Educator’s Guide
2018 – 2019
First Edition

Inside
About NHI
Helping students enroll
Deadlines
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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 those who annually attend the organization’s Summer Leadership Series, participants today hail from 26 U.S. states and 7 Latin American nations, representing 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 40-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 one in three Americans by 2050.
YOUTH PROGRAMS: 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 – 9th Grade Students

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 like Dr. Arthur Freedman. Dr. Freedman is an 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 – 10th / 11th Grade Students

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 must 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 achieve 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, and awarding risk taking—in an environment where all the learners are at an advanced academic level—motivates them 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, 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 demonstrated how NHI learning programs effectively prepare students consistent with Gandara’s findings.

**Learning at the Collegiate World Series (CWS) – 11th graders**

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.

Research involving urban and first-generation college students in the Pasadena Independent School District (in the Houston metro area) and the San Antonio Independent School District showed a positive correlation between students who participated in the Great Debate and LDZ. Every year, their academics improved with each learning experience. Research conducted in rural and small agricultural communities, as part of NHI’s Texas Rural Initiative in West Texas and the Rio Grande Valley, showed similar findings. 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 2018-2019**

Student outreach and recruitment will officially launch September 1, 2018, 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 the Dominican Republic, Mexico, and other parts of 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, 2018 for alumni and mass mail distribution.

Regular outreach and recruitment begins September 1, 2018 – October 31, 2018.

Late outreach and recruitment begins November 1, 2018 – 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.

STUDENT OUTREACH PRACTICES

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, 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 primarily for students that have previously attended the freshman and/or sophomore programs, but integrates others on a space availability basis. As you can see, because of the varied points of introduction and different levels of information students and families already possess, the use of a targeted approach is important.

To schedule an appointment, request information, or for general questions, please contact:

Admissions at admissions@nhimail.com
In subject line, please write: Name of Your School/District/Organization

o. 512-357-6137
f. 512-357-2206

HOW COUNSELORS, TEACHERS, AND ADMINISTRATORS CAN HELP

Counselors, teachers, and administrators can help us make a greater impact by encouraging students to apply to NHI programs early and follow NHI deadline schedules. School representatives can additionally provide invaluable support to our efforts by 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 participate in NHI.
Schools and districts that wish to sponsor students to attend, either fully or partially, should immediately call: 512-357-6137 and speak with Mr. Julio Cotto (jcotto@nhimail.com), Senior Vice President, or Mr. Dylan Besteiro (dylan@nhimail.com), in our business office.

Program Summaries

To provide context to NHI’s 2018-2019 planned recruitment program, the following program summaries are provided:

- **Six-Day Great Debate, 9th Grade Students:**
  
  Nominations for the Northeast Great Debate and Midwest Great Debate are open to students who reside in Latin America and anywhere in the U.S. 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 the 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, 2018 for students who reside in Texas and also plan to join local area teams that compete at Austin College in Sherman, Texas, and the University of Texas at Austin. Some spots are also made available for students who wish to be a member of a local Great Debate region, but may have schedule conflicts that prevent them from regularly attending rehearsals. Nominees approved for admission through NHI’s online application system at [www.nationalhispanicinstitute.org](http://www.nationalhispanicinstitute.org) must apply to be part of the local Great Debate region. Students will be approved for admission into one of NHI’s sponsoring Great Debate regions by the National Hispanic Institute’s headquarters in Maxwell, Texas. Final determinations to send students to NHI’s Texas host site locations and/or elsewhere will be at the discretion of the local organization. The Great Debate program requires families to pay 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 2019 LDZ begin August 15, 2018 for all admission considerations, including alumni 2018 Great Debate participants. Nominees approved for admission through NHI’s online application system at [www.nationalhispanicinstitute.org](http://www.nationalhispanicinstitute.org) 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 (Returning Students) Candidates:** NHI youth who attended the 2018 Great Debate may apply for crossover admission to the LDZ throughout the summer with August 15, 2018 being their official deadline to submit an application and $100 deposit. Applicants who gain admission must be fully paid by October 31, 2018. Applicants who also attend Celebracion will have their deposit deadline extended until January 15, 2018.

- **Host Schools and Priority Schools:** In circumstances where students attend an NHI program through a school-hosted sponsorship, or where schools become official partners through the assignment of internal sponsors to aid with student enrollment, agreements reached between NHI and the host/priority entity guide the process. Schools are
encouraged to nominate more students than needed to develop an “alternate system of student replacement” in the event that an admitted student is unable to attend because of illness or other circumstances.

**NHI Junior Counselors and Fellows**

- You may have students on your campus or in your district who have participated in NHI youth programs in the past. NHI employs a system by which former participants may assist and support our endeavors to engage new students into our programs. This process is voluntary, and may lead to your returning NHI students earning a bid to staff our summer programs as a “junior counselor” or “fellow.” This experience is one of the most beneficial and enriching leadership service experiences around! Students get to return, free of charge (with the exception of transportation), receive leadership training and coaching as mentors, and also serve as guides for our next class of students. To earn credit, alumni seeking this volunteer fellowship should assist you! They should identify first year applicants (aka non-returning students) and ask them to fill in their name in the “recruited by” section of the application online or in the paper application. You may ask these volunteers to assist you in answering student questions, circulating materials, setting up presentations, and conducting follow up. Students are selected on a competitive basis based upon the number of matriculating students that they recruit, as well as other factors. If a student approaches you asking to help, please make sure they call NHI to learn how to enroll as a volunteer candidate, so that we may provide them with the appropriate tool kit to get them started.

**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 direct communication with 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 in the respective program web pages, and directing questions to NHI Headquarters. Nominations can be sent via email to admissions@nhimail.com, via fax to 512-357-2206, or C/O NATIONAL HISPANIC INSTITUTE, P.O. BOX 220, MAXWELL, TEXAS, USA 78656.
**NOMINATION PROCESS:**

For **freshmen** who want to attend the Great Debate, identify up to 30 students with the following criteria:

- Minimal 3.0/4.0 (8.5/10; 85/100; B average) GPA OR
- Honor roll/dean’s list OR
- Pre-AP English or Pre-AP math classes
- College-bound
- Good conduct
- For international applicants outside of the U.S., English conversational English is strongly encouraged

For **sophomores and juniors** who want to attend the Lorenzo de Zavala Youth Legislative Session, or identify up to 30 students with the following criteria:

- Minimal 3.2/4.0 GPA (8.8/10; 88/100; B+ average)
- College-bound
- Good conduct
- For international applicants outside of the U.S., English conversational English is strongly encouraged

For **juniors** who are eligible to attend either the Lorenzo de Zavala Youth Legislative Session AND/OR the Collegiate World Series, identify up to 30 students with the following criteria:

- Minimal 3.2/4.0 GPA (8.8/10; 88/100; B+ average)
- College-bound
- Good conduct
- For international applicants outside of the U.S., English conversational English is strongly encouraged

Once identified, we can work together to get students the information and materials they need. Here are a few ways we can accomplish this. Send information in one of the following formats, preferably in Excel, to: admissions@nhimail.com with [SCHOOL NAME] NOMINATIONS

**Example 1:** Provide us with a list of first/last names, high school graduation year and high school, and we develop nomination letters and send them to you to distribute to the students. This is most effective when we can also plan an in-school presentation for students/parents when schedules permit.

**Example 2:** You provide us with full data, including student first/last name, high school graduation year, high school, home address, city, state, zip. We can develop and direct mail letters to students’ homes. This is also an effective way to reach students/parents for an evening meeting when schedules permit.

**Example 3:** You provide us with student first/last name, high school graduation year, high school, student email and/or student phone number. We can develop e-correspondence and contact students. This is effective when reminders are also sent to students. At times, students don’t check email or e-correspondence can end up in Spam folders or Junk mail. We just need some help with follow up!
In conducting its selection process, NHI endeavors to admit the best-qualified students possible while also ensuring gender balance, diversity, and proportional representation from schools throughout the United States and Latin America.

DISTRIBUTION OF PROGRAM BROCHURES AND APPLICATIONS

The National Hispanic Institute designs, prints, and distributes thousands of brochures on an annual basis, detailing 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 series when schedules permit. We encourage school officials to work directly with our staff to coordinate an in-person visit, videoconferencing, or teleconferencing presentation.

APPLYING TO NHI PROGRAMS

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 250 freshmen from specific regions
  (Regions: Austin – Greater Austin, Hays, Travis, and Williamson Counties, Baytown; Corpus Christi; Dallas – Greater Dallas; Fort Worth; El Paso – El Paso County; Ciudad Juarez; Houston – Greater Houston and Harris County; Laredo; Rio Grande Valley – Starr and Hidalgo Counties; San Antonio – Greater San Antonio, Bexar County; Tip of Texas – Brownsville and Cameron Counties)
- Midwest Great Debate - Augustana College, Rock Island, IL: 150 students
  (Primarily from Greater Chicago; Kansas City; Quad Cities; and Omaha, Nebraska. Other communities, including international communities, may also file for admission.)
- Northeast Great Debate – Eastern Pennsylvania area: 150 students
Primarily from Northeastern U.S. states, Florida, Latin America, particularly from Puerto Rico, Mexico, Panama, and the Dominican Republic. Other communities may also file for admission.

- Texas Star Great Debate – Schreiner University, Kerrville, Texas: 150 students
  (Primarily from small communities along the I.H. 35 corridor from San Antonio down to Laredo, and northern Mexico. 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 – St. Mary’s University, San Antonio, TX: 200 openings
- National LDZ – University of St. Francis, Joliet, IL: 200 openings
- New York LDZ - University of Rochester, Rochester, NY: 150 openings
- Colorado LDZ - Colorado State University, Fort Collins, CO: 150 openings
- California LDZ - University of San Diego, San Diego, CA: 150 openings
- LDZ Las Americas - Ciudad del Saber and Florida State University - Panama, Panama City, PANAMA: 150 openings

**Collegiate World Series**
All sites of the CWS are open to academically eligible junior students worldwide, but preference is given to NHI’s Great Debate and LDZ alumni.

- Texas CWS – University of North Texas, Denton, Texas: 125 openings
- Northeast CWS – Cabrini University, Radnor, Pennsylvania: 125 openings
- International CWS – Saint Leo University, St. Leo, Florida: 125 openings

**2018 - 2019 Deadlines:**

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<tr>
<th>Date</th>
<th>Event</th>
<th>Requirement</th>
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<tr>
<td>October 31, 2018</td>
<td>Regular Admission Deadline: Application, $20, self-reported GPA*</td>
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<td>(*Most recent report card must be uploaded within 10 days of submitting the application)</td>
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<tr>
<td>After October 31, 2018</td>
<td>Schools that receive visits from NHI counselors after October 31 may be assigned different deadlines as long as reservations are made for student spots in advance. Call NHI Admissions BY OCTOBER 31 at 512-357-6137 and ask to become a Community Partner.</td>
<td>For schools and districts that enter into Memorandums Of Understanding (MOUs) by providing tuition assistance to students, deadlines will be set on a case by case basis. Contact NHI at your earliest convenience to reserve spots for your students as an “MOU Partner School”: 512-357-6137.</td>
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</table>
NHI’S COMPETITIVE REVIEW PROCESS

No student is admitted into 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 and CWS require 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.

Applicants may submit their applications in one of two ways: paper applications or online applications. The required $20 application fee for paper applications (check or money order only) must be attached to paper applications and submitted via regular postal services to NHI, P.O. Box 220, Maxwell, Texas 78656 or NHI, 472 FM 1966, Maxwell, Texas, USA, 78656 (for DHL/FedEx/UPS, etc. delivery services); 512-357-6137. Online applications are available at www.nationalhispanicinstitute.org. The Parent and Medical Release Forms may be filled out separately, but should be added to the student’s online file once the student receives their admission letter. Once submitted, COMPLETE applications (including $20 application fee and GPA) take approximately two weeks to review for admission consideration, 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 2018-2019 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. If a student’s first language is not English, then s/he should be enrolled in an English class in school or outside of school leading up to the summer program. NHI reserves the right to interview students to ensure that their conversational English and English comprehension will allow for their participation.

Applicants to the Texas 4-day Great Debate programs must be able to attend a series of rehearsals, usually on weekends, in one of the following cities: Austin, Houston, Ft. Worth, El Paso, Dallas, Hidalgo County, Brownsville, Corpus Christi, San Antonio, Baytown, or Laredo. Students who cannot attend regular rehearsals due to schedule conflicts or distance are encouraged to apply to the 6-day Texas Star Great Debate in Kerrville, Texas.

The 4-day Great Debates in Texas include the Texas Great Debate at Austin College in Sherman, Texas, or the Texas Ambassador Great Debate at the University of Texas at Austin. The Great Debate Project Administrator of NHI’s local alliance reserves the right to develop
criteria to direct freshmen to one of the two program sites. If a student wishes to participate, but is concerned about conflicts in schedule due to the program dates or is not admitted to the favored location, refunds will not be issued. However, students who find themselves in this situation may transfer their funds towards a 6-day program during the same summer when space is available.

**Lorenzo De Zavala Youth Legislative Session (LDZ)**

The LDZ requires a slightly higher \[88/100 \text{ scale}; 8.8/10 \text{ scale}; 4.0/5.0 \text{ GPA (weighted)}; 3.2/4.0 \text{ GPA (unweighted)}\] minimum. Applicants must be either sophomores or juniors during the 2018-2019 academic year, and enrolled in a college-bound curriculum. If a student’s first language is not English, then s/he should be enrolled in an English class in school or outside of school leading up to the summer program. NHI reserves the right to interview students to ensure that their conversational English and English comprehension will allow for their participation.

**Collegiate World Series (CWS)**

The CWS requires a \[88/100 \text{ scale}; 8.8/10 \text{ scale}; 4.0/5.0 \text{ GPA (weighted)}; 3.2/4.0 \text{ GPA (unweighted)}\] minimum. Students who attended the Great Debate and/or LDZ are given first priority. Applicants must be juniors during the 2018-2019 academic year, and enrolled in a college-bound curriculum. If a student’s first language is not English, then s/he should be enrolled in an English class in school or outside of school leading up to the summer program. NHI reserves the right to interview students to ensure that their conversational English and English comprehension will allow for their participation.

**PROGRAM REGISTRATION FEES**

NHI employs a uniquely-designed community model that makes the costs of its programs accessible to most parents. The actual cost of an average NHI program is $1,400. However, through resources mobilized by the National Hispanic Institute and its participating volunteers and partners, Great Debate, LDZ, and CWS students pay about half of that!

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.

**2019 Great Debate**

All tuition fees include the $20 application fee and $150 deposit. Dorm rooms, meals, and materials are covered through the duration of the program with the exception of the excursion night dinner. Not included: Reading materials ($15); transportation to and from the host site; local transportation to and from airports/bus stations, etc. (NHI provides for $45); one dinner meal (suggested: $15); spending money.

4-day Great Debate Tuition (includes $20 application fee and $150 deposit): $675
6-day Great Debate Tuition (includes $20 application fee and $150 deposit): $675
2019 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. Not included: Reading materials ($15); transportation to and from the host site; local transportation to and from airports/bus stations, etc. ($45); one dinner meal (suggested: $15); spending money.

LDZ Tuition (includes $20 application fee and $150 deposit): $895

2019 Collegiate World Series

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. Not included: Reading materials ($15); transportation to and from the host site; local transportation to and from airports/bus stations, etc. ($45); one dinner meal (suggested: $15); spending money.

CWS total tuition (includes $20 application fee and $150 deposit): $695

SCHOOL/DISTRICT 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.

CELEBRACIÓN

Celebración, the fall program of the National Hispanic Institute, takes place in November. This four-day experience is conducted in a high-profile venue, and includes numerous training sessions and competitions, as well as a student awards ceremony and a special recognition of NHI alumni and other community leaders for making outstanding contributions to the Latino community. 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 Celebración. The Celebración registration fee is $395 for 3 nights/4 days (without transportation and one meal). Rates may change for Celebración 2019.
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 four to five 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.

NHI COLLEGE REGISTER MEMBERS 2017-2019
(*Bold denotes NHI host institution)

Abilene Christian University
Adams State University
Amherst College
Arcadia University
Augustana College
Austin College
Bates College
Baylor University
Benedictine University
Bennett College
Bryant University
Cabrini University
Centre College
City of Knowledge
Colby College
Colorado State University
Colorado State University - Pueblo
Concordia University Chicago
Cornell University
DePauw University
Drake University
Drexel University
Earlham College
Elizabethtown College
Emory University
Florida International University
Florida State University
Fordham University
Howard Payne University
Illinois Wesleyan University
Iowa State University
Marquette University
Miami University (Ohio)
New York University
Northwestern University
Oberlin College & Conservatory
Our Lady of the Lake University
Rhodes College
Saint Joseph’s University
Saint Louis University
Schreiner University
Simmons College
Southwestern University
St. Edward’s University
St. Mary’s University
Saint Leo University
Swarthmore College
Texas A&M University - College Station
Texas Lutheran University
Texas Tech University
Trinity College
Trinity University
Tulane University
University of Arkansas
University of Houston
University of the Incarnate Word
University of Minnesota
University of North Texas
University of Northern Colorado
University of Pennsylvania
University of Rochester
University of San Diego
University of St. Francis
University of Tampa
University of Texas at Arlington
University of Texas
University of Texas at Tyler
University of Wisconsin-Parkside
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 20-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 40 years. A former teacher 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 former 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 delivered his first presentation at Rockhurst University in the fall of 2016, followed by Principia College and University of Findlay. He has also received awards and citations from numerous institutions, including Harvard University, the National Association for College Admissions Counseling, the Texas State Teachers Association, and recently received the honorable Splete Award from the Council of Independent Colleges. 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.
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