# Leadership Directory

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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/
While applying for college, Zoe Arasah knew she had to write a selling application essay to get into her dream school. “I only applied to UT Austin,” says Arasah, who participated in the Youth Engagement Center (YEC)–Dallas college readiness program while she was attending Cedar Hill Collegiate High School. “I knew that I didn’t want to go anywhere else, so with putting all my eggs in one basket, I needed to know that my application was perfect.”

With help from the center’s assistant director Taryn Bright-Haskell, Arasah completed a winning essay and was later admitted into the university’s prestigious McCombs School of Business. Now a senior majoring in finance/pre-dental, Arasah is grateful for the supportive advisors who helped her become a Longhorn.

“The Youth Engagement Center really taught me that there is always someone who is willing to help you—and there is always somebody who wants to see you succeed,” she says.

With graduation right around the corner, Arasah is ready to embark on her career in dentistry. She feels confident a degree from a top-ranking university will take her far in the working world.

“The one thing I love the most about being a UT student is the opportunities,” Arasah says. “Truthfully, being able to say that you attend The University of Texas at Austin is a flex in itself, and people/companies know that. I can speak the most to the business school; that place is always flooded with recruiters who want to get the students into their companies.”

Whether or not YEC students choose to attend UT Austin, Arasah advises them all to make the most out of the program’s many offerings—from college readiness workshops to college campus visits to one-on-one advising sessions.

“Take advantage of everything the program has to offer,” Arasah adds. “It really gets you plugged in, and you get to meet so many people who can help you. Basically, get your foot in the door and many more doors will open.”

—Zoe Arasah
Youth Engagement Center–Houston

Spotlight on Student Success

Ebonee Ellison
Sophomore/Business

A 2019 graduate of Madison High School, Ebonee Ellison became involved with the Youth Engagement Center (YEC)–Houston during her junior year. Although she had attended other college-oriented events at the college center, none really clicked until she met Tyrone Rose, a YEC staff member. “I am not sure how Mr. Rose and I first got connected,” Ellison says. “But ever since the beginning, he has been a huge influence on my choosing UT Austin and putting me on game about different college decisions.”

Her experience with YEC–Houston is a good example of how the centers are changing lives across the state.

“Being a part of the YEC program, I had the opportunity to visit the UT campus for the first and only time before choosing to attend,” Ellison says. “It also allowed me to participate in community service events for volunteer hours to add on my resume at the time. It allowed me to get the biggest scholarship I have through the university: University Leadership Network. “I could go on and on about how the program has shaped and helped me.”

As a second-year student in the McCombs School of Business, Ellison also appreciates knowing that she is “part of an institution that is 100% invested in your career.” Not only has she found valuable career support sessions but also networking opportunities to establish a UT family. Once on campus, she continued her affiliation with the Division of Diversity and Community Engagement through the Fearless Leadership Institute (FLI). Ellison reports that membership in FLI allows her to express her true self without judgement and has provided direction for her journey as a Black woman at a historically predominately white institution.

“From day one, I have felt the love and support from Mrs. Thaïs Moore and everyone on staff,” Ellison says. “And just like in YEC, everyone wants to see you succeed. Just knowing that makes me strive even more.”

Message from the Assistant Vice President for School Partnerships

Within the DDCE’s Academic Diversity and Student Engagement Initiatives, the 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 Dual Enrollment Initiatives include ChemBridge, MathBridge and WritingBridge. The integrated college awareness programs include Advise TX, Neighborhood Longhorns and the Youth Engagement Centers in Austin, Dallas, Houston, Rio Grande Valley and San Antonio. The LCSP programs serve more than 40,000 public school students annually and play an important role in creating successful pathways for underrepresented students throughout the education system. We target students who have not had the opportunities that students in other areas of Texas have had, helping them to reach their full potential.

Patrick Patterson, M.Ed.
Assistant Vice President for School Partnerships
Dual Enrollment Initiatives, Advise TX, Youth Engagement Centers and Neighborhood Longhorns Program
Our Mission
As part of the national College Advising Corps, Advise TX 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 23 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, helping high school students choose and enroll in the postsecondary option that is the best fit for their skills or interests.

PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin ISD</td>
<td>Akina, Navarro, Travis</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>KIPP Austin Collegiate, Vanguard Academy Mozart Campus, Vanguard Rembrandt Campus</td>
</tr>
<tr>
<td>Del Valle ISD</td>
<td>Del Valle</td>
</tr>
<tr>
<td>DeSoto ISD</td>
<td>DeSoto</td>
</tr>
<tr>
<td>Hutto ISD</td>
<td>Hutto</td>
</tr>
<tr>
<td>La Joya ISD</td>
<td>La Joya, Lincoln, La Joya, Palmview</td>
</tr>
<tr>
<td>Lancaster ISD</td>
<td>Lancaster</td>
</tr>
<tr>
<td>Manor ISD</td>
<td>Manor</td>
</tr>
<tr>
<td>Pharr-San Juan-Alamo ISD</td>
<td>PSJA Memorial, PSJA High, PSJA North, PSJA Southwest</td>
</tr>
<tr>
<td>Houston ISD</td>
<td>Madison</td>
</tr>
<tr>
<td>San Marcos ISD</td>
<td>San Marcos</td>
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<tr>
<td>Socorro ISD</td>
<td>Americas, El Dorado, Socorro</td>
</tr>
</tbody>
</table>

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

- African American/Black: 6,302 (14%)
- Caucasian/White: 2,286 (5%)
- Asian American: 296 (3%)
- Native American: 57 (1%)
- Multiracial: 502 (1%)

LUNCH STATUS
- Free or Reduced: 85%
- Full Priced: 15%

PERFORMANCE OF HIGH SCHOOL SENIORS

| SPECIFIC INTERACTIONS | 1-3 Meetings with Advisors: 93% |
| COLLEGE APPS SUBMITTED | 1+ Apps: 88% |
| COLLEGE APPS ACCEPTED | 3+ Apps: 85% |
| Admitted to UT Austin out of 749 Applicants: 345 |
| CAF Admissions to UT | 272 |
| FAFSA SUBMITTED | 72% |
| TOTAL NUMBER OF SCHOLARSHIPS | 345 |

Mission
The University of Texas at Austin Youth Engagement Centers target and serve underrepresented students by providing college readiness and enrichment activities designed to help them graduate from high school and matriculate to institutions of higher education, including UT Austin.

Program Overview
In 1987, UT Outreach began its long-standing presence in five regions: Austin, Dallas, Houston, Rio Grande Valley and San Antonio. With a newly expanded scope for the centers, the DDCE changed the name of UT Outreach to UT Youth Engagement Centers (YEC) in the spring of 2020. The YECs will continue to provide a comprehensive college preparatory program for selected students in targeted high schools as well as support for students once they have matriculated to UT Austin. 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.

The YECs identify at least 30 students per grade level at targeted high school campuses to participate in the Longhorn Pre-College Academy Program. Eligible students who are selected for the academy program will receive college-readiness services that are specifically geared toward admission to UT Austin.

Program Elements
- YEC 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 Youth Engagement Centers 2019–2020 Participant Demographic Information
The YECs served a total of 3,740 students in 54 Texas high schools during the 2019–2020 academic year. Sixty-two percent of participants are first-generation college students and 71 percent are from low-income households.

PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>CENTER</th>
<th>DISTRICT</th>
<th>CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td>Austin ISD</td>
<td>Brackenridge, Davis, Crockett, Eastside, LADA, Lee, Northeast, McCollum high schools, Northview, Pflugerville high schools, Cedar Ridge HS</td>
</tr>
<tr>
<td>Dallas</td>
<td>Dallas ISD</td>
<td>Ranch Thames Male Leadership Academy, Carter, Gibson Collegiate Academy, Thomas Jefferson, Kemper, Levatich Madison, Nolan, Wakeland Heritage, Young Women’s Leadership Academy, Adamson, South Oak Cliff, Sprague, Samuell, Willowridge high schools, Cedar Hill, Cedar Hill Collegiate, DeSoto HS, Duncanville HS, Lancaster HS, Lancaster ISD</td>
</tr>
<tr>
<td>Houston</td>
<td>Houston ISD</td>
<td>Kashmere, Madison, North Forest, San Jacinto, Waltrip, Washington, Whittington, Yates high schools, Plantersville HS, Vanguard academy, Mission, Mission</td>
</tr>
<tr>
<td>Rio Grande Valley</td>
<td>La Joya ISD</td>
<td>La Joya, James Lincoln, Palmview high schools, Mission, Eastside high schools, Mission HS, Aransas Memorial, PSJA North, Vanguard Mozart, Rembrandt</td>
</tr>
<tr>
<td>San Antonio</td>
<td>San Antonio ISD</td>
<td>Harlandale HS, Brackenridge, Edison, Lamar, Highlands, Lanier HS</td>
</tr>
</tbody>
</table>

PROGRAM PARTICIPANTS BY ETHNICITY

- Hispanic/Latino/a: 55%
- African American/Black: 32%
- Caucasian/White: 4%
- Asian American: 3%
- Other: 6%

PERFORMANCE OUTCOMES FOR HIGH SCHOOL SENIORS

<table>
<thead>
<tr>
<th>COLLEGE MATRICULATION</th>
<th>1-year</th>
<th>2-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Austin</td>
<td>889</td>
<td>83</td>
</tr>
</tbody>
</table>

Yearly Goals
2019-2020
- Increase the number of first-generation, low-income, and/or underrepresented students who apply, enter and complete college.
- Serve 30 students per grade level at targeted high school campuses.
- Provide college readiness and enrichment activities designed to help students graduate from high school and matriculate to institutions of higher education, including UT Austin.
- Increase the number of students who attend UT Austin, with a focus on first-generation, low-income, and/or underrepresented students.
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. The NLP is a partnership between Texas Athletics, the Division of Diversity and Community Engagement and Austin Independent School District.

**Program Overview**

The NLP was established in 1991 as an educational incentive program, which provides educationally disadvantaged elementary and middle school students who are underrepresented at institutions of higher education. The program works to prepare students for academic success through credit-bearing, college-level, concurrent-enrollment chemistry curriculum.

**Mission**

- 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

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.

**Program Elements**

- Two semesters of concurrent-enrollment science coursework for high school students who earn 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 1302 and 1303 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.

**BY THE NUMBERS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating sites</td>
<td>36</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>30</td>
</tr>
<tr>
<td>Middle schools plus NLP office</td>
<td>6</td>
</tr>
<tr>
<td>Additional Austin-area campuses</td>
<td>4</td>
</tr>
<tr>
<td>Students served in 2019–20</td>
<td>5,200</td>
</tr>
<tr>
<td>Total events</td>
<td>49</td>
</tr>
<tr>
<td>Off-campus events</td>
<td>10</td>
</tr>
<tr>
<td>On-campus events</td>
<td>39</td>
</tr>
<tr>
<td>UT student—volunteer service hours, including 689 tutoring hours by 192 tutors</td>
<td>1,032</td>
</tr>
</tbody>
</table>

**Program Participants by Ethnicity**

- Hispanic/Latino/a: 83%
- African American/Black: 4%
- Caucasian/White: 6%
- Asian American: 2%
- Multiple: 3%

**Student Performance Outcomes**

- Fall ChemBridge Earned College Credit: CH 304K: 54%
- Spring ChemBridge Earned College Credit: CH 305: 89%

Note: Students who do not successfully complete ChemBridge receive a D-shirt, resulting in no adverse implications for their official transcripts.

**ChemBridge 2019–2020**

ChemBridge served 379 students during the 2019-20 academic year. Fifteen high schools participated in the program. Based on survey results, 99 percent of ChemBridge students will matriculate to a postsecondary institution immediately following high school graduation.

**PARTICIPATING SCHOOLS**

<table>
<thead>
<tr>
<th>DISTRICT HIGH SCHOOL</th>
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</thead>
<tbody>
<tr>
<td>Austin ISD</td>
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<tr>
<td>Burbank, Edison, Fox, Tech, Jefferson</td>
</tr>
<tr>
<td>San Antonio ISD</td>
</tr>
<tr>
<td>San Benito ISD</td>
</tr>
<tr>
<td>Somerset ISD</td>
</tr>
<tr>
<td>Charter School</td>
</tr>
</tbody>
</table>

**PROGRAM PARTICIPANTS BY ETHNICITY**

- Hispanic/Latino/a: 83%
- African American/Black: 4%
- Caucasian/White: 6%
- Asian American: 2%
- Multiple: 3%

**STUDENT PERFORMANCE OUTCOMES**

- Fall ChemBridge Earned College Credit: CH 304K: 54%
- Spring ChemBridge Earned College Credit: CH 305: 89%

Note: Students who do not successfully complete ChemBridge receive a D-shirt, resulting in no adverse implications for their official transcripts.
MathBridge 2019–2020 Participant Demographic Information

MathBridge served 81 registered students during the 2019–2020 academic year. Three high schools participated in the program. Based on survey results, 100 percent will matriculate to a postsecondary institution immediately following high school graduation.

Program Elements
- Two semesters of concurrent-enrollment mathematics coursework for high school students with three credit hours of M302: Introduction to Mathematics offered during the year. These generally transfer as MATH 1332 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.
- MathBridge students visit UT Austin for a full day of campus tours and interaction with college students, staff and faculty.

Program Overview
Established in 2016, MathBridge is a collaboration among high schools across Texas, UT Austin’s Department of Mathematics and the Division of Diversity and Community Engagement. MathBridge is housed in the Longhorn Center for School Partnerships under Dual Enrollment Initiatives (DEI). MathBridge students experience the pace, rigor, depth and expectations of a UT Austin math course. The course is designed for non-science majors, offering beneficial exposure for high school students to critical mathematical, analytic and critical-thinking skills. 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 Mathematics and DEI. The support includes intensive professional development for teachers and arranged interactive campus visits for students.

Mission
The mission of MathBridge is to improve the academic readiness and college literacy among Texas high school students who are underrepresented at institutions of higher education. The program works to prepare students for academic success through credit-bearing, college-level, concurrent-enrollment mathematics curriculum.

WritingBridge 2019–2020 Participant Demographic Information

WritingBridge served 136 students during the 2019–2020 academic year. Four 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.

Program Overview
Established in 2005 as SPURS (Students Partnering for Undergraduate Rhetoric Success), WritingBridge is a collaboration among high schools across Texas, UT Austin’s Department of Rhetoric and Writing, and the Division of Diversity and Community Engagement. It is housed in the Longhorn Center for School Partnerships under Dual Enrollment Initiatives (DEI). WritingBridge students experience the pace, rigor, depth and expectations of a UT Austin rhetoric and writing course. 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.

Mission
The mission of WritingBridge is to improve the academic readiness and college literacy among Texas high school students who are underrepresented at institutions of higher education. The program works to prepare students for academic success through credit-bearing, college-level, concurrent-enrollment rhetoric and writing curriculum.

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.
- WritingBridge 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.

Note: Students who do not successfully complete the WritingBridge program receive a Q-drop, resulting in no adverse implications for their official transcripts.

PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
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<tbody>
<tr>
<td>Goliad ISD</td>
<td>Goliad HS</td>
</tr>
<tr>
<td>Robstown ISD</td>
<td>Robstown ECHS</td>
</tr>
<tr>
<td>Somerset ISD</td>
<td>Somerset HS</td>
</tr>
</tbody>
</table>

STUDENT PERFORMANCE OUTCOMES

MathBridge
- Earned College Credit
- Earned Credit 90%
- No Credit 10%

n = 81
Note: Students who do not successfully complete MathBridge receive a Q-drop, resulting in no adverse implications for their official transcripts.

PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
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</thead>
<tbody>
<tr>
<td>Charter Schools</td>
<td>East Austin College Prep.</td>
</tr>
<tr>
<td>PSJA ISD</td>
<td>PSJA HS</td>
</tr>
<tr>
<td>Robstown ISD</td>
<td>Robstown HS</td>
</tr>
</tbody>
</table>

STUDENT PERFORMANCE OUTCOMES

Fall WritingBridge
- Earned College Credit
- RHE 306 42%
- No Credit 58%

n=136

Spring WritingBridge
- Earned College Credit
- RHE 309K 73%
- No Credit 27%

n=136
Note: Students who do not successfully complete the WritingBridge program receive a Q-drop, resulting in no adverse implications for their official transcripts.

Program Overview
Founded in 2016, MathBridge is a collaboration among high schools across Texas, UT Austin’s Department of Mathematics and the Division of Diversity and Community Engagement. MathBridge is housed in the Longhorn Center for School Partnerships under Dual Enrollment Initiatives (DEI). MathBridge students experience the pace, rigor, depth and expectations of a UT Austin math course. The course is designed for non-science majors, offering beneficial exposure for high school students to critical mathematical, analytic and critical-thinking skills. 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 Mathematics and DEI. The support includes intensive professional development for teachers and arranged interactive campus visits for students.

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<thead>
<tr>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>Golずっと ISD</td>
<td>Golずっと HS</td>
</tr>
<tr>
<td>Robstown ISD</td>
<td>Robstown ECHS</td>
</tr>
<tr>
<td>Somerset ISD</td>
<td>Somerset HS</td>
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Program Overview

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Program Elements

- Two semesters of concurrent-enrollment mathematics coursework for high school students with three credit hours of M302: Introduction to Mathematics offered during the year. These generally transfer as MATH 1332 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.
- MathBridge students visit UT Austin for a full day of campus tours, and interaction with college students, staff and faculty.

MathBridge 2019–2020

Mission

The mission of WritingBridge is to improve the academic readiness and college literacy among Texas high school students who are underrepresented at institutions of higher education. The program works to prepare students for academic success through credit-bearing, college-level, concurrent-enrollment rhetoric and writing curriculum.

Program Overview

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WritingBridge 2019–2020

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The mission of WritingBridge is to improve the academic readiness and college literacy among Texas high school students who are underrepresented at institutions of higher education. The program works to prepare students for academic success through credit-bearing, college-level, concurrent-enrollment rhetoric and writing curriculum.

Program Overview

Established in 2005 as SPURS (Students Partnering for Undergraduate Rhetoric Success), WritingBridge is a collaboration among high schools across Texas, UT Austin’s Department of Rhetoric and Writing, and the Division of Diversity and Community Engagement. It is housed in the Longhorn Center for School Partnerships under Dual Enrollment Initiatives (DEI). WritingBridge students experience the pace, rigor, depth and expectations of a UT Austin rhetoric and writing course. 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 DEI. The support includes intensive 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.
- WritingBridge 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.
The University of Texas at Austin
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. The 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
The 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 housed within the Division of Diversity and Community Engagement in the Longhorn Center for School Partnerships. The 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 including:
- DIRT Leadership Program
- College for a Day
- Texas Premiere Football Camp
- Austin ISD Data Collection Accessibility
- Women’s Basketball Diversity and Inclusion Program
- USA Handball Initiative
- Texas Football Leadership Event
- Texas Orange/White Game
- SMART Choices
- Grand Slam Reading Program
- Academic Incentive Program

NLP students also have access to campus events including:
- Iron Spikes Baseball Clinic
- Hit a Homerun for Education
- Kappa Alpha Psi STAAAR 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 Whatasbi Reading Program. In addition, students can also qualify for savings account scholarships 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
- 36 participating sites
- 30 elementary schools
- 6 middle schools plus NLP office
- 4 additional Austin-area campuses
- 5,200 students served in 2019–20
- 49 total events
- 10 off-campus events
- 1,032 UT student-volunteer service hours, including 689 tutoring hours by 192 tutors

The University of Texas at Austin
ChemBridge

ChemBridge 2019–2020
Participant Demographic Information
ChemBridge served 379 students during the 2019-20 academic year. Fifteen high schools participated in the program. Based on survey results, 99 percent of ChemBridge students will matriculate to a postsecondary institution immediately following high school graduation.

PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
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<tbody>
<tr>
<td>Austin ISD</td>
<td>LBJ, Northeast</td>
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<tr>
<td>College ISD</td>
<td>College</td>
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<tr>
<td>Lanedale ISD</td>
<td>Cigarros</td>
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<td>Pflugerville ISD</td>
<td>Hendrickson, Waits</td>
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<td>Robstown ISD</td>
<td>Robstown ECHS</td>
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<tr>
<td>San Antonio ISD</td>
<td>Burbank, Edison, Fox, Tech, Jefferson</td>
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<td>San Benito ISD</td>
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<td>Somerset ISD</td>
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<tr>
<td>Charter School</td>
<td>East Austin College Prep, IDEA Westclox</td>
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PROGRAM PARTICIPANTS BY ETHNICITY

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<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hispanic/Latino/a</td>
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</tr>
<tr>
<td>African American/Black</td>
<td>4%</td>
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<tr>
<td>Caucasian/White</td>
<td>6%</td>
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<tr>
<td>Multiple</td>
<td>3%</td>
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<tr>
<td>Asian American</td>
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n = 379

STUDENT PERFORMANCE OUTCOMES

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<tr>
<th>Fall ChemBridge</th>
<th>Spring ChemBridge</th>
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</thead>
<tbody>
<tr>
<td>Earned College Credit</td>
<td>Earned College Credit</td>
</tr>
<tr>
<td>CH 304K: 94%</td>
<td>CH 305: 89%</td>
</tr>
<tr>
<td>No Credit 6%</td>
<td>No Credit 12%</td>
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</tbody>
</table>

n = 379

Note: Students who do not successfully complete ChemBridge receive a D/F, resulting in no adverse implications for their official transcripts.
Our Mission
As part of the national College Advising Corps, Advise TX 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 23 schools in Central Texas, El Paso, the Rio Grande Valley and San Antonio. With a newly expanded scope for the centers, the DDCE changed the name of UT Outreach Centers to UT Youth Engagement Centers (YEC) in the spring of 2020.

Mission
The University of Texas at Austin Youth Engagement Centers target and serve underrepresented students by providing college readiness and enrichment activities designed to help them graduate from high school and matriculate to institutions of higher education, including UT Austin.

Program Overview
In 1987, UT Outreach began its long-standing presence in five regions: Austin, Dallas, Houston, Rio Grande Valley and San Antonio. With a newly expanded scope for the centers, the DDCE changed the name of UT Outreach Centers to UT Youth Engagement Centers (YEC) in the spring of 2020. The YECs will continue to provide a comprehensive college preparatory program for selected students in targeted high schools as well as support for students once they have matriculated to UT Austin. 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.

Program Elements
- YEC 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 Youth Engagement Centers 2019–2020 Participant Demographic Information
The YECs served a total of 3,742 students in 54 Texas high schools during the 2019–2020 academic year. Sixty-two percent of participants are first-generation college students and 71 percent are from low-income households.

Program Participants by Ethnicity

Performance Outcomes for High School Seniors

Division of Diversity and Community Engagement • LONGHORN CENTER FOR SCHOOL PARTNERSHIPS • 2019–2020 Annual Report
A 2019 graduate of Madison High School, Ebonee Ellison became involved with the Youth Engagement Center (YEC)–Houston during her junior year. Although she had attended other college-oriented events at the college center, none really clicked until she met Tyrone Rose, a YEC staff member.

“I am not sure how Mr. Rose and I first got connected,” Ellison says. “But ever since the beginning, he has been a huge influence on my choosing UT Austin and putting me on game about different college decisions.”

Her experience with YEC–Houston is a good example of how the centers are changing lives across the state.

“Being a part of the YEC program, I had the opportunity to visit the UT campus for the first and only time before choosing to attend,” Ellison says. “It also allowed me to participate in community service events for volunteer hours to add on my resume at the time. It allowed me to get the biggest scholarship I have through the university: University Leadership Network. “I could go on and on about how the program has shaped and helped me.”

As a second-year student in the McCombs School of Business, Ellison also appreciates knowing that she is “part of an institution that is 100% invested in your career.” Not only has she found valuable career support sessions but also networking opportunities to establish a UT family. Once on campus, she continued her affiliation with the Division of Diversity and Community Engagement through the Fearless Leadership Institute (FLI). Ellison reports that membership in FLI allows her to express her true self without judgement and has provided direction for her journey as a Black woman at a historically predominately white institution.

“From day one, I have felt the love and support from Mrs. Thaïs Moore and everyone on staff,” Ellison says. “And just like in YEC, everyone wants to see you succeed. Just knowing that makes me strive even more.”
Zoe Arasah  
Senior/Finance & Pre-dental

While applying for college, Zoe Arasah knew she had to write a selling application essay to get into her dream school. “I only applied to UT Austin,” says Arasah, who participated in the Youth Engagement Center (YEC)–Dallas college readiness program while she was attending Cedar Hill Collegiate High School. “I knew that I didn’t want to go anywhere else, so with putting all my eggs in one basket, I needed to know that my application was perfect.”

With help from the center’s assistant director Taryn Bright-Haskett, Arasah completed a winning essay and was later admitted into the university’s prestigious McCombs School of Business. Now a senior majoring in finance/pre-dental, Arasah is grateful for the supportive advisors who helped her become a Longhorn. “The Youth Engagement Center really taught me that there is always somebody who wants to see you succeed,” she says.

With graduation right around the corner, Arasah is ready to embark on her career in dentistry. She feels confident a degree from a top-ranking university will take her far in the working world. “The one thing I love the most about being a UT student is the opportunities,” Arasah says. “Truthfully, being able to say that you attend The University of Texas at Austin is a flex in itself, and people/companies know that. I can speak the most to the business school; that place is always flooded with recruiters who want to get the students into their companies.”

Whether or not YEC students choose to attend UT Austin, Arasah advises them all to make the most out of the program’s many offerings—from college readiness workshops to college campus visits to one-on-one advising sessions.

“The advantage of everything the program has to offer,” Arasah adds. “It really gets you plugged in, and you get to meet so many people who can help you. Basically, get your foot in the door and many more doors will open.”

—Zoe Arasah
# Leadership Directory

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
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</tbody>
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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/](http://diversity.utexas.edu/schoolpartnerships/)