

Educator's
Guide to
the National
Hispanic
Institute

2016 -
2017

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HISTORY AND WORK

NATIONAL HISPANIC INSTITUTE – A BRIEF HISTORY

The National Hispanic Institute (NHI) was founded on July 20, 1979 by Ernesto Nieto and a few colleagues who originally came together as part of an effort to create a community leadership structure for Latinos in Texas. In 1981, high school youth became the focus of the newly established organization through a pilot project called the Austin Young Leaders Conference. Only 90 students comprised the first class of participants; NHI today serves well over 3,000 high school students a year. While the Lone Star State retains a strong representation among youth the population who annually attend the organization's Summer Leadership Series, today participants represent 26 U.S. states, 7 Latin American nations, and also many of the cultural influences that make up today's modern Latino community.

More important than any other aspect of the organization's makeup and history is the caliber of youth in attendance. Altogether this membership of over 90,000 bright, forward looking youth flow into our nation's colleges, universities, and professional sectors to form the reservoir of human talent from which the Latino community can today select its future community leaders.

The National Hispanic Institute's most important mission and purpose is to make leadership preparation a life-defining experience for high school age Latino youth throughout the United States and Latin America.

Our 37 year history has given us important insight into the impact that leadership training can have on the mindsets, aspirations, behaviors, and attitudes of young people. Two doctoral studies conducted at DePaul University and Texas A&M University - Kingsville support the impact of NHI's work, while the Harvard Journal of Hispanic Policy has also published the Institute's projections of the country's Latino leadership needs. Research on NHI's leadership experiences provide documented evidence of the changes students undergo as result of the Institute's youth programs and their successes in the classroom, college, and community. Coupling these efforts with the work of our public and private schools greatly contributes to the enrichment and expansion of the well-educated, skilled, and civically engaged future leaders for a population forecasted to constitute 1 in 3 Americans by 2050.

LEARNING ABOUT OUR YEARLY EFFORTS – THE SUMMER LEADERSHIP SERIES

Every year, the National Hispanic Institute conducts nationwide outreach and recruitment to identify candidates for two of its five primary programs: the Great Debate for 9th grade students and the Lorenzo de Zavala Youth Legislative Session (LDZ) for 10th graders. Student members who join in 9th or 10th grade attend the capstone experience the Collegiate World Series (CWS). Each program is creatively designed to strengthen different skill sets, competencies, and knowledge needs of participants in leadership and Latino community affairs. NHI learning experiences are led and implemented by a team of alumni faculty members.

Learning at the Great Debate

The Great Debate focuses on communication-enhancing activities that strengthen abilities in public speaking, abstract reasoning, analyzing complex subjects, and competing in an arena of diverse views. In the process, they expand their language skill proficiencies and familiarity with social issues and challenges facing the Latino community. The Great Debate is conducted for either four or six days, in cohorts of 150-200 students, using a competitive team format. The Great Debate learning model is influenced by Action Learning and has worked with leaders from the World Institute for Action Learning. Dr. Arthur Freedman, organization development and change scholar-practitioner and professor at American University, has been a key advisor in the development and evaluation of NHI's curriculum. Great Debate challenges, from local training to the tournament, should be addressed with open questions and through the establishment of learning teams.

Learning at the Lorenzo de Zavala Youth Legislative Session

The eight-day long Lorenzo de Zavala Youth Legislative Session for sophomores and juniors is more extensive and varied in its focus. Students involve themselves in the formation of community policy and navigating its various social systems, protocols and procedures. A legislative format is used to introduce these concepts; however, the overall intent is far removed from students learning the intricacies of governmental processes. The overarching goal of the LDZ is to introduce students to the practices of forming communities and constituencies in order to utilize public policy as a key means of changing and advancing community life.

Experiences at the LDZ are very much influenced by social constructivist learning environments and models. There are many moving parts, complex systems and rules, and a short time line to make

decisions and set policy. Through the game, students create their own knowledge, learn from their own experiences, are challenged to collaborate and have to constantly reflect on what is happening next through plenty of discussion led by Senior Counselors and the Educational leadership team. The intent is to prepare young leaders to effectively and successfully achieving their academic, professional, personal, and community goals through organized systems and entities. The increase in discussion, constant collaboration, use of creative thinking, setting high expectations, awarding risk taking, and a being in an environment that where all the learners are at an advanced academic level motivates the students to take ownership, be constantly engaged, and fully immersed in the learning. The LDZ is the only NHI experience that is so multi-layered.

In his doctoral work, the late Dr. Michael Gibbs, formerly of Capitol College, DePaul University, and the Planetary Science Institute, conducted research on the LDZ by using the Kouzes and Posner Leadership Practices Inventory. His finding showed that the LDZ participants upon completing the program successfully demonstrated the Five Practices of Exemplary Leadership[®] - Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

In addition, both the Great Debate and LDZ involve learning experiences on early exposure to college, related life-management skills, and personal and family health. Dr. Patricia Gandara, of the UCLA Graduate School of Education, findings in her 2005 work with high achieving Latino students pointed to three features of effective college preparation and leadership programming: (1) mentoring and consistent interaction with students over a long period of time; (2) development of a peer group that supports student's academic aspirations and that meets for academic as well as for social and emotional support; (3) access to academic-leveling experiences such as college visits familiarity with university processes. In his graduate work at DePaul University, Nicholas Lopez of the University of Denver demonstrated how NHI learning programs effectively prepare students consistent with Dr. Gandara's finding.

The Collegiate World Series (CWS) for rising high school seniors is also a highly popular summer learning opportunity for NHI youth. However, it is reserved for students who successfully participated in the Great Debate and/or the LDZ. Again, with the support of Dr. Freedman, the CWS capstone experience introduces students to action planning using Inquiry Based Learning. Students spend the final days of their CWS experience preparing for the eventual life challenges and opportunities that are so broad and complex that a simple set of questions is not enough. In addition to how to approach the college

decision, CWS strives to prepare students to fully explore the depth and breadth of a challenge and what are vital questions required to respond. The NHI IBL process also ensures that students have a constant set of assessments and evaluations they are conducting, reflecting on their plan and on their own analysis. The concept is derived from the life shaking challenges that start to come the way of a young adult, especially as they start their career or graduate students. CWS students leave the program with an expansive set of tools to help them with their college decision but also a tool set for the life challenges that will come their way deep into adulthood. Leaders must be equipped with questions to process but also with the stamina and courage to always move in a forward direction.

Through work conducted with urban and first-generation college students in the Pasadena Independent School District outside of Houston and the San Antonio Independent School District, research showed a positive correlation between students who participated in the Great Debate and LDZ. Every year their academics improved with each learning experience. Similar findings with research conducted in rural and small agricultural communities as part of NHI's Texas Rural Initiative in West Texas and the Rio Grande Valley. Paired with the influence of strong, quality schooling, the impact of NHI learning experiences cannot be emphasized enough. Of the 90,000 youth who have participated over the years, 98% enroll in undergraduate studies after high school. Additionally, 90% earn their undergraduate degrees in 4 to 5 years with over 67% continuing into advanced studies.

PROGRAM OUTREACH AND RECRUITMENT

RECRUITMENT SCHEDULE FOR 2016-2017

Student outreach and recruitment will officially launch September 1, 2016 with the intent of circulating program brochure information and materials to 1,000 private and public high schools. Special attention will be given to the Midwest, Northwest, Northeast, Mid-Atlantic, Southeast, Southwest and targeted schools in Latin America. As always, the intent of NHI is to create solid gender, community and national diversity amongst represented students. Having early access to student names, addresses and emails also allows the organization to establish early contact with families to begin the registration process.

Early outreach and recruitment begins August 15, 2016 – October 15, 2016.

Regular outreach and recruitment begins October 16, 2016 – November 30, 2016.

Late outreach and recruitment begins December 1, 2016 – until capacity.

Teachers and counseling offices may assist by nominating students they feel would not only benefit from the experience of an NHI program, but also meet the academic requirements to gain admission.

HOW STUDENTS FIND OUT ABOUT OUR PROGRAMS

Interested students are introduced to our programs through the always-appreciated support of local school leaders, or volunteer outreach conducted by high school and college alumni, parents, and “word of mouth”. The outreach and recruitment efforts conducted by headquarters are purposely tailored to the necessities of the communities we engage.

Freshmen age students, for example, can participate in either a four-day or a six-day Great Debate project. The four-day program is implemented through local community teams managed by volunteer Project Administrators, who conduct training for the participants 90 days prior to the program; therefore, these are restricted to communities in Texas. In contrast, all six-day training takes place on-campus, so it is open to students from throughout the US, including the Midwest, Northeast, and Latin America.

Although all LDZ sites are open to our sophomore and junior students, some have already participated in the Great Debate while for others it is the first contact they have with us. The CWS is reserved only for students that have previously attended the freshman and/or sophomore programs. As you can see, because of the varied points of introduction and different levels of information student and families already possess, the use of a targeted approach is important.

Each community is assigned to an individual program officer who will take care of whatever needs they might have.

Program Officer Directory

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HOW COUNSELORS, TEACHERS, AND ADMINISTRATORS CAN HELP

Encouraging students to apply early and follow NHI deadline schedules is one of the most important ways that school representatives can assist in the outreach and recruitment process. Establishing continuing contact with NHI staff during student mobilization, not to mention coordinating classroom presentations, identifying and nominating prospective candidates, and encouraging academically eligible students to apply are by far some of the most beneficial services that school officials can provide.

Program Summaries

To provide context to NHI's 2016-2017 planned recruitment program, the following program summaries are provided:

- Six-Day Great Debate, 9th Grade Students: Nominations for the Northeast Great Debate at Villanova University, open to students who reside in Latin America and anywhere in the U.S., especially the northeast and mid-Atlantic regions, and the Midwest Great Debate at Augustana College in Rock Island, Illinois for students in the Midwestern states of the U.S., begins August

15, 2016. Nominees who gain admission will be integrated into the organization's general candidate outreach program. A \$150 deposit will be due 10 days after acceptance, and full payment is required 30 days after deposit and may be made in partial installments.

- Four-Day Great Debate, 9th Grade Students, Texas Only: School nominations for the Texas Great Debates begins August 15, 2016 for students who reside in Texas and also plan to join local area teams that compete at Austin College in Sherman, Texas, and U.T. Austin. Nominees approved for admission are integrated into the organization's general candidate pool for review, admission, announcement, and local activity approval purposes. This also includes families paying the \$150 program deposit 10 days after acceptance. Full payment is required 30 days after deposit and may be made in partial installments.
- Lorenzo de Zavala Youth Legislative Session, All Programs: Nominations for the 2017 LDZ begin August 15, 2016 for all admission considerations, including crossover 2016 Great Debate participants. Nominees approved for admission are integrated into the organization's general candidate pool for review and admission. A \$150 program deposit is due 10 days after admission. Full payment is required 30 days after deposit and may be made in partial installments.
- Crossover Candidates: NHI youth who attended the 2016 Great Debate may apply for crossover admission to the LDZ throughout the summer with August 15, 2016 being their official deadline to submit an application and \$100 deposit. Applicants who gain admission must be fully paid by October 31 2016. Applicants who also attend Celebracion will have their deposit deadline extended until August 31, 2016, and until December 31, 2016 to remit their full payments.
- Host Schools: In circumstances where students attend an NHI program through school-hosted sponsorship, agreements reached between NHI and the host entity guide the payment process. Schools are encouraged to also adopt an "alternate system of student replacement" in the event that an admitted student is unable to attend because of illness or other circumstances.

NOMINATING STUDENTS

A school nomination does not guarantee admission to any student interested in attending an NHI leadership program. However, nomination does signal a serious intent by a school to have its students given consideration. A nomination commits neither a student to participate, nor the school to play any sponsorship role. Once a nomination reaches NHI Headquarters, immediate follow-up takes place to gauge interest. This includes a direct call to the student and parents during which programs are discussed in detail, eligibility standards for admission clarified, and registration costs for attending explained. Additionally, official copies of brochures, that include deadlines and other administrative requirements for admission, are provided.

Counselors who nominate students can further guide students by going over materials, including program videos that can be accessed through www.nationalhispanicinstitute.org, and directing questions to NHI Headquarters. Nominations can be sent via email to designated program officers, via fax to 512-357-2206, or C/O NATIONAL HISPANIC INSTITUTE, P.O. BOX 220, MAXWELL, TEXAS 78656.

In conducting its selection process, NHI endeavors to admit the best-qualified students possible while also ensuring gender balance, diversity, and even representation from schools throughout the United States and Latin America.

DISTRIBUTION OF PROGRAM BROCHURES AND APPLICATIONS

Yearly, the National Hispanic Institute designs, prints, and distributes thousands of brochures that describe its programs, explain student eligibility requirements, highlight important deadline schedules, and list official program costs. While efforts are made by NHI staff to circulate these and other educational materials to a large numbers of schools, school officials can always request them by either calling the National Hispanic Institute directly at 512-357-5137 or emailing any staff member listed in this guide. Electronic copies of these documents can also be found on our website www.nationalhispanicinstitute.org in the program dropdown menu under forms.

CLASSROOM AND COMMUNITY PRESENTATIONS

The National Hispanic Institute is always glad to provide classroom and community presentations on its summer initiatives. We encourage school officials to work directly with our staff to coordinate an in-person visit, videoconferencing, or teleconferencing presentation.

APPLYING TO THE SUMMER LEADERSHIP SERIES

STUDENT ENROLLMENT

The popularity and demand for openings in NHI sponsored programs makes admission competitive. For purposes of providing guidance to new schools, the following should be carefully reviewed prior to circulating NHI information and guiding eligible students.

Great Debate

- Texas Great Debate – Austin, College Sherman: Limited to 300 freshmen from specific regions
- Texas Ambassador Great Debate - UT-Austin: Limited to 200 freshmen from specific regions

(Regions: Austin – Greater Austin, Travis and Williamson Counties, Baytown; Corpus Christi; Dallas – Greater Dallas and DFW Metroplex; El Paso – West El Paso and El Paso County; Houston – Greater Houston, Northwest Houston, and Harris County; Laredo; Rio Grande Valley – Starr and Hidalgo Counties; San Antonio – Greater San Antonio, Guadalupe, Bexar, and Comal Counties; Tip of Texas – Brownsville and Cameron County)

- Midwest Great Debate - Augustana College, Rock Island, IL: 150 students
(Primarily from Greater Chicago; Kansas City; Quad Cities; and Omaha, Nebraska. Other communities may also file for admission.)
- Northeast Great Debate - Villanova University, Villanova, PA: 150 students
(Primarily from Northeastern states, Latin America, particularly from Puerto Rico, Mexico, Panama, and the Dominican Republic. Other communities may also file for admission.)
- Texas Star Great Debate - Our Lady of the Lake University, San Antonio, TX
(Primarily from small communities along the I.H. 35 corridor from San Antonio down to Laredo. Other communities may also file for admission.)

Lorenzo de Zavala Youth Legislative Session

All sites of the LDZ are open to all academically eligible sophomore and junior students worldwide.

- Texas LDZ - Texas Lutheran University, Seguin, TX: 215 openings
- National LDZ - Elmhurst College, Chicago, IL: 200 openings
- New York LDZ - University of Rochester, Rochester, NY: 150 openings
- Colorado LDZ - Colorado State University, Ft. Collins, CO: 150 openings
- California LDZ - University of San Diego, San Diego, CA: 150 openings
- LDZ Las Americas - Ciudad del Saber, Panama City: 100 openings

NHI'S COMPETITIVE REVIEW PROCESS

No student is admitted into a leadership programs of the National Hispanic Institute without first submitting a full application for review. Selection criteria for first year 9th grade applicants includes a 3.0 GPA, while the LDZ requires a 3.2 GPA. All applicants must be enrolled in a college bound curriculum, demonstrate involvement in school extracurricular activities, and have firm intentions to pursue undergraduate studies.

Applications may be downloaded from NHI's official website at www.nationalhispanicinstitute.org. The required \$20 application fee (check or money order only) must be attached to paper applications submitted via regular postal services. Online registration is also available at www.regonline.com/nhisummer2016. The Parent and Medical Release Forms are also required for a complete application. Once submitted, the review process takes approximately two weeks, provided that an application falls within the timeframes of the National Hispanic Institute.

ACADEMIC REQUIREMENTS FOR ADMISSION

Great Debate

Students who apply for admission to the Great Debate must be enrolled as high school freshmen during the 2016-2016 school year, and meet an (85/100 scale; 8.5/10 scale; 3.75/5 GPA (weighted); 3.0/4.0 GPA (unweighted)) minimum in core subject matter.

Lorenzo De Zavala Youth Legislative Session

The LDZ requires a slightly higher (87/100 scale; 8.7/10 scale; 4.0/5.0 GPA (weighted); 3.2/4.0 GPA (unweighted)) minimum. Applicants must be either sophomores or juniors during the 2016-2016 academic year, and enrolled in a college bound curriculum.

COSTS OF NHI TRAINING PROGRAMS

NHI employs a uniquely designed community model that makes costs accessible to most parents. The actual cost of an average NHI program is \$1,398. However, through resources mobilized by the National Hispanic Institute and its participating partners Great Debate students only pay 46% and 56% for the LDZ.

More importantly, students are allowed sufficient time and resources to generate their portion of the registration through initiatives that include family, community, business, and school sponsorships, or any combination thereof.

At the National Hispanic Institute, we feel strongly that students, as a requisite community experience, should learn to be resourceful and creative in generating funds. We believe that doing so will help them establish support networks that may be of help once they transition to college and beyond.

Great Debate

All tuition fees include the \$20 application fee and \$150 deposit. Room and board, meals, and materials are covered through the duration of the program.

4-day: \$595

6-day: \$645

Lorenzo de Zavala Youth Legislative Session

All tuition fees include the \$20 application fee and \$150 deposit. Room and board, meals, and materials are covered through the duration of the program with the exception of the excursion night dinner.

All programs: \$795

SCHOOL SPONSORSHIPS

A growing number of public and private schools are beginning to take active roles in supporting their students either as full or partial sponsors to NHI youth programs. Some schools work closely with their federal program officers on identifying funds for academically eligible students. Others limit assistance to partial support. In some cases, students are allowed opportunities to fundraise through various pre-approved initiatives that may include matching school funds. NHI works directly with representatives of school districts in making these funding opportunities possible, especially in cases where multiple students submit applications and gain admission.

CELEBRACION

Celebracion, the fall program of the National Hispanic Institute, generally takes place in November. This 4-day experience is conducted in a high profile venue, and includes numerous events such as, training sessions, competitions, awards ceremonies, and special recognition of outstanding contributions to Latino community among NHI alumni and well-known community leaders.

As the Institute's signature showcase event, participants attend this experience only through special invitation. Only students who advance as finalists in the Great Debate and LDZ are issued invitations to attend. Because NHI school seniors are in their final year of program participation, they too are automatically placed on the priority roster. Apart from student qualifiers, NHI undergraduate alumni, professional alumni, parents, politicians, school officials, College Register admission officers, and other special guests are present at Celebracion.

NHI'S COLLEGE GOING CULTURE

COLLEGE REGISTER

As you may already know, 98% of NHI participants enroll in undergraduate studies after high school, 90% earn their undergraduate degrees in 4 to 5 years, and over 67% continue into advanced studies. In order to strengthen their college prospects, the academic profiles of our summer leadership program participants are automatically sent to NHI's consortium of 70+ member four-year colleges and universities for early review and outreach. At the LDZ students also have the opportunity to attend an exclusive full-day college fair with our College Register members. At this event, NHI students and their parents are able to speak to admissions officers and broaden their knowledge of colleges and universities from different parts of the nation. Participants also receive guidance from older NHI alumni enrolled in college who serve as their senior counselors during the week. Furthermore, NHI Great Debate and LDZ alumni are automatically eligible for the Collegiate World Series where they receive additional training in essay development, interviewing, resume preparation, and financial planning one year prior their graduation. Letters of recommendation and other support services are also available to them during their final year of high school.

ROSTER OF NHI COLLEGE REGISTER MEMBERS 2016-2017

Abilene Christian University	DePauw University	Oberlin College &
Adams State University	Drake University	Conservatory
Amherst College	Drexel University	Our Lady of the Lake
Arcadia University	Earlham College	University
Augustana College	Emory University	Saint Joseph's University
Austin College	Florida International	Saint Louis University
Bates College	University	Schreiner University
Baylor University	Fordham University	Simmons College
Bennet College	Howard Payne University	Southwestern University
Bryant University	Illinois Wesleyan University	St. Edward's University
Cabrini College	Iowa State University	Swarthmore College
Centre College	Marquette University	Texas A&M University -
Colby College	Miami University (Ohio)	College Station
Colorado State University -	New York University	Texas Lutheran University
Pueblo	Northwestern University	Texas Tech University
Concordia University Chicago		Trinity College
Cornell University		

Trinity University
Tulane University
University of Arkansas
University of Houston
University of Minnesota
University of North Texas
University of Northern
Colorado

University of Pennsylvania
University of Rochester
University of San Diego
University of Tampa
University of Texas at
Arlington
University of Texas
University of Texas at Tyler

Vanderbilt University
Villanova University
Washington University in
St. Louis
Wheaton College
Xavier University
Yale University

NHI LEADERSHIP

ABOUT THE BOARD, STAFF, AND NHI VOLUNTEERS

A 29-member board of former participants, who are involved in various business and professional endeavors, provide policy guidance and direction to the National Hispanic Institute quarterly. The institution's national headquarters staff is also comprised of former participants who all have at least completed their undergraduate studies. Nearly 1,000 students, alumni, and parents represent the base support of the NHI. Many serve in numerous program roles that include student coaching, curriculum development, community relations, student outreach, program marketing, project management and evaluation, and numerous other skill and competency-building experiences. The sustained participation of this large base of supporters plays a key role in keeping NHI programs financially accessible.

NHI PRESIDENT AND FOUNDER

Ernesto Nieto is the chief executive officer of National Hispanic Institute and has served in this role for nearly 37 years. A former schoolteacher and government official, Nieto launched the initial endeavors that would become the National Hispanic Institute of today in Austin, Texas in 1979. Among his many awards and recognitions, he holds two honorary doctorate degrees, is a Distinguished Alumnus and Trustee of his alma mater Southwestern University, and has written two books on leadership development. In July 2013, he received the George I. Sanchez Award for Civil Rights by the National Education Association in Washington D.C. In the Spring 2014, he was named a Woodrow Wilson Visit Fellow through the Council of Independent Colleges and will be delivering his first presentation at Rockhurst University this fall. Former recognitions include awards and citations from Harvard University, the National Association for College Admissions Counseling, Texas State Teachers Association to name a few. He has also been a member of the DePaul University Board of Trustees and is currently on the advisory board of the World Institute for Action Learning.

NHI STAFF ROSTER

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