional opportunity, through working with their partner-teachers, to develop an appreciation of sound pedagogical practice, including: (a) the identification of learning objectives; (b) the consideration of assessment strategies; and (c) the alignment of projects with state or local curriculum standards.

In GenYES, the TAP Requester (any adult in your school) first identifies a technological need in his or her classroom and submits it using the online TAP system. The GenYES Advisor logs into his or her online Dashboard and assigns the TAP to a GenYES student. Next, the GenYES student and requester meet to discuss the details of the TAP. The GenYES student then takes primary responsibility for the “nuts & bolts” technology components of the project, while the teacher or staff ensures content accuracy and pedagogical appropriateness. The resulting projects are then used in a regular classroom, or in the library, administrative offices, etc. Through this model, educators receive targeted, individualized support as they improve their skills in using and integrating new instructional technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context. Many then go on further extend their skills through more advanced school or community service projects.

The GenYES program was originally developed, beginning in 1996, in the Olympia (Washington) School District, funded by a five-year award from the U.S. Department of Education’s Technology Innovation Challenge Grant program. In addition, numerous state and local grants, as well as corporate sponsorships, have supported the development of the instructional model and materials, enabling the dissemination of the model to schools beyond Olympia. Currently, GenYES classes are provided through the GenYES organization to schools nationwide. The program provides a model that can be tailored to fit a wide range of grade levels, technology infrastructures, scheduling

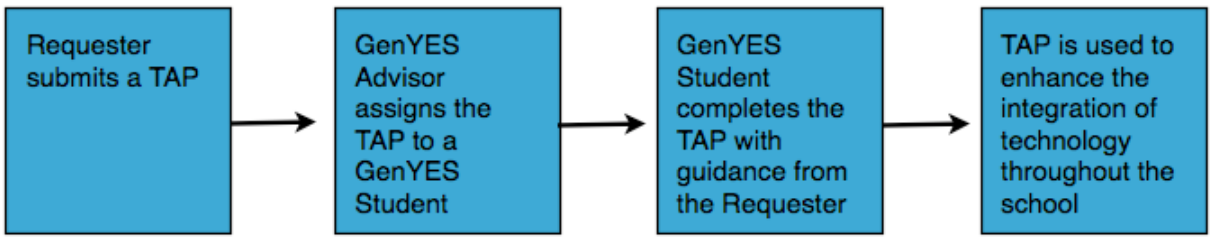
requirements, interests, and skill levels of participating students. In the summer of 2000, the program was awarded a rare “Exemplary” rating by the department’s Expert Panel on Educational Technology, a distinction limited to only two of 134 evaluated programs.

Data from the nationwide project indicate that GenYES can be an effective alternative for schools wishing to further integrate technology into their regular curriculum offerings while increasing their use of project-based, student-centered learning practices. The model provides individualized support for educators seeking to increase their integration of instructional technologies without becoming sidetracked from their primary professional responsibilities– building and delivering effective curriculum lessons and units. GenYES achieves this by providing students with the skills and opportunity to act as responsible partners with their teachers in creating new curriculum materials and developing 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 while developing more advanced abilities to integrate technology into standards-based lessons, projects, and curriculum units. Both staff and students report that they have gained valuable experience developing their skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the GenYES approach to be an effective professional development strategy for teachers, as well as an effective means to increased student engagement, learning, and leadership.

For those unfamiliar with GenYES, the term “requester” refers to staff who submit an online technology assistance project (TAP). The member of the staff and the GenYES student then collaborate in the development and delivery of projects that contribute to the integration of technology towards student learning. The term “GenYES Advisor” refers to the individual who delivers and manages the GenYES class, working with *all* GenYES students in a school. The GenYES Advisor guides student acquisition of new skills and knowledge through the course activities, assigns TAPs to GenYES students, and provides supportive assistance as students develop their collaborative projects. The GenYES Advisor also helps facilitate and support the relationships between GenYES students and the Requester. The core of the model is the GenYES class and the TAPs developed by GenYES students and staff for delivery to students in the school, as depicted in Table 1.

Table 1: The GenYES TAP Process



GenYES provides fully participating schools with the following:

- A training on the online tools for the GenYES Advisor(s) and selected students
- Course materials, including curriculum guides, student resources, videos, custom web 2.0 tools, etc.
- Access to online resources and consultants for the development of student projects
- Data collection and reporting services to monitor program outcomes

The program includes a series of online surveys and online project documentation facilities for GenYES Advisors, GenYES students, and the requesters who work with the GenYES students. Data from these sources, collected during the 2009-2010 school year, are presented in the tables on the following pages.

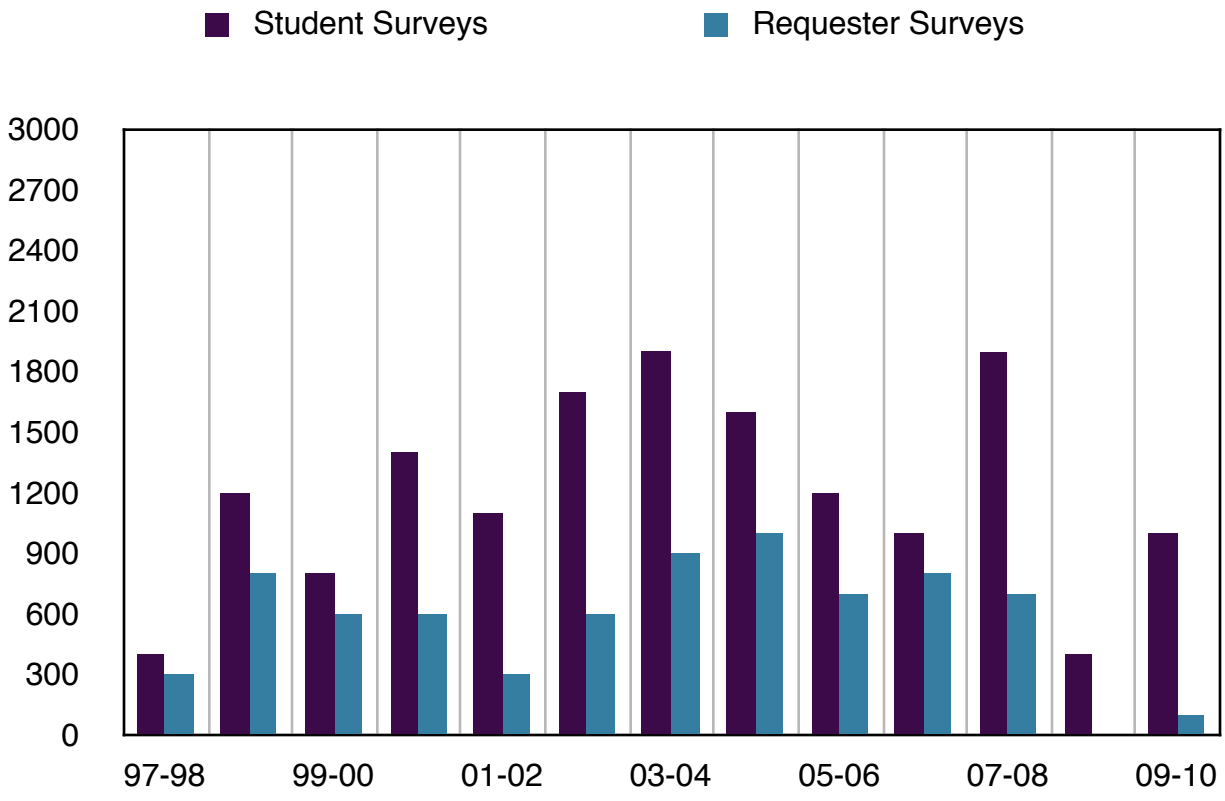
During the past decade, GenYES staff have made the transition from operating a grant-funded project administered through a local school district to operating a private organization providing services to schools and districts nationwide. During this transition, the survey data from GenYES Advisors, students and requesters indicate that the high quality of these products and services has been not just maintained but further improved. Participating students and teachers continue to report high satisfaction and good results in their schools.

Longitudinal Trends in GenYES Participation

GenYES has produced a model for the infusion of computing and telecommunications technology into schools. The curriculum materials and online resources can be used from elementary through 12th grade, and can be adapted for use with a wide range of hardware and software resources, as well as a wide range of student and teacher interests, ability levels, and special needs.

This section provides demographic information about participants who completed their GenYES surveys over the past several years. These numbers reflect only those students, GenYES Advisors, and requesters who chose to participate in the online surveying system. Since 2001, all students and requesters who fully participated in the online components of GenYES also participated in the integrated system of surveys and project documentation. Table 2 displays the number of surveys returned over the past 10 years of the program (Requester Surveys were not administered during the 2008-09 school year).

Table 2:
Students and Partner Teachers Who Responded to Project Surveys, 1997 – 2010

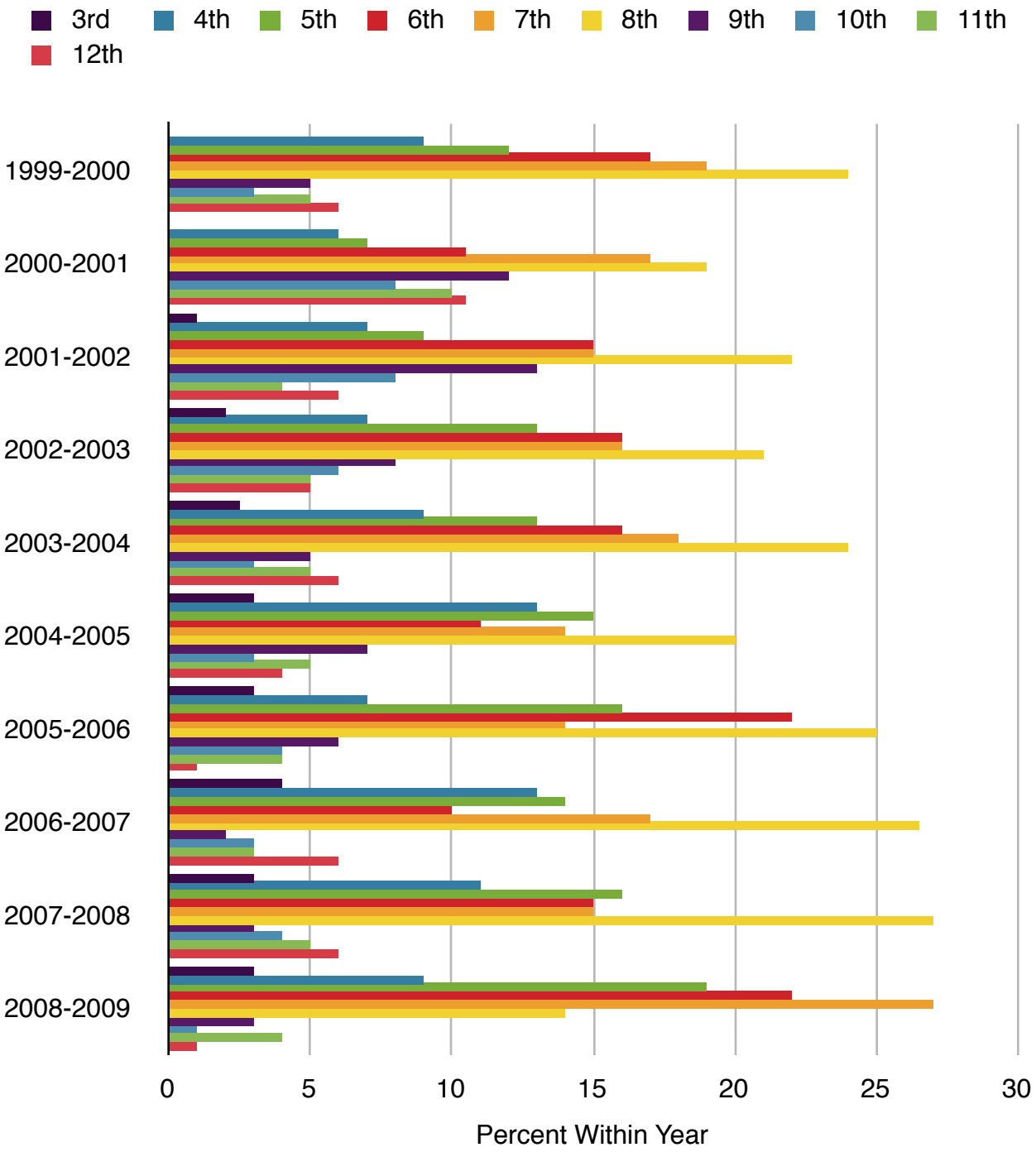


Many schools make a concerted effort to insure that girls are not under-represented in GenYES classes. This is reflected in the nearly equal numbers of boys and girls in the survey group, shown in Table 3.

Table 3: Gender of GenYES Students, 2000 – 2009

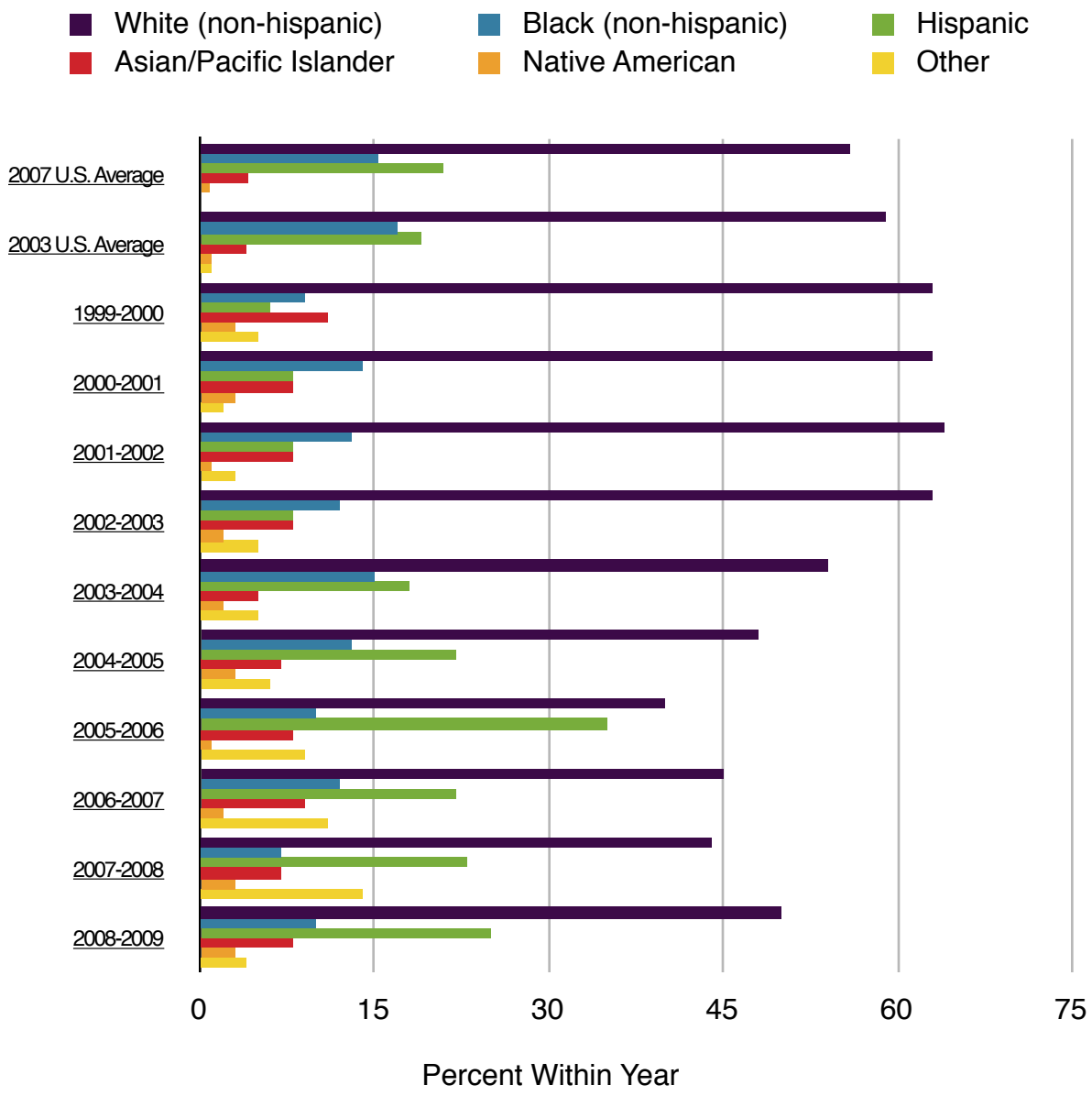
The GenYES course has been taught in elementary grades through 12th grade. GenYES classes have been most frequently delivered in middle schools, although high school and elementary classes have become common in recent years. The distribution of student grade levels among students who returned preliminary surveys is displayed in Table 4. Grade level data is unavailable for the 2009-10 school year.

Table 4: Grade Level of GenYES Students, 1999 – 2010



Student participants in GenYES classes closely match the ethnic profile of the general student population. Table 5 shows GenYES student ethnicity in comparison to the United States school population figures reported in the National Center for Educational Statistics Common Core of Data for 1998 and 2003. (Ethnicity data are missing for small percentages of students).

Table 5: Ethnicity of GenYES Students, 1999 – 2010



Generation YES keeps real time data on participating schools. The following data is derived from the 2009-10 school year (September-June). National averages are calculated by omitting schools that do not use particular components of the online system.

Table 6: National Student Data

School Overview

SCHOOL	STUDENTS	COMPLETED TAPS	TAP TIME (HOURS)	INTEGRATED TAPS	BLOG ENTRIES	WIKI ARTICLES	TASKS
Aire Libre Elementary School	10	11	0.58		2		
Animas Jr./Sr. High School	1						
Anthony High School	8	3	4.75		128	1	
Antwerp Local School	12						
Arboga Elementary School	31	2		1			
Argyle Jr./Sr. High School	3						
Arrowhead Elementary School	11				7		
Auburn Middle School	13	5		1	10		
Begich Middle School	7	87	55.75	41	3	3	
Bethlehem Central Middle School	40				3	1	
Bolton Central School	3						
Borrego Springs High School	5				7		
Boulder Creek Elementary School	248						
Broadalbin-Perth Middle	8	2	0.17	1			

School							
Cactus View Elementary School	12	1		1	40		1
Castle Rock Elementary School	3						
Catholic High School	8	42	91.00	4			4
Cedar Lane Elementary School	28	5		1			1
Cesar Chavez Charter School							
Chapman Elementary School	19						
Chaska Middle School East	91	23	48.25	2	2	2	
Chaska Middle School West			115.25	6		2	434
Chugiak High School	5	55	4.17	3	3	2	3
Citrus Elementary School							
Clark Middle School	17	2	2.00	1	13	7	3
Colfax High School	4						
Copper Canyon Elementary School	175						
Cumberland-Perry Area Vocational Technical School	29	6	2.25		26	14	2
Daniel Pratt Elementary	1						
Desert Cove							

Elementary School							
Desert Shadows Middle School							
Desert Trails Elementary School	11						
Desert View High School							
Dexter High School	21				23		15
Digital Harbor High School	36				86		
Drummond Elementary	22	1	6.00	1			
Dunsmuir Elementary School	1						
East High School	6	41	68.33	12		15	4
Edward Little High School	1						
Ella Elementary School	6						
Emma Wilson Elementary School	19						
Explorer Middle School	20				4		2
Firebaugh Middle School	34	20	356.25	1	479		
Fletcher Elementary School	9						
Fonda-Fultonville Middle School	6	3			1		
Foothill Farms Junior High School	38						
Foothills Intermediate	2				3		2

School							
Fort Ann Central School						1	
Fort Plain Jr./Sr. High School							
Fredonia Middle School	7	15	0.08	11			
Freeman Elementary School	2						
Galway Middle School	5						
Glens Falls Middle School							
Gloversville Middle School	7	1	0.08		7		
Grant Park High School	10						
Granville Elementary School	23	12	17.33	10	1	1	1
Greenway Middle School	20						
Greenwich Jr./Sr. High School	5				2	1	
Hambly Middle School	38						
Hammond Elementary School	17	1			47	1	1
Hayden High School	24				1		
Hidden Hills Elementary School	19				14		
Hill Crest Middle School							
Hudson Falls High School							
Hudson Falls Middle School	81	1			35		

Hurley School District	8						
Indian Bend Elementary School							
Indian Lake Central School	14				2	1	
Jamesville DeWitt High School	2						
John A. McManus Elementary School	9						
Johnsburg Central School							
Johnson Park Elementary School	31	9	1.00	4	2		
Juniper School	10						
Knox Junior High School	11	4	3.50	3	5		
Lake George Jr./Sr. High School	3	1	0.50	1	1		
Lake Pleasant Central School	5	2	0.25	2			
Leonard V. Moore Middle School							
Liberty Elementary School	8						
Liberty Middle School	1				2		5
Linda Elementary School	44	5			25	2	1
Little Chico Creek Elementary	52						

School							
Lordsburg High School	9	31	21.83	5	310	4	
Louis Pasteur Middle School	3						
Lynch Literacy Academy	40	1	0.08	1	1		
Mamaroneck Avenue School							
Maple Avenue Middle School	33	5	2.08		1		
Marigold Elementary School	17						
Mayfield Jr./Sr. High School	7	10		9			
McConnellsburg High School	19				63		
Mellen School	7						
Mercury Mine Elementary School	20	28	86.67	7	1	2	
Messalonskee High School	2						
Milken Community High School	10						
Mountain View Middle School							
North Canyon High School	12	36	4.42	5	3	3	8
North Ranch Elementary School	10	3	3.00				
Northville Jr./Sr. High School	3						
Olga Reed School	40						

Olivehurst Elementary School	53	1	3.00	1	1		1
Oliver Winch Middle School	11						
Orangedale Junior High School	2						
Paradise Valley High School	7	42	114.17	6		1	3
Parkview Elementary School	23	17	44.00		110		
Pioneer Ridge Middle School	75	27	184.83	15	227	51	5
Preston Hall Middle School	10	27	24.17	16	2		
Promethean Charter School	8				1		
Queensbury Intermediate School	13	4	4.33		19	1	1
Reeds Spring High School	9	82	2.25	30		2	1
Rio Linda Junior High School	27						
Riverview School	10	168	40.58	25	2	3	2
Rolling Hills Preparatory School							
Romig Middle School	2						
Rose Hill Junior High School	22	13	8.17	4		1	3
Rosedale Elementary School	24	5	5.00		71		1
Salem Jr./Sr. High School	10	5		2	21	2	2

San Andres High School	23						
Sandpiper Elementary School	50				11		
Saratoga Central Catholic	2				4		
Schuylerville Jr./Sr. High School	2						4
Sedgwick Jr/Sr High School	11						
Sequoia Middle School	1	8		1			
Shadow Mountain High School	8	10	37.50	4	1		
Shanksville-Stonycreek High School	5	20	13.25		2		4
Shasta Elementary School	24						
SMT Sepang	13	8	0.33	10	7	3	1
SMT Tuanku Jaafar	11	1	0.08		1		
Socorro High School	8						
South High School							
Sprayberry High School	48						1
St. Benedict Elementary School	47						
St. Johnsville Middle/High School							
St. Mary's Institute	14	9	10.17	3	56		3
St. Mary's School							

St. Mary's/ St. Alphonsus	3	4		1	1		1
Stephens Middle School	13	1	2.00		9		
Sunrise Middle School	5						
Sunset Canyon Elementary School	6	13	0.08				
Sylvan Middle School							
The School at Church Farm	7	135	20.25	13			
Tongue River Middle School	13	29	73.25	22	12		
Truth or Consequences Middle School	22						
Turtle Bay School	21	39	11.42	24		1	
Urban Middle School	16						
USD 281	5	306	1373.67	14	10		
Village Glen School	11	56	7.83	6	8	2	
Village Vista Elementary School							
Vista Verde Middle School	52				5		1
Weed Union Elementary School							
Wells Central School	20	2			4	1	
Whispering Wind Academy	6				2		
Willow Spring Elementary School	13						
Winston	23	3	1.00	1			

Churchill Middle School							
Woodland Prairie Elementary School	12						
Yuba Gardens Middle School							
Zamora Elemenatary School	5						
National Total	*2,754*	*1,617*	*3,737*	*393*	*1,997*	*123*	*517*
National Average Where N > 1	*20*	*30*	*96*	*12*	*38*	*7*	*26*

GenYES Advisor Survey Results

At the close of each GenYES class, Advisors are asked to complete an online report that includes questions about the TAPs done in 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.

Tables 7-11: GenYES Implementation and Design

Table 7

Counting the session that is now ending, how many times have you taught GenYES?

1	66.7%
2	13.3%
3	4.4%
4	0.0%
5	2.2%
9	2.2%
10	2.2%
14	2.2%
15	2.2%
20	4.4%

(Percent out of approximately 45 reporting)

Table 8

What types of training did you receive this year?

	NO	YES
Phone training on GenYES 2.0 web tools (TAPs, Wiki, Blog, Curriculum, Reports, etc.)	73.3%	26.7%
Phone training on GenYES model and philosophy	95.6%	4.4%
District or regional workshop with Generation YES	62.2%	37.8%
Onsite workshop at your own school with Generation YES	82.2%	17.8%
Training from a source other than Generation YES (informal training from a previous GenYES advisor, workshop with district or school personnel, etc.)	80.0%	20.0%
Other	0.0%	0.0%

(percent out of approximately 5 reporting)

Table 9

Was your GenYES class supported by grant funding?

Yes	59.5%
No	27.0%
Not sure	13.5%

(Percent out of approximately 37 reporting)

Table 10

How were students recruited or selected for your GenYES program?

	NO	YES
Recruited by the GenYES Advisor	45.0%	55.0%
Volunteered	65.0%	35.0%
Recruited by other teachers	70.0%	30.0%
Selected based on other criteria	80.0%	20.0%
Part of a normal class rotation	82.5%	17.5%
Selected based on high academic achievement	92.5%	7.5%

(percent out of approximately 40 reporting)

Table 11

How useful was the training in preparing you for GenYES?

Very Useful	42.9%
Somewhat Useful	38.1%
Not Useful	0.0%
Did Not Use	9.5%

(Percent out of approximately 42 reporting)

Tables 12-15: Effectiveness of the GenYES Curriculum

Table 12

How useful were activities in "Unit 1: Getting Started Guides"?

	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL	DID NOT USE
What is GenYES?	34.1%	36.6%	2.4%	14.6%

Becoming Familiar with GenYES Tools and Resources	39.0%	31.7%	2.4%	14.6%
Collaboration	30.0%	35.0%	0.0%	25.0%
Communication	31.7%	34.1%	2.4%	22.0%
TAPs and Learning	34.1%	34.1%	4.9%	19.5%
TAPs and Teaching	34.1%	31.7%	4.9%	24.4%
Troubleshooting and Tech Support	24.4%	26.8%	4.9%	36.6%
Tutorials	26.8%	22.0%	4.9%	39.0%

(percent out of approximately 41 reporting)

Table 13

How useful were activites in "Unit 2: Wrap-Up Guides?"

	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL	DID NOT USE
Portfolios	12.5%	17.5%	2.5%	65.0%
Finishing TAPs and Year-End Surveys	22.5%	22.5%	2.5%	42.5%
What It Means To Be A GenYES Graduate	17.5%	10.0%	2.5%	60.0%
Celebration and Recognition	22.5%	10.0%	2.5%	55.0%

(percent out of approximately 40 reporting)

Table 14

How useful were activites in "Unit 3: Specialty Technology Guides?"

	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL	DID NOT USE
Handhelds	7.3%	9.8%	7.3%	70.7%
Help Guides and Video Tutorials	9.8%	24.4%	0.0%	53.7%
Digital Storytelling	14.6%	17.1%	2.4%	56.1%
Inspiration and Kidspiration	17.1%	4.9%	2.4%	70.7%
CyberSmart!	14.6%	24.4%	2.4%	51.2%

(percent out of approximately 41 reporting)

Table 15

How useful did you find each of the 21 supplemental units?

	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL	DID NOT USE
Unit 5: Online Research and Information Literacy	17.6%	17.6%	0.0%	52.9%

Unit 6: Online Communications	23.5%	17.6%	0.0%	47.1%
Unit 7: Digital Media	23.5%	17.6%	0.0%	47.1%
Unit 8: Multimedia Presentations	23.5%	23.5%	0.0%	41.2%
Unit 9: Web Publishing	23.5%	5.9%	0.0%	58.8%
Unit 10: Hardware	12.5%	25.0%	0.0%	56.3%
Unit 11: Software	13.3%	13.3%	0.0%	66.7%
Unit 12: Tech Support: Problem Solving and Customer Service	17.6%	5.9%	0.0%	70.6%
Unit 13: Researching Solutions	11.8%	11.8%	0.0%	70.6%
Unit 14: Housekeeping	11.8%	11.8%	0.0%	70.6%
Unit 15: Contemporary Social Issues	5.9%	11.8%	0.0%	76.5%
Unit 16: Cyber Safety	11.8%	35.3%	0.0%	41.2%
Unit 17: Media Literacy	5.9%	23.5%	0.0%	64.7%
Unit 18: Media Influence	0.0%	17.6%	0.0%	76.5%
Unit 19: Career Exploration	0.0%	5.9%	0.0%	88.2%
Unit 20: Communication	5.9%	11.8%	0.0%	70.6%
Unit 21: Leadership in the 21st Century	11.8%	11.8%	0.0%	70.6%
Unit 22: Being a Leader	5.9%	11.8%	0.0%	76.5%
Unit 23: Teaching as Leading	0.0%	18.8%	0.0%	75.0%
Unit 24: Community Leaders	0.0%	18.8%	0.0%	75.0%
Unit 25: Community Service Projects	6.3%	18.8%	0.0%	68.8%

(percent out of approximately 16 reporting)

Tables 16-20: The GenYES Advisor Experience

Table 16

Which of the following best describes your GenYES program?

Elective class	32.5%
Required class	12.5%
Independent study class	10.0%
Club with regular, meeting at least 2 hours a week	17.5%

Club with regular, meeting less than two hours a week	7.5%
Club without regular meetings	20.0%

(Percent out of approximately 40 reporting)

Table 17

Range the activities by how much time your GenYES students spend on them (1 = most common activity; choose n/a if the activity is not part of GenYES at your school)

	1	2	3	4	5	6	7	8	9	10	N/A
Tech Support	40.0%	2.2%	6.7%	6.7%	11.1%	2.2%	4.4%	4.4%	4.4%	4.4%	13.3%
Teach teachers technology individually	37.8%	6.7%	6.7%	6.7%	8.9%	0.0%	4.4%	4.4%	2.2%	2.2%	20.0%
Help teachers prepare lessons using technology	24.4%	11.1%	15.6%	6.7%	8.9%	0.0%	4.4%	2.2%	2.2%	4.4%	20.0%
Help teachers prepare class resources	31.1%	11.1%	11.1%	4.4%	13.3%	6.7%	2.2%	0.0%	2.2%	4.4%	13.3%
Provide help for community technology projects	24.4%	2.2%	4.4%	4.4%	6.7%	6.7%	0.0%	0.0%	0.0%	11.1%	40.0%
Lead workshops	17.8%	2.2%	2.2%	2.2%	4.4%	0.0%	0.0%	6.7%	2.2%	13.3%	48.9%
Mentor other students in technology	44.4%	8.9%	4.4%	8.9%	4.4%	8.9%	2.2%	0.0%	2.2%	2.2%	13.3%
Computer lab assistants	35.6%	0.0%	4.4%	4.4%	0.0%	2.2%	6.7%	2.2%	0.0%	2.2%	42.2%
Work on school website, newsletter or news broadcasts	24.4%	8.9%	2.2%	4.4%	6.7%	0.0%	6.7%	2.2%	2.2%	2.2%	40.0%
Other	40.0%	0.0%	0.0%	0.0%	6.7%	0.0%	2.2%	2.2%	2.2%	0.0%	46.7%

(percent out of approximately 45 reporting)

Table 18

Mark the answer that describes your GenYES experience this year

	VERY DIFFICULT	DIFFICULT	OK	VERY EASY	N/A
How difficult was it to find partner-teachers interested in participating?	22.0%	24.4%	31.7%	14.6%	7.3%
How difficult was it to get partner-teachers using the TAP system?	34.1%	31.7%	17.1%	12.2%	4.9%
How difficult was it to facilitate the working relationships between your GenYES students and their partner-teachers?	12.2%	31.7%	22.0%	26.8%	7.3%

(percent out of approximately 41 reporting)

Table 19

Mark the answer that best describes your GenYES experience this year

	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.	47.5%	25.0%	27.5%	0.0%	0.0%	0.0%
GenYES is a good way for students to learn technology skills.	57.5%	35.0%	5.0%	2.5%	0.0%	0.0%
GenYES is a good way for students to learn leadership and collaboration skills.	65.0%	30.0%	5.0%	0.0%	0.0%	0.0%
GenYES is a good way to make school more engaging and meaningful for students.	55.0%	32.5%	12.5%	0.0%	0.0%	0.0%
GenYES is a good way for students to practice solving real-world problems.	57.5%	32.5%	7.5%	2.5%	0.0%	0.0%
I was adequately prepared to teach this course.	27.5%	35.0%	25.0%	12.5%	0.0%	0.0%
The Generation YES central office staff has been responsive and helpful when I have requested assistance.	70.0%	15.0%	5.0%	0.0%	0.0%	10.0%
Implementation Guide was useful.	35.0%	30.0%	27.5%	0.0%	0.0%	7.5%
TAP System was useful.	40.0%	20.0%	25.0%	5.0%	0.0%	10.0%
Blogs were useful.	15.0%	17.5%	20.0%	2.5%	2.5%	42.5%
Wiki was useful.	12.5%	15.0%	25.0%	0.0%	2.5%	45.0%
Dashboard was useful.	45.7%	31.4%	14.3%	2.9%	0.0%	5.7%
TAP Reports were useful.	28.2%	25.6%	23.1%	5.1%	0.0%	17.9%
We will continue to offer GenYES at our school in the future.	57.5%	22.5%	10.0%	0.0%	0.0%	10.0%
I would be willing to serve as a trainer for other teachers in my region who want to begin GenYES programs in their schools.	30.8%	20.5%	5.1%	5.1%	15.4%	23.1%

(percent out of approximately 39 reporting)

Table 20

Please rate GenYES Student's levels in the following areas AFTER their GenYES experience:

	LESS	SAME	A LITTLE MORE	A LOT MORE
Academic Skills	0.0%	40.0%	48.6%	11.4%

Interpersonal Skills	0.0%	20.0%	48.6%	31.4%
Leadership Skills	0.0%	17.1%	42.9%	40.0%
Technology Skills	0.0%	8.6%	40.0%	51.4%
Self-Esteem	0.0%	8.6%	34.3%	57.1%

(percent out of approximately 35 reporting)

Table 21: Administrative Context and Support

Rate how well the following statements reflect your school:

	STRONGLY AGREE	MOSTLY AGREE	MIXED	MOSTLY DISAGREE	STRONGLY DISAGREE	NO OPINION
The computer and network infrastructure at our school is adequate.	33.3%	46.2%	2.6%	12.8%	5.1%	0.0%
Students have adequate permissions and privileges to use our computer and network resources, email and the Internet.	25.6%	30.8%	17.9%	15.4%	10.3%	0.0%
Our teachers are enthusiastic about working on TAPs through the GenYES model.	10.3%	15.4%	43.6%	17.9%	7.7%	5.1%
The schedule and administrative structure and process at our school are flexible enough to allow creative and varied collaboration between students and teachers.	26.5%	23.5%	32.4%	8.8%	5.9%	2.9%
GenYES is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology into their classrooms.	15.4%	15.4%	30.8%	20.5%	10.3%	7.7%
GenYES is used to support other special initiatives in our school aimed at technology integration, professional development, or curriculum development.	15.8%	21.1%	31.6%	10.5%	13.2%	7.9%
GenYES has improved how teachers use technology in their classes.	28.2%	25.6%	17.9%	10.3%	7.7%	10.3%

(percent out of approximately 39 reporting)

Tables 22-28: Open Ended Responses

Table 22

Describe any particular difficulties or problems you encountered teaching GenYES at your school

Getting teachers to ask for help
Recruitment was an issue this year because a change in our study hall schedule. now many students were going to music related activities instead of coming to see us because the lessons they took in the morning were now

switched to study hall. because of budget cuts we found students could not come to see us as t hey did in years past.
Did not have time to use the taps.
Our main issue was the lack of after school busing and little to no time in the days schedule to connect with teachers.
Teachers not willing to come to trainings put on by students and genyes advisor. teachers very busy with their daily work, new teachers every year for the past 3 years. new partner teachers to teach the process.
Too many classes offered at the same time and not enough taps
Teacher collaboration with students. the use of laptops shared with the library. it did not allow students to actively participate and collaborate within a normal noise level.
Computer systems/network is locked down, therefore it is difficult to have sgls perform tech support.
Implementing the taps system with the teachers is difficult becasue when they have a problem, they want help immediately and do not put in a formal taps request through the system - there just isn't time and they forget to do it later. teachers have far too many other things to worry about. if the problem is fixed, they forget about it. i lost a lot of stls this year to sports and other obligations.
By not having a class it is difficult to do push in
We started 1/2 way through the year, so getting this started was not easy. our admin. wanted to start the techyes program first. i am hoping that next year we will be able to begin the genyes program at our school.
I smiply didn't have time to do much of what i had hoped to. this is primarily because we didn't get started until 1/2 way through the year.
Taps are hard to keep up with. eacher would rather tell m ein person and thn i forget ot have a student or myself enter them.
Students have very little free time in their schedules to help teachers and after school, many of them have sports or other clubs so meeting was difficult to schedule at times. i have only had 2 teachers in my school respond to tap requests. unfortunately, because we are 7-12 school, our middle schoolers are often thought of as being "little" kids.
Lack of time in scheduling
Advisor/student follow up to existing tap requests
District lacks tech vision; teachers reluctant to join 21st century learning
My first year as an advisor, i felt 'green' to the program at times and did my own learning and growing along the way.
I am still working to get teachers familiar with the tap system. it works well but it takes time for teachers to be comfortable using it.
Started too late in the year.
Getting teachers on-boartd

When just using materials provided by genyes, the program became dull and classroom like. in the format that i used, club style, the kids had no interest in doing book work style activities. after mixing up the activities to make it more interesting and new, the kids became much more into the program. after we started doing more activities geared towards what our grant was requiring, the kids were no longer excited about coming and 1 even stopped. the problem was that the grant required more of a genyes/teacher relationship and the teachers in the grant wanted nothing to do with the program for the most part. the only time they put in taps or asked for help was when they were told they had to and that was bare minimum at best. i do not believe any of the materials produced by the genyes kids were even used in a classroom.
None. just getting strated with it. will use more in-depth next year.
We have a small pool of students to choose from and they are involved in many afterschool activities which makes it difficult for them to manage gen yes afterschool. during school hours, everyone is working or learning so there is just no time.
Our class period was shortened this year and 30 minutes was not enough time. we also changed students out at semester and having students join in the middle of the year was difficult.
We ran out of time to do much at all with genyes because we were working on techyes projects during the second half of the year (because of the way 7th grade computer class is scheduled).

Table 23

Describe any noteworthy success stories or positive outcomes that resulted from your most recent GenYES class

There isn't one for this year because we could not follow through on the program.
Some great powerpoints have been created for teachers. kids working on computers that would otherwise not use them afterschool.
Students are asked by administration to do many projects which means they have confidence in them.
Podcasting and cell phone research projects were great!
Marc billow, one of my first stls comes to the program every day after school, volunteering his own time to serve his community. in addition, he has been working closely with our building tech guy and has been learning a lot through him.
One set of boys made a really
Our tap to help fourth grade create california mission ppts was an amazing success.
More students became techyes certified than previous year
Students involved in "teaching" middle school mini sessions re: technology.
Our students were recognized right away in our district by administration and staff as the place to go for technology assistance. teachers would stop me in the hall and ask if one of my genyes students could help with... (fill in the blank). the students had many opportunities to shine as they were invited to participate in a state technology exhibition at our capitol in jefferson city, missouri. the students shared our program and technology skills with legislators and dignitaries from across the state. the students presented at a regional technology conference for teachers and were asked by a vendor to conduct his workshop because they were the end users of

technology and could better explain to educators what he could not do as a vendor. the students also shared their tech-knowledge at our local technology fair this spring. finally, the students were asked to present their program at a board of education meeting where they took turns explaining what genyes/techyes had meant to them and the accomplishments that the experience had provided for them.
The use of schooltube and community email newsletter to promo student work.
Tap system integrated well.
Teacher's web pages are more up to date.
Our music teacher has begun using the tap system to request students to play her wii games so the songs would unlock and she could then use them with her choir classes. this has been a win/win situation. the kids love being asked to do it and she has solicited our help then on other projects as well. for instance, we downloaded the miley cyrus hoe down showdown and burned it to a dvd so she could teach it to her classes.
We continue to enjoy working as a genyes school.
Our spanish teacher was able to use her own website after a genyes student set it up for her.

Table 24

Describe any methods that worked particularly well that you would like to share with other teachers

Showed the students the actual nclb web site explaining the tech certification requirement.
We created a business card for the kids to use when working on thier taps
Creating a link to the tap system on the school website is very handy.
Using three teachers with the commercial making was good, because it had three people watching, but also three people (and probably methods) teaching
Persist!
The time that we had to meet as a club, during our late-start thursdays, was beneficial. as my students pointed out to me one day, "genyes meets more often than any other club or organization that we belong to." these are high school students, who already belong to clubs across the spectrum, and yet they all showed up each week because they liked the fact that they were doing something meaningful and authentic. another method that worked for us was to start with a group of teachers to partner with that the students met on a regular basis and formed relationships with. although this was a small group of 20 teachers, more and more educators and administrators would call upon the assistance of the genyes students outside of our teacher group. reporting to our administrative team about our progress was important. this communication created respect and validity in our program.
Sometimes i would enter the tap request myself for the teacher (with the teacher's name & email), and then that would get the teacher started on using the tap system. giving the students credit (points) for completing their taps was helpful in getting those done. i would have to see it completed in the tap manager before the kids would earn the points for that.
Faculity meets and e-mail to "spread the word".
The ability of differential learning to take place.
Branching out with new ideas was what helped the kids really get into the program. i allowed a student to bring in

his laptop and we spent many club days going over things he wanted to learn on it. we also learned various social networking sites that teachers could use to expand how they contact their students during non school hours.
None, i am still trying to find a way to make it work more efficiently in my school.
The genyes group loves to visit with other teachers and classes over skype.

Table 25

Describe any special circumstances that either hinder or support GenYES in your school or community

Recruitment was an issue this year because a change in our study hall schedule. now many students were going to music related activities instead of coming to see us because the lessons they took in the morning were now switched to study hall. because of budget cuts we found students could not come to see us as t hey did in years past.
A lot of our taps dealt with videos. we did not have the microphones or headphones to work with the editing. communication was an issue, due to the fact that the only time the kids could visit a teacher was when the teacher was on prep or before and after school. emails worked, but were delayed.
Ability to have our own classroom.
Many students are excited about using technology, but few are willing to spend the time after school to join genyes
Teachers do not use the tap system -as previously mentioned.
Students had to share cameras
I have only had 2 teachers in my school respond to tap requests. unfortunately, because we are 7-12 school, our middle schoolers are often thought of as being "little" kids.
Interest and support are increasing
Our special circumstances begin with the support of our administration. as an advisor and the district instructional technology specialist, i answer to upper administration for my decisions and my programs. i was supported from the start by our superintendent and our building administrators. the program's history and research supported my request to bring genyes to the district, and we have been supported from our first day of implementation. teachers spread the word about the program to generate interest, i was allowed to post signs. and i was given time during the school day, bus transportation to the buildings to work with the teachers, money for dinner for the students when they stayed late to work with the teachers...my list is endless. i have felt supported and valued, as have the students. we are expanding our program next year in the high school and down to the middle school grades.
Students at my school are required to do community service hours and this year were able to earn up to 10 of those by doing gen yes projects.
Getting the teachers on-board
When the success of genyes hinges on another group that wants nothing to do with it, that greatly hinders the program.
Students can deny or reassign taps
See above. our student numbers are small and just about everyone does something afterschool. it is very hard for the students to find the time to help the teachers.

Our school is small, 110 or so kids. the kids are very involved in everything. the kids who would be great in genyes also play every sport, participate in band and choir, volunteer for knowledge master competitions, mathcounts competitions and di. it's impossible to squeeze any before or after school time in. the pool of students i can choose from during school are those that don't need a study hall during school and are not in the advanced math class. it reduces my pool of students.
I think teachers in our school are interested in the concept, but it has to be coordinated by the genyes advisor on a weekly basis

Table 26

What improvements would you recommend in the GenYES model, online resources, or other GenYES curriculum materials?

We are hoping that next year with the study hall extended to a full class period will help eliminate this issue and we can have a better chance at recruitment.
I have a difficult time finding information on the genyes website. i liked the way it was set up several years ago. i have not also gone in a really played with the new system. i get lost or very frustrated.
The ability to sort student projects by student name, project name, etc. would speed up the project rating process.
Video conferencing tutorials and information and any other global collaboration tools, ideas, and information
Would be nice to have a technology class -- even if it was only 10 weeks long
I would like to see more focus on english language arts ca standards. lessons kids develop to teach other kids a specific standard.
Website is slow and students had difficulty getting into their generated accounts to input completed projects and to conduct surveys at the end of the year.
A confirmation email message sent to advisor when genyes student accepts tap
Wonderful as they are!
I have no recommendations because i think i need one more year to work with the curriculum in order to make these decisions.
Not much
My kids heavily disliked the classroom style resources and curriculum. in an afterschool club, the last thing kids want is another class.
I haven't really used the materials as we came into the program late and i am focusing most of my energy on the tech yes program. the model itself is very good. i just need to find a way that works for our school.
Can't think of anything off hand that i might suggest. cloning me might be an option that would take care of my problems.

Table 27

What were your favorite parts of the GenYES model or services? Why?

Tech support from megan and rachel
That it is flexible so even though our program was limited, it was available.
We have teachers that are asking about upgraded equipment and we received a grant that will bring us up in the tech world. i am excited about that. i guess exposing the teachers to some tech has been good to see what may be available. after 3 years teachers are asking if they can have better technology in their classroom. this is great.
Megan! she always responded quickly to my questions/problems.
It is designed to be open and free. there is a lot of opportunity for me to teach kids about new/emerging technologies. i like the freedom of a club without a real defined list of tasks to complete each day.
In theory, i like the whole model, it's just difficult to implement some parts of it. i think we will improve over time, at a local level, as well as on your end. we will make mistakes, learn from them, roll with the punches, learn new technologies, stumble and fall, get back up again, and keep on trying to improve on our delivery of the program.
Seeing the commercials
I love to see 20-30 kids all engaged and learning while enjoying what they do.
My favorite part is when a teacher compliments a student who normally is getting in trouble!
Tap requests
Students teaching teachers and others.
Empowering the students! the students in my program are technologically advanced. they also tend to be the students who need the boost in their self-esteem. empowering the students by training and preparing them to work the teachers was one of my favorite parts of my job. another favorite part was allowing the students to take ownership of what they had learned with instructional design and curriculum.
I love the new website, thanks for all the changes this year!
The teachers benefit from the "tech savy" generation.
Allowing student creativituy
I really like how the genyes program attempts to bring technology and teachers together using the kids. students love anything technology and love to see it being used in the classroom, especially when a teacher uses something that a student created in their lessons.
Tap system
Getting to know the genyes kids better. i only saw them once per week but now i see them much more.
Taps are very helpful for keeping track of what's going on. i figured out i could print them out and see the whole list at once. it helped me remind kids to keep moving forward.
I enjoy when genyes students realize what an important role they have in our school district.

Table 28

What opportunities do GenYES graduates in your school or district have to continue using their technology and leadership skills? For instance, are GenYES graduates serving on school or district

technology or curriculum committees? Tell us briefly about advanced classes, projects, or opportunities for students to continue developing their skills after their GenYES experience.

When students move into high school, they are offered many more advanced classes that will challenge them to gain more technical knowledge.
We are completing our 2nd year as a nysstl club. i could forse in the near future where one or more of my stls could serve on a district tech planning committee. as i metioned previously, one of my stls is already working alongside our building tech guy. because i implement the program as a club, they do not have to leave the program. in fact, i am already dreading the day that they graduate high school and they are only just completing the 8th grade! i tell them that they are stls for life!
A few of us are going to meet this summer and work out some things-- so it should improve.
Our middle school also has genyes as an elective. they wil be very prepared to use technoloty there.
High school is still determining how genyes will be utilized next year (class or after school club meetings)
Haven't existed long enough to give an answer.
Our goal in the future is to advance these students to work with classes through the a+ plus program. i would also like the older genyes students work with younger students in our boys and girls club organization. our district belongs to a consortium where educators attend monthly workshop training, and i have a goal for the advanced genyes students to be the presenters at these workshops. the advanced students will assist with our new teacher training in the fall, and will be responsible for presenting at our regional technology conference.
Working on this one
We are a k-8 school so we are hoping that the high schools we feed in to (there are many) will be able to take the genyes students farther.
I haven't heard any of our high school teachers directly mention our middle school genyes students or their abilities. i will make note to try and plant that seed during a district day in the future.

GenYES Student Survey Results

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

Tables 29-30: GenYES Student Demographics

Table 29: Gender

Male	47.6%
Female	52.4%

(Percent out of approximately 767 reporting)

Table 30

Counting this year, how many years have you been in GenYES?

Just this once	83.2%
Twice (this time and once before	14.0%
Three times or more (this time and at least two times before)	2.8%

(Percent out of approximately 762 reporting)

Tables 31-33: Student Computer Use

Table 31

At home I have access to a...

	YES
Computer	86.6%
Internet	81.2%
Email	69.9%

(percent out of approximately 771 reporting)

Table 32

How often do you use a computer in each of the following places?

	ALMOST EVERY DAY	AT LEAST ONCE A WEEK	ONCE OR TWICE A MONTH	ONCE OR TWICE A SEMESTER	NEVER OR DON'T HAVE ACCESS
Home	64.8%	19.1%	7.3%	2.6%	6.2%
School	58.0%	33.3%	6.7%	1.1%	0.8%

Elsewhere	15.4%	23.9%	26.3%	12.1%	22.3%

(percent out of approximately 677 reporting)

Table 33

In the classes you took this semester, how often did you or your teachers use computers?

	COMPUTERS WERE NEVER USED	COMPUTERS WERE USED ONCE	COMPUTERS WERE USED A FEW TIMES	COMPUTERS WERE USED ABOUT ONCE A WEEK	COMPUTERS WERE USED SEVERAL TIMES A WEEK
Math	32.0%	12.0%	31.3%	6.2%	18.5%
Language Arts	19.4%	6.1%	36.6%	15.3%	22.5%
Science	24.5%	15.6%	34.0%	10.3%	15.5%
Social Studies, Geography, or History	23.0%	13.0%	33.1%	14.5%	16.4%

(percent out of approximately 738 reporting)

Tables 34-35: Technology Use in the GenYES Program

Table 34

When did you learn how to use each of the following technologies?

	KNEW HOW BEFORE THIS SEMESTER	LEARNED THIS SEMESTER IN GENYES	LEARNED THIS SEMESTER FROM OTHER SOURCES	DON'T KNOW HOW TO DO THIS
Use word processing software	67.9%	18.7%	3.9%	9.4%
Search the internet	94.6%	2.9%	1.6%	0.9%
Send and receive email	82.0%	8.4%	3.6%	6.0%
Use PowerPoint or other presentation software	71.7%	22.7%	3.3%	2.3%
Use a spreadsheet	39.7%	18.8%	6.6%	35.0%
Write a computer game or program	24.3%	14.3%	4.3%	57.1%
Use a scanner to digitize a picture	40.9%	12.7%	7.2%	39.2%
Use a digital camera	87.2%	5.6%	3.2%	4.0%
Create and edit digital graphics	46.6%	19.0%	6.2%	28.2%

Record and edit digital audio	42.9%	24.9%	5.8%	26.4%
Record and edit digital video	47.1%	23.3%	5.2%	24.4%
Create a web page or website	31.7%	21.2%	8.8%	38.3%
Troubleshoot basic computer problems	36.6%	24.3%	5.4%	33.6%
Fix and maintain computer hardware	22.4%	19.3%	7.1%	51.3%
Fix and maintain computer software	24.9%	18.3%	6.5%	50.3%
Maintain a computer network	29.8%	15.4%	6.7%	48.2%
Touch-type at least 15 words per minute	68.2%	14.2%	7.4%	10.2%

(percent out of approximately 746 reporting)

Table 35

This semester, how much experience with technology did you gain from using each of the following?

	NOTHING (0%)	A LITTLE BIT (0-25%)	SOME (25-60%)	QUITE A BIT (60-99%)	EVERYTHING (100%)
On my own	3.1%	13.4%	30.0%	40.0%	13.4%
GenYES Advisor	8.5%	16.8%	24.2%	36.7%	13.8%
GenYES curriculum	19.1%	22.8%	23.5%	22.3%	12.4%
Other GenYES students	12.2%	27.2%	27.1%	24.7%	8.8%
Parents	41.4%	22.8%	15.5%	12.3%	8.0%
Other adults	37.0%	24.7%	19.8%	10.9%	7.7%
Other teachers	27.3%	25.8%	22.3%	15.5%	9.2%
Friends and other students	17.0%	25.1%	25.9%	21.5%	10.4%

(percent out of approximately 729 reporting)

Table 36: GenYES Website Tools

How much did you use the following GenYES website tools?

	NEVER	ONCE OR TWICE	SEVERAL TIMES A MONTH	ONCE OR MORE TIMES A DAY	AT LEAST ONCE A DAY
TAPs	20.6%	36.3%	30.1%	5.8%	7.3%

Blog	37.9%	34.5%	19.5%	3.3%	4.9%
Learn (Curriculum)	31.0%	29.1%	19.3%	10.6%	10.1%
Wiki	56.2%	26.2%	9.9%	3.5%	4.2%

(percent out of approximately 737 reporting)

Tables 37-38: The GenYES Student Experience

Table 37

Mark the answer that best describes your experience in GenYES

	STRONGLY AGREE	AGREE	NOT SURE / NOT APPLICABLE	DISAGREE	STRONGLY DISAGREE
I completed all of the TAPs I accepted.	42.7%	27.4%	21.6%	4.4%	3.9%
I am proud of my completed TAPs.	48.5%	28.9%	16.9%	2.5%	3.2%
As a result of my TAPs, other students learned about technology.	27.5%	27.8%	32.7%	6.7%	5.3%
As a result of my TAPs, teachers learned about technology.	29.6%	23.0%	34.5%	7.4%	5.4%
My partner-teacher's expectations of me were clear and realistic.	37.4%	34.1%	22.7%	3.4%	2.4%
My partner-teachers were able to meet with me as much as I needed.	34.9%	33.4%	22.2%	6.4%	3.1%
My partner-teachers appreciated what I did for them.	41.4%	31.7%	22.2%	2.6%	2.0%
My GenYES Advisor was able to help me learn about technology.	55.8%	26.6%	13.0%	1.8%	2.8%
Overall, GenYES was a good experience	63.1%	20.6%	12.0%	1.5%	2.8%

(percent out of approximately 739 reporting)

Table 38

In the future, how will you use the skills you learned in GenYES?

	STRONGLY AGREE	AGREE	NOT SURE / NOT APPLICABLE	DISAGREE	STRONGLY DISAGREE
To help other teachers with technology	44.1%	36.0%	15.7%	2.0%	2.2%
To help other students use technology	50.0%	36.4%	10.2%	1.5%	1.9%
To help members of the community use technology	36.4%	31.4%	25.2%	3.8%	3.1%

To help me get a job	53.8%	25.5%	16.5%	2.2%	2.0%
To help me get into college	58.5%	24.1%	13.8%	1.5%	2.2%

(percent out of approximately 744 reporting)

GenYES Requesters

At the end of each GenYES class, participating school staff are asked to complete a survey about their experiences working with a GenYES student on TAPs. Requesters are asked about changes in their attitudes and use of technology, the amount of time spent on projects, and their ratings of a number of dimensions related to the TAPs. Their responses are summarized in the tables below.

Tables 39-40: Requester Demographics

Table 39: Gender

Male	18.6%
Female	81.4%

(Percent out of approximately 97 reporting)

Table 40

Please choose the primary subject that you teach:

Technology	4.2%
English / Language Arts	17.7%
Social Studies	9.4%
Science	7.3%
Math	7.3%
Health/PE	4.2%
Visual Arts	2.1%
Music	2.1%
Foreign Language	1.0%
Business Education	0.0%
Library Science	4.2%
Administration	10.4%
Other	30.2%

(Percent out of approximately 96 reporting)

Tables 41-43: The TAP Process

Table 41

How much time, in total, did you spend working with GenYES students this year?

2 hours or less	35.4%
3-5 hours	22.9%
5-8 hours	15.6%
> 8 hours	26.0%

(Percent out of approximately 96 reporting)

Table 42

Generally, how did you submit TAPs?

Used the online TAP request tool	71.9%
Asked a GenYES student in one of your classes	6.3%
Found a GenYES student during school hours	2.1%
Asked the GenYES Advisor	19.8%

(Percent out of approximately 96 reporting)

Table 43

How many TAPs did you submit this year?

0	4.1%
1 - 5	70.1%
6 - 10	16.5%
> 10	9.3%

(Percent out of approximately 97 reporting)

Table 44: Technology Integration

Table 44

How has the frequency of the following changed as a result of your involvement with GenYES?

	MORE FREQUENTLY	SAME	LESS FREQUENTLY
You use computers to prepare for class, maintain class records, or do other school-related work.	50.0%	50.0%	0.0%
You use computers for personal business, learning, fun.	37.6%	58.1%	4.3%
You use new hardware, such as interactive white boards, in the classroom.	44.1%	53.8%	2.2%
You use technology to help with a student's IEP.	21.5%	73.1%	5.4%

Your students use computers during your classes.	37.8%	60.0%	2.2%
Your students use computers outside of class to completed_all_taps assignments for your class.	25.6%	70.0%	4.4%
Your students access online content in class to compliment a lesson.	38.5%	59.3%	2.2%

(percent out of approximately 91 reporting)

Tables 45-46: The GenYES Requester Experience

Table 45

How has your comfort level with the following changed as a result of your involvement with GenYES?

	MORE COMFORTABLE	SAME	LESS COMFORTABLE
Using technology for personal use	50.0%	50.0%	0.0%
Integrating technology into the curriculum	60.2%	39.8%	0.0%
Helping students use technology	51.1%	48.9%	0.0%
Using online content to find resources	45.7%	54.3%	0.0%
Using hardware, such as interactive white boards, in class	42.4%	57.6%	0.0%
Collaborating with students on projects	46.1%	53.9%	0.0%

(percent out of approximately 89 reporting)

Table 46

Please indicate your level of agreement with each of the following

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
TAPs were completed in a reasonable time.	64.9%	30.9%	4.3%	0.0%
The TAPs were of high quality.	54.3%	39.4%	6.4%	0.0%
I will use, at least, some of the TAPs in the future.	66.3%	32.6%	1.1%	0.0%
I would like to continue-process developing or refining TAPs in the future.	60.2%	37.6%	2.2%	0.0%
Collaborating with GenYES students was relatively easy.	66.3%	30.5%	3.2%	0.0%
My role as a partner-teacher was clear to me.	58.7%	37.0%	4.3%	0.0%
As a consequence of GenYES, I learned more about technology.	47.3%	40.9%	10.8%	1.1%
As a consequence of GenYES, my students learned more about technology.	47.3%	45.2%	7.5%	0.0%
As a consequence of GenYES, my students learned about some content area.	47.2%	39.3%	12.4%	1.1%

GenYES is a good method for providing support and assistance to teachers as they integrate technology into their classes.	64.9%	34.0%	1.1%	0.0%
My experience in GenYES this year will change the way I teach some lessons in the future.	46.1%	40.4%	13.5%	0.0%
I would like to work with another GenYES student in the coming year.	65.6%	33.3%	1.1%	0.0%
I will continue rebuilding my lesson plans to make more use of educational technology.	58.2%	38.5%	3.3%	0.0%

(percent out of approximately 91 reporting)

Table 47: Technology's Role in education

Please rate your opinions regarding the use of technology in education:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I see definite benefits to students from integrating technology into education.	83.2%	15.8%	1.1%	0.0%
Technology facilitates positive changes in classroom teaching and learning practices.	78.1%	20.8%	1.0%	0.0%
I want to learn more about using new technologies.	72.6%	27.4%	0.0%	0.0%
My attitude towards integrating technology into the classroom has changed due to the GenYES Program.	55.6%	33.3%	11.1%	0.0%

(percent out of approximately 90 reporting)