



THE 2012 ANGELO DEL TORO SCHOLARSHIP APPLICATION  
**THE ANGELO DEL TORO SCHOLARSHIP FOR HIGH SCHOOL SENIORS 2012**  
**DIRECTIONS**

The New York State Assembly-Senate Puerto-Rican/ Hispanic Task Force and Somos El Futuro Inc. sponsor twenty (20) \$500 scholarships for high school seniors participating in **the Puerto Rican/Hispanic Youth Leadership Institute to be held in Albany, NY, March 24-26, 2012.**

**Scholarship Eligibility**

1. **Seniors in High School in New York State:** Candidates must be seniors enrolled in a NYS registered public or non-public high school.
2. **Candidates must have been accepted** into an institution of Higher Education.
3. **Attendance at the Youth Leadership Institute:** Candidates should have successfully participated in the Hispanic Youth Leadership Institute training sessions and **MUST ATTEND** the 2012 Institute in Albany, NY.
4. **Satisfactory Academic Standing:** Candidates must have a minimum 3.00 cumulative GPA. Candidates need to request an 11<sup>th</sup> grade academic transcript as soon as possible, May include up to December of their senior year if available.
5. **Be of Hispanic Descent.**

**Selection Criteria**

1. **Recommendations:** Candidates must submit at least two letters of recommendation describing their academic achievement, outstanding personal characteristics and involvement in community services such as: senior citizens' center, youth programs, school related activities, church outreach programs, etc. Letters should be in a sealed envelope, submitted with the application\*. Letters should preferably be from:
  - The Puerto Rican/Hispanic Youth Leadership Institute trainer
  - A teacher
  - A counselor
  - The high school principal or a department chairperson
  - A community leader

**\*Note: Candidates may resubmit the original recommendation letters used to apply to this year's PRHYLI, as long as they meet the above stated requirements. See student checklist for details.**

**Written Essay:** Candidates must submit a typed essay of no less than five hundred (500) words written in either English or Spanish. **QUESTION: Identify a national Latino/Hispanic leader and discuss her/his contributions to society. Explain why these contributions are important. How can you, as a Latino/Hispanic youth, prepare to assume leadership roles in the future?** Students must answer all parts of the essay question in order to be considered for a scholarship. See student checklist for details.

**The deadline for complete applications is 3:00 PM Monday, March 12, 2012.**

**Please mail/email all documentation to the Puerto Rican/Hispanic Youth Leadership Institute Scholarship Committee:**

**Mail ALL documents to:**

Cindy Seeley  
Mid-State RBE-RN  
PO Box 4774  
6075 East Molloy Road  
Syracuse, NY 13211

- OR

**E-mail ALL documents to:**

[rbern@ocmboces.org](mailto:rbern@ocmboces.org) all emails will be confirmed.  
SUBJECT:

FAXED DOCUMENTS WILL NOT BE ACCEPTED



The Angelo Del Toro Scholarship 2012
Student Application Checklist

I have made sure of the following: (Please check [checkmark], sign below and return with application)

- Scholarship Application Form is included
Scholarship Essay Requirements have been met:
I have Included 2 copies of my essay
I have typed my essay in Spanish or English
My essay is double spaced, with 1" margins, 12-point Times Roman and I have numbered the pages
I have given my essay a title
I have included a cover page which has: my name, principal's name, name and address of HS, & which PRHYLI Delegation I belong to.
I have No identifying information (e.g., first and/or last name, initials, Social Security number) on my essay
I have answered all three (3) parts of the question.
My essay contains a minimum of 500 words (that includes a, an, the) and it only goes beyond 500 words enough to cover my point.
I have included a word count: # of words is included at the bottom of the last page.
Recommendation letters- at least two (2) per student (If choosing to email scholarship essay: Recommendation letters used for HYLI application maybe emailed by pdf with essay. Sealed recommendations mail to address below with your name and delegation by February 24, 2012.)
Transcript is enclosed

Student's Delegation

- Capital District Lower Hudson Valley Mid-Hudson
Monroe Nassau Suffolk
Syracuse Western New York NYC

I understand that FAXED DOCUMENTS WILL NOT BE ACCEPTED.

I will make sure my completed application packet will be in the designated office below no later than 3:00 PM Monday, March 12, 2012: Completed application packet may be EITHER mailed OR sent electronically:

Mail ALL documents to:

E-mail ALL documents to:

Cindy Seeley
Mid-State RBE-RN - OR -
PO Box 4774
6075 East Molloy Road
Syracuse, NY 13211

rbern@ocmboces.org all emails will be confirmed.
SUBJECT LINE: "2012 PRHYLI Senior Essay Application".

Student's Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Signature: \_\_\_\_\_



THE 2012 ANGELO DEL TORO SCHOLARSHIP APPLICATION

(Please Type or Print Clearly)

Name: \_\_\_\_\_ Sex:  Male  Female
Last First Middle Initial

Home Address: \_\_\_\_\_ Apt: \_\_\_\_\_
(Number and Street)

(City/Town/Village) State Zip Code Assembly District Number

Student's school ID number: \_\_\_\_\_

Home Telephone # ( ) \_\_\_\_\_

School District: \_\_\_\_\_ Grade: \_\_\_\_\_

School Name: \_\_\_\_\_ Principal's Name: \_\_\_\_\_

School Address: \_\_\_\_\_
(Number and Street) State Zip Code Assembly District Number

School Telephone Number: ( ) \_\_\_\_\_ Fax Number: ( ) \_\_\_\_\_

Participant in last year's Youth Leadership Institute:  Yes  No

GPA in high school \_\_\_\_\_ (If you are not sure, ask your guidance counselor)

Identify your delegation:

- Capital District Lower Hudson Valley Mid-Hudson
Monroe Nassau Suffolk
Syracuse Western New York NYC

College(s) and/or universities you have applied to? (Please list)

Table with 3 columns: Name of College and/or University, Accepted, Not Heard Yet

List the names of the individuals who are submitting letters of recommendation with this application:

Table with 4 columns: Name, Position, Address, Telephone

Principal's Signature: \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

THIS APPLICATION WILL BE AUTOMATICALLY DISQUALIFIED IF ANY INFORMATION IS MISSING

## PRHYLI Essay Rubric

| Quality   | 5   | 4  | 3   | 2   | 1   |
|---|---|--|---|---|---|
| Understanding the Theme (meaning of question)<br>4 points   | -Presents a clearly focused main idea that is imaginative and fully addresses the theme   | -Presents a main idea that addresses the theme   | -Presents a somewhat focused main idea that addresses the theme   | -Briefly addresses the theme but doesn't stay focused   | -Vaguely addresses the theme  |
| Development<br><b>Clear examples &amp; enough examples</b><br>7 points  | -Develops all ideas clearly and fully<br>-Uses specific and relevant details and examples   | -Develops most ideas clearly and fully<br>-Uses enough specific details and examples               | -Develops some ideas more fully than others<br>-Uses some details and examples  | -Develops ideas briefly<br>-Uses few details and examples   | -Develops ideas minimally<br>-Lacks details or examples or presents irrelevant information                            |
| Organization<br><b>How did they choose to organize examples? E.g., Compare contrast, by reasons, problem-solution etc?</b> 5 points | -Shows good planning and demonstrates a clear and logical organization  | -Shows planning and demonstrates an identifiable organization                                      | -Shows some evidence of planning and organization but may have some inconsistencies   | -Shows little organizational structure<br>-May have irrelevancies, be less focused, may have ideas out of order | -Shows minimal planning or organization<br>-Sentences are not in order, ideas are not explained and/or are irrelevant |
| Language Use<br><b>Consistent wording that relates to question &amp; enhances understanding, used appropriately</b><br>6 points     | -Uses a sophisticated style with language that is appropriate, varied and engaging<br>-Uses sentences that vary in structure and length | -Uses language that is appropriate and varied<br>-Uses sentences that vary in structure and length | -Uses some language that is varied and appropriate<br>-Uses sentences with little variation that may contain some structural errors | -Briefly uses language that is varied and appropriate<br>-Contains simple and/or inaccurate sentence structure  | -Uses language that is minimally varied or appropriate<br>-Contains inaccurate sentence structure                     |
| Conventions (grammar, spelling, punctuation, usage, etc.)<br>Used <b>all resources available?</b> 3 points                          | -Demonstrates control of the conventions with essentially no errors   | -Demonstrates control of the conventions with occasional errors with sophisticated language        | -Demonstrates some control of the conventions with occasional errors that do not hinder comprehension                               | -Demonstrates brief control of the conventions with occasional errors that hinder comprehension                 | -Demonstrates minimal control of the conventions with frequent errors that make comprehension difficult               |

Prepared by: Inés Loveras, Assistant Principal and Elizabeth Yarbrough, Teacher of Spanish  
Revised by: BETAC Network Staff

## PRHYLI

### Rúbrica para el Ensayo

| Categoría   | 5   | 4  | 3  | 2  | 1  |
|---|---|--|--|--|--|
| Comprensión del tema (Significado)                                  | -Expone una idea central de forma creativa y la cual se refiere completamente al tema   | -Expone a una idea central que va dirigida al tema   | -Expone una idea central más o menos adecuada, pero en cierta forma va dirigida al tema                                    | -Expone la idea central a veces pero en ocasiones no se concentra en el tema   | -Expone la idea central del tema vagamente   |
| Desarrollo  | -Desarrolla las ideas completamente y con claridad<br>-Usa detalles específicos y da ejemplos relevantes                                | -Desarrolla la mayoría de las ideas con claridad y en su totalidad<br>-Usa suficiente detalles y ejemplos            | -Desarrolla algunas ideas, unas más que otras<br>-Usa pocos detalles y ejemplos  | -Desarrolla las ideas brevemente<br>-Usa pocos detalles y ejemplos   | -Desarrolla las ideas de una forma mínima<br>-Le faltan detalles o/y ejemplos o da información que no es relevante                 |
| Organización  | -Muestra buena planificación y demuestra organización clara y lógica  | -Muestra cierta planificación y una organización más o menos clara   | -Muestra evidencia de cierta planificación, y organización, pero hay ciertas inconsistencias                               | -Muestra poca organización estructural<br>-De vez en cuando hay ideas que son irrelevantes, con menos enfoque y tiene algunas ideas fuera de lugar | -Muestra mínima planificación u organización<br>-Las oraciones no están en orden, no se explican bien las ideas o son irrelevantes |
| Uso del lenguaje  | -Demuestra un estilo sofisticado apropiado con un lenguaje variado y atractivo<br>-Usa oraciones que varían en estructura y en longitud | -Usa lenguaje apropiado y variado<br>-Usa oraciones que varían en estructura y en longitud                           | -Limitadamente usa lenguaje de una forma apropiada y variada   | -Brevemente usa lenguaje de forma variada y apropiada<br>-La estructura de oración es simple o inadecuada  | -Usa un lenguaje que es mínimamente apropiado o variado<br>-La estructura de oración es inadecuada                                 |
| Reglas gramaticales, ortográficas, de puntuación, y de acentuación. | -Demuestra un buen dominio y buena precisión de todas las reglas, esencialmente sin errores   | Demuestra dominio de las reglas, pero de vez en cuando comete errores que no impiden la comprensión o el significado | Demuestra cierto dominio de las reglas, comete errores, pero no impiden la comprensión del texto o el contenido del ensayo | Demuestra muy poco dominio de las reglas y comete errores que dificultan la comprensión del texto o contenido del ensayo                           | Carece del dominio de las reglas y comete errores frecuentemente que impiden la comprensión del texto o el contenido del ensayo    |

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