AGENDA ITEM **5**

BOARD OF TRUSTEES
AGENDA

[ ] Workshop	[X] Regular	[ ] Special

(A) [ ] Report Only [ ] Recognition

Presenter(s):

Briefly describe the subject of the report or recognition presentation.

(B) [X] Action Item

Presenter(s): SAMUEL MIJARES, DEPUTY SUPT. FOR C & I

Briefly describe the subject of the report or recognition presentation.

CONSIDER AND TAKE APPROPRIATE ACTION ON THE REQUEST TO APPROVE THE COOPERATIVE OnRamps PROGRAM AGREEMENT BETWEEN EAGLE PASS ISD AND UT AUSTIN.

(C) Funding Source: Identify the course of funds if any are required

(D) Clarification: Explain any question or issues that might be raised regarding this item.

COOPERATIVE PROGRAM AGREEMENT

This Cooperative Program Agreement ("Agreement") is entered into by and between the Contracting Parties shown below. This Agreement is an amendment and restatement of that certain Memorandum of Understanding dated _____, 2014.

I. Contracting Parties:

The School District:
_____ Independent School District
_____
_____, TX _____
Attention: _____
Telephone: _____

The University:
The University of Texas at Austin ("University" or "UT Austin") on behalf of Center for Teaching and Learning
OnRamps Program ("OnRamps")
P.O. Box 7246
Austin, TX 78713
Attention: Jennifer Saenz
512-232-2634

II. Nature of the Cooperative Program

The University of Texas at Austin, on behalf of the Center for Teaching and Learning ("CTL"), and the _____ Independent School District enter into this agreement to co-develop and implement OnRamps, a cooperative program of dual enrollment courses and high school teacher training that allows high school students to earn college credits from The University of Texas at Austin ("Project"). The funds paid or collected from students or the district to the CTL will cover all costs of the Project services and materials. The Project will be overseen by Dr. Julie Schell of the University. A comprehensive summary describing the OnRamps program, its goals, objectives and elements is contained in Exhibit A to this Agreement.

III. Agreement Amount

The amount paid by the District during each contract year to the University will be equal to the costs per student and teacher training needed by the District as set forth in Section 4.2(6) hereof.
The District agrees to make its payments upon receipt of a proper invoice. Payment shall be due and payable, in full, to the University within thirty (30) calendar days from receipt of such invoice. Make all checks payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

The University of Texas at Austin, UEX
P.O. Box 7637, Austin, Texas 78713-7637
Phone (512) 471-2900 Fax (512) 471-2905
uex@austin.utexas.edu

IV. Program Responsibilities

Responsibilities to implement the elements of the OnRamps initiative will be shared between the District and UT Austin.

4.1. Responsibilities of UT Austin

UT Austin will:

1) Define the OnRamps course materials and curriculum.

2) Provide access to the Canvas Learning Management System ("LMS") for every OnRamps student and teacher.

3) Maintain the servers operated by or hosted on UT Austin's web-based Canvas LMS.

4) Provide technology support. UT Austin will make its curriculum available to participating teachers through Canvas LMS. UT Austin will provide online and phone-based technical support for OnRamps teachers utilizing the curriculum when that support is not provided through Canvas LMS.

5) Register high school students for OnRamps courses through University Extension at UT Austin. In order to officially enroll in OnRamps dual-enrollment courses, students must complete the required registration form that will be available during the registration process for high school courses, which will occur no later than beginning of the fall semester in which the course is offered.

6) Deliver instructional materials. All course-related materials will be available from the course website, the Canvas LMS, and/or the UT Austin OnRamps course staff unless otherwise specified.

7) Administer the OnRamps program. Students enroll in a yearlong course taught by their high school teacher for high school credit. Throughout the year, the high school teacher uses OnRamps materials, pedagogy, and online learning tools that are developed by UT Austin to teach the high school course. During the spring semester, students may be eligible to enroll in an undergraduate course for college credit.

a) Fall semester: A student must complete a series of required assignments that are designed, designated and evaluated by the UT Austin OnRamps course staff and Instructor of Record. A student must earn a grade of 75% or better on the required assignments to be eligible to be dual enrolled in a UT course during the spring. A student who does not meet this eligibility requirement may appeal in writing to the OnRamps program if they already meet TSI requirements to be eligible for dual credit or based on criteria determined by the UT Austin Instructor of Record.

b) Spring semester: A student must complete a series of additional required assignments that are designed, designated and evaluated by the UT Austin OnRamps course staff and Instructor of Record to determine successful completion of the college course. The Instructor of Record will award the student the appropriate grade based on the student's performance. (The grade for the high school course may differ from that for the college course, as the assignments that determine each grade may differ.)

8) Award UT Austin credit. A student who is eligible for and successfully completes the spring- semester college course will have her/his course letter grade recorded in the Office of the Registrar at UT Austin. A student may request an official copy of her/his transcript from the Registrar. The credits for the course are usually transferable to colleges and universities, but each student is advised to check with her/his planned collegiate program, even if she/he plans to attend UT Austin, before registering for an OnRamps course.

9) Provide documentation of course credit and rigor. OnRamps will provide a letter of definition explaining the OnRamps course to attach to attach to a student's transcript.

10) Deliver professional development to participating District teachers assigned to teach the OnRamps course in The District.

a) A summer professional development institute for participating District teachers will be held at UT Austin. Each course offered through the OnRamps Program will have an associated summer professional development institute. The participating District teacher assigned to the course must complete the summer professional development institute at least once in its entirety before teaching their first OnRamps course through the District. If the teacher continues to offer the course in subsequent years she/he will be required to attend the returning teacher track at the institute. UT Austin will be responsible for the following at the summer institute:

i) Scheduling the necessary facilities to conduct the institute;
ii) Conducting the summer institute; and
iii) Crediting participating District teachers with professional development hours.

b) Academic year professional development workshops: One-day professional development workshops for participating, both new and returning District teachers will be held at UT Austin during the fall and spring semesters. District teachers will be required to attend the one-day workshop during each semester they deliver an OnRamps course, regardless of whether not the course will be offered in the subsequent year.

11) Provide a Course Coordinator. UT Austin will identify a qualified course coordinator for each course. The Course Coordinator will:

a) Conduct or Co-conduct the summer professional development workshops;

b) Assist the District in implementing the course by providing the necessary training before and during implementation;

c) Provide on-going, one-on-one feedback and guidance to support quality implementation; and

d) Deliver and maintain the course for students in The District, including distribution of lectures, homework assignments, quizzes, projects, and exams to participating teachers and provision of ongoing support in implementing the curriculum.

12) Provide feedback regarding course implementation to teachers, school and District administration. To ensure OnRamps is implemented and facilitated with quality and fidelity, OnRamps staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the

status of OnRamps implementation based on communication with the OnRamps high school instructor and classroom observations.

a) OnRamps staff will alert school and district administration of any serious concerns regarding the District or school implementation of the course pertaining to quality and fidelity of implementation. If, after multiple opportunities, the school or District implementation of OnRamps is deemed unsatisfactory, UT Austin reserves the right to deny the opportunity to offer the OnRamps course in the future.

b) OnRamps staff will alert school and District administration of any concerns regarding the high school instructor's ongoing ability or willingness to implement the course with quality and fidelity.

c) A UT Austin OnRamps high school instructor will have multiple opportunities through coaching and support of the Course Coordinator to bring implementation of the course into alignment with expectations set out by the University through OnRamps professional development and on- going communication. If after multiple opportunities, the high school instructor's implementation of OnRamps is deemed unsatisfactory, OnRamps reserves the right to deny the teacher the opportunity to offer the course in the future.

4.2. Responsibilities of the District

The District will:

1) Implement one or more OnRamps courses. The District must:
   a) Complete the Implementation Plan in Appendix B to provide detailed implementation plans.
   b) Consider OnRamps recommendations for effective implementation:
      i) OnRamps courses do not replace AP curriculum or prepare students for AP exams; OnRamps courses and AP courses should be taught as separate sections with separate instructors. In the case of Rhetoric and Writing see subsection 1.b.iii.1. below.
      ii) Based on the rigor of the course, OnRamps recommends a weighting of 1.0 for the high school version of the course.
      iii) In the case of Reading and Writing the Rhetoric of American Identity: The Department of Rhetoric and Writing specifically
         (1) prohibits the OnRamps course from being offered as an AP English course.
         (2) Requires a cap of 25 students per section with a limit of 2 sections per teacher

2) Recruit, hire, and compensate an instructor with appropriate qualifications to teach the class.

a) Minimum requirements for new teachers include:
i) Bachelor's degree in the discipline or a related field;
ii) 1 or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus);
iii) Completed teacher application;
iv) Successful completion of the required pre-institute tasks before the start of the summer institute. Tasks will be determined and shared by the faculty lead or course coordinator in advance of the summer institute. Teachers who do not complete the required pre- institute task may not be eligible to attend the institute. If District teachers do not complete pre-institute

tasks before the start of the required summer institute, the decision to admit or deny such admission will be determined by the UT Austin faculty lead in his or her sole discretion; and
v) Successful completion of the summer professional development institute. New and Returning OnRamps instructors are expected to participate in the entire summer institute. In the event of an emergency, of which OnRamps staff and the teacher's principal are notified, a teacher may make arrangements to make up as much as 20% of the institute and still be eligible to offer the OnRamps course. Instructors who miss more than 20% of the institute regardless of their reason will be on probationary status and their approval to serve as an OnRamps Instructor will be evaluated on a case-by-case basis. See Section 4(d) below for additional information.

b) Minimum requirements for returning teachers include:
i) Successful implementation of OnRamps course during the previous academic year according to the requirements specified under subsection 4 below; and
ii) Successful completion of the required pre-institute tasks before the start of the summer institute (Tasks will be determined and shared by the faculty lead or course coordinator in advance of the summer institute.)

3) Ensure OnRamps high school instructors and students have the necessary resources to implement the program with fidelity including, but not limited to the following:

a) Access to the Canvas LMS. Participating schools will work with the OnRamps support team to ensure that the schools and students can fully access the OnRamps curriculum that is managed in the web-based Canvas LMS;

b) Access to computer and Internet as specified by UT Austin to the students. (See Exhibit C for detailed technology requirements.) The District must ensure that students in the OnRamps course have daily, scheduled access to lectures and computers that meet the specifications defined by OnRamps. This includes regular in-class and out-of-class, 1:1 access to computers and the Internet to view materials and complete and submit assignments, quizzes, tests, and exams;

c) Calculators;

d) Audio/Visual projection and/or whiteboard; and

e) Copy services to duplicate some course materials and distribute to students throughout the OnRamps course.

f) For Earth, Wind, and Fire only, please see Exhibit D for required laboratory equipment.

4) Ensure that OnRamps high school instructors implement the program with fidelity including the following:

a) Administer pre-identified OnRamps-required assignments and assessments without alteration;

b) Enroll individual students in Canvas LMS;

c) Use Canvas LMS to assign and grade student work as specified by OnRamps course staff;

d) Participate in professional development, including the summer institute, a one-day workshop and on-going opportunities during each semester in which they deliver the OnRamps course. To facilitate teacher participation in the one-day workshops, the District agrees to pay the cost of substitute teachers for the days the teacher will be in attendance at the workshops; and

e) Maintain regular communication via email, phone, video and web conferencing, etc. with OnRamps course coordinator and other staff regarding success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.

5) Ensure students enrolled in an OnRamps program meet the following minimum academic requirements:

a) Only students with adequate academic preparation, having completed the necessary prerequisite coursework, will be allowed to enroll in an OnRamps course. The District will be responsible for verifying that students wishing to enroll have met the minimum prerequisites as follows:
i) Project Engage: Thriving in Our Digital World:
-credit for Algebra I (Credit or concurrent enrollment in Algebra II is preferred)
-and recommendation of a Computer Science teacher
ii) Reading and Writing the Rhetoric of American Identity:
-credit for English I
-credit for English II
-and a recommendation of an English teacher
iii) Discovery PreCalculus: A Creative and Connected Approach:
-credit for Algebra I
-credit for Algebra II
-credit for Geometry and
- a recommendation of a Math teacher.
iv) Statistics:
-credit for Algebra I (credit for Algebra II and Geometry are preferred) and
-a recommendation of a Math teacher.
v) Earth, Wind, and Fire: An Introduction to Physical Geology
-credit for Biology and Chemistry or IPD and Chemistry; and
-a recommendation of a Science teacher.

b) Only students who have demonstrated their ability to do college-level work may participate in the spring undergraduate course. Eligibility for the spring undergraduate course is determined by successful completion of a series of required assignments that are designated and evaluated by the UT Austin Instructor of Record. A student must earn a grade of 75% or better on the required assignments during the fall semester to be eligible for the opportunity to be dual enrolled in a UT Austin course. A student who does not meet this eligibility requirement may appeal in writing to the OnRamps program if they already meet TSI requirements or specified criteria by the Instructor of Record to be eligible for dual credit.

6) Pay, or ensure students pay, the annual program fee for access to the OnRamps curriculum, materials, technology tools, credit evaluation, and credit.

a) Cost of Materials and Services:

(i) For districts which are joining the OnRamps program on or after the Effective Date, the cost of the OnRamps course materials, technical support, and course implementation support, excluding the summer institute and academic- year workshops, outlined in this Agreement to The District, will be defined on a per-student basis. Program costs will be evaluated and adjusted annually. The District will be responsible for paying, or ensuring that students pay, annual program fees for each student enrolled in an OnRamps course. During the 2015-2016 school year, The District is responsible for a fee of $295 per student enrolled in English, Pre-Calculus, Statistics, or Computer Science. For 2015-2016, the District is responsible for a fee of $0 per student enrolled in Earth and Space Science.

(ii) For districts which are already partners in the OnRamps program, implementing courses, before the Effective Date, the cost of the OnRamps course materials, technical support, and course implementation support, excluding the summer institute and academic- year workshops, outlined in this Agreement to The District, will be defined on a per-student basis. Program costs will be evaluated and adjusted annually. The District will be responsible for paying, or ensuring that students pay, annual program fees for each student enrolled in an OnRamps course. During the 2015-2016 school year, The District is responsible for a fee of $200 per student enrolled in English, Pre-Calculus, Statistics, or Computer Science. For 2015-2016, the District is responsible for a fee of $0 per student enrolled in Earth and Space Science.

b) OnRamps offers a reduced fee for students with financial need as identified by the District. Students who qualify for free- or reduced-price lunch are eligible to pay a fee of $75 per course. This represents a discount of 75% off OnRamps full price as set forth in Section 6(a) (ii) for returning districts, and .as set forth in Section 6(a) (i) for new districts.

i) Additionally, to cover the cost of OnRamps reduced price, a limited number of scholarships are available. Only students who are eligible for free- or reduced-price lunch may apply for this scholarship. OnRamps will announce the scholarship deadlines in the spring and awards will be made on a first come, first served basis.

ii) Onramps follows the College Board guidelines for determining eligibility for the fee reduction.

c) Identify who will be paying the OnRamps annual fee The District, the student or the District and student will share the cost in the Implementation Plan in Appendix B.

d) Timing of payment: The OnRamps annual fee is assessed at the beginning of the fall semester for the academic year.

e) Refunds: Students who paid for OnRamps program fee may request a refund within the first six weeks of the start of the fall semester if a student decides to drop out of the OnRamps program. This means that s/he is no longer enrolled in the OnRamps program even for the opportunity to earn high school credit and is placed in a different course. Refunds will not be given at the end of the fall semester if a student is not eligible for the opportunity to earn

college credit. The program fee covers access to course materials and technology tools, and credit eligibility evaluation, which occur during the fall semester. Additionally, the student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the OnRamps course during the spring semester for the opportunity to earn high school credit. During the spring semester the course will continue to use the university's course materials and technology tools.

f) Cost of Professional Development

i) The cost of OnRamps summer institute and academic-year workshops to The District will be defined on a per-teacher basis. Professional development costs are dependent upon a variety of economic factors that may change from year to year. Consequently, the professional development costs will be evaluated and adjusted annually. The District will be responsible for paying professional development fees for each participating teacher. During the 2015-2016 school year, The District is responsible for fees per teacher as follows:

(1) $1650 for new teachers of English, Pre-Calculus, Statistics and Computer Science;
(2) $315 for returning teachers of English, Pre-Calculus, Statistics, and Computer Science; and
(3) $0 for new teachers of Earth and Space Science.

ii) The District is responsible for paying for and/or reimbursing all transportation expenses to and from Austin for all days of required professional development institutes held at the University.

iii) OnRamps strongly recommends the District provide a daily stipend to teachers participating in required professional development institute days on campus at the University.

V. Data Sharing

1) To the extent the District allows data sharing, the Distinct may provide the following student demographic data and academic achievement information to UT Austin for all participating students. OnRamps will provide the District with a computer file listing the students' name, instructor name, course title, and OnRamps student id (UT EID). UT Austin will return the file in CSV or excel format providing the following fields for each OnRamps student:

a) Race/ethnicity;
b) Gender;
c) Birthdate;
d) Free or reduced price lunch status;
e) Zip code;
f) First generation college student (If available);
g) Aggregate attendance records;
h) OnRamps course attendance records;
i) Report-card grades for all reporting periods;
j) Class rank;
k) Special program information;
l) Beginning- and end-of-year cumulative GPA;
m) Number and detail of courses for which a student earned a D or F, or withdrew from the course;

n) high school graduation completion;
o) Credit hours completed;
p) TAKS/STAR exam scores;
q) TSI- met or not met;
r) ACT/SAT Scores;
s) Prior dual credit enrollment (if available);
t) Prior dual credit grades (if available);
u) AP enrollment: # and detail; and
v) AP grades by course.

2) For District level data shared by the District with UT Austin, OnRamps will provide the District with a file with the following fields and the UT Austin will return the file in csv or Excel format;
a) Zip code;
b) Percentage of students who are eligible for free or reduced price lunch;
c) Percentage racial/ethnic minority;
d) Enrollment size by class year (e.g. 250 freshmen); and
e) Number of faculty.

3) To the extent the District allows data collected by the District to be shared with UT Austin, the UT Austin OnRamps program may obtain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvement.

4) For legitimate educational interests, OnRamps will facilitate the exchange of information between institutions and OnRamps Instructors and OnRamps course staff pertaining to students' progress toward the opportunity to earn college credit to facilitate early intervention to support student success and whether the college credit is earned to facilitate accurate recordkeeping. If the District obtains access to University records or record systems protected under the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the District agrees to strictly adhere to the provisions of FERPA and its implementing regulations designated in Section VI hereof.

VI. Confidentiality Provision

Both parties to this Agreement are required by law to adhere to the confidentiality of student information according to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99. FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Govt. code 552.001 et seq.). While in possession of FERPA records and data, only persons authorized to access the student data of the OnRamps Initiative will be granted access as required by FERPA. All persons authorized to have access to student data understand that under FERPA they can be held individually liable for any and all applicable criminal and civil penalties imposed for breach of confidentiality.

VII. Agreement to Hold Harmless

To the extent authorized by the Constitution and laws of the State of Texas, each party will save and hold harmless the other party and its officers and employees from all claims, demands, causes of action, and judgments for taxes, license fees, excises, fines, and penalties; for supplies, services, or merchandise purchased by the other party; for wages and fringe benefits of the other party's employees; and

for injury or death of any person or damage to property that result directly or indirectly from the negligent acts or omissions of the other party or its officers, agents, employees, or students in the performance of this Agreement.

VIII. Term of the Agreement

This Agreement amends and restates the Memorandum of Understanding dated _____, 2014 which was approved by the University of Texas System Board of Regents along with one-year renewals thereto. This Agreement is effective as of the date fully executed by both parties ("Effective Date") covers a period of one (1) academic year, beginning July 1, 2015, and ending June 30, 2016. All parties must sign this Agreement. This Agreement may be renewed, contingent upon resources being available to the OnRamps Program by a writing signed by both parties. The District agrees that all amounts owed to the University pursuant to Section 4.2 (6) will be paid upon notice of termination.

IX. Ownership of Intellectual Property

The University shall own all Intellectual Property Rights in or relating to the Project. "Intellectual Property Rights" means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, works of authorship fixed in a medium of expression, or mask works, whether or not patentable, copyrightable, eligible for registration as a trademark, or subject to mask work rights or other similar statutory rights, as well as applications for any such rights

X. Independent Contractor

For all purposes, including but not limited to the federal, state and local laws, rules and regulation, each party hereto, including its officers, agents and employees, shall be at all times an independent contractor relative to the other party. Nothing in this agreement shall be construed to make or render either may, including any of its officers, agents or employees, an agent, servant or employee of, or a joint venture of or with the other.

XI. Breach of Contract Claims

To the extent that Chapter 2260, Texas Government Code, is applicable to this Agreement and is not preempted by other applicable law, the dispute resolution process provided for in Chapter 2260 and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, will be used to attempt to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business. The parties specifically agree that (i) neither the execution of this Agreement by University nor any other conduct, action or inaction of any representative of University relating to this Agreement constitutes or is intended to constitute a waiver of University's or the state's sovereign immunity to suit; and (ii) University has not waived its right to seek redress in the courts.

XII. Termination

In the event of a material failure by a Contracting Party to perform its duties and obligations in accordance with the terms of this Agreement, the other party may terminate this Agreement upon thirty (30) days' advance written notice of termination setting forth the nature of the material failure; provided that, the material failure is through no fault of the terminating party. The termination will not be effective if the material failure is fully cured prior to the end of the 30-day period.

The University may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the District and will refund to the District any portion of the annual contribution that has not been expended towards fulfillment of the purposes of the Agreement

XIII. Venue; Governing Law

Travis County, Texas, will be the proper place of venue for suit on or in respect of the Agreement. The Agreement and all of the rights and obligations of the parties hereto and all of the terms and conditions hereof will be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas.

XIV. Indemnification

The District will indemnify and hold harmless the University and its officers and employees from all claims, demands, causes of action, and judgments for taxes, license fees, excises, fines, and penalties; for supplies, services, or merchandise purchased by the District; for wages and fringe benefits of the District's students and employees; and for injury or death of any person or damage to property that result directly or indirectly from the negligent or intentional acts or omissions of the District or its officers, agents, or employees in the performance of this Agreement.

The representative of the District, in signing this Agreement, warrants that he or she signs as a properly authorized representative of the District and does not assume any personal liability for meeting the terms of this Agreement.

AGREED and ACCEPTED this _____ day of_____ , 2015.

_____ Independent School District	The University of Texas at Austin
By:_____	By: _____
Name:	Name: Linda Shaunessy
Title:	Title: Business Contracts Administrator
Date: _____	Date: _____

Exhibit A
Cooperative Program Summary

Section 1. Program Objective

The principal purpose of the Agreement is to implement one or more UT Austin OnRamps courses.

Section 2. Program Description

OnRamps is a pioneering dual-enrollment program coordinated by The University of Texas at Austin. Combining pedagogy, curriculum, and technology, OnRamps provides a University of Texas at Austin quality experience for high school and community college students throughout the State of Texas. OnRamps courses feature face-to-face classroom instruction coupled with online materials and activities that support learning in and outside of the classroom. Each OnRamps course aligns with an existing equivalent course at The University of Texas at Austin, using innovative pedagogies that train students for higher-order cognitive activities, such as problem-solving and application that post-secondary success requires. OnRamps also prepares teachers from across the state of Texas to facilitate UT-designed learning experiences in their classrooms that are designed to accelerate students' success. Teachers are paired with staff at the University for one-to-one support.

Section 3. OnRamps Courses

Each OnRamps course satisfies part of the core curriculum requirements of The University of Texas at Austin. The OnRamps' courses are:

i) Reading and Writing the Rhetoric of American Identity (ELA) Texas Common Course Number (TCCN): English 1302, UT Austin course equivalent: Rhetoric 309K- Topics in Writing;
ii) Discovery PreCalculus: A Creative and Connected Approach (PreCalculus) TCCN: Mathematics 2312, UT Austin course equivalent: M-30- Preparation for Calculus;
iii) Statistics TCCN: Mathematics 1342, UT Austin course equivalent: SDS 302- Data Analysis for the Health Sciences;
iv) Project Engage: Thriving in Our Digital World (Computer Science), UT Austin course equivalent: CS 302- Computer Fluency; and
v) Earth, Wind, and Fire: An Introduction to Physical Geology, (GEO) Proposed TCCN: Geology 1303, UT Austin course equivalent: GEO 302E, Earth, Wind, and Fire.

Section 4. Program goals

i) Deliver scalable courses and course materials designed to increase the number and diversity of high school and community-college students who experience college-level coursework that is:

a) High quality;
b) Rigorous;
c) Engaging;
d) Motivating; and
e) Aligned with the expectations of a leading research university.

ii) Deliver courses and course materials designed to enhance all OnRamps students' content knowledge and cross-disciplinary knowledge and skill by incorporating best-in-class learning technologies and advances in the learning sciences.

iii) Deliver a model of professional development for OnRamps teachers that can be scaled and replicated and that support teacher implementation of OnRamps courses and course materials with fidelity.

iv) Collaborate with a variety of institutions, organizations, government agencies, corporations, and individuals to facilitate wide-scale implementation and delivery of OnRamps courses and course materials in a variety of educational settings across the State of Texas.

v) Facilitate educator innovation through flexible design of coursework and curriculum that provides opportunities for further authoring and development of OnRamps course materials and learning assets.

vi) Continuously enhance all existing OnRamps offerings for long-term sustainability of the initiative.

Section 5. Program Elements

a) Yearlong dual-enrollment courses for high school and/or community college students to increase the number and diversity of students who experience college-level work aligned with expectations of a leading research university.

i. Students are officially enrolled in the college course in the spring semester after eligibility is determined based on student work from the fall semester. Credit is awarded by The University of Texas at Austin University Extension or affiliated college in the spring semester;
ii. Courses can be offered for credit or for no credit;
iii. Courses align with the Texas College and Career Readiness Standards and/or Texas Essential Knowledge and Skill, and the expectations of leading research universities;
iv. Courses are delivered in the Canvas LMS and related technical support;
v. Courses feature student-centered, evidence-based pedagogies; and
vi. Course implementation is directed by the OnRamps team at UT Austin.

b) One UT Austin Faculty Lead per course

i. In collaboration with the Course Coordinator(s), the Faculty Lead advises the OnRamps team as needed and contributes to curriculum delivery, development, and enhancements, and the delivery of professional development for OnRamps teachers. The Faculty Lead also collaborates with the Course Coordinator(s) and OnRamps executive leadership to implement programmatic policies and procedures.

ii) One UT Austin Course Coordinator per course

In collaboration with the Faculty Lead, the Course Coordinator contributes to curriculum enhancements, creates and delivers professional development, and leads yearlong implementation support to participating OnRamps teachers. The Course Coordinator also designs, executes, and manages the grading process for the District credit and in close collaboration with the Course instructor of Record (if they are not the same person), including grading student work to ensure alignment with college-level expectations.

iii. The Course Coordinator works in collaboration with the Faculty Lead to implement programmatic policies and procedures at the advisement of OnRamps executive leadership.

iv. One Course Instructor of Record approved by OnRamps and UT Austin to evaluate college-level work and award college credit; this may be the Faculty Lead, Course Coordinator, a community college instructor or another instructor approved by OnRamps and the University to award undergraduate credit The Instructor of Record is responsible for working with the Course Coordinator (if they are not the same person) to ensure student work qualifies for the awarding of college credit.

v. A one-to-two-week residential summer professional development institute (with CPE credit offered) for OnRamps teachers held on the UT Austin campus, including:

a. Course-specific sessions: Training in course- specific content, pedagogy and technology are organized and delivered by the Faculty Lead and/or Course Coordinator
b. General sessions: Additional hours of training on implementation best practices, college readiness and success, and pedagogy

vi. Two one-day professional-development workshops (with CPE credit offered) for OnRamps teachers held on the UT Austin Campus (one workshop per semester).

a. Course-specific sessions: Training in course- specific content, pedagogy and technology are organized and delivered by the Faculty Lead and/or Course Coordinator
b. General sessions: Additional hours of training on implementation best practices, college readiness and success, and pedagogy.

vii. Yearlong professional development activities coordinated by the UT Austin Faculty Lead and for the Course Coordinators for OnRamps teachers.

viii. A professional learning community.
A community network of teachers qualified to teach dual credit, blended courses aligned with the expectations of leading research universities facilitated by the Faculty Lead, Course Coordinators, Instructor of Record, and OnRamps staff.

ix. A program of research and evaluation to facilitate continuous improvement of Onramps at the programmatic level, including a team of external evaluators

x. A core team of OnRamps staff that provides expertise in the following areas:

a. Business Development and Outreach;
b. Communications and Marketing;
c. Course Development and Enhancement;
d. Dual-Enrollment Management and Compliance;
e. Instructional Support;
f. Product Management; g. Project Management;
h. Professional Development;
i. Research and Evaluation;
j. Strategic Vision and Leadership;
k. Technology Integration;
l. Texas Education Policy Advisement; and
m. Vendor Management.

Appendix B: Implementation Plan

[INSERT NAME OF DISTRICT] OnRamps Implementation Plan									
School	# of Sections Requested by Campus				Total # of teachers	Campus Contact	Contact position	Contact Email	Contact Phone
	ELA	Pre Calculus	Statistics	Computer Science					
Total									

Payment Plan:

To facilitate OnRamps student registration process, please provide the following information about who will be responsible for paying OnRamps annual per student fee.

District	Student:	Shared:
District will be responsible for OnRamps per student fee	Students will be individually responsible for OnRamps per student fee	The district and the student will share responsibility for the OnRamps per student fee

If the cost will be shared by the district and the student, provide additional details about how much each will be responsible for to cover the per student fee.

Exhibit C
Onramps Technical Requirements

Hardware
Students must have one-to-one access to an internet-connected computer or tablet* during out-of-class time in order to complete assignments. This access can be on-campus, such as a lab or in the library, or off campus. OnRamps will provide a checklist to ensure compatibility.

*The OnRamps Statistics course requires use of a web browser on a desktop or laptop operating system to access Studio (free statistical analysis software). See below for a list of compatible browsers. Studio is incompatible with tablet and phone device browsers.

* The OnRamps Computer Science course requires use of Scratch and Processing (free programming environments), which also requires desktop or laptop operating systems. It is incompatible with tablet and phone device browsers.

Since the courses contain audio/video components, devices should have audio capabilities or the option to be connected to speakers or headphones.

Browsers
One of the following browsers is required to access the Canvas learning management system and tools associated with the OnRamps courses.

I. Internet Explorer 10 or 11
II. Chrome 36 or 37
III. Safari 6 or 7
IV. Firefox 31 or 32 (Extended Releases are not supported)
v. Flash 14 and 15 (for recording or viewing audio/video and uploading files)
vi. Respondus Lockdown Browser (supporting the latest system requirements)

*See above for exceptions regarding mobile vs. desktop browsers.

Software and Email Addresses
OnRamps courses are built in the learning management system ("LMS") Canvas LMS. Canvas LMS must be used as the LMS for this course. All course resources, materials, and tools are housed in the Canvas LMS, including the grade book.

Students must have an email address to register for an account in Canvas LMS. Students should use their formal school email address to register in Canvas LMS. Personal email accounts should only be used if the school/district does not provide students with email addresses.

Plugins
Flash Player 10, 11, or 12 is required for audio/video recording and file uploading within Canvas LMS.

The Java plugin is required to use the screen sharing functionality within Canvas LMS Conferences.

Internet Access
A high-speed Internet connection is required. School networks must be configured to allow access to the following domains:

- utexas.edu
- instructure.com
- youtube.com (teacher access required)
- vimeo.com (student and teacher access required)
- enspire.com
- enspirestudios.com
- amazonaws.com
- www.learningcatalytics.com

Onramps Course-Specific Technical Requirements

English Language Arts
No requirements in addition to the general requirements

Pre-Calculus
Quest Homework Service (free) is available through Canvas.

Computer Science
Requires access to:
- Scratch.mat.edu --operates in the browser
- Processing.org -- needs to be downloaded and installed

Statistics
Studio (free statistical software) is available through Canvas LMS, but is incompatible with tablets.

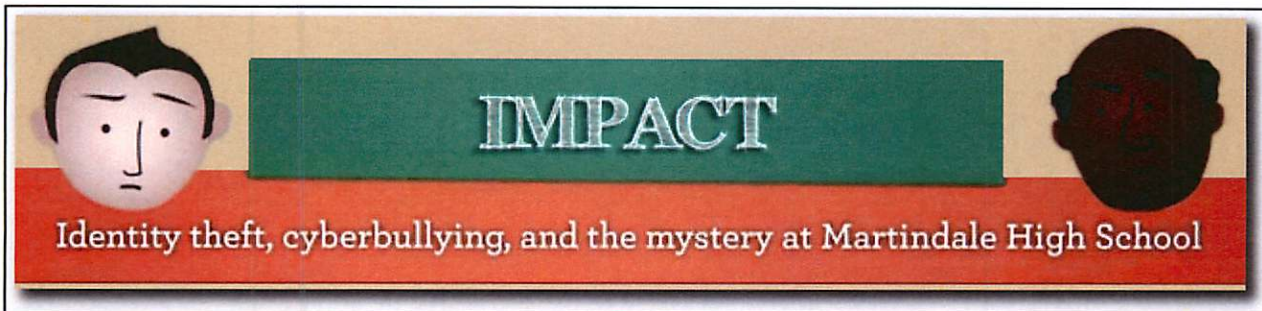
Geoscience
No requirements in addition to the general requirements

Exhibit D

OnRamps Geoscience: Earth, Wind, and Fire Laboratory Equipment and Materials for 2015-2016 academic year

OnRamps Geoscience will require laboratory equipment and materials to be available to students. From July 1, 2015 to June 30, 2016, UT Austin will cover the cost of any equipment not already available in each school in the District.

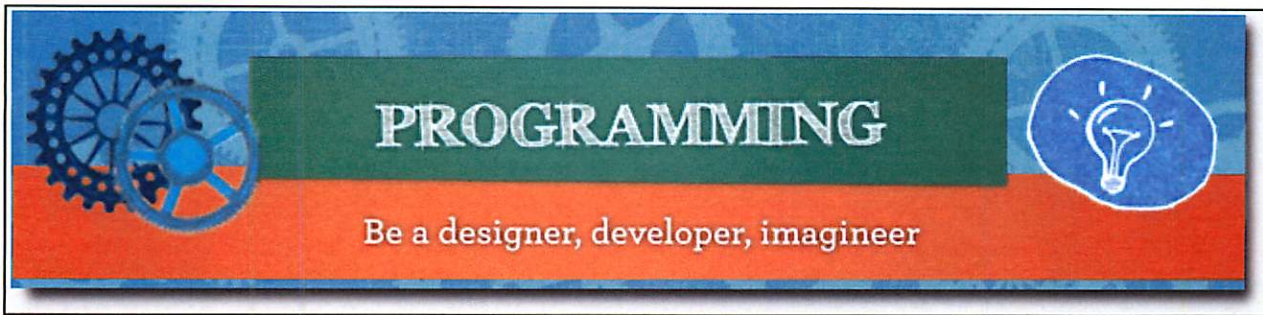
First Six Weeks



IMP 1: The Importance of Computer Science	What Is A Computer? The Importance of Computer Science Computational thinking: Microsoft interview questions *Blown to Bits* - Chp. 1 (p. 1-10)
IMP 2: *Thriving in Our Digital World*	CANVAS - The Online Learning Environment UT Research Consent Forms --- Academic Integrity Innovating with teams UT Research Consent Forms --- Ideal Groups *vs.* Real Groups Classroom Contract Group Work - Practice Examining Group Roles UT Research Consent Forms --- UT Student Survey Project-Based Learning Conspiracy Theory - Project Launch Group Contracts *Blown to Bits* - Chp. 1 (p. 10-17)
IMP 3: Participating in Online Communities	What is a wiki? Get your wiki on *Wikipedia* Revision Histories Conspiracy Theory - Group Work - Wikis ---

	Spectrum of Participation Affordances of Social Networking Historical fakebook pages *Conspiracy Theory* - Group work - Social networking --- ReCAPTCHA - Humans are computers, too! Central Limit Theorem Estimating with Crowdsourcing Impact Practice Quiz #1 What is an IP address? *Conspiracy Theory* - Group work - General
IMP 4: Identification Technologies for the Internet	DNS and IP addresses Using IP addresses Conspiracy Theory - Group Work - IP addresses How Internet Cookies Work (Links to an external site.) (.pdf) --- Managing Your Cookies The NSA and Prism Conspiracy Theory - Group Work - General --- *Conspiracy Theory* - Group work - Metadata Impact Practice Quiz #2 Due: Draft of *Conspiracy Theory* wiki Conspiracy Theory - Group Work - General
IMP 5: Assessments, Presentations & Reflections	Split Point Collaboration Assessment Impact module review Conspiracy Theory - Group Work - General --- Impact Module Exam (Sept. 29 - Oct. 10) *Conspiracy Theory* - Peer feedback Conspiracy Theory - Group Work - General --- Due: *Conspiracy Theory* - Final draft *Conspiracy Theory* - Collaboration evaluation *Conspiracy Theory* - Trial of the Conspirators Module reflections - Add to the conspiracy!

Second Six Weeks

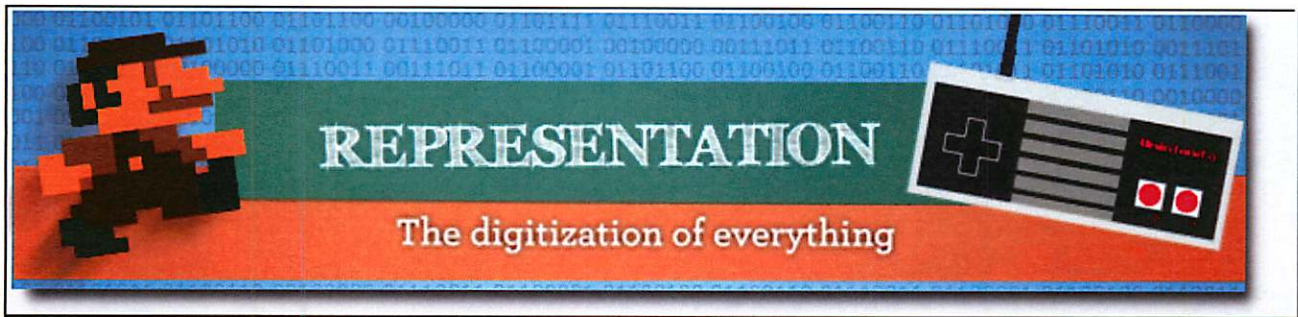


PROG 1: The "*Who*, *What*, and *Why*" of Programming	*Why* program? Programming KWL Chart Flowcharts *Who* programs?
PROG 2: Introduction to Scratch *	Starting with Scratch (Links to an external site.) Personal Scratch Pages The Cat's Meow Save Early And Often & Experimenting with Play---------- Different Ways to Broadcast Let's Dance! Choreography ---------- Remixing Scratch Projects Input, Storage, State, & Position ---------- Broadcast, Animations, and Music Programming Practice Quiz #1
PROG 3: Variables and Conditionals	User input and interaction Show Me Your State ---------- Variables—Changeable Placeholders Text Input Names Are Important ---------- Game Of Tag Custom Variables

	Decisions, Decisions, & Binary Conditions Switching And Nesting --- Decisions Review Quiz Show Programming Practice Quiz #2
PROG 4: Loops, Combinations, And Complexities	Experiment With Drawing Commands Experiment With Repeat Repeat after me --- Tempo Regular Polygon Generator Conditional Loops Compared --- Repeat Until Draw a 'Squiral' Repeat After Me Again --- How many days...? Loops and Variables (Choose *one* of the following) Option I: Draw a Picture in Scratch Option II: Electronic Keyboard Option III: Countdown with Sprites Reviewing Variables --- Random Rock, Paper, Scissors Programming Practice Quiz #3
PROG 5: Programming Project	Programming Project Group Contract Brainstorming --- Research Hack Time --- Split Point Collaboration Assessment Hack Time ---

	Documentation Hack Time --- Rubric Check Hack Time
PROG 6: Assessments, Presentations, & Reflection	Programming Project - Collaboration Evaluations Programming Project - Hack Time Programming Module Review --- Programming Module Exam (November 3-14) Programming Module - Spectrum Reflections Programming Project - Hackathon

Third Six Weeks



REP 1: Project Launch and Binary Code	Socratic Discussion: Binary Code Representation Group Contracts Homework - What is binary?
REP 2: Encoding Information with Bits	Check-in: Binary code 20 Questions The Amazing Binari Transmutes Decimal to Binary! Homework - State Space
REP 3: Programming with Binary	Converting between *binary* and *decimal* *Option A:* Rep Binary Finger Counting *Option B:* Binary Applet (Links to an external site.) State Space - Hi/Low applet Homework - Read: *Blown to Bits,* Chapter 3, p. 73–80 ---------- Programming Birthday Cake Candles REPresentation Practice Quiz #1 Homework – Blown to Bits Chp. 3, p. 80-88
REP 4: Representation Project (Work Day #1)	Check-in: Blown to Bits Representation KWL Chart Unintend'o Controller Project – Launch Unintend'o Controller Project – Binary mapping Introduction to Alphanumeric Representation
REP 5: Alphanumeric Representation	Abstraction in Action Variable- *vs.* Fixed-Width Encodings Reading and writing with ASCII Unicode vs. ASCII

	Unintend'o Controller Project – Group Work
REP 6: Representation Project (Work Day #2)	Representation KWL Chart Unintend'o Controller Project – Launch Unintend'o Controller Project – Group Work
REP 7: Digital Approximations of Physical Media	*Ceci n'est pas une pipe* Understanding Digital Copies Unintend'o Controller Project – Group Work
REP 8: Approximating Physical Media	Discrete *vs.* Continuous Approximating physical media with coordinate grids Unintend'o Controller Project – Group Work --- The Perfect Imperfection of Digital Copies Class debate: Should It Be Illegal to Resell "Used" Digital Music? REPresentation Practice Quiz #2 Homework - Online Discussion - Digital *vs.* Analog Unintend'o Controller Project - Group Work
REP 9: Lists	Weird Cases Make A List Read a List of Names Unintend'o Controller Project - Group Work --- Unintend'o Controller Project - Split Point Assessment Process a List Practice with Index Variables Unintend'o Controller Project - Group Work --- Remove from a List Sentences as Lists Unintend'o Controller Project - Group Work --- Swaps Unintend'o Controller Project - Group Work Unintend'o Controller Project - Peer feedback Reorder!
REP 10: Work Day #3	Representation Module Review Unintend'o Controller Project - Group Work

	---------- Representation Module Exam (December 8th–December 19th) Unintend'o Controller Project - Group Work
REP 11: Presentations, Assessments & Reflections	Due: Unintend'o Controller Project - Final draft Unintend'o Controller Project - Collaboration Evaluations Unintend'o Controller Project - Gallery Walk Representation Reflections - Mind Maps

Fourth Six Weeks

Programming with Processing

DM 1: Introduction to Processing (Days 1–9)

- Introduction to Processing
- Programming with Processing - Writing Code
- Scratch *vs.* Processing **editable*
- Code: Scratch Constructs Revisited
- Code: Punctuation
- Programming with Processing - Draw Shapes
- Programming with Processing - Draw a Figure
- Programming with Processing - Movement
- Programming with Processing - Animate Your Figure
- Programming with Processing - Keyboard Input
- Programming with Processing - Loops
- How Many Lines of Code?
- Processing Skills Assessment (January 19th–30th)

This assessment counts as an exam for college credit.

DM 2: Image Filter Project (Days 10–12)

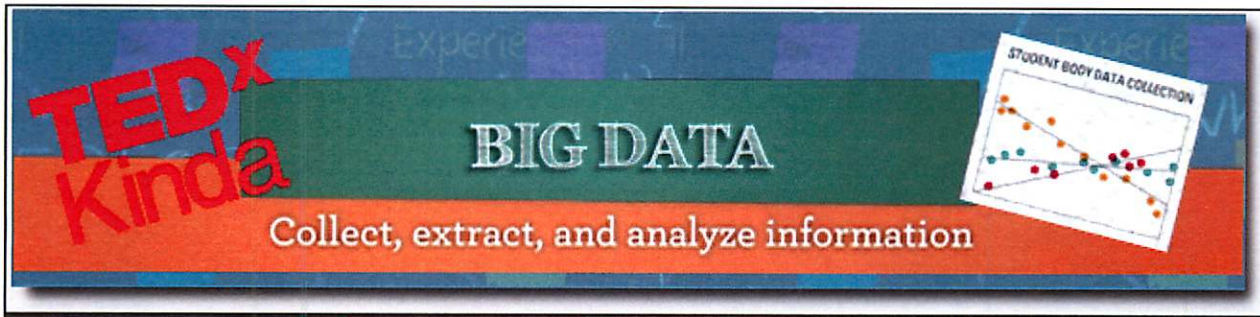
- Original or Manipulated?
- Debate - Ethics of Digital Manipulation
- *Blown to Bits* - Chp. 6 - Balanced Toppled: Who Owns the Bits?

- Image Filter Project - Launch
- Digital Manipulation KWL Chart

	Digital Manipulation Group Contracts Image Filter Project - Hack Time "If The Internet Is Your Canvas, You Paint In Zeros And Ones (Links to an external site.)", by Emily Siner
DM 3: Raster *vs.* Vector (Days 13–19)	Pixels and RGB Calculating Colors Programming with Processing - Color Strategies for Manipulating Raster Images Image Filter Project - Hack Time --- Raster Images in Processing Programming with Processing – Raster Image Manipulation *Blown to Bits* – Chp. 6 – Balanced Toppled: Who Owns the Bits? Image Filter Project – Hack Time --- Parlante Image Puzzle - Eliminating Digital Noise Digital Image File Extensions Encoding Schemes Image Filter Project - Hack Time
DM 4: Manipulating Bits (Days 20–23)	Picture Logic Puzzles Manipulating Digital Images Programming with Processing - Filters Digital Citizenship - Creative Commons Image Filter Project - Hack Time --- DM Practice Quiz Image Filter Project - Hack Time Abstraction in Action - Digitizing Audio Image Filter Project - Hack Time
DM 5: Digital Audio (Days 24–28)	Programming with Processing - Audio Generation Manipulating Digital Audio - Post-processing Image Filter Project - Hack Time --- Programming with Processing - Audio Processing Compression Algorithms Image Filter Project - Hack Time

	---------- X Marks the Spot! Ethics: The legality of remixes Image Filter Project - Hack Time
DM 6: Hack Time, Assessments, & Reflections (Days 29–31)	Image Filter Project - Split Point Assessment Digital Manipulation module review Image Filter Project - Hack Time ---------- Digital Manipulation Module Exam (February 23rd–March 6th) Image Filter Project - Peer Feedback Image Filter Project - Hack Time (Image Filter Project - Final Revisions) ---------- Image Filter Project - Collaboration Evaluations Digitally Manipulated Reflections

Fifth Six Weeks

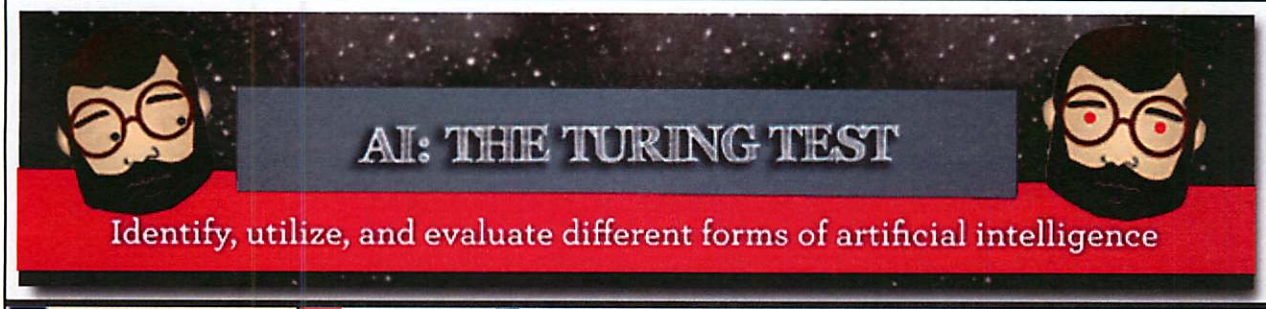


BD 1: Introduction to Big Data	What is Big Data? Big Data KWL Chart TEDed: The Origins of Big Data at CERN (Links to an external site.) "How Target Figured Out a Teen Girl was Pregnant..." --- Exploring US Employment Data Blown to Bits - Chp. 2 - "Naked in the Sunlight. Privacy Lost, Privacy Abandoned."
BD 2: Collection	Usable and/or Useful Data? Usable *vs.* Useful Data Examples of Big Data Collection Creating Structure from Unstructured Data Sets --- Digitizing Business Cards Terms of Service Policies
BD 3: Extraction	The Internet's Data Structure (or lack thereof) Spiderbots "Welcome to the Internet of Thingies: 65% of Web Traffic Is Not Human (Links to an external site.)," by Alexis Madrigal --- Relational Databases Fetching Flutter-bys Practice Quiz #1 (*Blown to Bits*, Check-in: pp. 19-42) Blown to Bits - Chp. 2 - "Naked in the Sunlight. Privacy Lost, Privacy Abandoned."
BD 4: Storage	Data Persistence: What Happens Online Stays Online

	Classroom debate: Privacy *vs.* Utility Your Filter Bubble --- Indexes and Concordances Indexing *Julius Caesar* "Breach at Target Stores May Affect 40 Million Card Holders (Links to an external site.)," from NPR --- My Data Rules Three uses of statistical analysis & Data Mining
BD 5: Analysis	Analyzing Statistics Exploratory Data Analysis: Justin *who*? Practice Quiz #2 "How Companies Learn Your Secrets" *Optional: Analyze Your Facebook Data (Links to an external site.) with Wolfram Alpha
BD 6: TEDxKinda Project Launch	TEDxKinda Project Launch TEDxKinda Group Contract TEDxKinda: Choose data sets and presentation topic Big data sets **editable* Tools for Big Data Analysis **editable* TEDxKinda Project - Group work (TEDxKinda Hack Days)
BD 7: Knowledge Discovery in Databases	Cluster analysis TEDxKinda: Identify clusters in data sets Outliers: Skewing data sets and telling stories TEDxKinda Project - Group work (TEDxKinda Hack Days) --- Outliers TEDxKinda: Identify outliers in data sets TEDxKinda Project - Group work (TEDxKinda Hack Days) --- Regressions TEDxKinda: Make predictions via regressions TEDxKinda Project - Group work (TEDxKinda Hack Days) --- Classification

	Classify me: I've got personality! TEDxKinda: Automated summarization TEDxKinda Project – Group work (TEDxKinda Hack Days)
BD 8: Presentations, Assessments, & Reflections	TEDxKinda Project – Split point assessment Big Data module review TEDxKinda Project – Group work (TEDxKinda Hack Days) --- Big Data Module Exam TEDxKinda Project - Peer feedback TEDxKinda Project - Group work (TEDxKinda Hack Days) --- TEDxKinda Project - Collaboration evaluations TEDxKinda Project - Presentations --- Big Data Reflections: Interactive Infographics "Big data: are we making a big mistake?" (Links to an external site.) *by Tim Hartford*

Sixth Six Weeks



AI-TT 1: Project Launch (How do Chatterbots Work?)	Chatterbots Artificial Intelligence KWL Chart Turing Test Project Launch Turing Test Group Contract Unspecified Input --- What is a chatterbot? Jigsaw activity: Black-box testing chatterbots Consider Johnny McPixel
AI-TT 2: What is 'Intelligence'? (Testing Strategies)	Strong v. Weak Artificial Intelligence Classroom debate: Johnny McPixel's humanity Online discussion: Is the brain a computer? --- *AI Game Bots Pass Turing Test on Turing's Centenary* Turing Test Project - Draft Radiolab - Talking with Machines (1:05:56) (Links to an external site.) Turing Test Project - Group work --- Turing Test - Experiment Turing Test - Reflection Radiolab - Talking with Machines (1:05:56) (Links to an external site.) Turing Test Project - Group work
AI-TT 3: Multi-modal Intelligence (Project Checkpoint - Work Day)	Interacting with Computers Supervised v. unsupervised learning Experimenting with visual identification Discussion: Robot prompts

	Turing Test Project - Group work --- Practice Quiz #1 Turing Test Project - Project Checkpoint Turing Test Project - Revise Procedures Multi-modal approaches Turing Test Project - Group work
AI-TT 4: AI in Action (Dasher, Conducting Turing Tests - Work Day)	Drawing the Man on the Hill Autocorrect Dasher Activity Turing Test Project - Group work --- Dasher Analysis Discussion: Ambiguity Ambiguity Rocks Turing Test Project - Group work --- Conduct Turing Tests Evaluate Turing Test results Turing Test Project - Group work
AI-TT 5: Presentations, Assessments, and Reflections	Turing Test Project - Split point assessment AI: Turing Test module review Turing Test Project - Group work --- AI Turing Test Module Exam Turing Test Project - Peer Feedback Turing Test Project - Group work --- *Due:* Turing Test Project - Final draft Turing Test Project - Reflection