<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Instruction</td>
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<td>8,330.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>57,330.00</td>
</tr>
<tr>
<td>Support Services</td>
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<td>0.00</td>
<td>0.00</td>
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<tr>
<td>Governance/Admin</td>
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<tr>
<td>Prof Development</td>
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</tr>
<tr>
<td>Family/Community</td>
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<tr>
<td>Transportation</td>
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<td>0.00</td>
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<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>49,000.00</td>
<td>8,330.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>57,330.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -57,330.00
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/Course: Hamilton Course Development Challenge: A competition that rewards well developed online courses.

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.

Hamilton Course Development Challenge is a competition that seeks to promote online course development and creation among educators. These courses will be used to facilitate an increase in student achievement, while at the same time creating a sustainable, adaptable and economical repository of content available for teachers to use in either online, blended, or hybrid classrooms.

3. Total Students Impacted: 9000

4. Lead applicant primary contact: - Provide the following information:
   
   First Name, last Name of contact for lead applicant: Chad E. Konkle, Administrator for Business & Planning
   
   Organizational name of lead applicant: Hamilton City School District
   
   Unique Identifier (RIN/Fed Tax ID): 044107
   
   Address of lead applicant: 533 Dayton Street, Hamilton, Ohio 45011
   
   Phone number of lead applicant: 513-887-5013
   
   Email Address of lead applicant: konkle@hcsdoh.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   
   First Name, last Name of contact for secondary applicant: Janet Baker, Superintendent
   
   Organizational name of secondary applicant: Hamilton City School District
   
   Unique Identifier (RIN/Fed Tax ID): 044107
   
   Address of secondary applicant: 533 Dayton Street, Hamilton, Ohio 45011
   
   Phone number of secondary applicant: 513-887-5000
   
   Email address of secondary applicant: baker@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 (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Keith Millard Hamilton City Schools 533 Dayton Street Hamilton, OH 45011 Assistant Superintendent IRN 044107 Federal Tax ID 887-5000 513-887-5000 kmillard@hcsdoh.org Zach VanderVeen Hamilton City School District 533 Dayton Street Hamilton, OH 45011 Technology Director IRN 044107 Federal Tax ID 887-5000 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.

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. An instructional team consisting of teachers and administrators will be responsible in implementing this project.

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 Course Development Challenge (HCDC) is an innovative framework that will establish a core repository of online content to be used in the traditional brick and mortar classroom, as well as in blended, hybrid and fully online environments. Hamilton City Schools plans to build this collection of high quality content by challenging applicants to create online instructional courses with the promise of initial seed money, as well as additional money upon the completion of the course. The challenge, evaluated by a judiciary panel, will result in the top three designed courses receiving additional funding. The courses created will be used as instructional resources in the traditional classroom, providing supplemental content and material. Having this online collection of resources leads to differentiated and alternative models of instruction including opportunities for blended, hybrid and flipped classroom models. With these models, students have greater flexibility to enroll in courses that are more closely aligned with their individual needs, and are accessible to students at their own convenience. This repository of online content would also give our district greater flexibility in the consideration of a future e-campus. This e-campus would allow students to enroll in part-time or full-time online courses that fit their individual schedule and needs. The instruction and content of these courses would parallel the quality of instruction they would have received in the traditional classroom, based on the fact that much of the content would be used in both settings. This content would satisfy and go beyond the required 12 grade curriculum. With the Hamilton Course Developer Challenge, content will be created by licensed faculty and aligned with existing district curriculum. The outline established for the design of these courses will reflect sound instructional design according to empirical methods. At the opening of the Hamilton Course Developer Challenge, a call for proposals will be issued to faculty requesting applications for the course development process. If the course submitted satisfies stated criteria, the applicant will receive initial seed money. During the creation process, progress will be monitored to assure the quality of content. Once the course has been submitted for evaluation by an outside committee, the best developed courses will be selected to receive additional award money. These dynamic resources, which can be modified over time as needed, would replace the need for purchase resources such as textbooks and other static content that district funds are allocated towards on a yearly basis. Based on limitations due to space, personnel and resources, the Hamilton City School District is limited in the courses that it can offer its student population. Due to scheduling conflicts or lack of available course content, enrollment in such courses as credit recovery and more rigorous course offerings are opportunities that many of our students do not have. Students need more options for enrollment in the courses that are required of them for college admissions, in fulfilling graduation requirements and to pursue courses that may appeal to their personal interests. Our current model does not allow flexibility regarding a student's schedule to meet these pressing demands. The repository of courses this challenge would produce would allow the district to explore hybrid course options. This model allows students to participate in traditional classes twice a week, while completing online course materials the remainder of the week. This scheduling format creates openings in a student's schedule that allows the opportunity to participate in additional course offerings.
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.

With implementation of the challenge, student achievement increases due to sound instructional design according to empirical methods. Increased student motivation will result from interactive and inquiry-based course design. The Hamilton Course Development Challenge will meet the differentiated needs of students who struggle to succeed in the traditional classroom setting and/or allows students to access courses or programs that might not be available to them in a traditional classroom setting. The challenge will provide students the opportunity to enroll in classes that allows them the flexibility in meeting the demanding requirements of their education. Teachers will have the opportunity to utilize and apply expertise in content and instructional strategies, which in turn, increases student achievement.

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 would not let me input the project budget I am putting it in 13c.

Ten courses will be developed at a total cost of $40,000. An award of $3,000 will be granted to the top 3 courses for a total cost of $9,000. Employee benefit costs of $8,330 will be included as well.

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

<table>
<thead>
<tr>
<th>Project Cost</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total project cost</td>
<td>$57,330.00</td>
</tr>
</tbody>
</table>

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, RTfI 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.).

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.

<table>
<thead>
<tr>
<th>Project Cost</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific amount of new/recurring cost</td>
<td>$87,670.00</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Project Cost</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific amount of expected savings (annual)</td>
<td>$87,670.00</td>
</tr>
</tbody>
</table>

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

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.

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 and application process as 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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan (MM/DD/YYYY): 01/01/2014 - 01/31/2014</td>
<td>Narrative explanation</td>
</tr>
<tr>
<td>Online applications open for interested applicants. An instructional committee will meet and select which course proposals meet the Hamilton Course Development Challenge criteria. Success of this program is contingent on the quality of content that is submitted by the challenge applicants. A potential barrier at this stage of the project is the content that is proposed does not meet the course criteria standards. A possible solution would be to provide feedback to the course developer and extended to address the proposal shortcomings. After a two week window, applicants are notified of the status of their proposal. During an approximate three month period, teachers develop their online course. On June 13, 2014 the first check is in performed by having the instructional committee verify progress in course development. After this check in, half of the seed money is awarded to the course developer. On July 18, 2014 the instructional committee verifies through a second check in the continual progress in course development. The remainder of the seed money is awarded to the course developer. On August 8, completed courses are turned into the district. An external education committee evaluates and awards prize money to the best developed courses. Course developers are notified about the committee evaluations and awards. No distributions, and feedback is offered to the developers regarding the evaluation results.</td>
<td></td>
</tr>
</tbody>
</table>

**Summative evaluation (MM/DD/YYYY): 09/01/2014-09/30/2014**

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

With the developed online courses created, Hamilton City School District will be building a repository of resources that will positively affect the instructional and organizational practices of the district. In brick and mortar classrooms, teachers will have access to well-defined, complete online courses they can choose to supplement, support, and extend their face to face instruction. One major change to this model of instructional development is the substitution of online courses and corresponding materials with traditionally purchased textbook and publisher materials. The model for delivery of online instruction - a model that emphasizes 21st century skills - is substantially different than when using traditional models of instruction. Fully developed online courses also allows for a hybrid model of teaching, whereby teachers see the students face to face for a portion of the week while the remainder of the class is completed online.
With the Course Developer Challenge, Hamilton seeks to incentivize quality course creation through the framework of a competition. Competitions are often used to spur innovation and growth. Some well-known examples are the Netflix Prize, the XPrizes and the DARPA Grand Challenge, all of which have resulted in solid advances in a variety of fields. In terms of online courses positively affecting student achievement, a growing body of research suggests gains can be obtained by designing rigorous, aesthetically logical, and narrative focused courses. One recent study published in the Academic Medicine and The American Journal of Pharmaceutical Education demonstrated a 5.1% gain in the end of course exam results. The U.S. Department of Education also reports that students enrolled in online classes perform moderately better than students learning the same material through typical face-to-face instruction (U.S. Department of Education, 2010). Online classes provide flexible learning environments that accommodate student schedules, learning preferences and needs, as well as additional opportunities for instruction. As this repository of online courses builds, a greater number of options become available for the district to support online models such as flipped classrooms, hybrid courses, online credit recovery opportunities and online summer school classes. Online courses are scalable without increases in cost. One course can be replicated among many instructors and used by any number of students. The ability to modify online content allows these developed courses to apply to any number of instructional settings, thus having an impact on a greater number of students.

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

☐ Yes
☐ No

22. If so, how?

The Hamilton Course Developer Challenge will be published as a framework for other districts to use. As a framework, districts can modify and adapt variables (ie seed money and final awards) to best fit their needs. Elements such as course criteria, resources for developing high quality online courses, and principles of online course development will be included in the framework. The framework will be posted online on the Hamilton City School District website. Additionally, opportunities to present the established framework of the Course Development Challenge come about through such conferences as the Ohio School Board Association Conference, the Ohio Educational Technology Conference, among many others.

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

With the creation of the Hamilton Course Developer Challenge, this newly created content becomes permanently available to the classroom teacher, allowing for alternative methods of instruction and differentiation of course content. It establishes a sustainable practice where strongly developed courses will continue to be created by Hamilton educators through the extension of this challenge. This building of quality content will be replicated in the future to continually build and develop a repository and corresponding catalog of online courses. The induction of the challenge is a hopeful first step in accumulating content to be used in conjunction with a proposed Hamilton City School District eCampus in the future. The Hamilton Course Developer Challenge will create course options that are attractive to both students within the district as well as appeal to students outside of the district.

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.

The first benchmark serves as a preliminary success point. Ten out of ten courses will be developed and completed by the start of the 2014/2015 school year. Ten completed courses will serve as an annual baseline for the Hamilton Course Developer Challenge. Benchmark number two corresponds to the quality of content being developed through the competition. This benchmark will be measured during the evaluation process which takes place at the conclusion of the development process. The goal is that all courses receive a score of 90% or higher based on the quality course rubric. The adoption rate of online courses will serve as benchmark three.

The second benchmark will be measured through surveys of teachers in the first year, 60% the second year, and 70% by year three. Trends of usage will continue to grow. As a comparative benchmark, student's will achieve an 80% or higher on their end of course exams. These end of course exams will be held either at the end of the semester or the end of the school year. These results will be measured against brick and mortar class end of course exams. Result will be tracked over a five year time period. The fifth and final benchmark relates to the utilization of shared resources, as well as a reduction in future spending. The anticipated savings with the continuation of the competition are expected to be at 60% or higher per developed course. These savings will be calculated by dividing the cost of course created by the Hamilton Course Development Challenge with the average costs of a vendor created course. Other possible anticipated outcomes include an increase in the state report card - with both an increase in graduation rate and student achievement - as well increases in student enrollment as more course options become available. Hamilton City School District is in the process of developing an eCampus and these developed courses may be used in conjunction with eCampus offerings.

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).

As course developers are required to manually submit completed courses, the completion rate methodology will be calculated by dividing completed courses against original accepted course proposals. Throughout the challenge, two checkpoints will also be initiated to determine progress towards completing the course. If fewer than ten courses are submitted, the instructional committee will open the challenge to educators outside of the school district. Benchmark number two corresponds to the quality of content being developed through the competition. This benchmark will be measured during the evaluation process which takes place at the conclusion of the development process. All courses will receive a score of 90% or higher based on the quality course rubric. At the conclusion of the development process, courses will be evaluated against a rubric measuring quality of content. Criteria measured through the rubric will incorporate components of how the contents of the course align to the standards, the level of rigor of the course material, the degree of higher order thinking skills addressed within the content and the sequence and degree of organization used within the structure of the course. Although the evaluation process serves as a summative review of the course development, formative checks will be assessed throughout the creation process to insure content quality. It is at these formative checkpoints where modifications of course content, structure and material can be made to ensure the quality of the end product. The method in which the rate of adoption of shared resources will be measured is to survey the teachers using the online content. The survey will hone in on the degree of how much the teacher is using the resources in the traditional setting, as well as a flipped or hybrid environment. Questions will focus on trends showing evidence of increased student achievement using the course content comparative to a traditional delivery of content in the brick and mortar environment. If the desired measure is unfavorable, professional development and collaborative discussions relating to usage of the online course content will be offered to increase the adoption of online courses and materials. End of course exams will be delivered online via a learning management system. The results will feature item analysis and aggregate student performance. These results will be compared against end of course exams conducted in classrooms that do not use the online course or its corresponding materials. End of course exam results will be used to modify and shape the direction of future Hamilton Course Developer Challenges. Annual cost savings will be calculated by dividing the cost of the Hamilton Course Developer Challenge against the cost of a purchased, vendor created course. If calculations do not produce a cost savings of 60% or greater, additional cost savings options will be considered such as reducing the financial incentives of challenge and/or using a blend of vendor and teacher created instructional assets.

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.

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