COLLEGIATEWORLDSERIES
NATIONAL HISPANIC INSTITUTE

INTRODUCING THE COLLEGIATE WORLD SERIES

-A Student Leadership Program of the National Hispanic Institute-

May 2016

PURPOSE STATEMENT

The Collegiate World Series was designed by the National Hispanic Institute as a learning experience that provides insight and guidance to emerging NHI high school seniors making the transition to college. Conducted during the summer immediately prior to their senior year, the CWS engages participants in a two part series of training with the intent of accomplishing two overarching goals:

- Strengthen student skill capacities to self-describe themselves as academically prepared and attractive college applicants;
- Broaden student understanding on the basics of Inquiry Base Learning as tool as a tool for personal development and means of responding to the management challenges of independent life and culture on college campuses, including adulthood.

The CWS takes place over a five day period that includes a 1.5 day focus on the profile development aspects of college admissions, followed by 2.5 days of concentration on inquiry based learning as an personal life management tool. Students operate as competing cohorts to sharpen learning, increase comprehension, and provide them with the means to internalize particular concepts, beliefs, and views that help them create balance between professional and community calling.

Conducted as a residential life-experience, students are housed on college campus dormitories, eat at regular cafeteria facilities with other students, and are allowed full use of libraries, recreational facilities, computer labs, and student social areas as part of their college campus experience.

The CWS is an official program of the National Hispanic Institute. Its operating projects are currently located in the Northeast, Florida, and Texas, with plans to house at least one additional program in 2017/2018 (Midwest, Southwest or West Coast). To maintain high levels of learning,

attendance at each project site is limited to 125 participants and work in cohorts of 10-15 under the mentorship of college admissions counselors along with Educational Directors of the National Hispanic Institute.

HISTORY OF THE NHI COLLEGIATE WORLD SERIES

The CWS was first designed as a pilot project on college admission and tested on the campus of Southwestern University for NHI emerging seniors in 1991. Soon after, it became a program that was taken to different school districts throughout the nation as an early college admissions training program for students who were not prior participants in NHI programs. Three years ago, however, the CWS was re-vamped and expanded into a five-day experience with a new curriculum approach to college admission. A component on personal life management was added to help guide students making the transition from the protected environments of home and close-knit family life to college and adult independent living. The program was also removed as a general training program for high school seniors and made exclusive only to emerging seniors with prior participation in other high school programs of the National Hispanic Institute.

Currently, three summer programs are administered in the Northeast, Florida, and Texas. By 2016/2017 NHI will have established a fourth program in the United States with sites under consideration that include Denver, Milwaukee, San Francisco, and Houston.

CWS AND ITS IMPACT DESIGN

The CWS is designed to expand participant understanding of their future, not only as applicants to a college preparing for the professional world, but also as future leaders in Latino community life. NHI is clear about its purpose-*expand the supply and quality of future leaders as a means of maintaining pace with a population that will become 1 in 3 Americans by 2050.*

To achieve these ends, the program is designed to have substantial influence on the existing social perspectives of young people who oftentimes limit their perception of higher education as only preparing them for professional level work. The CWS expands these social to include assessments of themselves as future leaders engaged in a constantly shifting, expanding, and changing landscape. The CWS provides them with the fundamental means of making key differentiations in their life work, using imagination and inventiveness as tools to consider different pathways of also achieving significance in the mission of changing lives.

THE EDUCATION DIRECTOR

Beyond being the chief policy manager of the program and supervisor of training activities, the chief role of the Education Director is to ensure that the message of the CWS is properly and effectively delivered through its various learning experiences. To hold this role, the incumbent must first undergo certification training at the National Hispanic Institute. Having knowledge of NHI leadership programs for younger students is also essential. And while in most cases, a CWS Education Director is also an alumnus of NHI programs; not being a former participant does not disqualify anyone from serving in this role. General duties and roles assigned to the ED include the following:

- Greeting and training project staff

- Greeting and training student coaches
- Conducting the general opening of the CWS
- Driving the message of the CWS and its intended learning goals
- Making policy decisions that involve the safety, healthy, and security of all participants
- Officiating over the opening/closing segments of the program
- Ensuring that the pre and post program evaluations are completed
- Providing technical assistance and guidance to student coaches
- Managing the time sequence of training components of the CWS
- Ensuring that the Onsite Director fulfills the support system requirement of the CWS
- Ensuring that the Onsite maintains accurate records of participants, including inventory and supplies
- Establishing and maintaining high audience engagement and participation in the CWS
- Overseeing the management of the "mini" college fair
- Managing the draft component of the CWS
- Managing the awards segment of the CWS

KEY LEARNING GOALS OF THE CWS

Part I. The League Series

- **The Essay**
  - What is the purpose of the essay
  - What is it that colleges and universities look for when reading an essay?
  - What part does an essay play in the decision to accept or deny admission?
  - Does an essay strengthen the applicant even when a college does not require one?
  - What are common errors made by students in composing an essay?
  - How long or short should an essay be?
  - What does an essay generally convey about the author?
- **The Interview**
  - Do all colleges require an interview?
  - What does an admission counselor look for in an interview?
  - What are common mistakes made by students during an interview?
  - How should a student dress for an interview?
- **The Common Application**
  - What information does the college immediately look for in an application?
  - How much should the student reveal in an application?
  - Besides grades, student rankings, and SAT scores, what information can be included that strengthens the student's admission possibilities?
  - Can the application be done longhand or pencil?
  - When is a student going overboard in adding information to a college application?
  - What are common oversights and mistakes that an applicant commits in preparing an application?

- **The Resume**
    - What does a college look for that may not be included in the application?
    - How much is too much information in a resume?
    - What does a resume tell the college about the applicant?
    - What should a resume tell the college about the applicant?
    - How long should a resume be?
- **Letter of Recommendation**
    - What is it that a college looks for in a letter of recommendation?
    - When do letters of recommendation hurt the candidate more than help?
    - What is it that letters of recommendation communicate about the candidate?
- **Finance and Time Management** - In this section of the training, NHI focuses more on financial literacy and time management versus financial aid and scholarships. Since most college aid is essentially need based and generally follows particular federal and state formulas, we felt that it would be better to focus on what gets students in financial trouble and what is that they do that often causes them to make below their expected grade expectations that in many instances cause them to lose scholarships and grants. In achieving these ends, this segment of the CWS intends to focus on the following:
    - Used and loaned books versus new books.
    - Knowing how to determine when student loans are too much.
    - Projecting your loans after college graduation
    - Learning to say no to large college debt
    - Looking for the right banks.
    - Turning off credit cards.
    - Turning away from debt that involves parents
    - On campus living versus off campus
    - When is personal transportation important
    - Staying away from adding to your loan balance
    - Working and studying
    - Avoiding weight gain
    - Getting plenty of rest
    - When social life and friends weigh too heavily on your grades
    - Going to summer school to cut down on long-term debt
    - Building networks outside of school
    - Contacting people in the business world who operate in your area of developing expertise
    - Learning to live alone in the business world
    - Building relations in communities where you expect to live
    - Making yourself noticeable in the extended community while in college
    - Studying abroad to learn Spanish

<u>Part II, The Thought Series</u>

- Inquiry based learning, as a tool for self-learning and self development
    - Its definition and use
    - IBL as a means for personal life management
    - IBL in making critical life decisions
    - The art of posing good questions
    - Differentiating between good and biased questions

<u>COMPONENTS OF AN IBL FORMAT</u>

- Defining the challenge/opportunity
- Conducting the investigation
- Determining various creative options
- Selecting the most viable possibility
- Testing the reliability of the best option
- Designing the action plan