Longhorn Center for School Partnerships
Neighborhood Longhorns • UT Outreach • ChemBridge • SPURS

Staff Directory

Patrick Patterson
Assistant Vice President for School Partnerships
Executive Director, UT Outreach and Neighborhood Longhorns Program
512-232-4603
patrickkpatterson@austin.utexas.edu

Celina Ruiz-Snowden
Assistant Director
Neighborhood Longhorns Program
512-232-4654
hopscotch@austin.utexas.edu

Paola Rodriguez
Senior Program Coordinator
Pre-College Academic Readiness Programs
512-232-4611
P.Rodriguez@austin.utexas.edu

Dr. Shannon Stokes
Curriculum Coordinator and Lecturer, ChemBridge
stokes@utexas.edu

Eric Dieter
Director, Pre-College Academic Readiness Programs
512-232-4700
ericdieter@austin.utexas.edu

Allie Capes
Program Coordinator
UT Outreach–Austin
512-232-4602
allie.capes@austin.utexas.edu

Brian English
Director, UT Outreach–Dallas
214-426-3033
brian.english@austin.utexas.edu

Kenneth Bordelon II
Director, UT Outreach–Houston
713-636-6400
kbordelonii@austin.utexas.edu

Steve Chapa
Director, UT Outreach–Rio Grande Valley
956-618-7337
steve.chapa@utexas.edu

Lori Reyes
Director, UT Outreach–San Antonio
210-438-6814
lreyes@mail.utexas.edu

Please contact us for more information about the Longhorn Center for School Partnerships or visit us online:
http://ddce.utexas.edu/schoolpartnerships/
Longhorn Center for School Partnerships
2013–2014 ANNUAL REPORT

Contents

- Acknowledgments ............................................. 3
- Neighborhood Longhorns Program ...................... 4
- UT Outreach Centers ........................................ 5
- ChemBridge: Bridging the Gap from High School to College .................. 6
- SPURS: Students Partnering for Undergraduate Rhetoric Success ....... 7
- Alumni Spotlights ............................................ 8
- Program Snapshots ......................................... 10

1. UT Outreach Dallas students get a tour of the UT Austin campus.
2. LCSP staff members (l. to r.): Student Development Specialist Allie Capes, AmeriCorps VISTA volunteer Jasmine Arnold, Assistant Vice President Patrick Patterson, VISTA volunteer Bethany Edmondson, Director Eric Dieter and Senior Program Coordinator Paolo Rodriguez.
3. Neighborhood Longhorns Program students ham it up at the Forestar offices where they were treated to lunch.
4. UT Outreach students have the chance to visit the Texas Advanced Computing Center while on campus.
The Longhorn Center for School Partnerships: 
Promoting a College-Going Culture at The University of Texas at Austin

1. Edison High School teacher Rita King and Manor High School teacher Will Davis take a break during a ChemBridge professional development session.
2. Neighborhood Longhorns Program students and their parents have the chance to visit campus and meet UT students like the Texas Wranglers.
3. Assistant Vice President Patrick Patterson and NLP advisory board member Howard Nirken flank Forestar President Jim DeCosimo to accept Forestar’s generous donation.
4. UT sophomore D’wahn Kelley at a UT Outreach reunion event where former UT Outreach students get a chance to socialize.

Message from Dr. Moore
Through the Division of Diversity and Community Engagement’s Academic Diversity and Student Engagement Initiatives, The University of Texas at Austin supports students from underserved schools throughout the state. Most of the students who attend underserved schools do not have the same academic opportunities as students whose schools are located in wealthier areas. Our programs through the Longhorn Center for School Partnerships (LCSP) address these inequities by offering students opportunities to succeed academically, to prepare for college and to participate in enrichment activities.

The LCSP programs begin serving students in elementary school through the Neighborhood Longhorns Program and continue serving students throughout high school with the UT Outreach Centers and our dual-credit programs—ChemBridge and SPURS. Through these programs students have the opportunity to prepare for college-level work and build the confidence they need to achieve academic and personal goals.

In collaboration with Texas Athletics, the College of Natural Sciences, the Departments of Rhetoric and Writing, and Chemistry, the Division of Diversity and Community Engagement is committed to connecting schools with the best practices found in research and in the field to increase student success.

Dr. Leonard Moore
Associate Vice President for Academic Diversity Initiatives and Student Engagement
Professor, Department of History, College of Liberal Arts

Message from Mr. Patterson
Within Academic Diversity and Student Engagement Initiatives, the Longhorn Center for School Partnerships (LCSP) is a portfolio of programs that provide college readiness services for underrepresented students, including both academic achievement and college awareness initiatives. The rigorous statewide Pre-College Academic Readiness programs include ChemBridge, and SPURS. The integrated college awareness programs include Neighborhood Longhorns and the UT Outreach Centers in Austin, Dallas, Houston, Rio Grande Valley and San Antonio. The programs in the LCSP serve more than 10,000 students annually.

With representatives on the Division of Diversity and Community Engagement’s Education Pipeline Council, LCSP plays an important role in providing strategic direction for the division’s pre-college and college programs that work collaboratively to create successful pathways for underrepresented students throughout the education system.

Patrick Patterson, M.Ed.
Assistant Vice President for School Partnerships
Executive Director, UT Outreach Centers and Neighborhood Longhorns Program
Neighborhood Longhorns Program

Mission
The Neighborhood Longhorns Program, uniquely partnered with The University of Texas, is a nonprofit, incentive-based learning program that provides economically disadvantaged youth with the resources to build a strong academic future.

Program Overview
The Neighborhood Longhorns Program (NLP), established in 1991, is an educational incentive program operated in partnership with Texas Athletics and the Austin Independent School District (AISD). NLP serves elementary and middle school students in 33 Title I schools and through the NLP office for students whose schools do not participate in the NLP program. Students are eligible for academic awards if they meet certain criteria throughout each grading period. Awards assemblies are conducted at each school where University of Texas students and student-athletes present each eligible student with educational incentives for their academic achievements. In addition, students receive an award from Whataburger for their participation in the Whatshot Reading Program.

Program Objectives
• Improve overall grade performance
• Improve reading, math, science, and language arts skills
• Increase student retention rates
• Provide scholarship awards for students to apply towards a college education

2013–2014 NLP Demographic Information
The Neighborhood Longhorns Program served approximately 6,200 students during the 2013-14 academic year. The partnership with Austin Independent School District continues at 28 campuses, including 27 elementary schools and three middle schools. It also serves students at the University of Texas Elementary School, a public charter school, and through the NLP office.

AUSTIN SCHOOLS

Allison Elementary  Palm Elementary School
Andrews Elementary  Pawnee Middle School
Barbara Jordan Elementary  Priske Elementary
Bowen Elementary  Rodriguez Elementary
Saratoga Elementary  Sachse Elementary
Gusde Elementary  Sears Elementary
Houston Elementary  T.K. Broman Elementary
Langford Elementary  UT Elementary School
Lawston Elementary  West Middle School
Kearney Middle School  West Elementary
Mansfield Elementary  Williamson Elementary
Molf Elementary School  Wooldridge Elementary
Oak Springs Elementary  Willow Elementary
Ygnacio Elementary  Ysleta Elementary
Dawson Elementary

Participants by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>14%</td>
</tr>
<tr>
<td>African American</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>76%</td>
</tr>
<tr>
<td>White</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3%</td>
</tr>
</tbody>
</table>

NLP Charts 2012-2013

Student Performance Outcomes (2013-14 school year)

- 94% of NLP students increased their overall grade average.
- 84% of NLP students received awards for academic achievement.
- 89% of NLP students had excellent attendance, defined as no more than 6 absences.
- 87% of students tutored through NLP increased their grade average in mathematics.
- 90% of students tutored through NLP increased their grade average in language arts, and 87% increased their grade average in mathematics.
- 85% of NLP students increased their reading scores.
- 94% of NLP students received free or reduced-priced meals.
- 1,084 UT Austin students contributed 9,214 volunteer hours.

Longhorn Center for School Partnerships
UT Outreach: ALUMNI SPOTLIGHT

Medi Phan: A Direct Path to UT Austin

Attending high school in Austin meant one of two things: either you were definitely going to The University of Texas at Austin or you were definitely going to a college far, far away. I went to James Bowie High School and never thought about universities until my guidance counselor introduced me to the UT Outreach program. During lunch periods, I started attending their information sessions. Not only was I exposed to a variety of colleges, I was also learning a great deal about the application process, how to make my entrance essays stand out, and how to prepare for the transition itself.

When I went on an official visit to the UT campus, everything fell into place. I finally felt confident in my decision and felt like I had direction in my life. I was then invited to a UT Outreach ceremony after graduation, where I was congratulated for both my high school accomplishments and my acceptance to the one and only, University of Texas at Austin.

I am going to be a fourth-year student this coming 2014-15 school year, majoring in human biology. I am also earning a certificate for Children and Society with the Bridging Disciplines Program. Fortunately, the UT Outreach program encouraged me to apply to the Gateway Scholars program here on campus, which has completely enriched my college experience. Gateway was home to me throughout the struggles of freshman year, and I loved it so much that I wanted to give back and continue being involved.

I currently work as the recruitment and selections co-chair for the Gateway Scholars Mentor Program and enjoy seeing the program grow and improve immensely. In addition, I am a member of Alpha Phi Sigma, a pre-medical honor society, and the Victoria’s Secret PINK Street Team. After graduation, I plan on applying to medical school to achieve my dream of becoming a pediatrician.
Matthew Ealy: Writing Skills as a Platform for Growth
My name is Matthew Ealy and I am currently a senior in the College of Education majoring in Youth in Community Studies with a minor in African and African Diaspora Studies. I was involved in the SPURS writing program at Yates High School in Houston, Texas allowing me to develop my writing skills and expose me to life at the university. While on campus, I have been able to translate these skills into excellent coursework, campus involvement, and community participation. From writing research-based essays to press releases, I have been able to utilize all of the skills taught in the SPURS program.

Being involved in the SPURS program allowed me for me to develop skills that were not only necessary for my college admissions and financing process, but also my college continuation. Without the help of the SPURS Program, I would not have been able to articulate my thoughts in the most concise and efficient fashion, nor would I have been able to understand the level of commitment that it would take to complete college-level coursework. The SPURS program was able to raise my awareness about college, and strengthen the work that I am able to complete.

With the help of the SPURS program, I was able to enter the university ready to make an impact. I have done everything in my power to take full advantage of the entire university experience. From studying abroad in Beijing, China, serving as an executive member in five organizations, and being involved with several community service efforts within the East Austin community—I have been able to experience the life of a Longhorn. These positions served as a platform for growth, development and exposure, enabling me to run for an at-large position on the University Unions Board of Directors, for which I was elected.

In the fall, I will serve as the chair for the University Unions Board of Directors and lead intern for the African American Male Research Initiative within the Division of Diversity and Community Engagement. Without the SPURS program, I would not have known what it takes to be a college student, or the importance of rhetoric in every-day life. I will be forever grateful.
ChemBridge: Bridging the Gap from High School to College

Mission
Using chemistry to bridge the gap from high school to college via a set of dual-credit chemistry courses, the ChemBridge Program provides college preparatory experiences to participating students in high schools that are underrepresented at postsecondary institutions.

Program Overview
Started in 2003, ChemBridge is a collaboration among participating Texas high schools, the College of Natural Sciences and the Longhorn Center for School Partnerships within the Division of Diversity and Community Engagement at The University of Texas at Austin. Within the support network of students’ high school campuses, ChemBridge allows underrepresented high school students to earn six hours of college Chemistry in Context credit upon satisfactory completion of the web-based courses. Concurrently, students earn two semesters of high school credit. Additionally, ChemBridge exposes students to several science, technology, engineering, and mathematics (STEM) fields through its Chemistry in Context curriculum and interactive campus visits to The University of Texas at Austin.

ChemBridge 2013–2014 Participant Demographic Information
ChemBridge served 473 students during the 2013-14 academic year. Twenty-one Texas high schools participated in the program. Of ChemBridge senior questionnaire respondents, 83% matriculated to a postsecondary institution immediately following high school graduation by Fall 2014.

Program Elements
- A two-semester dual-credit chemistry opportunity for high school juniors and seniors that offers Chemistry in Context (CH 304K) and Chemistry in Context II (CH 305), which are generally taken by non-science majors and correspond to 1305 and 1306 at the University of Texas at Austin.
- Week-long summer and two-day winter teacher professional development workshops that focus on course curriculum, pedagogy, technology components and program procedures.
- High school student full-day visitation to The University of Texas at Austin that offers both academic and college awareness activities.

Student Performance Outcomes
- 83% of CH 304K students earn credit for ChemBridge
- 77% of CH 305 students earn credit for ChemBridge

Note: Students who do not earn credit for ChemBridge receive a Q-drop, resulting in no adverse implications for their official UT transcript.

SPURS: Students Partnering for Undergraduate Rhetoric Success

Mission
Through enhanced writing curriculum developed for university undergraduates, the mission of the Students Partnering for Undergraduate Rhetoric Success (SPURS) Program is to improve the college readiness of students from Texas high schools that are underrepresented in postsecondary institutions.

Program Overview
Students Partnering for Undergraduate Rhetoric Success (SPURS) was developed in 2005 to offer college preparatory writing experiences to high schools that are underrepresented in postsecondary institutions. Since the implementation of a dual-credit pilot during the 2011-12 academic year, SPURS has fully transitioned to a dual-credit program that allows high school juniors and seniors to earn three hours of college credit for Rhetoric and Writing (RHE 306) via web-based curriculum at their high school campuses. SPURS provides high school students with college-level instruction in writing and critical thinking that will equip them with advanced preparation in communication and analysis.

SPURS is a collaborative partnership among participating Texas high schools, the Department of Rhetoric and Writing and Pre-College Academic Readiness Programs in the Division of Diversity and Community Engagement at The University of Texas at Austin.

Program Elements
- A two-semester dual-credit opportunity for high school juniors and seniors offers Rhetoric and Writing (RHE 306), a course that is a requirement for first-year undergraduates at the university and corresponds to ENGL 1301 in the Texas Common Course Numbering system (Beginning in 2014-15 SPURS will offer a two-semester, six-credit hour sequence of RHE 306 and RHE 309K.)
- Week-long summer and two-day winter teacher professional development workshops that focus on course curriculum, pedagogy, technology components and program procedures.
- Visits to participating high school campuses by the SPURS curriculum coordinator.
- High school student full-day visitation to The University of Texas at Austin that offers both academic and college awareness activities.
- Essay-writing collaboration between high school students and University of Texas at Austin writing instructors.

SPURS 2013–2014 Participant Demographic Information
The SPURS dual-credit pilot served 231 students during the 2012-13 academic year. Eleven Texas high schools participated in the program. Of SPURS senior questionnaire respondents, 98% matriculated to a postsecondary institution immediately following high school graduation by Fall 2014.

Participating Schools

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin ISD</td>
<td>Lanier, LBJ, Rogan, Travis, Crockett</td>
</tr>
<tr>
<td>Beaumont ISD</td>
<td>Central</td>
</tr>
<tr>
<td>Copperas Cove ISD</td>
<td>Copperas Cove</td>
</tr>
<tr>
<td>Dallas ISD</td>
<td>Skyline</td>
</tr>
<tr>
<td>Houston ISD</td>
<td>Mckinney</td>
</tr>
<tr>
<td>IDEA Public Schools</td>
<td>frontier, Quest</td>
</tr>
<tr>
<td>Manor ISD</td>
<td>Manor</td>
</tr>
<tr>
<td>Mission</td>
<td>Veterans Memorial</td>
</tr>
<tr>
<td>Pharr-San Juan-Alamo ISD</td>
<td>Memorial</td>
</tr>
<tr>
<td>San Antonio ISD</td>
<td>Brackenridge, Burbank, Edison, Highlands, Jefferson, Lanner, San Houston</td>
</tr>
</tbody>
</table>

Program Participants by Ethnicity

- Caucasian 10%
- African American 11%
- Asian American 4%
- Hispanic 73%
- Other 2%
- Not Reported 1%

N = 231

Student Performance Outcomes

- 62% (Grade above C)
- 38% (Q-drop, resulting in no adverse implications for their official UT transcript.)
ChemBridge:
Bridging the Gap from High School to College

Mission
Using chemistry to bridge the gap from high school to college via a set of dual-credit chemistry courses, the ChemBridge Program provides college preparatory experiences to participating students in high schools that are underrepresented at postsecondary institutions.

Program Overview
Started in 2003, ChemBridge is a collaboration among participating Texas high schools, the College of Natural Sciences and the Longhorn Center for School Partnerships within the Division of Diversity and Community Engagement at The University of Texas at Austin. Within the support network of students’ high school campuses, ChemBridge allows underrepresented high school students to earn six hours of college Chemistry in Context credit upon satisfactory completion of the web-based courses. Concurrently, students earn two semesters of high school graduation by Fall 2014. Additionally, ChemBridge exposes students to several science, technology, engineering, and math (STEM) fields through its Chemistry in Context curriculum and interactive campus visits to The University of Texas at Austin.

Program Elements
• A two-semester dual-credit chemistry opportunity for high school juniors and seniors that offers Chemistry in Context (CH 304K) and Chemistry in Context II (CH 305), which are generally taken by non-science majors and correspond to 1305 and CH 305, a course that is a requirement for first-year undergraduates at the university and corresponds to ENGL 1301 in the Texas Common Course Numbering system.
• Week-long summer and two-day winter teacher professional development workshops that focus on course curriculum, pedagogy, technology components and program procedures.
• High school student full-day visitation to The University of Texas at Austin that offers both academic and college awareness activities.

ChemBridge 2013–2014 Participant Demographic Information
ChemBridge served 473 students during the 2013-14 academic year. Twenty-one Texas high schools participated in the program. Of ChemBridge senior questionnaire respondents, 83% matriculated to a postsecondary institution immediately following high school graduation by Fall 2014.

Participating Schools

<table>
<thead>
<tr>
<th>District</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin ISD</td>
<td>Lanier, LBJ, Roguen, Travis, Crockett</td>
</tr>
<tr>
<td>Beaumont ISD</td>
<td>Central</td>
</tr>
<tr>
<td>Copperas Cove ISD</td>
<td>Copperas Cove</td>
</tr>
<tr>
<td>Dallas ISD</td>
<td>Skyline</td>
</tr>
<tr>
<td>Houston ISD</td>
<td>Milwood</td>
</tr>
<tr>
<td>IDEA Public Schools</td>
<td>Frontier, Quest</td>
</tr>
<tr>
<td>Manor ISD</td>
<td>Manor</td>
</tr>
<tr>
<td>Mission</td>
<td>Veterans Memorial</td>
</tr>
<tr>
<td>Pharr-San Juan-Alamo ISD</td>
<td>High, Memorial</td>
</tr>
<tr>
<td>San Antonio ISD</td>
<td>Brackenridge</td>
</tr>
</tbody>
</table>

Program Participants by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>73%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>10%</td>
</tr>
<tr>
<td>African American</td>
<td>14%</td>
</tr>
<tr>
<td>Asian American</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

Student Performance Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Passed CH 304K</th>
<th>Passed CH 305</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 304K</td>
<td>83%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Note: Students who do not earn credit for ChemBridge receive a Q-drop, resulting in no adverse implications for their official UT transcript.

SPURS:
Students Partnering for Undergraduate Rhetoric Success

Mission
Through enhanced writing curriculum developed for university undergraduates, the mission of the Students Partnering for Undergraduate Rhetoric Success (SPURS) Program is to improve the college readiness of students from Texas high schools that are underrepresented in postsecondary institutions.

Program Overview
Students Partnering for Undergraduate Rhetoric Success (SPURS) was developed in 2005 to offer college preparatory writing experiences to high schools that are underrepresented in postsecondary institutions. Since the implementation of a dual-credit pilot during the 2011-12 academic year, SPURS has fully transitioned to a dual-credit program that allows high school juniors and seniors to earn three hours of college credit for Rhetoric and Writing (RHE 306) via web-based curriculum at their high school campuses. SPURS provides high school students with college-level instruction in writing and critical thinking that will equip them with advanced preparation in communication and analysis.

SPURS is a collaborative partnership among participating Texas high schools, the Department of Rhetoric and Writing and Pre-College Academic Readiness Programs in the Division of Diversity and Community Engagement at The University of Texas at Austin.

Program Elements
• A two-semester dual-credit opportunity for high school juniors and seniors offers Rhetoric and Writing (RHE 306), a course that is a requirement for first-year undergraduates at the university and corresponds to ENGL 1301 in the Texas Common Course Numbering system. Beginins in the 2014-15 SPURS will offer a two-semester, 6-credit hour sequence of RHE 306 and RHE 309K.
• Week-long summer and two-day winter teacher professional development workshops that focus on course curriculum, pedagogy, technology components and program procedures.
• Visits to participating high school classes by the SPURS curriculum coordinator.
• High school student full-day visitation to The University of Texas at Austin that offers both academic and college awareness activities.
• Essay-writing collaboration between high school students and University of Texas at Austin writing instructors.

SPURS 2013–2014 Participant Demographic Information
The SPURS dual-credit pilot served 231 students during the 2012-13 academic year. Eleven Texas high schools participated in the program. Of SPURS senior questionnaire respondents, 98% matriculated to a postsecondary institution immediately following high school graduation by Fall 2014.

Participating Schools

<table>
<thead>
<tr>
<th>District</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin ISD</td>
<td>Crockett, Reagan</td>
</tr>
<tr>
<td>Dallas ISD</td>
<td>Madison, Wofford</td>
</tr>
<tr>
<td>IDEA Public Schools</td>
<td>Frontier, Quest, San Benito</td>
</tr>
<tr>
<td>Pharr-San Juan-Alamo ISD</td>
<td>High, Memorial, Southwest</td>
</tr>
<tr>
<td>San Antonio ISD</td>
<td>Brackenridge</td>
</tr>
</tbody>
</table>

Program Participants by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>75%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>10%</td>
</tr>
<tr>
<td>African American</td>
<td>12%</td>
</tr>
<tr>
<td>Asian American</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

Student Performance Outcomes

<table>
<thead>
<tr>
<th>Earned College Credit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>62%</td>
</tr>
<tr>
<td>B</td>
<td>38%</td>
</tr>
</tbody>
</table>

Note: Students who do not earn credit for SPURS receive a Q-drop, resulting in no adverse implications for their official UT transcript.

Division of Diversity and Community Engagement • LONGHORN CENTER FOR SCHOOL PARTNERSHIPS | 2013–2014 Annual Report
Matthew Ealy: Writing Skills as a Platform for Growth

My name is Matthew Ealy and I am currently a senior in the College of Education majoring in Youth in Community Studies with a minor in African and African Diaspora Studies. I was involved in the SPURS writing program at Yates High School in Houston, Texas allowing me to develop my writing skills and expose me to life at the university. While on campus, I have been able to translate these skills into excellent coursework, campus involvement, and community participation. From writing research-based essays to press releases, I have been able to utilize all of the skills taught in the SPURS program.

Being involved in the SPURS program allowed me for the development of skills that were not only necessary for my college admissions and financing process, but also my college continuation. Without the help of the SPURS Program, I would not have been able to articulate my thoughts in the most concise and efficient fashion, nor would I have been able to understand the level of commitment that it would take to complete college-level coursework. The SPURS program was able to raise my awareness about college, and strengthen the work that I am able to complete.

With the help of the SPURS program, I was able to enter the university ready to make an impact. I have done everything in my power to take full advantage of the entire university experience. From studying abroad in Beijing, China, serving as an executive member in over five organizations, and being involved with several community service efforts within the East Austin community—I have been able to experience the life of a Longhorn. These positions served to raise my awareness about college, and strengthen the work that I am able to complete.

In the fall, I will serve as the chair for the University Unions Board of Directors and lead intern for the African American Male Research Initiative within the Division of Diversity and Community Engagement. Without the SPURS program, I would not have known what it takes to be a college student, or the importance of rhetoric in everyday life. I will be forever grateful.
Neighborhood Longhorns Program

Mission
The Neighborhood Longhorns Program, uniquely partnered with The University of Texas, is a nonprofit, incentive-based learning program that provides economically disadvantaged youth with the resources to build a strong academic future.

Program Overview
The Neighborhood Longhorns Program (NLP), established in 1991, is an educational incentive program operated in partnership with Texas Athletics and the Austin Independent School District (AISD). NLP serves elementary and middle school students in 33 Title I schools and through the NLP office for students whose schools do not participate in the NLP program. Students are eligible for academic awards if they meet certain criteria throughout each grading period. Awards assemblies are conducted at each school where University of Texas students and student-athletes present academic achievements. In addition, students receive an award from Whataburger for their participation in the Whataburger Reading Program.

Program Objectives
• Improve overall grade performance
• Improve reading, math, science, and language arts skills
• Increase student retention rates
• Provide scholarship awards for students to apply towards a college education

2013–2014 NLP Demographic Information
The Neighborhood Longhorns Program served approximately 6,200 students during the 2013-14 academic year. The partnership with Austin Independent School District continues at 28 campuses, including 27 elementary schools and three middle schools. It also serves students at the University of Texas Elementary School, a public charter school, and through the NLP office.

Participants by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>70%</td>
</tr>
<tr>
<td>African American</td>
<td>10%</td>
</tr>
<tr>
<td>White</td>
<td>6%</td>
</tr>
<tr>
<td>Asian American</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

Participants: N = 6,200

Student Performance Outcomes (2013-14 school year)
- 94% of NLP students increased their overall grade average.
- 84% of NLP students received awards for academic achievement.
- 89% of NLP students had excellent attendance, defined as no more than six absences.
- 87% of students tutored through NLP increased their grade average in mathematics.
- 90% of students tutored through NLP increased their grade average in language arts.
- 85% of students tutored through NLP increased their reading scores.
- 94% of NLP students received free or reduced-priced meals.
- 1,084 UT Austin students contributed 9,214 volunteer hours.

Medi Phan:
A Direct Path to UT Austin

Attending high school in Austin meant one of two things: either you were definitely going to The University of Texas at Austin or you were definitely going to a college far, far away. I went to James Bowie High School and never thought about universities until my guidance counselor introduced me to the UT Outreach program. During lunch periods, I started attending their information sessions. Not only was I exposed to a variety of colleges, I was also learning a great deal about the application process, how to make my entrance essays stand out, and how to prepare for the transition itself. When I went on an official visit to the UT campus, everything fell into place. I finally felt confident in my decision and felt like I had direction in my life. I was then invited to a UT Outreach ceremony after graduation, where I was congratulated for both my high school accomplishments and my acceptance to the one and only, University of Texas at Austin.

I am going to be a fourth-year student this coming 2014-15 school year, majoring in human biology. I am also earning a certificate for Children and Society with the Bridging Disciplines Program. Fortunately, the UT Outreach program encouraged me to apply to the Gateway Scholars program here on campus, which has completely enriched my college experience. Gateway was home to me through the struggles of freshman year, and I loved it so much that I wanted to give back and continue being involved. I currently work as the recruitment and selection co-chair for the Gateway Scholars Mentor Program and enjoy seeing the program grow and improve immensely. In addition, I am a member of Alpha Phi Sigma, a pre-medical honor society, and the Victoria’s Secret PINK Street Team. After graduation, I plan on applying to medical school to achieve my dream of becoming a pediatrician.

Longhorn Center for School Partnerships
UT Outreach: ALUMNI SPOTLIGHT

Medi Phan
Senior, The University of Texas at Austin
College of Natural Sciences, Human Biology
UT Outreach-Austin, 2008–2010
James Bowie High School, Austin ISD

A Direct Path to UT Austin
The Longhorn Center for School Partnerships: Promoting a College-Going Culture at The University of Texas at Austin

1. Edison High School teacher Rita King and Manor High School teacher Will Davis take a break during a ChemBridge professional development session.

2. Neighborhood Longhorns Program students and their parents have the chance to visit campus and meet UT students like the Texas Wranglers.

3. Assistant Vice President Patrick Patterson and NLP advisory board member Howard Nirken flank Forestar President Jim DeCosimo to accept Forestar’s generous donation.

4. UT sophomore D’wan Kelley at a UT Outreach reunion event where former UT Outreach students get a chance to socialize.

Message from Dr. Moore

Through the Division of Diversity and Community Engagement’s Academic Diversity and Student Engagement Initiatives, The University of Texas at Austin supports students from underserved schools throughout the state. Most of the students who attend underserved schools do not have the same academic opportunities as students whose schools are located in wealthier areas. Our programs through the Longhorn Center for School Partnerships (LCSP) address these inequities by offering students opportunities to succeed academically, to prepare for college and to participate in enrichment activities.

The LCSP programs begin serving students in elementary school through the Neighborhood Longhorns Program and continue serving students throughout high school with the UT Outreach Centers and our dual-credit programs—ChemBridge and SPURS. Through these programs students have the opportunity to prepare for college-level work and build the confidence they need to achieve academic and personal goals.

In collaboration with Texas Athletics, the College of Natural Sciences, the Departments of Rhetoric and Writing, and Chemistry, the Division of Diversity and Community Engagement is committed to connecting schools with the best practices found in research and in the field to increase student success.

Dr. Leonard Moore
Associate Vice President for Academic Diversity Initiatives and Student Engagement
Professor, Department of History, College of Liberal Arts

Message from Mr. Patterson

Within Academic Diversity and Student Engagement Initiatives, the Longhorn Center for School Partnerships (LCSP) is a portfolio of programs that provide college readiness services for underrepresented students, including both academic achievement and college awareness initiatives. The rigorous statewide Pre-College Academic Readiness programs include ChemBridge, and SPURS. The integrated college awareness programs include Neighborhood Longhorns and the UT Outreach Centers in Austin, Dallas, Houston, Rio Grande Valley and San Antonio. The programs in the LCSP serve more than 10,000 students annually.

With representatives on the Division of Diversity and Community Engagement’s Education Pipeline Council, LCSP plays an important role in providing strategic direction for the division’s pre-college and college programs that work collaboratively to create successful pathways for underrepresented students throughout the education system.

Patrick Patterson, M.Ed.
Assistant Vice President for School Partnerships
Executive Director, UT Outreach Centers and Neighborhood Longhorns Program
# Longhorn Center for School Partnerships

2013–2014 ANNUAL REPORT

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>3</td>
</tr>
<tr>
<td>Neighborhood Longhorns Program</td>
<td>4</td>
</tr>
<tr>
<td>UT Outreach Centers</td>
<td>5</td>
</tr>
<tr>
<td>ChemBridge: Bridging the Gap from High School to College</td>
<td>6</td>
</tr>
<tr>
<td>SPURS: Students Partnering for Undergraduate Rhetoric Success</td>
<td>7</td>
</tr>
<tr>
<td>Alumni Spotlights</td>
<td>8</td>
</tr>
<tr>
<td>Program Snapshots</td>
<td>10</td>
</tr>
</tbody>
</table>

---

1. UT Outreach Dallas students get a tour of the UT Austin campus.
2. LCSP staff members (L to R): Student Development Specialist Allie Capes, AmeriCorps VISTA volunteer Jasmine Arnold, Assistant Vice President Patrick Patterson, VISTA volunteer Bethany Edmondson, Director Eric Dieter and Senior Program Coordinator Paolo Rodriguez.
3. Neighborhood Longhorns Program students ham it up at the Forestar offices where they were treated to lunch.
4. UT Outreach students have the chance to visit the Texas Advanced Computing Center while on campus.