

Budget

Hamilton City (044107) - Butler County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (27)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	89,000.00	0.00	55,800.00	0.00	144,800.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	89,000.00	0.00	55,800.00	0.00	144,800.00
Adjusted Allocation								0.00
Remaining								-144,800.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: E-Campus Development Grant

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The E-Campus Development Grant seeks funding for the infrastructure to create a dedicated e-campus hub that consolidates all e-learning activities for the Hamilton City School District. The creation of an e-campus hub will have a direct impact on student achievement, as it will provide multiple opportunities for students to earn credit and demonstrate mastery of material outside of traditional classroom settings.

800 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Chad E. Konkle, Administrator of Business & Planning

Organizational name of lead applicant: Hamilton City School District

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of lead applicant: 533 Dayton Street, Hamilton, Ohio 45011

Phone Number of lead applicant: 513-887-5013

Email Address of lead applicant: ckonkle@hcsdoh.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Keith Millard, Assistant Superintendent of Instruction

Organizational name of secondary applicant: Hamilton City School District

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of secondary applicant: 533 Dayton Street, Hamilton, Ohio 45011

Phone number of secondary applicant: 513-887-5000

Email address of secondary applicant: kmillard@hcsdoh.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Janet Baker, Superintendent Hamilton City School District 533 Dayton Street Hamilton, OH 45011 044107 [REDACTED] 513-887-5000 jbaker@hcsdoh.org Zach VanderVeen Hamilton City School District 533 Dayton Street Hamilton, OH 45011 044107 [REDACTED] 513-887-5000 zvanderveen@hcsdoh.org

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The district leadership and teaching staff have received and are implementing successfully Race to the Top projects with the associated grant of 1.9 million dollars. Team members and district staff have implemented successfully three consecutive Teaching American History projects utilizing a grant total of 2.7 million dollars. In addition the district successfully manages numerous federal projects with grants totaling 8.6 million dollars and state grants of 2 million dollars.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
Spending reductions in the five-year fiscal forecast
Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
Mixed Concept - incorporates new and existing elements
Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The Hamilton City School District serves a unique clientele, with students ranging from fairly affluent to extremely impoverished. Currently, just over 70% of the district students qualify for free and reduced lunch assistance. While socioeconomic status may vary among students, a commonality is the need for educational options that meet the learning and life circumstances of each individual learner. Currently, the District lacks a consolidated location and overarching structure to oversee multiple digital and e-learning initiatives. Each building is left to manage its own variation of online learning components, and a unified direction has been difficult to achieve. In addition, the District currently does not have the ability to offer advanced credit courses, especially in the area of electives, due to budget constraints. It is the belief of the District that a centralized e-campus will provide the types of structures and supports that will allow all students, regardless of building location, to have access to a mix of learning opportunities that will best meet their educational needs. The District firmly believes that the creation of an E-campus hub is a necessary step in the on-going quest to serve the diverse range of learners who are in need of a variety of educational options. Once operational, the E-Campus will provide both credit recovery and advanced credit options for students in a variety of formats, ranging from single credit recovery class to complete online learning. Through the Straight A Fund, the District is seeking funding for the hardware and software startup costs associated with launching a centralized E-Campus. Once operational, the E-Campus will be housed at Hamilton High School. During the school day, students who are enrolled in online coursework will have the opportunity to utilize the E-Campus resource to further their studies. The majority of the face to face learning and support in the E-Campus environment will take place after traditional school hours. Students who depend on busing will have their needs met through existing activity bus services. However, teacher support through the E-Campus will not be limited to only times when students are present for face to face interactions. As students who are more independent in their learning will have the opportunity to complete coursework while not present at the E-Campus, part of the ongoing support by the teachers will include online and telephone support for those learners as necessary. To this end, the E-Campus strives to be a flexible model, one that provides the right mix of in-person and remote support as dictated by the needs of the learners it serves.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The major goal of the E-Campus Development Grant is to improve student achievement. As the Governor, Legislature, State Superintendent, and State Board of Education consistently note, students today are in need of greater educational options than ever before. The Hamilton City School District is committed to not only creating an e-learning hub, but is also dedicated to thoughtful implementation that is responsive to student, parent, and community needs and as a result provides the appropriate mix of services. In the 2012-2013 school year alone, 150 students were expelled for a variety of reasons, and an additional 80 students in grades 9 - 12 dropped out of school. For both groups of students, a viable E-Campus learning option would have potentially altered educational outcomes. In the case of the

expelled students, an E-Campus can allow education to continue in an alternative location using flexible time models (ex. work from home online during the day and attend the E-Campus during afternoon hours after school has dismissed). For students who dropped out, having alternative learning options available through an E-Campus could have made the difference between the hope of remaining in school and the academic despair that made dropping out a viable option. At Hamilton High School, both the four and five year graduation rates are currently in the mid 80 percent range. In order to meet the goal of a 90% graduation rate by the 2017-2018 school year, it is imperative that an E-Campus be developed. In addition to all of the benefits for at-risk students, an E-Campus will create opportunities for advanced learners and those who could benefit from courses currently unavailable at Hamilton High School. Specifically, the E-Campus will provide a vehicle for accessing additional electives and hard to schedule courses for students. While the E-Campus has obvious value to high school students, it also offers advantages to middle school students as well. Currently at the middle school level, students who do not find success within the traditional structure of the school day lack educational options that will allow their learning needs to best be met. Offerings from the E-Campus will be delivered remotely for middle school students. This will create flexible options that will allow them to remain on track academically and not fall into the risk categories that precede difficulties at the high school level. In all areas, the lack of educational options that allow for anytime, anywhere learning delivery limits student progress and hems the District into offerings that can only be delivered within the physical time and space of a class period within a traditional school day. As all schools in the State of Ohio are expected to make annual academic progress with students, alternatives such as an E-Campus are a vital component to providing holistic supports for all learners.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Since 13a will not let me input the project budget I am putting it in 13c. a. Enter a project budget \$ 144,800 Straight A Funding Request Hardware - 200 Google Chromebooks at \$279 per device - \$55,800 Hardware Support - \$65 for one year of support for 200 devices - \$13,000 Software - 5 year contract with Edgenuity for online courseware - \$76000 On-Going District Support Staff Support - Year one (20 Weeks based on 2/1/14 Start) - \$40,365 Staff Support - Years two - five (40 weeks at 15 hours per week per staff member with five staff members providing support for the E-Campus) - \$80,730 per year (4 year total of \$322,920) b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

14. What is the total cost for implementing the innovative project?

508,085.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

In order to launch the E-Campus concept, it will be necessary to procure the necessary hardware and software components. To that end, funding from the Straight A Grant would be used to purchase 200 Chromebooks and to secure the software licensing rights necessary to deliver content for a five year period. The hardware component will cost \$344 dollars per device (\$279 for the device and \$65 for support) for a total expenditure of \$70,000 for 200 devices. For the software, the project is budgeted to secure 200 concurrent licenses that will make available 35 high quality, customizable courses for E-Campus students. At a cost of \$15,200 per year, the total software cost is budgeted at \$76,000 for a 5 year upfront subscription cost. The District recognizes the importance of providing in-kind support for this endeavor, and is committed to resourcing this initiative for success in both the short and the long term. Through general fund dollars, the District will provide the administrative support through an existing administrator that currently oversees credit recovery, and teacher support through supplemental contracts for staffing the E-Campus after hours. The cost of the administrative support is already accounted for as part of current duties, meaning that there will not be additional costs associated with this position. For teacher support, there will be a cost of \$40,365 in year one and \$80,730 in years two through five. This number assumes 5 teachers who each provide 15 hours of e-campus support per week over the course of 20 weeks in year one and 40 operational weeks in years two through five. Over the course of five years the total staffing costs come out to \$363,285 As for location, the E-Campus will be launched using space that is currently available at Hamilton High School. The use of existing infrastructure and capital resources allows the project to begin with no additional upfront costs for a physical location.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

40,365.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The recurring costs for this project occur only in the staffing of the E-Campus. For the administrative support, oversight of the campus will become an extension of an assigned duty overseeing current credit recovery operations, so there is no additional cost incurred. The E-Campus will be housed within existing space available at Hamilton High School, which will lead to no additional physical location costs as well. For teacher staffing, the plan is for 5 teachers to each provide 15 hours of support to the e-campus per week over 40 operational weeks. Through the use of supplemental contracts, this equates to \$8,073 per teacher in year one and \$16,146 per teacher in years two - five (at the contractually negotiated rate of \$23 per hour, including fringe benefits), totaling \$40,365 in year one and \$80,730 in years two through five, for a final recurring cost total of \$363,285 over five years.

16. Are there expected savings that may result from the implementation of the innovative project?

1,596,660.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

As stated in item 12, there are currently 230 students in the District who are lost annually due to expulsion or dropping out. By providing alternative learning options for these students through an E-Campus, the maximum savings that could be realized is \$1,596,660 (230 students times \$6942 per student in State foundation money lost). This dollar amount represents resources that will be available to the District enhance instruction and education options, that would not otherwise be available if this innovative program were not implemented for these students. In the first several years of this project, it is unrealistic to expect that all of the students who are lost to expulsion and dropping out will be able to be re-captured by the District. It is the goal of the E-Campus to operate in a fiscally prudent manner beginning with the first year of operations, with increasing participation and reduced costs the goal of each successive year. To that end, the District will aggressively promote the E-Campus option to students with the goal of serving at least 100 students, with a first year expected savings of \$694,200. Over and above the 230 students who are highly at risk and stand to derive benefits from an E-Campus, there are an estimated 570 additional students who potentially could benefit through access to elective credits in courses that are unavailable. This will lead to savings from increased offerings that do not require a traditional classroom teacher. The small, short term investment of \$144,800 for hardware and software costs that is sought from the Straight-A Fund has the potential to generate large District financial savings into the future. The implementation of this project will also allow for an almost 40% total savings on purchased software costs over the course five years. Currently, the District pays \$25,000 per year to access online courseware for 60 concurrent users with 31 available courses. Edgenuity (the courseware provider), has submitted a proposal for a 5 year contract that will cost 15,200 per year for 200 concurrent users with access to 35 courses. This is a five year cost of \$76,000 in the project proposal, vs. the current cost of \$125,000 for five years (with fewer students being served).

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Given the financial analysis, the E-Campus project is clearly financially sustainable. The money that the District would save as a result of the students remaining with the District would more than offset the staffing costs that are associated with such a dynamic educational option. More specifically, the yearly costs for the E-Campus after the initial grant investment is \$40,365 in year one and \$80,730 per year in years two through five. This number will be offset through state aid that will remain in the District as a result of providing credit recovery and dropout prevention educational options to students. Even at the conservative estimate of impacting 100 of the highest risk students in year one, the District will still realize a savings of \$694,200. This will make available \$653,835 that can be invested back into the E-Campus and classroom instruction. It should be noted that in addition to the clear financial sustainability evidence, there is strong will to sustain this program as evidenced through previous and current District initiatives as described in more detail in the answer to question 20.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014 to 2/1/2014

* Narrative explanation

In this phase of the project, rules and parameters for the operation of the E-Campus will be developed, staff members will be identified, and contracts will be drawn up and executed for the hardware and software components of the E-Campus. A rigorous review of the professional literature related to online learning will be undertaken in order to identify both best practices as well as potential sources of difficulty. Major stakeholders involved in this phase will include the internal District contacts listed in application items 4 - 6, current credit recovery teachers, school counselors, secondary

principals, the Board of Education, and potential E-Campus students and their families. The major derailment points could include delays due to the short turnaround time between the planning and implementation phases. To mitigate the potential for delays, work will be undertaken in the fall of 2013 to identify potential hardware vendors and staff members, and to lay out the scope of work in a manner that will allow for quick deployment should the District be awarded a grant on December 17, 2013. The District is willing to engage in speculative groundwork prior to award notification given the strong belief and enthusiasm that the District has for this project.

Implement (MM/DD/YYYY): 2/01/2014 to 6/1/2014

* Narrative explanation

In this phase of the project, students who face the prospect of discipline via expulsion from school or those at risk for dropping out will be enrolled in on-line co and through the E-Campus. Students in need of credit recovery courses will have the opportunity to enroll in courses through the E-Campus. Finally, students seeking access to elective credits or courses not currently offered at Hamilton High School will have the opportunity to enroll in courses through the E-Campus. Communication will be occurring with parents and students who are partaking in opportunities at the E-Campus, as well as those who are in the targeted population for inclusion in the E-Campus. Communication will occur through a mix of face to face contact via home visits, outreach through mailings, telephone, and social media, and progress updates that will leverage existing District digital properties. Again, given the quick turnaround from planning to implementation, the largest barrier will be the natural learning curve that occurs with new initiatives. To that end, the Assistant Superintendent for Instruction will be providing regular project oversight and will provide ongoing support, guidance, and leadership to the E-Campus project team. Another important barrier is the potential difficulty that the targets students may have in utilizing the online tool. To mitigate this barrier, the E-Campus design has been influenced by lessons learned from earlier credit recovery pilot phases, and will include the critical presence of a certified teacher that will help students overcome difficulties associated with online learning.

Summative evaluation (MM/DD/YYYY): 6/1/2014 to 8/1/2014

* Narrative explanation

In this phase of the project, data from the initial rollout of the E-Campus will be evaluated, and planning will occur for the full first year of implementation. Communication of findings will occur with the Board of Education as well as with the community through the release of a comprehensive phase one impact report. This report will look at the number of students served, courses completed, credits earned, diplomas received, and applicable standardized test scores of E-Campus participants. The financial and academic impacts of the program, the lessons learned from the first phase of implementation, and expansion plans for original credit courses as will all be covered in the year end report.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

In the short term, the goal of the E-Campus is to provide credit recovery and dropout prevention services to the most at risk students in the District. In addition, the E-Campus will allow opportunities for students to take courses that are currently unavailable. In the long term, the E-Campus will change the times and ways that students are educated in the District, including: A) Students whose day is comprised entirely of online line coursework B) Students whose day is a blend of face to face and online learning C) Students in need of occasional online credit recovery courses D) Students who, as a result of disciplinary procedures, require alternate placements. The biggest change that the E-Campus will bring is the shift away from education and learning only being deliverable during 'school hours' and instead being delivered in a flexible, time neutral manner. Instructional delivery will move from teacher-centered to student-centered, with staff members serving as facilitators, coaches, and instructional guides. The E-Campus will allow students to customize their learning experiences to meet individual tastes, desires, and needs. Finally, the E-Campus will allow for long term cost savings to the District, by leveraging instructional efficiencies that can allow for maximum program delivery at minimal costs.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The Straight A Fund has arrived at a pivotal development point in the E-Learning evolution of the District. Over the last 15 months, the District has piloted the first three phases in the E-Campus development project. Phase one included a limited in-place credit recovery program for students at Hamilton Freshman School. The lessons learned about delivery and support structures from phase one were invaluable as an early learning tool on what works in a credit recovery environment. Insights gained from phase one had an influence on the second phase of this project, which was the re-design of secondary summer school to operate on a blended-learning model. Students experienced daily content that was delivered via Edgenuity (the District online courseware vendor), and received ongoing support from District certified staff members. This blended approach provided just the right amount of student support, as well as strong school to home connections, and was by far the most successful summer school program the District has ever run. Phase three currently is under way, which is the extension of in-place credit recovery at the High School level. All three early phases have had great bearing on the decision to move forward with the E-Campus concept. The District has been committed to an intentionally deliberate rollout pace, in order to ensure that lessons can be learned and changes made prior to beginning each new phase of the project. The experience of the District is that each successive step has yielded more student successes, and the District is now at a point where the E-Campus concept is ready to move from theoretical plans to an operational reality.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

The findings from the E-Campus initiative will allow other districts to replicate an E-Campus concept by utilizing successful practices that are identified through the implementation of this project. Districts will be able to mirror the blended delivery, credit recovery and on-line learning models by using the data and insights that the District will freely make available. It is our intention to provide leadership and support to other districts that desire to implement an E-Campus model. During the 2012-2013 school year, the District was one of ten in the State of Ohio chosen to be a part of the Student Growth Measures (SGM) pilot. One of the requirements of the grant was to serve as a resource to other Districts as they implemented SGM programs. Hamilton faithfully executed this responsibility, and has become known as a leader and innovator in the area of student growth through the sharing of best practices with other districts. The same approach to sharing and outreach from the SGM pilot will be taken with the E-Campus project. It is the belief of the District that best practices are only 'best' if they can be shared with and used by others. It is the goal of the District to be a leader in providing and delivering e-learning options that meet the needs of all students, and our E-Campus will be deemed a complete success only if the model can be used by other districts as well.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The E-Campus project will provide the value and lasting impact for students in the following areas: 1. A consistent platform that will provide equal access to on-line learning opportunities for all students, regardless of the building they attend. 2. Credit recovery options for students who find themselves in credit deficient situations. 3. On-going alternative learning opportunities for students who are subject to discipline and who would otherwise have their education interrupted. 4. Increased graduation and student retention rates due to the variety of educational choices and options that an E-Campus can provide. 5. Blended learning options for students with unique curricular interests and learning needs.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Within 5 years, the District aims to have the 4 and 5 year graduation rate above 90%, which would equate to at least a grade of B on the local report card. The current 4 year percentage is 82.5 and the 5 year percentage is 86.3, which equate to a 'D' and 'C' respectively. The implementation of an E-Campus will have a substantial impact on the ability of the District to realize this goal. For the class of 2012, 220 students failed to earn a diploma due to dropping out or being expelled. The increase in options available to these students through E-Campus services would seek to reduce this number by a minimum of 50% within five years. At the moment, no students have the option to experience a blended learning day as part of their high school experience. An anticipated outcome is that students will have the opportunity to take part of their day online, and then experience the rest of their coursework in a traditional setting. For example, a student could take their core courses online, and then have the time available to enroll in multiple fine arts electives that would otherwise be unavailable within the confines of a traditional school day. Within 5 years, it is the goal to have every student take at least one online class through the E-Campus as a part of their graduation requirements. This goal is important due to it's applicability to college and career readiness. In Hamilton the completion rate of post-secondary programs is less than half the national average. The District seeks to provide learning opportunities to students that will help them to be successful both in high school and in learning opportunities after high school. Long term universal access to E-Campus offerings will provide the types of learning experiences that the District believes will be beneficial to all learners.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The five value areas from item 23 above will be measured in the following ways: 1. A consistent platform that will provide equal access to on-line learning opportunities for all students, regardless of the building they attend. 2. An enrollment dashboard will be developed and utilized to track online learning enrollment and course success data for students enrolled in the E-Campus. Within the proposed model the E-Campus is the hub that connects the e-learning activities throughout the District. The goal is equity of access and the removal of barriers that prevent students from being enrolled in online courses as needs dictate. The online dashboard will allow for monitoring of trends and remediation of enrollment abnormalities. 3. Credit recovery options for students who find themselves in credit deficient situations. 4. Yearly reports of credit deficient students will be generated, and the percentage of students who fill credit gaps through the E-Campus hub will be tracked. The long term goal is to remediate credit deficiencies within one year of their occurrence through the leveraging of the E-Campus hub. 5. On-going alternative learning opportunities for students who are subject to discipline and who would otherwise have their education interrupted. 6. As stated earlier, Hamilton has an issue as an urban District with students who have their education disrupted as a result of discipline proceedings that result in expulsion from school. Data will be tracked from student services on the number of students who are in need of an alternate educational placement, and the goal within 5 years will be to reduce to zero the number of students who are expelled with no learning taking place. The E-Campus is the perfect venue for students to continue their education, as they will be able to do it way from their home school and during an alternative time frame. 7. Increased graduation and student retention rates due to the variety of educational choices and options that an E-Campus can provide. 8. Students in the 21st century need educational choice. Yearly satisfaction surveys will be created and utilized to measure levels of contentment with the variety of programs being offered. Metrics on graduation and dropout rate will be kept and analyzed yearly. The E-Campus will be considered successful in part by a steady rise in graduation rates and an inverse reduction in dropout rates. 9. Blended learning options for students with unique curricular interests and learning needs. 10. Yearly data will be tracked on the number of students who take advantage of a blended-learning schedule. The goal is to grow this option to allow for students to have maximum flexibility to enroll in the disciplines of their choice (eg. a fine arts or career tech education-centric schedule). Success will be gauged

not only by the increase in participation over time, but also from survey data that indicates 100% of the students are aware of the blended-learning option. All of the metrics in items 1 - 5 allow for comprehensive data collection and examination. For each area there will be early warning indicators that will prompt specific program review processes to take place. For example, if it is determined that students from the 4th ward are underrepresented in after school E-Campus enrichment activities (from item 5), specific marketing and outreach strategies can immediately be deployed to raise awareness and student participation. If, through data analysis, the District finds that students are not taking advantage of blended learning opportunities due to an information deficit (from item 3), then communication and outreach protocols can be altered to raise program awareness.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

"I Accept" Chad Konkle, Administrator for Business and Planning Hamilton City School District 10/24/2103