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Please contact us for more information about the Longhorn Center for School Partnerships or visit us online:  
http://diversity.utexas.edu/schoolpartnerships/
Odessa Henry has always had a natural affinity for math and science, yet she wasn’t so sure about becoming a doctor until she enrolled in ChemBridge, a dual-credit program within the Longhorn Center for School Partnerships that gives high school students a head start in college-level chemistry courses.

Throughout her senior year, Henry completed six credit hours of UT chemistry courses online at her high school in Beaumont. She learned how to balance chemical equations, interpret the periodic table and analyze the chemical makeup of solids and liquids—all at the pace and rigor of a college classroom.

Her greatest discovery, she says, is knowing she has the ability to master a challenging college course online.

“This was my first time taking an online course and it really helped,” says Henry, a New York native who attended Central Medical Magnet High School in Beaumont, Texas. “I gained a lot of confidence when I realized that I could learn a lot of information on my own and apply it in class. ChemBridge has taught me a lot about my abilities and the ways I process information.”

When questions popped up, she could always turn to her high school ChemBridge instructor. As part of the program, all participating teachers convene twice a year at UT Austin for professional development workshops taught by professors. Students also get the opportunity to tour the campus and participate in a hands-on chemistry class taught by a professor.

“While visiting UT, I could really see myself spending the next four years at a vibrant campus where I would be surrounded by so many people who are different than me,” Henry says. “The campus just seemed very inviting and I’m happy to be here.”

Now a biology sophomore at UT Austin, Henry has grown even more fascinated with the world of science and is now even more determined to become a surgeon. Whether she’ll be attending UT’s new Dell Medical School, that is yet to be determined. One this is for certain: She will be working in a field that she loves.

“In ChemBridge, I started to think about science from a different standpoint,” Henry says. “I learned that chemistry can be applied to the world around me because chemistry is everywhere.”

Founded in 2003, ChemBridge is a collaboration between UT Austin’s Department of Chemistry, the Division of Diversity and Community Engagement, and public high schools across Texas. Visit this website for more information: http://bit.ly/2cXbVg3
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 Advise TX, 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 Department of Rhetoric and Writing and the Department of 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
Senior 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 Advise TX, Neighborhood Longhorns and the UT Outreach Centers in Austin, Dallas, Houston, Rio Grande Valley and San Antonio. With the addition of Advise TX, the programs in the LCSP serve more than 40,000 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

Madison Beasley

During her senior year of high school, UT Austin sophomore Madison Beasley saw her career flash before her eyes. While job shadowing a physical therapist at a local hospital, she realized she had found her niche.

“It was the first time I was able to be part of something that I could see myself doing one day,” she said.

With support from UT Outreach, the Round Rock native is now turning her ambition into reality as an exercise science major in the College of Education. Through UT Outreach, Beasley received SAT prep and professional development training, which helped her earn entry to UT Austin. She also earned a recurring scholarship as a Presidential Scholar, part of Provost Maurie McInnis’ Student Success Initiatives.

UT Outreach also provided her another volunteer opportunity as an aid at Helping the Aging, Needy and Disabled (H.A.N.D.). Beasley said the work not only gave her another entry point in the healthcare field, but also pushed her out of her comfort zone and taught her how to interact with elderly patients.

Looking back, Beasley is incredibly thankful for the support and guidance of UT Outreach.

“I appreciate the opportunities UT Outreach has provided me as well as introducing me to the skills I need in order to thrive in college,” she said. “I learned about what it takes to be a leader and that helped me prepare for UT.”

At UT she joined HOPE Austin her freshman year as a “Care Teams” member, making decorations and food for the nurses at University Medical Center Brackenridge. She’s also a member of a pre-health organization. As she looks to the future, she hopes to continue her work with UT Outreach and pay it forward.

“I want to be there to help answer any question any students may have about adjusting to college, picking a major or taking initiative in the four years they have in college,” she said.
Neighborhood Longhorns Program

Mission
The Neighborhood Longhorns Program (NLP) is an incentive-based learning program, which provides educationally disadvantaged youth with the resources to build a strong academic future. NLP is a partnership between Texas Athletics, the Division of Diversity and Community Engagement and Austin Independent School District.

Program Objectives
• Provide college-experience opportunities for students in grades 2-8
• Create educational programs to encourage academic achievement
• Improve overall grade performance
• Improve reading, math, science and language arts skills
• Increase student retention rates
• Provide scholarship awards for students to apply toward a college education

Program Overview
NLP was established in 1991 as an educational incentive program operated in partnership between Texas Athletics, the City of Austin and Austin Independent School District. The program is now housed within the Division of Diversity and Community Engagement in the Longhorn Center for School Partnerships.

NLP serves elementary and middle school students who attend Title I schools in the Austin area. NLP participants have opportunities to earn incentives to attend events on campus by participating in educational programs like:
• UFCU UT Soccer STEM Challenge
• READ to LEAD Program
• SMART Choices, STRONG Minds
• D.I.R.T. Leadership Program
• Grand Slam Reading Program
• STEAM focused summer camps
• College for a Day

NLP students also have access to campus events like:
• Iron Spikes Baseball Clinic
• Hit a Homerun for Education
• Kappa Alpha Psi STAAR Carnival
• Project Come Together
• SpringJam!

University of Texas students and student-athletes serve as tutors at NLP schools, volunteer at NLP events and present eligible students with incentives based upon their academic achievements. All NLP students participate in the educational incentive component and receive awards for their academics and reading accomplishments from the Whatajob Reading Program. In addition, students can also qualify for a savings account scholarship for each year they participate in the program. The scholarship is held in an account until the student graduates from high school and attends a college or university. If the student attends The University of Texas at Austin, the scholarship will be matched by the program.

Population Served
While available to all students, advisers actively seek out low-income, minority students who are qualified to attend college but are at greater risk of not attending than their more affluent counterparts.

Key Performance Indicators
• Interactions:
  1-on-1 Meetings and Group Workshops
• SAT/ACT Registration
• College Exploration:
  Campus Visits, Rep Visits and College Fairs
• College Applications
• Financial Aid and Scholarships
• Parent Engagement

Performance

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<thead>
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<th>SPECIFIC INTERACTIONS</th>
<th>1-on-1s: At least one</th>
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<tbody>
<tr>
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<tr>
<td>TOTAL INTERACTIONS</td>
<td>Met with 1+ Times (Group and 1:1)</td>
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</tr>
<tr>
<td>Met with 3+ Times (Group and 1:1)</td>
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</tr>
<tr>
<td>Met with 5+ Times (Group and 1:1)</td>
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</tr>
<tr>
<td>Met with 10+ Times (Group and 1:1)</td>
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<tr>
<td>COLLEGE APPS SUBMITTED</td>
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<td>3+ Apps</td>
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<td>Total # Submitted</td>
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<tr>
<td>FAFSA</td>
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<td>45%</td>
</tr>
</tbody>
</table>

Contact Information
Please contact Paola Rabago, Program Director at p.rabago@austin.utexas.edu
Advise TX College Advising Corps

Our Mission
Advise TX, as part of the national College Advising Corps, works to increase the number of first-generation, low-income, and/or underrepresented students who apply, enter and complete college. We do this by placing recent college graduates from one of our partner universities as full-time college advisers in some of America’s underserved high schools. Advise TX provides the support that high-need students require to navigate the complex processes of college admissions, matriculation, and securing financial aid. The University of Texas at Austin chapter serves 21 schools in Central Texas, El Paso, the Rio Grande Valley, Houston and Dallas.

Program Model
Near-Peer Mentoring
Advise TX advisers come from all fields of study and are chosen for qualities that enable them to easily develop peer and role-model relationships with the students they advise. As recent graduates of UT Austin, they understand the current complexities of the college application process. Many advisers are first-generation and minority students themselves, reflecting the characteristics of the students whom they advise.

Intensive Training
The University of Texas recruits Advise TX advisers and intensively trains them for three to four weeks. Advisers gain the knowledge and skills necessary to guide their students, foster a college-going culture and become advocates in their communities. Advisers become knowledgeable about all aspects of the college application process. They are trained to help students develop a college-going plan, complete the FAFSA application, and more. Advisers also generate school-wide reports to inform advisers and administrators of their school’s progress.

We Serve At...

Best-Fit Advising
Advisers are not recruiters for UT. They help high school students choose and enroll in the postsecondary option that is the best fit for their skills and interests—one where they will be most likely to succeed and complete a degree or meaningful credential—whether at a university, community college or technical college. Advisers help students weigh factors such as institutional characteristics, academic requirements, costs, financial aid and possible careers within a chosen field of study. Advisers encourage students to apply to three or more institutions so that they will have many options to choose from.

Rigorous Data Collection
Advisers document their students’ progress in the College Advising Corps’ custom database, GRACE. This database contains detailed profiles on individual students, recording interactions with their adviser, FAFSA completion, college applications and more. GRACE also generates school-wide reports to inform advisers and administrators of their school’s progress.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin ISD</td>
<td>Akins, Laker, Travis</td>
</tr>
<tr>
<td>Charter School</td>
<td>KIPP Austin Collegiate</td>
</tr>
<tr>
<td>De Soto ISD</td>
<td>De Soto</td>
</tr>
<tr>
<td>Edinburg ISD</td>
<td>Ecosendez</td>
</tr>
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<td>Hutto ISD</td>
<td>Hutto</td>
</tr>
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<td>La Joya ISD</td>
<td>Juarez-Lincoln, La Joya, Palmview</td>
</tr>
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<td>Lancaster ISD</td>
<td>Lancaster</td>
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<tr>
<td>Manor ISD</td>
<td>Manor</td>
</tr>
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<td>Pflugerville ISD</td>
<td>Connally</td>
</tr>
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<td>Alamo, Memorial, PSJA High</td>
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<td>Madison</td>
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<td>San Marcos ISD</td>
<td>San Marcos High School</td>
</tr>
<tr>
<td>Socorro ISD</td>
<td>Americas, El Dorado, Socorro</td>
</tr>
</tbody>
</table>

UT Outreach

Mission
UT Outreach targets and serves underrepresented students by providing college readiness enrichment activities designed to assist them in graduating from high school and matriculating in institutions of higher education, including The University of Texas at Austin.

Program Overview
In 1987, UT Outreach began its long-standing presence in five cities: Austin, Dallas, Houston, Rio Grande Valley and San Antonio. The UT Outreach Centers provide a comprehensive college preparatory program for selected students in targeted high schools. Group and individual services are designed to enhance a student’s academic success in high school and to increase admisssibility to their chosen college. Staff members assist students by holding monthly meetings with them on academic subject requirements, SAT/ACT test preparation, college and student financial aid application assistance, as well as other college-related information.

UT Outreach serves at least 30 students per grade level at target high school campuses. Eligible students who are selected for the program will receive college-readiness services that are specifically geared toward admission to UT Austin.

Program Elements
• UT Outreach staff members meet with participating students monthly during advisory periods (or another designated time during the school day) to provide college readiness workshops.
• Weekend and evening college readiness workshops are held at least once per month for all participants.
• Students participate in leadership development activities, community service opportunities, field trips and summer enrichment camps.
ChemBridge: Bridging the Gap from High School to College

Mission
The mission of ChemBridge is to improve the academic readiness and college literacy of students from Texas high schools that are underrepresented at institutions of higher education through credit-bearing, college-level, concurrent-enrollment chemistry curriculum.

Program Overview
Established in 2003, ChemBridge is a collaboration between high schools across Texas, UT Austin’s Department of Chemistry, and the Division of Diversity and Community Engagement. ChemBridge is housed in the Longhorn Center for School Partnerships under the Pre-College Academic Readiness Programs (PCARP). The ChemBridge courses mirror those conducted on UT’s campus in rigor, pacing, depth and expectations. The courses are designed for non-science majors, but offer beneficial exposure for high school students considering STEM studies. Students who successfully complete the year-long program earn six credit hours on UT Austin transcripts. Motivated and experienced high school teachers implement the daily coursework in their classrooms with robust, continuous support from both the Department of Chemistry and PCARP. The support includes intensive summer and winter professional development for teachers and arranged interactive campus visits for students.

Program Elements
• Two semesters of concurrent enrollment science coursework for high school students with three credit hours offered each semester: Chemistry in Context I (CH 304R) in the fall and Chemistry in Context II (CH 305) in the spring. These generally transfer as CHEM 1305 and 1307 in the Texas Common Course Numbering System.
• Five-day summer and two-day winter teacher professional development trainings focus on curriculum, pedagogy, learning management technology and program procedures. Continuing professional education certificates are provided for participating teachers.
• ChemBridge students visit UT Austin for a full day that includes classroom observations, college literacy activities, guided campus tours and interaction with college students, staff and faculty.

ChemBridge 2015–2016
Participant Demographic Information
ChemBridge served 395 students during the 2015-2016 academic year. Eighteen high schools participated in the program. Based on survey results, 98 percent will matriculate to a postsecondary institution immediately following high graduation.

Participating Schools

<table>
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<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
<th>N=388</th>
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<tbody>
<tr>
<td>Austin ISD</td>
<td>LBJ, BLI, Reaganz</td>
<td></td>
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<tr>
<td>Beaumont ISD</td>
<td>Central</td>
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<td>Copperas Cove</td>
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<td>Dallas ISD</td>
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<td>Veterans (Memorial)</td>
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<td>Manor ISD</td>
<td>Manor</td>
<td></td>
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<tr>
<td>San Antonio ISD</td>
<td>Brackenridge, Burbank, Edison, Highlands, Jefferson, Lamar, Sam Houston</td>
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<td>San Benito ISD</td>
<td>San Benito</td>
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<tr>
<td>Sommerville ISD</td>
<td>Sommerville</td>
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Program Participants by Ethnicity

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<tr>
<th>Ethnicity</th>
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</thead>
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<tr>
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<td>12%</td>
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<td>Latinx/a</td>
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<tr>
<td>Multiple</td>
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<tr>
<td>Asian American</td>
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Student Performance Outcomes

Fall ChemBridge

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<tbody>
<tr>
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<tr>
<td>CH 305</td>
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Note: Students who do not earn credit for ChemBridge receive a Q-drop, resulting in no adverse implications for their official transcripts.

Spring ChemBridge

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>CH 304R</td>
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<td>CH 305</td>
<td>92%</td>
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Note: Students who do not earn credit for ChemBridge receive a Q-drop, resulting in no adverse implications for their official transcripts.

SPURS: Students Partnering for Undergraduate Rhetoric Success

Mission
The mission of Students Partnering for Undergraduate Rhetoric Success (SPURS) is to improve the academic readiness and college literacy of students from Texas high schools that are underrepresented at institutions of higher education through credit-bearing, college-level, concurrent-enrollment rhetoric and writing curriculum.

Program Overview
Established in 2005, SPURS is a collaboration between high schools across Texas, UT Austin’s Department of Rhetoric and Writing, and the Division of Diversity and Community Engagement. SPURS is housed in the Longhorn Center for School Partnerships under the Pre-College Academic Readiness Programs (PCARP). The SPURS courses mirror those conducted on UT’s campus in rigor, pacing, depth and expectations. The courses are designed for both new and intermediate college writers, offering beneficial exposure for high school students to critical reading and writing habits crucial to college success across majors. Students who successfully complete the year-long program earn six credit hours on UT Austin transcripts. Motivated and experienced high school teachers implement the daily coursework in their classrooms with robust, continuous support from both the Department of Rhetoric and Writing and PCARP. The support includes intensive summer and winter professional development for teachers and arranged interactive campus visits for students.

Program Elements
• Two semesters of concurrent enrollment rhetoric and writing coursework for high school students with three credit hours offered each semester: Rhetoric and Writing (RHE 306) in the fall and Topics in Rhetoric (RHE 309K) in the spring. These courses generally transfer as ENG 1301 and 1302 under the Texas Common Course Numbering System.
• Five-day summer and two-day winter teacher professional development trainings focus on curriculum, pedagogy, learning management technology and program procedures. Continuing professional education certificates are provided for participating teachers.
• SPURS students participate in a full-day visit to UT Austin that includes classroom observations, college literacy activities, guided campus tours, and interaction with college students, staff and faculty.
• Experienced college writing instructors provide feedback and assessment on student writing.

SPURS 2015–2016
Participant Demographic Information
SPURS served 231 students during the 2015-16 academic year. Seven high schools participated in the program. Based on survey results, 100 percent of students will matriculate to an institution of higher education following high school graduation.

Participating Schools

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<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
<th>N=231</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin ISD</td>
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</tr>
<tr>
<td>Charter School</td>
<td>East Austin College Prep</td>
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<tr>
<td>Houston ISD</td>
<td>Madison</td>
<td></td>
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<tr>
<td>IDEA Public Schools</td>
<td>Frontier, Quest, San Benito</td>
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<tr>
<td>PSJA ISD</td>
<td>PSA High–ECHS</td>
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Program Participants by Ethnicity

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<td>Latino/a</td>
<td>81%</td>
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<td>6%</td>
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<td>Multiple</td>
<td>6%</td>
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<tr>
<td>African American</td>
<td>5%</td>
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<tr>
<td>Asian American</td>
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Student Performance Outcomes

Fall SPURS

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>RHE 306</td>
<td>69%</td>
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</table>

Note: Students who do not earn credit for SPURS receive a Q-drop, resulting in no adverse implications for their official transcripts.
ChemBridge: Bridging the Gap from High School to College

Mission
The mission of ChemBridge is to improve the academic readiness and college literacy of students from Texas high schools that are underrepresented at institutions of higher education through credit-bearing, college-level, concurrent-enrollment chemistry curriculum.

Program Overview
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Program Elements
• Two semesters of concurrent enrollment science coursework for high school students with three credit hours offered each semester: Chemistry in Context I (CH 304K) in the fall and Chemistry in Context II (CH 305) in the spring. These generally transfer as CHEM 1305 and 1307 in the Texas Common Course Numbering System.
• Five-day summer and two-day winter teacher professional development trainings focus on curriculum, pedagogy, learning management technology and program procedures. Continuing professional education certificates are provided for participating teachers.
• ChemBridge students visit UT Austin for a full day that includes classroom observations, college literacy activities, guided campus tours and interaction with college students, staff and faculty.

ChemBridge 2015–2016
Participant Demographic Information
ChemBridge served 395 students during the 2015-2016 academic year. Eighteen high schools participated in the program. Based on survey results, 98 percent will matriculate to a postsecondary institution immediately following high graduation.

Program Participants by Ethnicity

<table>
<thead>
<tr>
<th>Program Participants by Ethnicity</th>
<th>N = 388</th>
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<td>African American 80%</td>
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<tr>
<td>No Response 2%</td>
<td></td>
</tr>
<tr>
<td>Asian American 12%</td>
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</tbody>
</table>

SPURS: Students Partnering for Undergraduate Rhetoric Success

Mission
The mission of Students Partnering for Undergraduate Rhetoric Success (SPURS) is to improve the academic readiness and college literacy of students from Texas high schools that are underrepresented at institutions of higher education through credit-bearing, college-level, concurrent-enrollment rhetoric and writing curriculum.

Program Overview
Established in 2005, SPURS is a collaboration between high schools across Texas, UT Austin’s Department of Rhetoric and Writing, and the Division of Diversity and Community Engagement. SPURS is housed in the Longhorn Center for School Partnerships under the Pre-College Academic Readiness Programs (PCARP). The SPURS courses mirror those conducted on UT’s campus in rigor, pacing, depth and expectations. The courses are designed for both new and intermediate college writers, offering beneficial exposure for high school students to critical reading and writing habits crucial to college success across majors. Students who successfully complete the year-long program earn six credit hours on UT Austin transcripts. Motivated and experienced high school teachers implement the daily coursework in their classrooms with robust, continuous support from both the Department of Rhetoric and Writing and PCARP. The support includes intensive summer and winter professional development for teachers and arranged interactive campus visits for students.

Program Elements
• Two semesters of concurrent enrollment rhetoric and writing coursework for high school students with three credit hours offered each semester: Rhetoric and Writing (RHE 306) in the fall and Topics in Rhetoric (RHE 309K) in the spring. These courses generally transfer as ENG 1301 and 1302 under the Texas Common Course Numbering System.
• Five-day summer and two-day winter teacher professional development trainings focus on curriculum, pedagogy, learning management technology and program procedures. Continuing professional education certificates are provided for participating teachers.
• SPURS students participate in a full-day visit to UT Austin that includes classroom observations, college literacy activities, guided campus tours, and interaction with college students, staff and faculty.
• Experienced college writing instructors provide feedback and assessment on student writing.
Advise TX College Advising Corps

Our Mission
Advise TX, as part of the national College Advising Corps, works to increase the number of first-generation, low-income, and/or underrepresented students who apply, enter and complete college. We do this by placing recent college graduates from one of our partner universities as full-time college advisers in some of America’s undererved high schools. Advise TX provides the support that high-need students require to navigate the complex processes of college admissions, matriculation, and securing financial aid. The University of Texas at Austin chapter serves 21 schools in Central Texas, El Paso, the Rio Grande Valley, Houston and Dallas.

Program Model
Near-Peer Mentoring
Advise TX advisers come from all fields of study and are chosen for qualities that enable them to easily develop peer and role-model relationships with the students they advise. As recent graduates of UT Austin, they understand the current complexities of the college application process. Many advisers are first-generation and minority students themselves, reflecting the characteristics of the students whom they advise.

Intensive Training
The University of Texas recruits Advise TX advisers and intensively trains them for three to four weeks. Advisers gain the knowledge and skills necessary to guide their students, foster a college-going culture and become advocates in their communities. Advisers become knowledgeable about all education options, including certificate programs, associate degrees, and baccalaureates. Training includes campus visits to colleges and universities throughout the state.

Whole School Service
Advise TX fosters a college-going culture within schools by serving any student at any grade level. Advisers collaborate with teachers and administrators to supplement, not replace, existing high school counseling staff. Advisers devise creative approaches to connect with students and host events and workshops at their campus.

Best-Fit Advising
Advisers are not recruiters for UT. They help high school students choose and enroll in the postsecondary option that is the best fit for their skills and interests—one where they will be most likely to succeed and complete a degree or meaningful credential—whether at a university, community college or technical college. Advisers help students weigh factors such as institutional characteristics, academic requirements, costs, financial aid and possible careers within a chosen field of study. Advisers encourage students to apply to three or more institutions so that they will have many options to choose from.

Rigorous Data Collection
Advisers document their students’ progress in the College Advising Corps’ custom database, GRACE. This database contains detailed profiles on individual students, recording interactions with their adviser, FAFSA completion, college applications and more. GRACE also generates school-wide reports to inform advisers and administrators of their school’s progress.

We Serve At...

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
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<tbody>
<tr>
<td>Austin ISD</td>
<td>Akins, Laker, Travis</td>
</tr>
<tr>
<td>Charter School</td>
<td>KIPP Austin Collegiate</td>
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<tr>
<td>De Soto ISD</td>
<td>De Soto</td>
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<tr>
<td>Edinburg ISD</td>
<td>Economedes</td>
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<tr>
<td>Hutto ISD</td>
<td>Hutto</td>
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<tr>
<td>La Joya ISD</td>
<td>Juarez-Lincoln, La Joya, Palmview</td>
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<td>Lancaster ISD</td>
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<td>Connelly</td>
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<td>Pharr-San Juan-Ataloa ISD</td>
<td>Alamo, Memorial, PSJA High</td>
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<td>Houston ISD</td>
<td>Madison</td>
</tr>
<tr>
<td>San Marcos ISD</td>
<td>San Marcos High School</td>
</tr>
<tr>
<td>Socorro ISD</td>
<td>Americas, El Dorado, Socorro</td>
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UT Outreach

Mission
UT Outreach targets and serves underrepresented students by providing college readiness enrichment activities designed to assist them in graduating from high school and matriculating to institutions of higher education, including The University of Texas at Austin.

Program Overview
In 1987, UT Outreach began its long-standing presence in five cities: Austin, Dallas, Houston, Rio Grande Valley and San Antonio. The UT Outreach Centers provide a comprehensive college preparatory program for selected students in targeted high schools. Group and individual services are designed to enhance a student’s academic success in high school and to increase admissibility to their chosen college. Staff members assist students by holding monthly meetings with them on academic subject requirements, SAT/ACT test preparation, college and student financial aid application assistance, as well as other college-related information.

UT Outreach serves at least 30 students per grade level at target high school campuses. Eligible students who are selected for the program will receive college-readiness services that are specifically geared toward admission to UT Austin.

Program Elements
- UT Outreach staff members meet with participating students monthly during advisory periods (or another designated time during the school day) to provide college-readiness workshops.
- Weekend and evening college readiness workshops are held at least once per month for all participants.
- Students participate in leadership development activities, community service opportunities, field trips and summer enrichment camps.

UT Outreach 2015–2016 Participant Demographic Information
UT Outreach served a total of 2,998 students in 46 Texas high schools during the 2015-2016 academic year through UT Outreach Centers, ChemBridge and SPURS. Eighty-three percent of participants are first-generation college students and 97 percent are from low-income households.

Participating Schools

<table>
<thead>
<tr>
<th>OVEROUTCH CENTER</th>
<th>AREA</th>
<th>HIGH SCHOOL</th>
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</thead>
<tbody>
<tr>
<td>AUSTIN</td>
<td></td>
<td>Akins, Anderson, Austin, Boine, Crockett, Lainer, LSA, LBJ, Reagen, McCollum, Travis</td>
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<tr>
<td>Dallas</td>
<td></td>
<td>Barack Obama Male Leadership Academy, Cedar Hill, Cedar Hill Collegiate, DeSoto, Duncanville, Lancaster, Lincoln, Skyline, South Oak Cliff, Sunset</td>
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<tr>
<td>HOUSTON</td>
<td></td>
<td>Kashmere, Lee, Madison, North Forest, Sam Houston, Wheat, Washington, Wortham, Yeats</td>
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<tr>
<td>RIO GRANDE VALLEY</td>
<td></td>
<td>McAllen, Mission, Nikki Rowe</td>
</tr>
<tr>
<td>San Antonio</td>
<td></td>
<td>Alamo, Memorial, PSJA High</td>
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</table>

Program Participants by Race/Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>33%</td>
</tr>
<tr>
<td>Asian American</td>
<td>4%</td>
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<tr>
<td>Caucasian</td>
<td>33%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
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Student Performance Outcomes for High School Seniors

<table>
<thead>
<tr>
<th>COLLEGE MATRICULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year</td>
</tr>
<tr>
<td>Two-year</td>
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</table>
**Neighborhood Longhorns Program**

**Mission**

The Neighborhood Longhorns Program (NLP) is an incentive-based learning program, which provides educationally disadvantaged youth with the resources to build a strong academic future. NLP is a partnership between Texas Athletics, the Division of Diversity and Community Engagement and Austin Independent School District.

**Program Objectives**

- Provide college-experience opportunities for students in grades 2-9
- Create educational programs to encourage academic achievement
- Improve overall grade performance
- Improve reading, math, science and language art skills
- Increase student retention rates
- Provide scholarship awards for students to apply toward a college education

**Program Overview**

NLP was established in 1991 as an educational incentive program operated in partnership between Texas Athletics, the City of Austin and Austin Independent School District. The program is now housed within the Division of Diversity and Community Engagement in the Longhorn Center for School Partnerships.

NLP serves elementary and middle school students who attend Title I schools in the Austin area. NLP participants have opportunities to earn incentives to attend events on campus by participating in educational programs like:

- UFLC UT Soccer STEM Challenge
- READ to LEAD Program
- SMART Choices, STRONG Minds
- D.I.R.T. Leadership Program
- Grand Slam Reading Program
- STEAM focused summer camps
- College for a Day

NLP students also have access to campus events like:

- Iron Spurs Baseball Clinic
- Hit a Homerun for Education
- Kappa Alpha Psi STAAR Carnival
- Project Come Together
- SpringJam!

University of Texas students and student-athletes serve as tutors at NLP schools, volunteer at NLP events and present eligible students with incentives based upon their academic achievements. All NLP students participate in the educational incentive component and receive awards for their academics and reading accomplishments from the Whatajob Reading Program. In addition, students can also qualify for a savings account scholarship for each year they participate in the program. The scholarship is held in an account until the student graduates from high school and attends a college or university. If the student attends The University of Texas at Austin, the scholarship will be matched by the program.

**By the Numbers**

- **34** participating sites
- **29** elementary schools, **4** middle schools plus NLP office
- **5,202** students served in 2015-16
- **110** total events held
- **44** off-campus events, **66** on-campus events
- **1,407** UT student volunteer service hours, including **599** tutoring hours

NLP hosted **29** assemblies with UT student-athletes or coaching staff
- **16** STEAM focused events

**Population Served**

While available to all students, advisers actively seek out low-income, minority students who are qualified to attend college but are at greater risk of not attending than their more affluent counterparts.

**Key Performance Indicators**

- **Interactions:**
  - 1-on-1 Meetings and Group Workshops
  - SAT/ACT Registration
  - College Exploration: Campus Visits, Rep Visits and College Fairs
  - College Applications
  - Financial Aid and Scholarships
  - Parent Engagement

**Performance**

**SPECIFIC INTERACTIONS**

- **1-on-1s:** At least one
- **Parent Meetings:** At least one

**TOTAL INTERACTIONS**

- Met with 1+ Times (Group and 1:1) 87%
- Met with 3+ Times (Group and 1:1) 64%
- Met with 5+ Times (Group and 1:1) 46%
- Met with 10+ Times (Group and 1:1) 22%

**COLLEGE APPS SUBMITTED**

- 1+ Apps 70%
- 3+ Apps 39%
- 5+ Apps 24%
- Total # Submitted 2,980

**COLLEGE APPS ACCEPTED**

- 1+ Apps 51%
- 3+ Apps 18%
- 5+ Apps 8%
- Total # Submitted 1,313

**FAFSA**

- Submitted 45%

**Contact Information**

Please contact Paola Rabago, Program Director at p.rabago@austin.utexas.edu
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 Advise TX, 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 Department of Rhetoric and Writing and the Department of 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
Senior 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 Advise TX, Neighborhood Longhorns and the UT Outreach Centers in Austin, Dallas, Houston, Rio Grande Valley and San Antonio. With the addition of Advise TX, the programs in the LCSP serve more than 40,000 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

Madison Beasley

During her senior year of high school, UT Austin sophomore Madison Beasley saw her career flash before her eyes. While job shadowing a physical therapist at a local hospital, she realized she had found her niche.

“It was the first time I was able to be part of something that I could see myself doing one day,” she said.

With support from UT Outreach, the Round Rock native is now turning her ambition into reality as an exercise science major in the College of Education. Through UT Outreach, Beasley received SAT prep and professional development training, which helped her earn entry to UT Austin. She also earned a recurring scholarship as a Presidential Scholar, part of Provost Maurie McInnis’ Student Success Initiatives.

UT Outreach also provided her another volunteer opportunity as an assistant at Helping the Aging, Needy and Disabled (H.A.N.D.). Beasley said the work not only gave her another entry point in the healthcare field, but also pushed her out of her comfort zone and taught her how to interact with elderly patients.

Looking back, Beasley is incredibly thankful for the support and guidance of UT Outreach.

“I appreciate the opportunities UT Outreach has provided me as well as introducing me to the skills I need in order to thrive in college,” she said. “We learned about what it takes to be a leader and that helped me prepare for UT.”

At UT she joined HOPE Austin her freshman year as a “Care Teams” member, making decorations and food for the nurses at University Medical Center Brackenridge. She’s also a member of a pre-health organization. As she looks to the future, she hopes to continue her work with UT Outreach and pay it forward.

“I want to be there to help answer any question any students may have about adjusting to college, picking a major or taking initiative in the four years they have in college,” she said.

Madison Beasley
Longhorn Center for School Partnerships
UT Outreach: Alumni Spotlight
Odessa Henry has always had a natural affinity for math and science, yet she wasn’t so sure about becoming a doctor until she enrolled in ChemBridge, a dual-credit program within the Longhorn Center for School Partnerships that gives high school students a head start in college-level chemistry courses.

Throughout her senior year, Henry completed six credit hours of UT chemistry courses online at her high school in Beaumont. She learned how to balance chemical equations, interpret the periodic table and analyze the chemical makeup of solids and liquids—all at the pace and rigor of a college classroom.

Her greatest discovery, she says, is knowing she has the ability to master a challenging college course online.

“This was my first time taking an online course and it really helped,” says Henry, a New York native who attended Central Medical Magnet High School in Beaumont, Texas. “I gained a lot of confidence when I realized that I could learn a lot of information on my own and apply it in class. ChemBridge has taught me a lot about my abilities and the ways I process information.”

When questions popped up, she could always turn to her high school ChemBridge instructor. As part of the program, all participating teachers convene twice a year at UT Austin for professional development workshops taught by professors. Students also get the opportunity to tour the campus and participate in a hands-on chemistry class taught by a professor.

“While visiting UT, I could really see myself spending the next four years at a vibrant campus where I would be surrounded by so many people who are different than me,” Henry says. “The campus just seemed very inviting and I’m happy to be here.”

Now a biology sophomore at UT Austin, Henry has grown even more fascinated with the world of science and is now even more determined to become a surgeon. Whether she’ll be attending UT’s new Dell Medical School, that is yet to be determined. One this is for certain: She will be working in a field that she loves.

“In ChemBridge, I started to think about science from a different standpoint,” Henry says. “I learned that chemistry can be applied to the world around me because chemistry is everywhere.”

Founded in 2003, ChemBridge is a collaboration between UT Austin’s Department of Chemistry, the Division of Diversity and Community Engagement, and public high schools across Texas. Visit this website for more information: http://bit.ly/2cXbVg3
2015–2016 Annual Report
Longhorn Center for School Partnerships

ACADEMIC DIVERSITY INITIATIVES AND STUDENT ENGAGEMENT

Please contact us for more information about the Longhorn Center for School Partnerships or visit us online: http://diversity.utexas.edu/schoolpartnerships/

OCT 2016