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/
When Barrington Miles journeyed to UT Austin with his Youth Engagement Center group from Cedar Ridge High School, he experienced his first undergraduate lecture hall class taught by an award-winning American history professor Dr. Leonard N. Moore. When class dismissed, the professor lingered for a while to chat with students and offer some words of wisdom.

“I told him that I love to travel and he said, ‘You should try to study abroad every summer and attach a page to your resume detailing your experiences and enrichment,’” Miles recalls.

Miles took those words to heart and made study abroad a priority when he enrolled in the McCombs School of Business.

“I want to travel to London, where I can go deeper into international business and take on an internship in real estate,” says Miles, who is now a sophomore in the McCombs School of Business.

While at UT, Miles has joined several professional development groups including the DDCE’s Heman Sweatt Center for Black Males, a faculty-led initiative that provides a sense of community and guidance for personal, academic and professional success.

Throughout the semester, the Sweatt Center offers one-on-one meetings with faculty members, Power Hour student networking sessions and speaker events starring empowering African American leaders.

“It’s inspiring when they bring in guests like Black authors who tell us about their personal stories—and all of the adversity they faced along the way,” Miles says.

Miles has also faced his share of challenges early into his academic career when his father got a job in Texas as an air traffic controller and his family was uprooted from their home in Jamaica.

“I had to repeat the seventh grade, and I had a hard time making friends because of my accent,” Miles says. “I took speech therapy for four years and lost the Islander English, but every time I go home it comes right back to me.”

Looking back at his journey from Jamaica to Austin, Miles is happy with his decision to pursue a degree that could open many doors. Perhaps he might even go into business with his father, who now runs a thriving DJ business and music studio.

“I could have easily skipped college and made a good living working for my dad, but I want to see what I can achieve on my own and incorporate that into what my dad has built.”

“I had to repeat the seventh grade, and I had a hard time making friends because of my accent,” Miles says. “I took speech therapy for four years and lost the Islander English, but every time I go home it comes right back to me.”
Ever since Kathy Nguyen came to Texas by way of Saigon, Vietnam, she has been deter-
minded to pursue the path to medical school—
and to never for a moment take her parents’
sacrifices for granted.

“My family moved out here to give my brother and I the best education,” Nguyen says. “My
father went to medical school in Vietnam but had to drop out because he couldn’t provide
paperwork that was lost during the time when my grandma was sent to a re-education camp
during the war, so this is my way of fulfilling
both his dream and my own.”

While attending high school in Pflugerville,
she joined the Youth Engagement Center to
make her college dreams a reality. During her
time in the program, she participated in lead-
ership conferences, college-prep workshops,
campus tours and many other activities
designed to set students down the college-
bound path.

“The leadership conferences were very in-
spirational,” says Nguyen, who is now a bio-
chemistry junior at UT Austin. “It was great
to get together with all the Austin-area students
and practice our leadership skills through
various activities. One lesson that stuck with
me is that you should always be mindful of
what’s best for the team, not just what’s best for
you.”

She’s especially grateful for the program’s
scholarship application guidance, which helped
her earn a $20,000 Presidential
Scholarship from The University of Texas at
Austin. The scholarship also provided addi-
tional funding for study abroad, providing a
once-in-a-lifetime opportunity to study med-
cinal practices in Ghana, Africa.

“It was really helpful to look at traditional
medicine in Ghana and to see it from a differ-
ent perspective,” Nguyen says. “Growing up in
Vietnam, I was accustomed to similar prac-
tices, like using animal and plant products for
medicine. It’s interesting to see how some of
these methods, which can be highly effective,
are undermined in the U.S., where we prefer
pharmaceuticals.”

Inspired by her experiences in West Africa—
and here in the states—Nguyen is more de-
termined than ever to pursue her dream of
becoming a doctor. Even while volunteering
at Dell Seton Medical Center during the dark-
est days of the pandemic, she remained com-
mitted to her goal.

Now, I feel even more motivated to pursue
medical school because there is such a need
for more health care workers—and there are
so many misconceptions about medicine that
are impacting people’s health,” Nguyen says.
Before graduating in spring 2023, Nguyen
hopes to study abroad again to broaden her
knowledge of medicinal practices. In the
meantime, she’s involved in several student
organizations including the UT chapter of the
Women’s Relief Initiative, which provides fe-
male hygiene products for women in develop-
ing countries. She also volunteers with Truc
Viet, a local nonprofit that provides services
such as language classes and citizenship as-
sistance to Vietnamese immigrants.

Although Nguyen’s extracurricular activities
take up much of her free time, she finds ful-
filment in helping others. Looking back at
her experiences in medical centers—here in
Texas and abroad—she knows without a
doubt she has found her calling.

“Back when I was volunteering at Dell Seton, I
remember seeing the patients struggling and
wanting more than anything to help them feel
closer to normal,” Nguyen says. “That’s the main reason
why I chose to become a doctor, so I can help
people and make them well again.”

“Leadership

Message From the Assistant Vice President

Since its inception in 2008, The Longhorn Center for School Partnerships (LCSP) has been sending tens
of thousands of students down the college-bound path, bringing new generations of thought leaders to
the Forty Acres and top schools across the nation.

The many programs you will read about in these pages are playing a key role in attracting a diverse student
body, which is critical to the learning experience here at UT Austin and beyond. Under the leadership of LCSP
Assistant Vice President Patrick Patterson, these programs help students learn, develop and lead in their
academic pursuits and throughout their lives.

Starting with elementary school students in the Neighborhood Longhorns program and continuing
with high school students in various college-readiness programs, the LCSP provides an invaluable service to
both students and their families by making their college dreams a reality.

Most recently, UT Austin received the Seal of Excellence recognition; it has also made strides in diversifying
our campus with higher numbers of Latino/a and African American students. In 2021, the university’s
number and percentage of historically underrepresented students—who identify as Black, Hispanic, American Indian
or Alaska Native, or Native Hawaiian or Other Pacific Islander—rose to their highest levels ever, representing
32.7% of the undergraduate population and 29.6% of the university as a whole. This accomplishment is a
direct result of the collaboration and partnership of the LCSP and the Office of Admissions. Together, they
are making a big impact on the university and the students it serves through transformative programs such as
the Youth Engagement Center, Advise TX and the Dual Enrollment initiatives.

There is no greater way to serve the state than by providing educational equity for our children, and I applaud
the LCSP for making college more accessible and attainable for our underserved students.

LaToya Smith, Ph.D.

Vice President for Diversity and Community Engagement
Assistant Professor of Practice, Department of Educational Leadership and Policy

Message From the Vice President

A unit within the DDCE’s Academic Diversity Initiatives, the LCSP is a portfolio of programs that provide
college-readiness, academic success and professional development services for underrepresented students.
The rigorous statewide Pre-College Academic Readiness programs 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. These programs
in the LCSP serve more than 40,000 students annually.

Staffed by experienced professionals within the Division of Diversity and Community Engagement, the 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
Dual Enrollment Initiatives, Advise TX, Youth Engagement Centers and Neighborhood Longhorns Program

Leadership
Our Mission
Advise TX, as part of the national College Advising Corps, works to increase the number of first-generation, low-income, and/or unrepresented 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 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 36 schools in Central Texas, El Paso, the Rio Grande Valley 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 campuses.

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 most likely 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.

PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin ISD</td>
<td>Akers, Nasser, Travis</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>KIPP Austin Collegiate, Vanguard Academy</td>
</tr>
<tr>
<td>De Valle ISD</td>
<td>Del Valle</td>
</tr>
<tr>
<td>De Soto ISD</td>
<td>De Soto</td>
</tr>
<tr>
<td>La Joya ISD</td>
<td>Juarez-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 North</td>
</tr>
<tr>
<td>San Marcos ISD</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Secorro ISD</td>
<td>El Dorado</td>
</tr>
</tbody>
</table>

POPULATION SERVED

- Hispanic/Latina: 23,147 (76%)
- Caucasian/White: 4,395 (14%)
- African American/Black: 2,131 (7%)
- Asian American: 243 (<1%)
- Native American: 36 (<1%)
- Multiracial: 515 (1%)

LUNCH STATUS

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

PERFORMANCE OF HIGH SCHOOL SENIORS

<table>
<thead>
<tr>
<th>SPECIFIC INTERACTIONS</th>
<th>1st-3rd Meetings With Advisor</th>
<th>93%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE APPS SUBMITTED</td>
<td>1+ Apps</td>
<td>88%</td>
</tr>
<tr>
<td>COLLEGE APPS ACCEPTED</td>
<td>3+ Apps</td>
<td>85%</td>
</tr>
<tr>
<td>Admitted to UT Austin Out of 769 Applicants</td>
<td>345</td>
<td></td>
</tr>
<tr>
<td>CAP Admission to UT</td>
<td>272</td>
<td></td>
</tr>
<tr>
<td>FAFSA SUBMITTED</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>TOTAL NUMBER OF SCHOLARSHIPS</td>
<td>345</td>
<td></td>
</tr>
</tbody>
</table>

Mission
The University of Texas at Austin, UT Youth Engagement Centers (YEC) target and serve underrepresented students by providing college readiness enrichment activities designed to help them graduate from high school and matriculate 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. With a newly expanded scope for the centers, the DOCE changed the name of UT Outreach Centers to Youth Engagement Centers in the spring of 2020.

The centers continue to 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.

The UT Youth Engagement Centers serve 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
Youth Engagement Center 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 2020–2021 Participant Demographic Information

<table>
<thead>
<tr>
<th>CENTER</th>
<th>DISTRICT</th>
<th>CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td>Austin ISD</td>
<td>Anderson, Austin, Bowie, Eastside, LAMA, BU, Northeast, McClinton</td>
</tr>
<tr>
<td>Pflugerville</td>
<td>Pflugerville ISD</td>
<td>Hendrickson, Pflugerville, Connally</td>
</tr>
<tr>
<td>Dallas</td>
<td>Allamanda, Barcelo, Rios Leadership Academy, Carter, Collin College Academy, Jefferson, Cedar Hill Collegiate, Delio, Danielsville, Kimball, Lancaster, Lincoln, Madison, North Dallas, Rosemell, Skyline, South Oak Cliff, Samuell, Walsh, New Tech, Pickens, Samuell, Spann, Wilmer-Hutchins</td>
<td></td>
</tr>
<tr>
<td>Houston</td>
<td>Kashmere, Madison, North Forest, Sam Houston, Walding, Washington, Wisdom, Northside, Via, Weidner, Sharpstown, Zina Garrison Academy</td>
<td></td>
</tr>
<tr>
<td>Rio Grande Valley</td>
<td>McAllen ISD, PSJA ISD</td>
<td>Mission ISD, Mission Valley, Mission Viejo</td>
</tr>
<tr>
<td>San Antonio</td>
<td>Brackenridge, Edison, Highlands, Harlandale, Lancer</td>
<td></td>
</tr>
</tbody>
</table>

PROGRAM PARTICIPANTS BY ETHNICITY

- Caucasian/White: 8%
- African American/Black: 54%
- Asian American: 3%
- Pacific Islander: 2%
- Other: 2%
- Hispanic/Latina: 40%

PERFORMANCE OUTCOMES FOR HIGH SCHOOL SENIORS

<table>
<thead>
<tr>
<th>COLLEGE MATRICULATION</th>
<th>Four-year</th>
<th>Two-year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>833</td>
<td>94</td>
</tr>
</tbody>
</table>
**NLP students also have access to campus events including:**
- Iron Spikes Baseball Clinic
- Hit a Homerun for Education
- Kappa Alpha Psi STAAR Carnival
- Project Come Together
- Spring Jam!

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 Overview**

The NLP was established in 1991 as an educational incentive program operating in partnership with 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. 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

**BY THE NUMBERS**

- 36 participating sites
- 30 elementary schools
- 6 middle schools
- 4 additional Austin-area campuses
- 2,888 students served in 2020–21
- 96 total events
- 12 off-campus events
- 84 virtual events
- 828 UT student-volunteer service hours, including 669 tutoring hours by 312 UT students

**ChemBridge**

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

**Program Overview**

Established in 2003, ChemBridge is a collaboration among 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). ChemBridge students experience the pace, rigor, depth and expectations of a UT Austin chemistry course. 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 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 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.
MathBridge 2020–2021 Participant Demographic Information
MathBridge served 76 registered students during the 2020-2021 academic year. Three high schools participated in the program. Based on survey results, 99 percent will matriculate to a postsecondary institution immediately following high school graduation.

Program Overview
Established in 2005 as SPURS, 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 UT Austin rhetoric and writing courses. The courses are designed for both new and intermediate college writers, providing beneficial exposure for high school students to critical reading and writing habits crucial to college success across majors.

WritingBridge 2020–2021 Participant Demographic Information
WritingBridge served 115 students during the 2020-2021 academic year. Four high schools participated in the program. Based on survey results, 99 percent of students will matriculate to an institution of higher education following high school graduation.

PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guadalupe 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

<table>
<thead>
<tr>
<th>MathBridge Earned College Credit</th>
<th>n=76</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Credit</td>
<td>74%</td>
</tr>
<tr>
<td>No Credit</td>
<td>26%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>WritingBridge Earned College Credit</th>
<th>n=115</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE 306</td>
<td>55%</td>
</tr>
<tr>
<td>RHE 309K</td>
<td>78%</td>
</tr>
<tr>
<td>No Credit</td>
<td>45%</td>
</tr>
</tbody>
</table>

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

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 classroom observations, college literacy activities, guided campus tours and interaction with college students, staff and faculty.

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 ENGL 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.
MathBridge 2020–2021 Participant Demographic Information

MathBridge served 76 registrant students during the 2020-2021 academic year. Three high schools participated in the program. Based on survey results, 99 percent will matriculate to a postsecondary institution immediately following high school graduation.

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 working to improve their mathematical, analytic and critical thinking skills. Students who successfully complete the year-long program earn three 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.

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 classroom observations, college literacy activities, guided campus tours and interaction with college students, staff and faculty.

WritingBridge 2020–2021 Participant Demographic Information

WritingBridge served 115 students during the 2020–2021 academic year. Four high schools participated in the program. Based on survey results, 99 percent of students will matriculate to an institution of higher education following high school graduation.

Program Overview

Established in 2005 as SPURS, 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.
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 operating in partnership with 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. 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 STAAR Carnival
• Project Come Together
• Spring Jam!

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

36 participating sites
30 elementary schools
6 middle schools plus NLP office
4 additional Austin-area campuses

2,888 students served in 2020-21
96 total events
12 off-campus events,
84 virtual events
828 UT student-volunteer service hours, including 669 tutoring hours by 312 UT students

ChemBridge 2020–2021 Participant Demographic Information
ChemBridge served 344 students during the 2020–2021 academic year. Thirteen high schools participated in the program. Based on survey results, 99 percent will matriculate to a postsecondary institution immediately following high school graduation. 84 percent qualified for free/reduced lunch.

PARTICIPATING SCHOOLS

DISTRICT HIGH SCHOOL
Austin ISD
LBJ, Northeast
Cathedral ISD
Cathedral
Goessel ISD
Goessel
Laredo ISD
Cigarroa
Pflugerville ISD
Hendrickson
Robstown ISD
Robstown ECHS
San Antonio ISD
Burbank
San Benito ISD
San Benito
Somerset ISD
Somerset
Charter Schools
East Austin College Prep, IDEA Waco

PROGRAM PARTICIPANTS BY ETHNICITY

Hispanic/Latino 76%
Asian American 2%
Multiple 4%
Caucasian/White 7%
African American/Black 9%
Asian American 2%
Multiple 4%
African American/Black 9%
Caucasian/White 7%

STUDENT PERFORMANCE OUTCOMES

Fall ChemBridge Earned College Credit
CH 304K 91%
CH 305 86%
No Credit 9%
No Credit 14%
m=344

Spring ChemBridge Earned College Credit
CH 304K 91%
CH 305 86%
No Credit 9%
No Credit 14%
m=344

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

PARTICIPATING SCHOOLS

District | High School(s)
--- | ---
AustinISD | Akins, Nazaario, Travis
Charter Schools | KIPP Austin Collegiate, Vanguard Academy
DeVall ISD | Del Valle
De Solis ISD | De Solis
La Joya ISD | La Joya, Palmview
Lancaster ISD | Lancaster
Lamar ISD | Lamar
Pharr-San Juan Alamo ISD | PSJA Memorial, PSJA North
San Marcos ISD | San Marcos
Secor ISD | El Dorado

POPULATION SERVED

<table>
<thead>
<tr>
<th>Region/Minority</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>134,274</td>
<td>76%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>4,395</td>
<td>14%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>2,131</td>
<td>7%</td>
</tr>
<tr>
<td>Asian American</td>
<td>243</td>
<td>1%</td>
</tr>
<tr>
<td>Native American</td>
<td>36</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>505</td>
<td>1%</td>
</tr>
</tbody>
</table>

LUNCH STATUS

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

PERFORMANCE OF HIGH SCHOOL SENIORS

| Specific Interactions | 53 Meetings With Adviser | 93%
|-----------------------|--------------------------|---
| College Apps Submitted | 1+ Apps | 88%
| College Apps Accepted | 3+ Apps | 85%
| Admitted to UT Austin Out of 749 Applicants | 345 | 88%
| Total Number of Scholarships | 345 | 72%

Our Mission
Advising 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 underserved high schools. Advising 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 36 schools in Central Texas, El Paso, the Rio Grande Valley and Dallas.

Program Model
Near-Peer Mentoring
Advising 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 Advising 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
Advising 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 campuses.

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 most likely 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.

UT Youth Engagement Centers 2020–2021 Participant Demographic Information
In total, the UT Youth Engagement Centers served 6,198 students in 54 Texas high schools during the 2020-2021 academic year. Seventy-six percent of participants are first-generation college students and 75 percent are from low-income households.

Mission
The University of Texas at Austin Youth Engagement Centers (YEC) target and serve underrepresented students by providing college readiness enrichment activities designed to help them graduate from high school and matriculate 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. With a newly expanded scope for the centers, the DODC changed the name of UT Outreach Centers to Youth Engagement Centers in the spring of 2020.

The centers continue to 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.

The UT Youth Engagement Centers serve 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
Youth Engagement Center 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.

Performance Outcomes for High School Seniors

<table>
<thead>
<tr>
<th>College Matriculation</th>
<th>Four-year</th>
<th>Two-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Austin</td>
<td>833</td>
<td>94</td>
</tr>
</tbody>
</table>

The University of Texas at Austin Youth Engagement Centers
Kathy Nguyen
Junior/Biochemistry

Ever since Kathy Nguyen came to Texas by way of Saigon, Vietnam, she has been determined to pursue the path to medical school—and to never for a moment take her parents’ sacrifices for granted.

“My family moved out here to give my brother and I the best education,” Nguyen says. “My father went to medical school in Vietnam but had to drop out because he couldn’t provide paperwork that was lost during the time when my grandma was sent to a re-education camp during the war, so this is my way of fulfilling both his dream and my own.”

While attending high school in Pflugerville, she joined the Youth Engagement Center to make her college dreams a reality. During her time in the program, she participated in leadership conferences, college-prep workshops, campus tours and many other activities designed to set students down the college-bound path.

“The leadership conferences were very inspirational,” says Nguyen, who is now a biochemistry junior at UT Austin. “It was great to get together with all the Austin-area students and practice our leadership skills through various activities. One lesson that stuck with me is that you should always be mindful of what’s best for the team, not just what’s best for you.”

She’s especially grateful for the program’s scholarship application guidance, which helped her earn a $20,000 Presidential Scholarship from The University of Texas at Austin. The scholarship also provided additional funding for study abroad, providing a once-in-a-lifetime opportunity to study medical practices in Ghana, Africa.

“It was really helpful to look at traditional medicine in Ghana and to see it from a different perspective,” Nguyen says. “Growing up in Vietnam, I was accustomed to similar practices, like using animal and plant products for medicine. It’s interesting to see how some of these methods, which can be highly effective, are undermined in the U.S., where we prefer pharmaceuticals.”

Inspired by her experiences in West Africa—and here in the states—Nguyen is more determined than ever to pursue her dream of becoming a doctor. Even while volunteering at Dell Seton Medical Center during the darkest days of the pandemic, she remained committed to her goal.

“Although Nguyen’s extracurricular activities take up much of her free time, she finds fulfillment in helping others. Looking back at her experiences in medical centers—here in Texas and abroad—she knows without a doubt she has found her calling.”

“Now, I feel even more motivated to pursue medical school because there is such a need for more health care workers—and there are so many misconceptions about medicine that are impacting people’s health,” Nguyen says. “Before graduating in spring 2023, Nguyen hopes to study abroad again to broaden her knowledge of medical practices. In the meantime, she’s involved in several student organizations including the UT chapter of the Women’s Relief Initiative, which provides female hygiene products for women in developing countries. She also volunteers with Truc Viet, a local nonprofit that provides services such as language classes and citizenship assistance to Vietnamese immigrants.

“Even though Nguyen is more determined than ever to pursue her dream of becoming a doctor, even while volunteering at Dell Seton Medical Center during the darkest days of the pandemic, she remained committed to her goal. Although Nguyen’s extracurricular activities take up much of her free time, she finds fulfillment in helping others. Looking back at her experiences in medical centers—here in Texas and abroad—she knows without a doubt she has found her calling.”

“Back when I was volunteering at Dell Seton, I remember seeing the patients struggling and wanting more than anything to help them feel better,” Nguyen says. “That’s the main reason why I chose to become a doctor, so I can help people and make them well again.”

Leadership

Message From the Vice President

Since its inception in 2008, The Longhorn Center for School Partnerships (LCSP) has been sending tens of thousands of students down the college-bound path, bringing new generations of thought leaders to the Forty Acres and top schools across the nation.

The many programs you will read about in these pages are playing a key role in attracting a diverse student body, which is critical to the learning experience here at UT Austin and beyond. Under the leadership of LCSP Assistant Vice President Patrick Patterson, these programs help students learn, develop and lead in their academic pursuits and throughout their lives.

Starting with elementary school students in the Neighborhood Longhorns program and continuing with high school students in various college-readiness programs, the LCSP provides invaluable service to both students and their families by making their college dreams a reality.

Most recently, UT Austin received the Seal of Excellence recognition; it has also made strides in diversifying our campus with higher numbers of Latino/a and African American students. In 2021, the university’s number and percentage of historically underrepresented students—who identify as Black, Hispanic, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander—rose to their highest levels ever, representing 32.7% of the undergraduate population and 29.6% of the university as a whole. This accomplishment is a direct result of the collaboration and partnership of the LCSP and the Office of Admissions. Together, they are making a big impact on the university and the students it serves through transformative programs such as the Youth Engagement Center, Advise TX and the Dual Enrollment Initiatives.

There is no greater way to serve the state than by providing educational equity for our children, and I applaud the LCSP for making college more accessible and attainable for our underserved students.

LaToya Smith, Ph.D.
Vice President for Diversity and Community Engagement
Assistant Professor of Practice, Department of Educational Leadership and Policy

Message From the Assistant Vice President for School Partnerships

A unit within the DDCE’s Academic Diversity Initiatives, the LCSP is a portfolio of programs that provide college-readiness, academic success and professional development services for underrepresented students. The rigorous statewide Pre-College Academic Readiness programs 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. These programs in the LCSP serve more than 40,000 students annually.

Staffed by experienced professionals within the Division of Diversity and Community Engagement, the 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
Dual Enrollment Initiatives, Advise TX, Youth Engagement Centers and Neighborhood Longhorns Program
When Barrington Miles journeyed to UT Austin with his Youth Engagement Center group from Cedar Ridge High School, he experienced his first undergraduate lecture hall class taught by an award-winning American history professor Dr. Leonard N. Moore. When class dismissed, the professor lingered for a while to chat with students and offer some words of wisdom. “I told him that I love to travel and he said, ‘You should try to study abroad every summer and attach a page to your resume detailing your experiences and enrichment,’” Miles recalls. Miles took those words to heart and made study abroad a priority when he enrolled in the McCombs School of Business.

“I want to travel to London, where I can go deeper into international business and take on an internship in real estate,” says Miles, who is now a sophomore in the McCombs School of Business. While at UT, Miles has joined several professional development groups including the DDCE’s Heman Sweatt Center for Black Males, a faculty-led initiative that provides a sense of community and guidance for personal, academic and professional success. Throughout the semester, the Sweatt Center offers one-on-one meetings with faculty members, Power Hour student networking sessions and speaker events starring empowering African American leaders.

“It’s inspiring when they bring in guests like Black authors who tell us about their personal stories—and all of the adversity they faced along the way,” Miles says. Miles has also faced his share of challenges early into his academic career when his father got a job in Texas as an air traffic controller and his family was uprooted from their home in Jamaica. “I had to repeat the seventh grade, and I had a hard time making friends because of my accent,” Miles says. “I took speech therapy for four years and lost the Islander English, but every time I go home it comes right back to me.”

Looking back at his journey from Jamaica to Austin, Miles is happy with his decision to pursue a degree that could open many doors. Perhaps he might even go into business with his father, who now runs a thriving DJ business and music studio. “I could have easily skipped college and made a good living working for my dad, but I want to see what I can achieve on my own and incorporate that into what my dad has built.”

“I could have easily skipped college and made a good living working for my dad, but I want to see what I can achieve on my own and incorporate that into what my dad has built.”

UT Youth Engagement Center
Spotlight on Student Success

Barrington Miles
Sophomore/Business

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“I could have easily skipped college and made a good living working for my dad, but I want to see what I can achieve on my own and incorporate that into what my dad has built.”

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The University of Texas at Austin • Division of Diversity and Community Engagement

Longhorn Center for School Partnerships
Advise TX • ChemBridge • MathBridge • WritingBridge
Neighborhood Longhorns Program • UT Youth Engagement Centers

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http://diversity.utexas.edu/schoolpartnerships/

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