



Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute 2016

Spring 2016

Dear Student,

We are pleased to invite you to apply as a Capital District Delegate for the 26th Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI). New York State Assemblyman Del Toro, who was of Puerto Rican descent, said to students in 1991 that the most promising future leaders are students like you who “can influence how the government and how society goes on. And that is very important.”

Alexandria Betancourt-Perez, who graduated from Niskayuna High School in June 2015 and was a recipient of an Angelo Del Toro Scholarship stated, **“PRHYLI is an amazing program. It taught me how to network and use my voice to make a difference. You get to learn about the laws that affect our daily lives and become a well-rounded person ... I am now proud to be a Latina and have made lifelong friends that share my heritage and interests.”**

Another student, Mario Vazquez, a 2015 graduate of Maple Hill High School stated: **“PRHYLI trainings ... helped me to be a better public speaker. The training also showed me the process for researching and debating bills in the NYS Assembly and how to become a leader.”**

Students who are accepted into the program attend training sessions in the Capital Region from January to March to learn about leadership and the legislative process in New York State. These sessions culminate in a weekend Institute from March 19-21, 2016. Two hundred students from across New York State will come together in Albany and stay at a local hotel. Seniors have an opportunity to submit an essay for scholarships and the winners are announced during the Institute’s Student Delegate Recognition Dinner.

I hope that you will consider applying. This is an opportunity of a lifetime. Only you can make the decisions that will shape your life. Come and join us!

Sincerely,

The PR/HYLI Team



Angelo Del Toro
Puerto Rican/Hispanic Youth Leadership Institute 2016

**CAPITAL DISTRICT DELEGATION
 TRAINING SCHEDULE**

All training sessions will be held on Wednesday and/or Saturday at Questar III.

Location: 10 Empire State Boulevard, Castleton, NY 12033

Meals will be provided at all sessions.

Training	Questar III Room	Date	Time
1	Conference Room # 1	Wednesday, January 20, 2016	3:30 pm – 6:30 pm
2	Conference Room # 1	Saturday, February 6, 2016	9:00 am – 3:00 pm
3	Conference Room # 1	Wednesday, February 10, 2016	3:30 pm – 6:30 pm
4	Conference Room # 1	Wednesday, February 24, 2016	3:30 pm – 6:30 pm
5	Conference Room # 1	Saturday, February 27, 2016	9:00 am – 3:00 pm
6	Conference Room # 1	Saturday, March 5, 2016	9:00 am – 3:00 pm
7	Conference Room # 1	Wednesday, March 9, 2016	3:30 pm – 6:30 pm
8	Board Room	Saturday, March 12, 2016	9:00 am – 3:00 pm
9	Conference Room # 1	Wednesday, March 16, 2016	3:30 pm – 6:30 pm

Note: If the Capital District experiences severe weather conditions, a training session may be cancelled and/or held as a conference.

For additional information and questions, please call Yesenia Valle, Resource Specialist and PRHYLI Trainer, 518 479-6879.

Conference Dates:

March 19-21, 2016

Capital District Delegation Reunion:

Wednesday, May 11, 2016 3:30PM – 5:30PM at the Questar III Conference Room 1



Angelo Del Toro
Puerto Rican/Hispanic Youth Leadership Institute 2016

APPLICATION FORM

PERSONAL DATA

NAME _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

HOME TELEPHONE _____ CELL PHONE _____

EMAIL ADDRESS _____

AGE _____ **PLEASE CHECK ONE:** MALE _____ FEMALE _____

NAME OF PARENT/GUARDIAN _____

EDUCATION RECORD

HIGH SCHOOL AND DISTRICT _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

SCHOOL TELEPHONE _____

GUIDANCE COUNSELOR _____ EMAIL _____

GRADE: 9th _____ 10th _____ 11th _____ 12th _____

COURSE(S) YOU HAVE TAKEN OR ARE CURRENTLY TAKING THAT APPLY TO THE INSTITUTE:

GLOBAL STUDIES _____	U.S. HISTORY _____	CIVICS _____
GOVERNMENT _____	ECONOMICS _____	OTHER _____

OTHER INFORMATION

YEARS OF INSTITUTE PARTICIPATION: 2013 _____ 2014 _____ 2015 _____ FIRST TIME _____

TRANSPORTATION: I have transportation. _____ I need transportation. _____

REQUIRED DOCUMENTS FOR COMPLETED APPLICATION (SEE ATTACHED FORMS)

1. AN OFFICIAL SEALED TRANSCRIPT FROM THE HIGH SCHOOL AS OF THE FIRST QUARTER OF THE 2015-2016 SCHOOL YEAR.
2. ESSAY OF 500 WORDS, IN ENGLISH OR SPANISH.
3. TWO (2) LETTERS OF RECOMMENDATION COMPLETED BY TEACHERS, GUIDANCE COUNSELORS OR COMMUNITY AGENCY STAFF IN SIGNED SEALED ENVELOPES.
4. RESUME (SEE ATTACHED SAMPLE).

PLEASE MAIL THIS COMPLETED APPLICATION POSTMARKED BY **January 4, 2016** to:

PRHYLI: Capital District Delegation
Questar III PR/HYLI
10 Empire State Boulevard
Castleton, NY 12033



10/01/2013

**New York State Regents Examination in English Language Arts (Common Core)
Part 2 Rubric: Writing to Sources – Argument**

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-Introduce a precise and insightful claim, as directed by the task. -Demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims.	-Introduce a precise and thoughtful claim, as directed by the task. -Demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims.	-Introduce a precise claim, as directed by the task. -Demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims.	-Introduce a reasonable claim, as directed by the task. -Demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims.	-Introduce a claim. -Demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims.	-Do not introduce a claim. -Do not demonstrate analysis of the texts.
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-Present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis. -Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	-Present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis. -Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	-Present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis. -Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	-Present ideas briefly, making use of some specific and relevant evidence to support analysis. -Demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	-Present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant. -Demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material.	-Present little or no evidence from the texts. -Do not make use of citations.
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-Exhibit skillful organization of ideas and information to create a cohesive and coherent essay. -Establish and maintain a formal style, using sophisticated language and structure.	-Exhibit logical organization of ideas and information to create a cohesive and coherent essay. -Establish and maintain a formal style, using fluent and precise language and sound structure.	-Exhibit acceptable organization of ideas and information to create a coherent essay. -Establish and maintain a formal style, using precise and appropriate language and structure.	-Exhibit some organization of ideas and information to create a mostly coherent essay. -Establish but fail to maintain a formal style, using primarily basic language and structure.	-Exhibit inconsistent organization of ideas and information, failing to create a coherent essay. -Lack a formal style, using some language that is inappropriate or imprecise.	-Exhibit little organization of ideas and information -Use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts.
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language.	-Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	-Demonstrate partial control, exhibiting occasional errors that do not hinder comprehension.	-Demonstrate emerging control, exhibiting occasional errors that hinder comprehension.	-Demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult.	-Are minimal, making assessment of conventions unreliable.



10/01/2013

**New York State Regents Examination in English Language Arts (Common Core)
Part 2 Rubric: Writing to Sources – Argument**

Criterio.	6 Textos en este nivel :	5 Textos en este nivel:	4 Textos en este nivel:	3 Textos en este nivel:	2 Textos en este nivel:	1 Textos en este nivel:
Contenido y Análisis: La manera en que el ensayo transmite ideas complejas e información de una manera clara y precisa para apoyar argumentos durante el análisis del texto.	-Introduce un argumento preciso e ingenioso según es asignado en la tarea. -Demuestra un análisis profundo de los textos según es necesario para apoyar el argumento y distinguir el argumento de contra argumentos o argumentos alternos.	-Introduce un argumento preciso y cabal según es asignado en la tarea. -Demuestra un análisis meticulado de los textos según es necesario para apoyar el argumento y distinguir el argumento de contra argumentos o argumentos alternos.	-Introduce un argumento preciso según asignado en la tarea. -Demuestra un análisis apropiado de los textos según es necesario para apoyar el argumento y distinguir el argumento de contra argumentos o argumentos alternos.	-Introduce un argumento razonable según asignado en la tarea. -Demuestra cierto análisis de los textos pero hace poca distinción del argumento de contra argumentos o argumentos alternos.	-Introduce un argumento. -Demuestra un análisis confuso y sin claridad de los textos y fracasa en distinguir el argumento del contra argumentos o argumentos alternos.	-No introduce un argumento. -No demuestra análisis de textos.
Domínio de la evidencia: La manera en que el ensayo presenta la evidencia de los textos para apoyar al análisis del texto.	-Presenta ideas completas y cabales haciendo uso eficaz de la variedad de evidencia relevante y específica de textos para apoyar el análisis. -Demuestra el uso correcto de citación de los diferentes recursos de información en el uso de citas directas o en el uso de interpretación para evitar el plagio.	-Presenta ideas claras y con exactitud haciendo uso eficaz de evidencia específica y relevante de textos para apoyar el análisis. - Demuestra el uso correcto de citación de los diferentes recursos de información en el uso de citas directas o en el uso de interpretación para evitar el plagio.	-Presenta suficientes ideas haciendo uso adecuado de evidencia específica y relevante de textos para apoyar el análisis. - Demuestra el uso correcto de citación de los diferentes recursos de información en el uso de citas directas o en el uso de interpretación para evitar el plagio.	-Presenta las ideas brevemente haciendo uso de alguna evidencia específica y relevante de textos para apoyar el análisis. -Demuestra inconsistencia en el uso de citación de los diferentes recursos de información en el uso de citas directas o en el uso de interpretación para evitar el plagio.	-Presenta ideas inconsistentes y/o erróneas con la intención de proporcionar apoyo al análisis del ensayo haciendo uso de alguna evidencia que podría ser irrelevante. -Demuestra poco uso de citación de los diferentes recursos de información en el uso de citas directas o en el uso de interpretación del material en el texto para evitar el plagio.	-Presenta poca o casi nada de evidencia de los textos -No hace uso de citación.
Coherencia, Organización y estilo: La manera en que el ensayo organiza ideas complejas, conceptos e información lógicamente utilizando un estilo de escritura formal y empleando a su vez un lenguaje preciso.	-Presenta el uso diestro de organización de ideas e información creando un ensayo coherente. -Establece y mantiene un estilo de escritura formal. Utiliza un lenguaje sofisticado y bien estructurado.	-Demuestra el uso lógico de organización de ideas e información creando un ensayo coherente. -Establece y mantiene un estilo de escritura formal. Utiliza un lenguaje fluido y bastante estructurado.	-Demuestra el uso aceptable de organización de ideas e información creando un ensayo coherente. - Establece y mantiene un estilo de escritura formal. Utiliza un lenguaje preciso y apropiado.	-Demuestra cierta organización de ideas e información creando un ensayo que es bastante coherente. -Establece pero fracasa en mantener un estilo de escritura formal. Utiliza un lenguaje básico.	-Demuestra organización inconsistente de ideas e información. No existe coherencia en el texto. -No existe un estilo de escritura formal. Utiliza un lenguaje inapropiado e impreciso	-Demuestra poca organización de ideas e información. -Uso predominante de un lenguaje incoherente, inapropiado o copiado directamente de las tareas o textos.
Control de las reglas ortográficas: La manera en que el ensayo demuestra el dominio de las reglas gramaticales y de ortografía haciendo uso de mayúsculas y reglas de puntuación.	- Demuestra control de las reglas ortográficas. El ensayo no presenta errores aún con el uso del lenguaje sofisticado.	- Demuestra control de las reglas ortográficas. El ensayo presenta errores ocasionales solo en el uso del lenguaje sofisticado.	- Demuestra un control parcial de las reglas ortográficas. El ensayo presenta errores ocasionales pero no afectan la comprensión del ensayo.	-Demuestra un control inconsistente de las reglas ortográficas. El ensayo presenta errores ocasionales que afectan la comprensión del ensayo.	-Demuestra la falta de control de las reglas ortográficas. El ensayo presenta errores frecuentes haciendo la comprensión del ensayo difícil.	- Demuestra un mínimo control de las reglas ortográficas.

Note: Translated by PR/HYLI on December 2013.



Angelo Del Toro
Puerto Rican/Hispanic Youth Leadership Institute 2016

REFERENCE FORM (#1)

To be completed by the person being used by the applicant as a reference.

NAME OF STUDENT _____

Please mark one in each category and complete the written section below.

Area of Performance	Average	Above Average	Outstanding
Ability of expression in oral work			
Ability of expression in written work			
Creativity in research work, projects, etc.			
Leadership in school and/or social activities			
Ability to work in teams / collaboratively			

Please comment on specific strengths that the student has demonstrated in research, writing, public speaking, leadership, etc. (Use back of page or separate sheet if necessary.)

Signature

Title

Please return completed form in a **signed and sealed envelope** by **January 4, 2016** to:

PRHYLI: Capital District Delegation
Questar III PR/HYLI
10 Empire State Boulevard
Castleton, NY 12033



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REFERENCE FORM (#2)

To be completed by the person being used by the applicant as a reference.

NAME OF STUDENT _____

Please mark one in each category and complete the written section below.

Area of Performance	Average	Above Average	Outstanding
Ability of expression in oral work			
Ability of expression in written work			
Creativity in research work, projects, etc.			
Leadership in school and/or social activities			
Ability to work in teams / collaboratively			

Please comment on specific strengths that the student has demonstrated in research, writing, public speaking, leadership, etc. (Use back of page or separate sheet if necessary.)

Signature

Title

Please return completed form in a **signed and sealed envelope** by **January 4, 2016** to:

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Questar III PR/HYLI
10 Empire State Boulevard
Castleton, NY 12033

This event is funded through a contract with the New York State Education Department.

Pablo González

12 Main Ave.
Albany, NY 12205
phone: 518-222-2222
email: pgonzalez@web.com

Education: Winters High School, Albany, NY
Expected graduation date – June 2009

Albany Science Research – Fall 2008
University in the High School Program

Work Experience: CVS Pharmacy, June 2007 – present

Volunteer Experience: Mercy Nursing Home, April 2006 – present

Skills: Fluent in oral and written Spanish
Good communication skills
Complete tasks in a timely manner
Team player
Able to work on IBM and Macintosh platforms

Awards and Honors: Honor Roll, Winters High School
Completion of D.A.R.E. Curriculum
PRHYLI Participation Certificate – 2008
Who's Who in American High Schools Award

Hobbies: Hiking
Playing guitar

References: Available upon request