Latino Youth Leadership Conference: Evaluation of Program Success, Participant College Attendance and Completion

Christian Clapp  
*University of Nevada, Las Vegas*

Gil Revolorio  
*University of Nevada, Las Vegas*

Juman Sharif  
*University of Nevada, Las Vegas*

Marjorie Stewart  
*University of Nevada, Las Vegas*

Follow this and additional works at: [https://digitalscholarship.unlv.edu/thesesdissertations](https://digitalscholarship.unlv.edu/thesesdissertations)  
Part of the [Public Affairs, Public Policy and Public Administration Commons](https://digitalscholarship.unlv.edu/thesesdissertations)

Repository Citation  
Clapp, Christian; Revolorio, Gil; Sharif, Juman; and Stewart, Marjorie, "Latino Youth Leadership Conference: Evaluation of Program Success, Participant College Attendance and Completion" (2018). *UNLV Theses, Dissertations, Professional Papers, and Capstones*. 3188. [https://digitalscholarship.unlv.edu/thesesdissertations/3188](https://digitalscholarship.unlv.edu/thesesdissertations/3188)

This Capstone is brought to you for free and open access by Digital Scholarship@UNLV. It has been accepted for inclusion in UNLV Theses, Dissertations, Professional Papers, and Capstones by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact [digitalscholarship@unlv.edu](mailto:digitalscholarship@unlv.edu).
Latino Youth Leadership Conference:
Evaluation of Program Success,
Participant College Attendance and Completion

University of Nevada, Las Vegas
Greenspun College of Urban Affairs
August 10, 2018

Authors: Christian Clapp, Gil Revolorio, Juman Sharif, Marjorie Stewart
Acknowledgments

We would like to express our thanks to the Latino Youth Leadership Conference. It was a pleasure to work with the volunteers, and to have the opportunity to attend the conference and experience many of the workshops. There is a very real feeling of camaraderie and excitement with the participants. It is evident that the alumni of the conference feel a great sense of obligation to keep the conference operating. Kudos to all of you for your yearly commitment.

We would also like to thank all of the alumni that participated in the survey. Your responses were instrumental in our ability to answer our research question.

A special thank you goes out to LYLC President Irene Cepeda. We began our project as the conference was coming down to the wire, and she provided her precious time as she was able.

A thank you to Dr. Magdalena Martinez for her help in providing the information and materials that we needed in order to complete the project. We acknowledge that she was coming to the end of a school semester, and her time was quite valuable.

We offer much thanks to our friends and families that kept us moving and providing us coffee and snacks when we really needed it, and to Cafe Rio for being open when we needed them.

We would also like to give a huge thank you to our faculty advisor Dr. Jaewon Lim. Dr. Lim spent many hours with our group, often taking away his time from his family. Your help and encouragement has been invaluable.
Executive Summary

Even after seeing increases in recent years, the Latinx community both nationwide and in Nevada are struggling to complete higher education. According to the American Community Survey, only 8% of Hispanics 25 years and older in Nevada have a Bachelor’s degree or higher educational attainment. Statistically, the Hispanic educational attainment rate is the lowest among the major racial categories. This is one of the main reasons the Latino Youth Leadership Conference was established.

The Latino Youth Leadership Conference was established in 1993 with goals of helping participants to pursue and complete higher education. Also the conference hopes to encourage participants developing ethical leadership skills, be involved with their community and promote a positive view of Latinex values and culture.

The LYLC started as a three-day conference with the goals listed above and has been expanded over time to the six-day conference that we see today. The Latino Youth Leadership Conference is held on the campus of the University of Nevada, Las Vegas, and gives its participants a chance to get a glimpse of what college life is like. The participants stay at the UNLV dorms and attend different workshops and activities aimed at meeting the goals listed above. The LYLC also takes the participants to the College of Southern Nevada and Nevada State College to provide a view of other educational institutions. Conference attendance serves 80-100 students and is run by a volunteer team of around 40 individuals. All the volunteers are alumnus of the conference.

This report aims at increasing/improving the effectiveness of the LYLC through an evaluation of their goal of encouraging participants to pursue and complete higher education. Evaluating the
goal of higher education was decided because it can be quantified in much clearer terms than knowledge of culture or knowledge of leadership skills. Getting participants to complete higher education was one of the greatest motivating drivers to start the LYLC programming in 1993 and it still holds true today in 2018. There is some existing data on how the conference has affected its participants when it comes to higher education, however, the data has not been used to its full potential. A review of the data will be discussed.

In order to evaluate the LYLC goal of getting its participants to pursue and complete higher education, a mixed-methods approach will be employed. The mixed-methods approach will include observation, survey data analysis, benchmark study, and a SWOT analysis. These approaches when combined should paint a picture of the LYLC progress towards this goal.

This evaluation analyzed data that was given to us through the LYLC which included survey and program data from the years 2016-2018. Independent research will also be done to supplement the information given to us from the LYLC to provide us a holistic approach to our research question.

Throughout conducting the evaluation our team discovered that the LYLC is a solid program that has a lot of support, but still has room to improve itself. Our short term, medium term and long term recommendations are as follows:

**Short Term Recommendations:**

- Evaluate the target population of conference attendees
- Restructuring the pre- and post-survey
Mid Term Recommendations:

- Fully utilize the surveys
- Market the LYLC more throughout local high schools

Long Term Recommendations:

- Consider restructuring the conference
- Change the application and review process

The primary finding of this evaluation is that the LYLC has been effective in promoting its participants to pursue and complete higher education. However, there are some places where they could more effectively utilize their limited resources. Restructuring parts of the conference could go a long way to ensure that the students participating in the LYLC are getting the most out of the services they have to offer. Future data collection and analysis is also going to be a key part in the continuing success of the LYLC.
Table of Contents

1. Introduction...............................................................7

2. Purpose of Evaluation.................................................9
   2.1 What is the LYLC?......................................................9
   2.2 Educational Opportunities for Latinx..........................12

3. Evaluation Question....................................................16

4. Review of Literature....................................................18

5. Methodology.............................................................20
   5.1 Observation..........................................................21
   5.2 Survey Analysis.....................................................22
   5.3 Benchmark Study....................................................25
   5.4 SWOT Analysis..........................................................26

6. Findings.................................................................2
   6.1 Observation..........................................................27
   6.2 Survey Analysis.....................................................31
   6.3 Benchmark Study....................................................53
   6.4 SWOT Analysis..........................................................56

7. Recommendation........................................................59
   7.1 Short Term Recommendations.....................................60
   7.2 Medium Term Recommendations..................................64
   7.3 Long Term Recommendations......................................66

8. Conclusion..............................................................69
   8.1 Limitations of the Project..........................................70
   8.2 Future Direction of the Project....................................71

Reference...........................................................................72

Appendix.............................................................................74
1. Introduction

The Latino Youth Leadership Conference is the only program of its kind in the state of Nevada, and has been running successfully for 25 years. The goals of the Latino Youth Leadership Conference are to encourage Latinx youth to pursue and complete higher education, to educate them in the Hispanic heritage and culture, to develop their leadership skills. Despite the Latino Youth Leadership Conference being such a longstanding program, there is to date no formal evaluation of the effectiveness of the conference on reaching the goals.

The Latino Youth Leadership Conference was initially started in 1993 with a core goal of increasing the college-going rates among Latinx youth. When the conference was started in 1993, college completion rates among the Latinx community were seen to be a problem. Having a low college completion rate meant that the Latinx community was lagging behind other ethnic groups when it came to educational attainment.

Historically, the Latinx community has struggled when it comes to pursuing and completing higher education compared to other subsections of the population. According to the National Center for Education Statistics which has tracked national educational attainment since the early 1900s, in 1993 when the Latino Youth Leadership Conference was started, the percentage of Hispanics 25 years and older who held a Bachelor’s degree or higher was 9%. This rate of 9% was the lowest among the statistical subgroups and can be compared to the White population at 23.8%, the Black population at 12.2%, and the Asian population at 42.1%.

Contrast that with the national educational attainment figures from 2011 and we can see a definitive increase in the percentages of people 25 years old and over who have a bachelors or
higher degree. In 2011, 14.1% of Hispanics, 34% of Whites, 20.2% of Blacks, and 50.8% of Asians had a Bachelor’s degree or higher. (National Center for Education Statistics, 2011) While this is an increase in the percentage of Bachelor’s degree holding Hispanics, there are larger increases among other subgroups in the same time period.

Despite the fact that educational attainment is increasing overall in the Hispanic community, the Hispanic community within Nevada is still struggling to push forward. According to the American Community Survey, in 2016 only 8.9% of Hispanic Nevada residents over 25 years old held a Bachelor’s or higher degree. This shows that there is a real need for the services provided by the Latino Youth Leadership Conference as the Hispanic community in Nevada to provide the tools and information to pursue higher educational goals. With this being the case it is important that the conference be able to maintain methods of tracking their success, and learning from participants how the conference could make changes that enhance the chances of meeting their goals.

This report will be structured starting with background about the LYLC and current realities of the educational opportunities within the Latinx community. Following the background there will be an introduction of the research question along with a review of the available literature on the topic. Next will come the methodologies section where the information on how the research question will be answered can be found along with a breakdown of how each methodology will be employed. After the methodologies the findings will show what was uncovered through the execution of the various methodologies. Then the recommendations of the project will be laid out showing our analysis of the data and how it can be used to help the LYLC. Finally the
conclusion of the project will be shared along with the limitations of the project and potential future directions for the project. Last will be the references and appendices.

2. Purpose of Evaluation

In this section 2.1 there will be an explanation of the LYLC, its history and structure. In section 2.2 research on the current realities of educational opportunities for the Latinx community will be presented.

2.1 What is the LYLC?

The Latino Youth Leadership Conference (LYLC) started as a three-day conference that is held on the campus of the University of Nevada, Las Vegas every summer. The LYLC is held only once per year and serves roughly 80 to 100 students annually. The conference is run entirely with volunteer help. The training of the volunteers for the six day conference takes a full year. Funding for the conference is distributed through the Latin Chamber of Commerce.

The Latino Youth Leadership Conference came to fruition through an initiative with the Latin Chamber of Commerce Education Committee in 1993. The LYLC started to serve a many purposes for the youth within the Latinx community which are reflected in their currently stated goals for the program.

The first goal of the LYLC is to encourage Latinx students to pursue and complete higher education. At the time of the conferences inception, there was seen to be a lack of Latinx involvement in higher education. Therefore a main focus of the conference is to encourage the
attendance and completion of higher education through giving participants an up-close look at what college life is like. The conference is also meant to create a like-minded support group for the students that went through the conference so that they would feel more comfortable and attached when they attended higher education. The thought being that students that shared the experience of the LYLC together would be able to support one another with their journeys in their respective institutions.

The second goal of the LYLC was to develop the leadership skills of the Latinx youth. The LYLC wanted to develop the leadership skills of its participants to begin to elevate the Latinx community when it came to their involvement and visibility within the public realm. This leadership development is meant to help participants learn about the core issues that the Latinx community faces, as well as how to understand and ultimately overcome them.

The third goal of the LYLC is to educate its participants in the Hispanic heritage and cultural awareness as a way of giving them a sense of pride in their community. As the name suggests the LYLC embraces its Latinx roots and educates its participants on the ins and outs of Hispanic culture, showing off its strengths as well as touching on topics that are seen to be taboo within the culture such as mental and sexual health.

The Latino Youth Leadership Conference started in 1993 as a three-day conference and has expanded over the years to the six-day conference that we see today. Days have been added over the years as more and more programming has been added to expand on the conferences traditions and touch on subjects as they become more prevalent within society.
The LYLC is open for applications by incoming high school juniors, all the way through exiting high school seniors. Meaning most of the participants in the LYLC are between the ages of sixteen and eighteen years old. These students are exposed to weeklong programming which encompasses (find examples). Every year the LYLC serves 80-100 students who come to participate. Most students that participate in the LYLC are from southern Nevada where the conference is held, however a small percentage do come from out of town to attend.

The programming is split between three institutions and includes time at, The University of Nevada, Las Vegas (UNLV), where the conference is held and students will spend most of their time, the College of Southern Nevada, and Nevada State College. Exposure to these three schools is meant to show participants different choices for higher education and allow them to get a glimpse of what collegiate life is like at different institutions.

The bulk of the conference is held on the main campus of the University of Nevada, Las Vegas. Being a six-day, overnight conference the LYLC participants stay in the dorm rooms on the UNLV campus where they can get a glimpse of what life is like living on a college campus. The rest of the participants time on the UNLV campus will be spent going around campus for different learning opportunities and seminars, as well as to the school’s cafeteria for students.

The LYLC participants spend one day each at both the College of Southern Nevada, and Nevada State College where they are exposed to programming aimed at making them smart consumers of higher education and ensuring they have the tools necessary to pursue and complete their higher educations.
The LYLC alumni volunteers are structured into different roles. For each conference there are roughly 40 volunteers facilitating the event. The volunteer pool for the LYLC is a group of highly motivated alumni that believe in the conference and want to make a difference for the participants that come after them. The roles used within the conference are group leaders which are referred to as Moms and Dads. These Moms and Dads are in charge of their respective “familias” which are groups of eight to ten students. The Moms and Dads work closely with their familias and are responsible for their well-being as they go through the conference. Moms and Dads are also responsible for leading constructive discussions and debriefings at the conclusion of each day. Then there are the lead team members who are responsible for assisting the adult and peer facilitators in conference logistics throughout the week. The other group is the Adult facilitators that take care of the more administrative matters of the conference. There are usually about ten adult facilitators who handle all the behind the scenes tasks that allow the conference to run.

Volunteers who usually range in age from 18 to 22 years old are trained year-round for their positions within the LYLC. These trainings happen on a regular basis and are meant to prepare volunteers for the material and the situations that they are going to come across throughout the conference.

2.2 Educational Opportunities for Latinx

The purpose of this section is to research the educational attainment of Latinx youth compared with other racial categories in the United States. Finding this information will help discern if the
LYLC is effective in reaching their goals regarding higher education. The Latinx population is fast growing in the United States where 1 in 4 public school students in the United States are Latinx (Fry and Lopez, 2012) (Gándara and Mordechay, 2017). Despite the fact that Latinx people make up a large portion of the population, they are not pursuing higher education and obtaining bachelors, masters, or doctoral degrees in as high of percentages when compared to other racial groups. According to Gándara and Mordechay (2017) less than 17% of Latinos held a Bachelor’s degree in 2015 compared to 40% of European Americans, and 62% of Asian Americans (pg. 149).

There are multiple reasons why scholars believe there is such a low rate of educational attainment among Latinx in the United States. The factors that are believed to prevent Latinx students from completing higher education are poverty, immigration status, low quality K-12 schools, and family impact. These factors stand alone or combined can have a large effect on the students educational attainment.

Poverty is one of the main reasons behind the low educational attainment among Latinxs. According to Gándara and Mordechay (2017) about 62% of Latinx children live in or near areas of poverty. Living in areas of poverty determines what school those children will go to and the other children that they will interact with. This type of environment around children affects their future in regards to higher education. In addition, between 20% and 30% of low-income Latinx families live in what it described as linguistically isolated households. A linguistically isolated household means that there are no adults in the household that speak English fluently. This affects the children and causes them to be isolated from the mainstream society. These students are unable to afford tuition or improve their grades to be admitted to college/university. Along
with living in poverty, and going to underperforming schools, interacting with other children like themselves might be another factor that puts students at risk to not attend an institution of higher education. (p. 149-150).

Immigration is another major reason why there is low educational attainment among the Latinx population. Covarrubias and Lara (2014) discussed this phenomenon by stating that the majority of migrants are coming from Latin America and Asia. With the largest undocumented migrant group coming from Mexico which is the population that is the fastest growing in the United States and consists of about 37% of the undocumented population (p. 77). Citizenship status affects Latinx students negatively and plays a crucial role in them pursuing higher education. When those students finish high school and start thinking about going to higher education, they find themselves ineligible for financial aid because of the fact that they are undocumented. While at the same time their parents and them cannot afford to pay tuition by themselves. (Covarrubias and Lara, 2014, pg. 78).

Low quality K-12 schools are another reason why Latinx students have low higher educational attainment. As explained by Huber, Vélez, and Solórzano (2014) a report was done in 2014 showing that Latinxs are having difficulties pursuing higher education. In the report research was presented from 2006 done by the UCLA Chicano Studies Research Center which found that it is important for Latinxs to have a successful transition between elementary school, and high school in order to get into college and graduate school (pg. 1). As the report suggested, out of every 100 Latino elementary students, only 60 students graduated from high school, 11 received undergraduate degrees, 3 graduated with master’s degree and less than 1 graduated with a doctoral degree (p. 1). Compared this with other minority groups such as Asian Americans, were
out of 100 students around 84 graduated from high school, 48 with bachelor’s degree, 18 with graduate degree, and 2 with doctoral degree (p.3). The data here clearly shows that there is a significant achievement gap between different sections of the United States population.

Family impact on the Latinx student is also very important as well, because it affects Latinx and specifically Mexican culture which focuses tremendously on family values and marital stability. These values are also highly protected against any negative influence from the society at large. Part of this culture is the use of only the Spanish language in some Latinx households, which as mentioned earlier can affect the children negatively and limit their social mobility by handicapping their ability to effectively use English. Many Latinx children face a problem in schools with regards to the English language and culture, which is different from the language and culture that are used at home (Paat, 2015, p. 39). In addition, when the family is not supportive for the individuals’ education, it will influence the Latinx educational attainment negatively. Evidence suggests that parents who support their children and have high expectations for them will be more productive and successful in school (Fuligni, 1997; Suárez-Orozco and Suárez-Orozco, 1995).
3. Evaluation Question

From the start of our investigation into the Latino Youth Leadership Conference, it was decided that we should keep the main focus of the evaluation on the higher education component of the LYLC’s goals. This decision was made after reviewing the structure and goals of the program, as well as speaking with the president of the LYLC program Irene Cepeda. Through the research about the LYLC we learned what the program was all about, how it is run, as well as some areas of interest and concern. All of our research kept leading us back to the following question that we decided to focus the program evaluation around.

- Evaluation Question:

  “How can the effectiveness of the LYLC be increased/improved?”

The goal of any evaluation is to determine strengths as well as weaknesses so they can be addressed, and solutions can be implemented. The Latino Youth Leadership Conference is sustained through donations and the relentless volunteer work of its alumni. There are no paid staff positions at all within the LYLC organization. The LYLC is also completely free for all of its participants. With the whole LYLC being run by volunteers and funded by donations, there are always going to be a finite amount of resources that can be put into the program. This scarcity of resources means that the LYLC has to do the maximum amount towards its goals that it can with its given amount of resources. So naturally figuring out where the LYLC can improve/increase its effectiveness is of paramount importance.
Through our research on the LYLC is became apparent that getting participants to pursue and complete higher education was one of their main focuses and is reflected in their stated program goals. It was chosen to focus on this particular goal for the LYLC for a number of reasons.

First, there is currently some survey data regarding this goal, however, it has yet to be effectively analyzed to the best of its ability. For roughly the last decade the LYLC has been performing pre and post surveys for all participants that go through the LYLC program. This survey data has been collected over the years, but has not been used for the purposes of keeping an ongoing database, or to aid in the continuous improvement of the LYLC. The data has simply been collected and left in its raw state.

The second reason to focus on the LYLC’s goal of higher education is because when initial research was being done, it was noticed that there was no current way to track the progress of participants once they had become alumni. Given that the goal of the LYLC is to encourage participants to pursue and complete higher education, it would only make sense that there was a way of statistically following participants in order to see how they do at completing higher education. Educational attainment should be a crucial statistic for the LYLC for them to be able to evaluate if they are reaching their program goal of getting participants to complete higher education or not.

Another aspect of the higher education goal of the LYLC that will be addressed is the influence that the conference has on its participants when it comes to their attitude towards higher education. Given the current available survey data from the LYLC, there should be a statistical difference in the students attitudes towards higher education between the pre and post conference
survey. Evaluating the current survey data will allow an insight into the influence the LYLC has on participants when it comes to getting them to pursue higher education.

Researching how the LYLC encourages participants to strive for a higher education through their survey data will provide feedback on the short term benefits of the conference. Researching how the past participants of the LYLC have faired at completing higher education provide an insight into the long term benefits of the conference.

4. Review of the Literature

Latinx students have the lowest academic attainment rate compared with other racial/ethnic groups. The Latinx community largely has unequal school conditions and a low number of community college transfer rates. This makes Latinx students isolated in terms of education and serves to alienate them from society (Covarrubias, and Lara, 2014). The following statistics show the low rate in Latinx educational attainment compared with other racial groups. 17% of Latinxs between the ages of 25 and 29 had completed at least a bachelor’s degree in 2015. This is compared to 40% of European and 62% of Asian Americans (Gándara and Mordechay, 2017). For example, in California approximately 60% of Latinx students graduated from high school in 2012. From the 60% of Latinx students that graduated high school in California, only 6% of adults will earn a bachelor’s degree, 5% a masters degree, and 4 % will obtain doctoral degrees
Huber, Vélez, and Solórzano, 2014). Another example was given for Nevada, which is reported to be below the national average in terms of college enrolment rates with higher discrepancies among the Black, Hispanic, and Asian subpopulations from fall 2008 to fall 2013. In addition, Hispanic students have the lowest degree attainment rate at 13.77 % (Nehls, Schneider, Espinoza-Parra, Hines, and Tyler, 2017).

Some of the reasons behind the low educational attainment for Latinx are as follows. First, being undocumented can be a factor that plays a negative role in pursuing higher education for Latinx students because being undocumented, they do not have citizenship status and would be disqualified from applying for financial aid. The high tuition costs of higher education would be a barrier for undocumented students to go to college/university because they would be forced to pay entirely out of pocket. Undocumented students who receive secondary education in the United States have much lower rates of baccalaureate and graduate school achievement compared to their noncitizen counterparts that were not educated in the US (Covarrubias, and Lara, 2014).

Second, poverty is a major reason behind the low educational attainment among the Latinx population and it helps determine the kind of nutrition that children receive as well as the amount of time that they spend with their parents. Between 20% and 30% of low-income Latinxs, live in a linguistically isolated household, which will make the children from these households be further isolated from mainstream society because they may struggle to gain a command of the English language (Gándara and Mordechay, 2017).
Finally, improving the K-12 education is important because doing so would help Latinx students in their pursuit of higher education (Huber, Vélez, and Solórzano, 2014). English as a second language is a challenge for students in the Nevada public educational system that creates an educational disparity between those who are native English speakers and those who are not. Furthermore, upward bound is a program to increase the rate of enrollment and get students to graduate from higher education who are from low-income families (Nehls, Schneider, Espinoza-Parra, Hines, and Tyler, 2017).

5. Research Methodology

To evaluate these research question, it was decided to take a mixed-methods approach for the purposes of conducting a more holistic program evaluation and making sure the evaluation can be done from multiple perspectives. The research methods the group has settled on cover both quantitative and qualitative analysis. In the realm of quantitative analysis our group planned to do survey data analysis, as well as an alumni survey. When it comes to qualitative analysis our group planned to complete a benchmark study, an observation which involves physically observing the conference, and a literature review.

Throughout the evaluation process, data will be collected and reviewed for its relevance to the research question. Having multiple approaches to answer the research question will ensure that we have a defensible answer to the question, with multiple streams of evidence to support our
recommendations and conclusions. This section will explain the purpose of each methodology and how it will be related to the research question.

5.1 Observation

When conducting qualitative analysis, the evaluation team used different approaches that were able to capture a strong consensus of the impact the Latino Youth Leadership Conference program has on its participants. By means of attending the conference and sitting in on various informative sessions, we were also able to capture information regarding how the conference goes about achieving its goal to encourage the completion of higher education, empowering the youth with leadership skills, and community involvement, while also exploring cultural identity. The qualitative approaches implemented consists of participant observation, literature review, and benchmark studies.

The Latino Youth Leadership Conference took place at the University of Nevada, Las Vegas. The LYLC was a six-day conference that started on Tuesday, June 19, 2018 and ended on Sunday, June 24, 2018. Throughout the week members from the evaluation team attended several sessions to observe the information that was presented to participants. In addition, team members gained an insight on the overall flow of the conferences time management and organization. In addition to attending the conference, participants were observed in an effort to gain insight on their engagement and reaction during various sessions.

The daily schedule of participants during the conference is full from beginning to end as their day starts at 7:00 AM and ends on average around 11:30 PM. Sessions are presented by
individuals from the community who are familiar with or specialize on the topic at hand. Participants have a time of reflection at the end of each day, which is a time used to discuss what they have learned throughout the day and how it impacted them. Due to sensitive topics and issues that may be discussed during this time, the nightly reflections are kept private, thus meaning members of the evaluation team unable to observe these sessions.

Notes will be kept throughout the attendance of the LYLC in order to organize thoughts on the conference and its participants. These notes will be the main data source when it comes to the evaluation and will be the only record of the observation.

### 5.2 Survey Analysis

For the evaluation of the Latino Youth Leadership Conference, a mixture and review of collected survey data was used. There were three survey types utilized during this evaluation. Two of the surveys are administered by the conference to the current participants (participant survey) one pre and one post conference attendance. The third survey was constructed by the evaluation team and administered by email to the past alumni of the LYLC (alumni survey).

The conference asked participants to complete a pre-conference survey at the time that they check-in on the initial day of the conference. On the final day of the conference the same participants are asked to complete the post-conference survey. There were 48 questions on the pre-conference survey, and 44 on the post-conference survey. The questions have remained the
same throughout the years of data we received from the LYLC. There have been no changes made to either survey.

Pre-survey questions encompassed the participant’s demographics and their current school as well as activities/accomplishments. Various questions on the participants feelings about college, culture, and community service were included.

While not individually matched to the pre-conference surveys, the post-conference surveys asked similar demographic information, as well as their feelings about the materials and accommodations presented to them at the conference.

Participants completed their surveys on computers which were available to them at the conference. The surveys were entered into a statistical database by conference volunteers.

Participant surveys from 2016 through 2018 were made available for evaluation.

Due to the following difficulties, only aggregate data was able to be used.

Difficulties observed with the surveys:

- No identifiers were included on the surveys. There was no method for comparing an individual’s experience pre or post attendance to the conference.
- There was no information provided on the exact attendance per year at the conference, so results from year to year are not easily compared.
- Participants frequently check in late, or leave the conference early causing a discrepancy in the numbers of pre and post surveys from year to year.

**Alumni Survey:**
To determine the effects of LYLC attendance on college attendance and degree acquisition, an alumni survey was created. The alumni survey contained 24 questions. It was sent to a list of email addresses kept by conference volunteers. Approximately 1,000 were sent out to conference alumni, and 70 responses were returned. It was determined that there would likely be a lower than average response rate because of the difficulty in reaching conference alumni. Despite there being a large email list, there is no way of knowing if the email addresses are still active and the email was seen.

The questions on the alumni survey were constructed to ascertain if college attendance and graduation was accomplished, and at what levels. Questions were also asked regarding the conference and the alumni’s feelings about the conference and how it changed them. The responders were asked their gender and income levels to ascertain if the responses provided by the participants coincided with averages provided in the participant survey.

The years of conference attendance reported by the alumni ranged from 1999 to 2018, with some years between this range with no alumni response.
5.3 Benchmark Study

The purpose of the benchmark study is to attempt to understand the effectiveness of LYLC compared to similar programs throughout the United States, in regards of program purpose and goals. The plan for the benchmark study is to search for other program structures online as well as call the other programs to do telephone interviews by asking four questions that would help compare and contrast the programs with LYLC. The questions that were chosen are as follows:

1- How many volunteers you have? What is their age range?

2- Is the number of participants stable?

3- Has the program changed throughout the years? If so why and how.

4- Do you have some sort of survey given to the participants? Like alumni survey.

These questions were chosen because it would provide good information to analyze to answer the evaluation questions. However, none of the above programs replied to the evaluators’ phone calls or emails, which is likely to be expected from programs that are managed by volunteers who have other commitments. Analysis will be done with the information that was found on the respective programs’ website and social media pages. The information found will be the programs established year, number of students attending, program duration, goals, cost, activities, admission policy, eligibility, and number of volunteers.
5.4 SWOT Analysis

Utilizing information gained from our meeting with Irene Cepeda, observations of the LYLC, benchmark analysis, survey data analysis, and alumni survey analysis, a S.W.O.T. analysis was developed. This was done to clearly evaluate the LYLC, and if they’re meeting their goals to encourage the completion of higher education, empower youth with leadership skills, community involvement, while also exploring cultural identity.

<table>
<thead>
<tr>
<th>Internal</th>
<th>(S) - Strengths What about the organization stands out?</th>
<th>(W) - Weaknesses What is stopping the organization from excelling?</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td>(O) - Opportunities What advantages does the organization have?</td>
<td>(T) – Threats What could cause harm to the organization?</td>
</tr>
</tbody>
</table>

The S.W.O.T. analysis is focused on an effort to identify the overall conference strengths, weaknesses, external opportunities and threats that can positively or negatively impact the conferences short and long-term effectiveness on its participants. This type of analysis is designed to help clearly outline what the LYLC is good at, and what may need improvement. The goal of the S.W.O.T. analysis is to help provide possible changes to the conference practices.
and procedures that may be able to strengthen the conference as a whole. A S.W.O.T. analysis can and should be used to create a strategic plan, outlining the direction an organization is heading and uncovering any challenges that may arise. Strengths and weaknesses are internal factors directly correlated with what is happening within the organization. Opportunities and threats are external factors which are not controlled by anyone within the organization.

6. Findings

Below you will see the findings from all of the methodological structures listed in this report. These findings when compiled together will serve as the basis for our recommendations that will be found in the following section.

6.1 Observations

Attending the Latino Youth Leadership Conference, several observations we made that dealt with recruitment, selection and intake process, day to day activities. The following are some of the key observations:

- Conference check-in officially began at 7:00 am in front of Tonopah Residence Complex, but due to prior incidences volunteers have had participants eagerly awaiting since 6:00am. In the past they’ve had participants arrive earlier than expected. This year was no different as some participants arrived before the advertised time.

- The final step in the check-in process consisted of participants completing the pre-conference survey on one of the six laptops that were available for participants to use or via their phone. Participants must show the survey “completed” screen before they were guided to their room.
- Pre and post surveys are not cross referenced due to protecting participant’s identity and remaining anonymous.
  - Each participant is given a residence card which gave them access to the residence complex but also their designated room. Each card has a serial number that can be used as a form of identification while maintaining confidentiality. This idea was brought up by a staff member as they were not aware that there was no method for tracking information for pre and post survey.
- While check-in is from 7:00 – 9:00 am, some participants arrive throughout the day. It’s encouraged that the latest time to show up is 5:00 pm, but this year participants were allowed to arrive the following day in the morning.
- Due to not all participants showing up, it left many available spaces. Volunteers began calling those that didn’t show up, those on the waitlist, then those that were invited last year.
- Participants are asked to leave their phone in their room at the residence complex as participants are not allowed to have their phone during the conference.
- Sessions are primarily driven by the speaker or presenter
- Speakers incorporated Latinx themes, topics and culture throughout their presentations
- The speakers occasionally engaged the students as they made a point throughout their presentation
- Depending on the style of the session, some of the participants became disengaged or lost focus, this was made apparent as many participants began having side conversations
Many sessions were offered throughout the course of the week, which some were observed to get a glimpse of what participants learned. The first sessions was titled “Conference Expectations and Overview” which was an overview of the conference and the goals it wishes to meet throughout the week. The purpose of this session was to go over basic house rules and expectations volunteers expect from participants.

Then participants walked across the UNLV campus to the foundation room where they were awaited by key members of the foundation and individuals who were involved in the success and creation of the LYLC since its inception. Participants were presented with a brief overview of the history of how the conference came to be and how its grown throughout the years. In addition, Irene Cepeda was given the opportunity to share her story about how she was a participant and how it had a lasting impact in her life, which has resulted in giving back by paying forward and volunteering for the LYLC.

It was apparent that participates enjoyed sessions that were led by motivational speakers due to their continuous engagement in discussion and genuine attentiveness during the session. “New View: How We See the World” and “Playground Hero” were two sessions that were led by motivational speakers who used their struggles in life and their journey to overcome them to encourage others to grow and better themselves. Each speaker was present on different days but each one was energetic and kept the participant engaged in by implementing discussion opportunities.
Mental health among Latinos is a topic that isn’t addressed much due to many misconceptions within the Latino community and youth. “Therapy: So What?” was a session designed to address and educate participants of seeking mental health assistance. The presentation was a crash course on psychology as the session expanded on the history of psychology and the different types of psychotherapy. Part of this session included a reenactment of a psychotherapy session. The presenter played the part of the therapist while their assistant played the role of the person in dire need of mental health services. Participant’s body language and overall facial expressions looked sad and gloomy as the reenactment commenced. The therapy session reenactment was executed right as it dealt with issues that young adults may be facing, hence the change in mood in the participants.

“Queer Pasa”, formally known as “Gay Pasa”, was a session that discussed identification terms that pertain to the LGBTQ community. During this session it was apparent that participants and even volunteers were not engaged or interested as much. This observation was made as some of the group leaders were on their phones, while participants were distracted whispering to each other. It’s difficult to determine the exact reason why they weren’t engaged or at the very least not focused during this presentation. At the end of the presentation I spoke to Taylor McCadney who was the presenter for the session. She expressed her concern about participants not paying attention, she assumed it could have been that they are tired from lunch or the fact that they have been up since 7am and go to sleep around midnight for the past few days. Regardless the presenter enjoyed giving the presentation as she has a passion for the topic at hand.
As for the parents they were invited on Sunday to a presentation designed to inform them of what their child experienced throughout the week. The parent conference or session started with Planned Parenthood giving a presentation on safe sex, and unwanted pregnancy. They provided parents with a plethora of data and information about sexual activity among young adults. Although this is vital information to parents, it’s also controversial and in some cases uncomfortable. This portion of the session was not advertised, and it seemed that some parents didn’t care to much for it as they were not engaged. Also, some of the topics and discussions may have not been age appropriate for children. I mention this because some parents brought their younger children with them. Also, the graduation portion of the conference didn’t start until 6:00 pm, yet parents were present since 2:30 PM waiting for several hours.

6.2 Survey Data Analysis

The data collected from the LYLC participant survey was computed into demographics, and their opinions on aspects of college attendance at pre- and post-conference attendance. There was an average response rate of 85 participants per year. Individual responses could not be correlated due to a lack of a unique identifiers for each person taking the surveys. Therefore, only aggregate data was able to be used for the years of 2016 through 2018.

The research question and the LYLC’s goal of encouraging Latinx youth to pursue and complete a college education could not be studied through the pre-and post-surveys completed by the participants. However there was sufficient data to ascertain the numbers and quality of
students that are attracted and accepted into the program, and to determine the effect of the conference on the attendees in terms of their views on college and college attendance.

**Pre-Survey:**

*Gender:*

In discussion with Director Irene Cepeda, she stated that the conference participant selection committee attempts to choose an equal amount of male and female participants. The LYLC wants to have an equal amount of male and female participants despite the fact that they receive far more applications from females. This is to encourage Latinx males to attend, in hopes that they will pursue higher education. Per the United States Census/American Data Finder (factfinder.census.gov), there is a 1 to 1.5% greater amount of college educated Latinx women than men in Nevada.

Conference attendance per year has an average attendance of 47.3% males and 52.7% females. The chart below demonstrates the yearly attendance, and the consistent 5% difference in gender attendance.
While there is 5% male to female conference attendance differential, the U.S. Census reports a 3% difference in the numbers of college educated (a bachelor’s degree or higher) Latinx males (13.8%) to females (16.8%).

The American Fact Finder reports a $20,000+ per year disparity of employment compensation between males and females. There may be fewer males finishing college, but their earnings far outnumber the females. 44% of the Latinx female population in the United States are heading single parent households and live in poverty. Post-secondary education of Latinx females is paramount to leaving a life of poverty and enabling females to provide for their families.
However, the consideration of male attendance was applied in the further data analysis to determine if there was any statistical difference between the genders in their current school conditions and their thoughts and answers regarding the conference.

*Student School Status:*

Of the reported student statuses of the attendees, 20.5% were High School Juniors, 47.1% were High School Seniors, 28.1% were college students and 4.2% were unsure. There was a statistical relationship between the school status and gender.

\[ p = 23.2 \]

If the conference goals are to encourage students to pursue higher education, having current college students attending would seem to be unnecessary. There could be room for other students
who have yet to make a college decision. With such a high percentage of participants already being in college, it would not be an effective use of resources to teach them about enrollment in higher education.

Honors/Advanced Placement/GPA:

81% of students participating in the conference have taken Honor classes. 60.2% have taken advanced placement tests, which provide for college credits while still in high school.
$p = 1.2$
82.7% of the participants report that they are above average students.

\[ p = 1.55 \]

**College Interest:**

89.4% of the pre-surveyed participants have plans to enroll in college, either full or part time after high school graduation.
All of the six question samples taken from the survey, with comparisons made to gender and other factors that may indicate these high school students' propensity toward college enrollment.

Based on the student school status data analyzed from the pre-attendance surveys, there is an indication that those who are chosen to participate with the conference are already high performing students with a strong leaning towards college attendance.
Perhaps the resources may be used to provide opportunities to students who may not have made a decision on college attendance or who are on the fence of whether or not they want to attend college.

Post-Survey:

Analysis was done to compare the answers on college related topics for the pre and post surveys to determine the effectiveness of the information presented to the LYLC participants. The evaluation was interested to find if the participants attending the LYLC were students who were in need of encouragement to attend higher education, and if attendance at the conference produced a positive result in this area.

Confidence in College attendance:
77% of those surveyed before the conference felt confident about attending college.

\[ p = 5.7 \]
After conference, results show that 95% of participants feel confident about attending college, which represents an 18% increase. This data suggests that the conference information provided to the participants has positive effect on the confidence of prospective college attendees.

The application process for financial aid can be a daunting experience. Of the LYLC pre-conference attendees, 52.9% of those surveyed stated that they felt confident on how to apply, and 31.8% were neutral.
Post conference statistics show that 95.8% of those surveyed reported they were provided the information on how to apply for aid, and the neutral group fell to 3.1%. This shows that the content of the LYLC is positively affecting students.
Those participants who were neutral about the financial aid process were reduced by over 28%, raising the overall statistics of those having the information necessary to apply for aid to 95.8%.

67.4% of pre-conference attendees reported they knew the academic expectations of college attendance. 24.8% were neutral on this question.
By the conclusion of the conference, 95.1% reported they knew what was expected of them academically, and the neutral rate went down to 4.6%. This shows again that the LYLC is working well towards its goal of preparing students to pursue higher education.
This data shows that the LYLC provided the attendees with increased knowledge about what it takes academically to be a college student. Realistic expectations may increase a student’s chance of succeeding with their collegiate aspirations.

65.5% of pre-conference participants reported having clear educational goals, and 29.4% were neutral on the question.
After conference attendance, 58.4% of attendees reported that their educational goals were not changed much, and 19.1% remained neutral.

\[ p = 5.73 \]
77% of those surveyed before the conference felt confident about attending college.
After conference, results show that 95% of participants feel confident about attending college, which represents an 18% increase. This data suggests that the conference information provided to the participants has positive effect on the confidence of prospective college attendees. The variables used for the data were cross-tabulated. The null hypothesis was that there was no difference in the students responses by gender. The results showed all the values of greater than .05, or 5%, meaning the null hypothesis must be accepted.
Alumni Survey Findings:

The LYLC alumni survey was sent to a list serve of over 1000 alumni of the LYLC. The survey was administered via Qualtrics and 70 alumni successfully completed the survey. The data collected from the LYLC alumni survey computed the overall impact of the LYLC on attending an institution of higher education and the completion of a degree.

Based on the participant pre and post surveys participants were secure in their higher educational goals prior to their attendance of the LYLC. Alumni responses remained consistent with pre and post participant surveys as alumni credit the conference for reinforcing their decision to attend college. College attendance could also be pre-determined as a majority of participants had a plan to attend college. The data from the alumni survey is an indication that resources should be used to provide opportunities to those students who may not have made a decision on college or who are on the fence of whether or not they want to attend college.
The age of alumni who successfully completed the survey ranged from 17-37 years old. The most common age was 18 years old. There were more female responses than males as the survey responses consisted of 65.7% female and 34.3% male.
Respondents from the alumni survey indicated that a large majority have attended college and few have obtained a degree ranging from an associate degree to a doctoral degree. The data is comprised of solely alumni responses but it’s important to note that some alumni may still be active high school students or recent high school graduates resulting in the data inconsistencies.
6.3 Benchmark Study

The evaluation team choose these programs similar to the LYLC to see the effectiveness of its programming compared to other similar programs throughout the United States in regards to the programs purposes and goals. The other programs were chosen because they are aiming to inspire young Latinx students to pursue higher education and have strong community and cultural ties.

The team conducted a benchmark study with comparable and similar programs to the Latino Youth Leadership Conference throughout the nation in terms of organization focus, goals, and several other criteria. The other organizations are the Sacramento Leadership Conference (SLC), Bay Area Institute (BAI), Los Angeles Institute (LAI), San Joaquin Valley Institute (SJVI), Latino Youth Leadership Conference Kennesaw State University, and Alliance for Latino Leadership. We asked eight questions as shown in Table 1 to be able to compare the programs with the LYLC.

Table 1: Benchmark Study Comparison

<table>
<thead>
<tr>
<th></th>
<th>Year created</th>
<th># of students attending</th>
<th>Duration</th>
<th>Goals</th>
<th>Cost</th>
<th>Activities</th>
<th>Admission</th>
<th>Eligibility</th>
<th># of volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>LYLC</td>
<td>1993</td>
<td>80-100</td>
<td>Six days</td>
<td>Leadership skills</td>
<td>No cost</td>
<td>Identity sessions, LGBT,</td>
<td>Incoming Junior</td>
<td>Essays</td>
<td>30-40</td>
</tr>
<tr>
<td>Organization</td>
<td>Year</td>
<td>Participants</td>
<td>Duration</td>
<td>Topics</td>
<td>Cost</td>
<td>Age Requirements</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------</td>
<td>--------------</td>
<td>----------</td>
<td>---------------------------------</td>
<td>---------------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Leadership Conference (SLC)</td>
<td>1982</td>
<td>120</td>
<td>Week-long</td>
<td>The four curriculum C’s: Community, culture, college, and careers</td>
<td>No cost</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bay Area Institute (BAI)</td>
<td>2014</td>
<td>50</td>
<td>Three days</td>
<td>The four curriculum C’s: Community, culture, college, and careers</td>
<td>No cost</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Angeles Institute (LAI)</td>
<td>2006</td>
<td>50</td>
<td>Three days</td>
<td>The four curriculum C’s: Community, culture, college, and careers</td>
<td>No cost</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Joaquin Valley Institute (SJVI)</td>
<td>1999</td>
<td>50</td>
<td>Three days</td>
<td>The four curriculum C’s: Community, culture,</td>
<td>No cost</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The evaluation team was unfortunate in that we could not get hold of any of the organizations. This is likely due to them being small organizations similar to the LYLC with very limited resources. However, the following information was gathered from the websites of the various organizations. LYLC of Kennesaw, Georgia was created in 1972, which is earlier than any other mentioned organization. The LYLC of Kennesaw, Georgia also has by far the greatest number of participants and yet one of the shortest durations at one day. This may be attributable to the way in which they run their conference. Perhaps it is more of a one-day large seminar that allows them to reach so many students at once. The LYLC of Las Vegas, NV along with Sacramento Leadership Conference are the only organizations that have week long conferences. As mentioned before, the goals for all the compared organizations are the same and aim to empower Latino youth to be effective members of society. Moreover, admission and eligibility are similar

<table>
<thead>
<tr>
<th>Organization</th>
<th>Year</th>
<th>Participants</th>
<th>Duration</th>
<th>Goal</th>
<th>Admission</th>
<th>Eligibility</th>
<th>Before</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LYLC Kennesaw, Georgia</td>
<td>1972</td>
<td>Over 2,300</td>
<td>One day</td>
<td>To finish high school and pursue higher education</td>
<td>No cost</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Alliance for Latino Leadership Madison, NJ</td>
<td>2012</td>
<td>-</td>
<td>One day</td>
<td>Collaboration, dignity, justice, and excellence</td>
<td>-</td>
<td>All high school students</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
among the organizations the only difference that LYLC of Las Vegas, Nevada accepts senior students along with Alliance for Latino Leadership Madison, NJ. More information from each of the programs would be necessary to be able to determine what the most effective way of getting students through higher education is, and what conference structure supports that the best.

6.4 SWOT Analysis

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Long-term history</td>
<td>✔️ Lack of date review as pre and post surveys are not analyzed.</td>
</tr>
<tr>
<td>● Collection of Data</td>
<td>✔️ Target audience are already college bound</td>
</tr>
<tr>
<td>● Support from Higher Education Institutions</td>
<td></td>
</tr>
<tr>
<td>● Volunteer / Commandery</td>
<td></td>
</tr>
</tbody>
</table>

The LYLC has a rich long-standing history in Southern Nevada. The conference has been in existence for 25 years which has developed a growing network of individuals that have graduated from the program. Throughout the years the conference has created a sense of commandery among graduates of the conference. Graduates of the LYLC return to assist and volunteer their time to the conference once they’ve become alumni of the conference themselves. The conference operates solely on graduates of the LYLC who give their time back to volunteer at the conference. There is no compensation provided to volunteers of the LYLC. These volunteers go through several months of training to prepare for this yearly conference. The conference is supported through funding from higher education institutions like College of Southern Nevada, Nevada State College, and University of Nevada, Las Vegas. There is also support for the LYLC coming from local businesses and private parties.
One of the goals of the LYLC is to encourage higher education, and partnerships with colleges and universities reinforce the purpose of the conference. In addition, the LYLC has collected a significant amount of data through pre and post surveys that participants fill out at the conference. The information collected from these surveys consists of demographics, attitudes towards education, and others. Survey data has been collected for over a decade with information on the participant, and their reaction to the conference.

Although data has been collected for many years, it hasn’t been evaluated or reviewed to its greatest potential. The data that has been collected has vital information that could help improve the participants experience. The evaluation team reviewed several years of data and results indicated that students were unhappy with certain aspects of the conference. The data isn’t used to improve or adjust the conference to cater to the needs of its participants.

The data also revealed that a majority of participants are interested in college as 77% of students are confident about attending college pre-conference and 95% of participants were confident about attending college post-conference. As previously stated one of the goals is to encourage higher education, but a majority of the participants appear to be confident that they are college bound prior to the conference. This could indicate that there may be a need to adjust the target audience of the conference to include more students that are less likely to attend higher education without attendance to the LYLC.
In addition, 60.2% have taken Advanced Placement (AP) Exams which provides credits in college. The College Board, the organization that created AP exams surveyed 40,000 students who completed at least one exam and concluded that over 80% of students agreed that they feel more confident about doing well in college after taking an AP course (The College Board, 2017). The conference is providing a lot of resources helping students that are statistically already much more likely to attend higher education.

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Growth of program</td>
<td>◼ Lack of risk management plan</td>
</tr>
<tr>
<td>● More Alumni involvement</td>
<td>◼ Audience limitation</td>
</tr>
<tr>
<td>● Increased and diversified advertising</td>
<td></td>
</tr>
</tbody>
</table>

The LYLC has the ability to grow and provide more assistance to students who need inspiration to increase their leadership skills or become motivated to attend college. These are two goals that the LYLC advocate as part of their recruitment efforts. Reaching out to students who may be on the right path towards college is counter intuitive as students who are unsure about college may benefit more from attending the LYLC. Each year about 80-100 people graduate from the LYLC, which increases their alumni network. This network of graduates should be reached to often to keep them informed of the conference but to utilize them for the conference. Keeping in touch with alumni will also keep the LYLC community together which will further their goals. Alumni should also be utilized for recruitment and advertising purposes as they can open doors to
potential students who may benefit from the conference. Advertising and recruiting needs to be expanded to all high schools in an effort to attract a more diverse pool of participants.

The downfall is the lack of risk management plan on hand at the conference. Volunteers are given conference manuals but these contain information about the conference such as songs and ice breakers. It is vital to include contact information in case of an emergency with detailed procedures to follow. In addition, there are limitations on participants as a majority of participants exemplify the goals of the LYLC prior to the conference. Given the current goals of the conference, the LYLC may be limiting itself because of its high caliber participants. If the conference were to accept more students who are on the borderline of college or not, they may be able to do more good with their limited resources.

7. Recommendations

The recommendations that follow were determined through analysis of the data that was collected about the LYLC throughout the evaluative process. These recommendations can all be supported by the evidence presented in this report, and for the most part can be supported by multiple streams of evidence. Some of the following recommendations will be for short term improvements, while others will be intended to be long term structural changes for the conference. The recommendations are as follows:
7.1 Short Term Recommendations

- **Evaluate the Target Population of Conference Attendees**

When it comes to the Latino Youth Leadership Conference, the goals are clear. The LYLC wants to promote the pursuit of and completion of higher education, develop the leadership skills of the youth, and promote knowledge of the Hispanic culture and heritage.

The conference is geared towards high school age students although there are the 28.1% of participants who indicate that they are already in college. Given that a main goal of the LYLC is to promote students going to higher education, it would not be an effective use of resources to teach current college students about higher education. Furthermore, the percentage of bachelor's degree holding Hispanics in Nevada is only 8.9%. This represents the lowest percentage among the major racial categories. Those resources may be better spent on students who are less likely to go college. By focusing on students who are less likely to attend higher education, the LYLC may be able to even further boost the number of Latinxs that hold Bachelor's degrees.

Many of the participants of the LYLC appear to be predisposed to higher education. When looking at the portion of participants that are not yet enrolled in college, it is shown that most of them are already statistically headed towards higher education. According to the pre-conference survey data, 77% of participants are already confident about attending college. This number later changes to 95% on the post-conference survey, which shows a significant improvement.

However, with 77% being confident about college on the pre-conference survey, it may be unnecessary to spend resources teaching this portion of students about higher education. Adding
on to that, 82.7% of participants indicated that they were above average students, and 89.4% of participants said they planned to enroll in college. Most participants were also involved in advanced placement courses or honors courses at 60.2% and 81% respectively.

According to the data, the LYLC is attracting participants that are already predisposed towards higher education and are likely to attend college whether or not they are exposed to the curriculum of the conference. That said, the curriculum of the conference has shown to be effective through the survey data analysis. However, by targeting more students who are less likely to attend college before the conference, the LYLC may be able to inspire more students to do so who would not otherwise have considered the option of higher education.

The students who are already in college and the students who are already predisposed to higher education may benefit most from the leadership and cultural training provided by the LYLC. While less educationally inclined students may benefit more from the higher educational curriculum of the LYLC. By clarifying the type of students the LYLC wants to reach most, they may be able to further maximize the limited amount of resources that they have. Currently the LYLC is attracting participants that are likely to attend college regardless of what they experience at the LYLC. Although if the LYLC decided to directly target students who are less likely to attend college unless they are exposed to the LYLC, then they may be able to increase their overall impact on the Latinx community.
- **Restructure the pre- and post-surveys**

  Working with the pre and post survey data that was collected by the LYLC, it became apparent that a couple of changes may be necessary to improve the survey and the data that can be collected from it. The recommendations regarding the pre and post surveys are as follows:

  - **Participants taking the surveys need a unique identifier so their answers can be compared between their pre and post surveys**
  - **Replace open ended questions with multiple choice questions for data analysis purposes**
  - **Recode the survey so it is consistent**

**Unique Identifier:**

When initially working with the pre and post survey data it was determined that there was no way to accurately track participants through their pre and post surveys. In other words, if a participant answered the pre-survey, went through the conference, and then answered the post-survey, there would be no way to link the two surveys to show the difference the conference made on that individual. With the current survey setup, it is only possible to use aggregate data to evaluate the effectiveness of the LYLC. The addition of a unique identifier will allow the data that is collected to be much more in depth. With a unique identifier it would then become possible for data to be presented on an individual level. Having data at the individual level would allow the LYLC to see how different types of students with different backgrounds are affected by the program which could help the conference target the students that need their services the most.

During the observation portion of the evaluation a few solutions were suggested for this problem through conversations with the LYLC volunteers. The LYLC could use the number from the participants dorm card, an assigned participant number, or even a dorm room number as a unique identifier for the surveys. This would allow the LYLC to
maintain confidentiality, while at the same time being able to see individual changes in the data. This change will be necessary in order to improve data collection and evaluation so the conference can continue to get better.

**Replacing Open Ended Questions with Multiple Choice:**

When reviewing the surveys, it became apparent that there were ample short answer questions. While these questions do contain some qualitative value, it is important when designing a survey to make sure you can gather the data you want to collect. While the qualitative data can provide certain insights into the participants, it is harder to collect and evaluate than other data formats gathered through the use of multiple choice questions.

When it comes to data analysis its necessary to be able to scale and compute various sets of data, which means its usually best to ask a multiple-choice question rather than a long form question that is much harder to analyze.

**Recode the Surveys for Consistency:**

Working with the pre and post survey data in the SPSS data analysis program ended up being a lot harder than expected. The questions and responses were not coded consistently making it difficult to run a thorough analysis. In order to work with the data and be able to run data analysis and cross tabulations it became necessary to recode the surveys so that they could be worked with to its greatest capacity. It would be highly recommended to recode the survey to how it was recorded for use in this project. It would make future data analysis much easier and quicker.
7.2 Medium Term Recommendations

- **Fully Utilize the Survey**

Through our meetings with the LYLC President Irene Cepeda, it has become clear that the surveys are not used to their fullest potential. The LYLC being completely run by volunteers has very limited resources to perform all of its essential tasks. When trying to complete all of the necessary tasks for the conference, data analysis has taken a back seat to other tasks like planning the next conference and training the new set of alumni volunteers. This means that there is a lot of survey data that has been collected but has not been analyzed in any meaningful way.

It is imperative to analyze collected data as it would help the LYLC to continuously improve their programming by gaining valuable insights from their past participants. When analyzing the pre and post surveys as well as the alumni survey, there were a few themes that kept coming up such as sleep times during the conference. In each survey there have been participants saying that they would like to have more sleep during the conference and that they feel exhausted at the end of the week. This is due to the participants going to bed late at night and having to be up early in the morning. Perhaps this can be taken into consideration when planning future Latino Youth Leadership Conferences. However, data like this can only be uncovered through a thorough analysis of collected data.

It is understood that the LYLC is run entirely on volunteer help, resources can be limited, and volunteers can experience fatigue from doing so much to help the LYLC. However, it is
necessary to dedicate some time, resources, and volunteers to analyzing survey data. Survey data analysis should be a top priority and important first step towards planning the following years conference. The survey should be a tool to measure the LYLAs continuous improvement.

**Market the LYLC more throughout local High Schools:**

One of the most important things a non-profit such as the LYLC can do is market itself. If students are not hearing about your program and the positive benefits that it brings, then they will not be able to apply. According to the survey data that has been collected, most of the students that are going to the LYLC are hearing about the program simply through word of mouth from friends. The two highest categories that students hear about the LYLC from are friends and other. These two categories represent a majority of the responses. This shows that the LYLC has a good base of support as many people are personally recommending the program to others. However, it also shows room for improvement when it comes to marketing the program. Only about half of the students that heard about the program through friends and others heard about the LYLC through their teachers or school counselors.

Marketing the LYLC through the schools to the students may help the conference to attract the types of students that are more at risk of not attending higher education. Schools promoting the conference is extremely important in Latino educational attainment as Gándara & Mordechay (2017) stated that “Counselors who can help students understand both the demands and rewards of higher education are critical to preparing students to graduate and go on to postsecondary education” (p. 150). Furthermore, the counselors and teachers at individual schools would best know which students are most likely to benefit from the LYLC program and encourage them to
apply. Rather than simply relying on word of mouth, active promotion of the program within the school system will increase its visibility within the community. Ultimately this will help with sustainability of the program and will increase the chance that the LYLC gets to work with the students who need their services most.

The marketing of the program can be done in many different ways to get the LYLAs information into the schools. These can range from things like creating brochures and handouts, sending a speaker to different schools, emailing counselors at different schools, and many others. What this type of marketing is supposed to do is provide increased visibility of the program to attract candidates and grow the program. The strategy of marketing through the schools could also help the LYLC to attract more at-risk students. With the current participants hearing about the program mostly through word of mouth, it can be assumed that the people promoting the program were involved with it somehow and most likely past alumni. By attracting new participants through the schools, the LYLC will increase its base of alumni and volunteers, while at the same time making the most of their limited resources.

7.3 Long Term Recommendations

Consider Restructuring the Conference:

Due to the nature of non-profit work, there is always a struggle to do the most good or achieve the most with the limited number of given resources. The LYLC is no exception to this rule and wants to do the best that it can given its limited number of volunteers, time, money, and other
resources. Through the evaluation process it was noticed that the goals of the program may not line up with one another. In other words, there may be a dichotomy in the program theory where certain goals of the program are more catered to a certain type of student, while other goals are catered for another. In order to maximize the resources of the LYLC it may be the best course of action to split up the LYLC into two separate parts. Instead of one six-day conference, have two three-day conferences. One conference which focuses on getting students who are unsure about their future to pursue and complete higher education, and one conference for students who are sure they are going to higher education but are interested in being leaders in their community and preserving their cultural heritage.

For example, the students with higher grades and educational aspirations who are predisposed to going to higher education may benefit from and be more interested in the LLC's programs regarding leadership and cultural awareness. These students may be more inclined to want to do more in their communities and learn about leadership because they have already set themselves up on a solid educational foundation and can handle the added rigors of such an endeavor. On the other hand, students who are struggling more in the classroom and may not see higher education as an option may benefit more from the LYLAs programs regarding getting them to pursue and complete higher education. In order for the LYLC to increase the low college education rate among the Latinx community, it is imperative that they locate the unsure students who are on the fence about whether or not to attend higher education and get them into the program. In this respect, if the LYLC is only getting participants who are already going to higher education, they may be reaching their stated goal, but they would not be maximizing their limited resources as these students are already highly likely to attend higher education before they enter the
conference. As far as this goal is concerned it would be a better use of resources to find students who are unsure about college and expose them to the LYLC curriculum on higher education.

When we look at the LYLC goal of encouraging participants to pursue and complete higher education, we can see that a lot of the participants are already predisposed to that thought before the conference. The pre-conference survey statistics show that the overwhelming majority of participants already state that they are going to enter higher education upon high school graduation. While a small minority of participants claim that they are unsure about whether or not they want to attend college after their high school graduation. If the goal of the LYLC is to get students to pursue higher education that otherwise would not, then this needs to be addressed because according to the data, most of the LYLC participants do not need this type of service.

**Change the Application and Review Process:**

In order to maximize the LYLC by targeting the students that need their services the most, a change in the application and review process may be necessary. As mentioned earlier, a large portion of the students going into the LYLC are already predisposed towards higher education, and some of them are even currently in college. It may be in the interest of the LYLC to reach out to younger students like sophomores to teach them about the positives of higher education early. By targeting students at a younger age it will afford them the time to be able to use their knowledge to plan ahead for the continuation of their education.

It would also be wise to include screeners within the LYLC application process that would help the conference identify participants that are unsure about their feelings on whether or not they should continue their education after high school. Perhaps asking in the application about the
students current feelings towards higher education would help in this regard. It simply ensures that the students that need the service the most are receiving it.

It may also be necessary to remove the gender restriction within the LYLC selection process. Currently there is a strong focus around trying to be as even as possible between the numbers of men and women at the conference. As it stands now more women are applying to the LYLC than men meaning that a higher percentage of males that apply are admitted than females. It may be the best course of action to abandon the ideal of having a conference split evenly in gender for the purpose of simply locating the students with the most need for the service and admitting them. The key here is finding the students that are most in need of the LYLC services and allowing them to attend regardless of gender.

8. Conclusions

Overall the Latino Youth Leadership Conference has done an excellent job over the last 25 years and has inspired many people within the Latinx community to reach their highest potential. The LYLC has created a group of alumni and volunteers that are invested in the program and want to give back to the community. The LYLC has shown itself to have a profound effect on its participants. The conference encourages and makes progress towards the goals that they promote.

In any organization there is always room for improvement and change. The LYLC could use the recommendations above to make some structural changes that would serve to benefit the future
of the conference. These changes would allow the LYLC to maximize their resources and help the greatest amount of students possible.

8.1 Limitations of the Project

The first limitation of this program evaluation is that we were unable to answer one of our initial research questions. Before the start of the evaluation it was determined that the LYLC did not appear to have a solid risk management plan when it came to handling situations that may arise during the conference. These situations could range from standard emergencies all the way to a participant having a contraband item. When working with minors it is especially important to have policies and procedures in place that would ensure circumstances out of the norm are handled effectively and consistently. However, throughout the project we were unable to obtain current materials that the LYLC has in regards to risk management and were therefore unable to evaluate this aspect of the conference.

The second limitation of the project comes with the alumni survey data. The aim of the alumni survey was to collect data on the educational attainment of previous LYLC participants. The survey was sent to over 1,000 different recipients and 70 responses were obtained. Most of the responses come from students who participated in the LYLC in only the last few years. Thus making it difficult to generalize the data. There are some responses from more than a few years ago that show favorable data for the LYLC in its work towards its goal of higher education, however there are not enough responses to be able to claim a general trend. As far as the portion of the alumni survey respondents that graduated from the LYLC in the past few years, it is showing that they are continuing on to higher education. Continuing to follow up with these
students and their journeys through higher education will be important for the LYLC to collect strong program data.

The last limitation of the evaluation is that the pre and post surveys need their identifier. It was possible to use aggregate data which can show general trends. However, it was unable to be determined how the conference affected people on an individual level. Having data at the individual level would allow the data to show who the conference had an effect on and how, as well as what types of students the conference has the greatest effect on.

**8.2 Future directions of the project**

To continue this project into the future it is vital to continue to collect and analyze program data. Data is the best measure for the success or failure of a program and needs to be monitored to ensure the LYLC stays on the right track. Data on alumni regarding their educational attainment will also be an important statistic to keep track of moving forward. Alumni data goes hand in hand with the program data that the LYLC collects from the pre and post surveys, as it will also become a critical part of the LYLC’s future success. Data collection, review, and analysis is the backbone of organizations like the LYLC and its important that this process improves and continues to get better year to year.
References


Welcome to the LYLC 2016! We are excited to have you participate in our conference this year! You are now entering the pre-conference survey. Please take about 15 minutes to answer each question to the best of your ability. Do not skip any questions. Your participation in this survey is voluntary and all of your answers will be kept confidential. No references, either oral or written, will be made that can link you to this survey. If you have any questions about the survey please contact the assessment team at mariana.sarmiento@unlv.edu. Thank you, and see you on June 21st!

I. Educational Plans
Please check your student status for fall 2016

- High School Junior (1)
- High School Senior (2)
- College student (3)
- Unsure (4)

Q1 Will you graduate/have you graduated from a local high school?

- Yes (1)
- No (2)
- Unsure (3)
Q2 What are your plans for college attendance once you graduate from high school?

- I plan to enroll full-time (12 or more credits).  (1)
- I plan to enroll part-time (11 or less credits).  (2)
- I will not enroll in college.  (3)
- Unsure  (4)

Q3 What is your highest degree goal?

- Associates  (1)
- Bachelors  (2)
- Masters  (3)
- Doctorate  (4)
- Undecided  (5)
Q4 How many colleges and universities do you plan to apply to or have applied to?

- 1 (1)
- 2-4 (2)
- 5-7 (3)
- more than 7 (4)

Q5 Will you apply to out of state colleges?

- Yes (1)
- No (2)
- Unsure (3)

Q6 If you plan to attend college, what is your intended major?

__________________________________________________________________________
Q7 If you plan to attend college, please check the schools you plan to apply to in the future or have applied to?

☐ University of Nevada Las Vegas (1)

☐ College of Southern Nevada (2)

☐ University of Nevada Reno (3)

☐ Nevada State College (4)

☐ Other: (5) ________________________________________________

☐ Other (6) ________________________________________________

☐ Other (7) ________________________________________________

☐ Other (8) ________________________________________________

☐ I do not plan to attend college. (9)
Q8 Which of the following statements best describes your reason for selecting a college or university?

- The academic program(s) will meet my educational goals. (1)
- The university will offer me financial assistance. (2)
- The university will be affordable. (3)
- I want to be close to family. (4)
- Other: (5) ________________________________

Q9 Will immigration status prevent you from college educational options (such as applying to certain colleges or applying for federal financial aid)?

- Yes (1)
- No (2)
- Unsure (3)
Q10 As of June 2016 what is your overall grade average?

- A+ to A- (1)
- B+ to B- (2)
- C+ to C- (3)
- Below a C- (4)

Q11 Did you take Honors classes in high school?

- Yes (1)
- No (2)

Q12 Did you take Advanced Placement Classes in high school?

- Yes (1)
- No (2)
II. Educational Experiences and Perceptions

Q1 Which of the following statements best describes how you view yourself as a student?

○ I am a very good student. (1)

○ I am good student. (2)

○ I am a somewhat a good student. (3)

○ I am an average student. (4)

○ I am not a good student. (5)

Q2 Which of the following statements best describes why you want to attend college?

○ Attending college will allow me get ahead in life and make a lot of money. (1)

○ Attending college will allow me to contribute to society as a productive citizen. (2)

○ Attending college will allow me to help my parents financially. (3)

○ I do not plan to attend college. (4)
Q3 Currently, what is the most difficult aspect to achieving your academic goals?
________________________________________________________
__________________________
__________________________
__________________________
__________________________

Page Break

Q4 Who or what has been the most helpful to you to get to where you are now academically?
________________________________________________________
__________________________
__________________________
__________________________
__________________________

Page Break

Q5 Why is it important for you to achieve your academic goals?
________________________________________________________
__________________________
__________________________
__________________________
__________________________
Q6 How do you hope the Latina/o Youth Leadership Program will help prepare you for college?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page Break
Q7 How did you hear about the Latina/o Youth Leadership Program?

- Counselor (1)
- Teacher (2)
- Friend (3)
- Latin Chamber of Commerce (4)
- Other Non-Profit Organization (5)
- Community Event (6)
- Other (7) _________________________________
Have you participated in any of the following programs prior to attending the Latina/o Youth Leadership Program?

☐ Upward Bound (1)

☐ Gear Up (2)

☐ I have a Dream (3)

☐ Latin Chamber Career Day Program (4)

☐ Please list any other academic, mentoring, or leadership programs you have participated in:

(5) ________________________________________________

☐ I have not participated in any other academic or leadership program in the past. (6)
Q1 Gender

- Male (1)
- Female (2)

Q2 What **year** were you born?

________________________________________________________________

Q3 Are you the first in your immediate family to attend college?

- Yes (1)
- No (2)

Q4 What is the highest grade your mother completed?

________________________________________________________________
Q5 What is the highest grade your father completed?

________________________________________________________________

Page Break

Q6 As of June 2016, do you work outside the home?

☐ Yes (1)

☐ No (2)

Skip To: Q7 If As of June 2016, do you work outside the home? = No

Page Break

Q6a If you work, please select one:

☐ I work part-time (20 or fewer hours a week) (1)

☐ I work full-time (40 or more hours a week) (2)
Q6b If you work, will you continue working on school begins?

- Yes (1)
- No (2)
- Unsure (3)

Q7 What is your ethnicity?

- Mexican, Mexican American, Chicano/a (1)
- Puerto Rican (2)
- Cuban, Cuban American (3)
- Other (Please describe): (4) ________________________________________________

End of Block: Demographic & Background Information

Start of Block: IV. PERCEPTIONS AND VIEWS

IV. PERCEPTIONS AND VIEWS

Please reflect on your overall experience this week and mark the best response.
Q1 I feel confident about attending college.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q2 I have information on how to apply for college financial aid.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q3 I have a clear plan for my educational goals.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q4 I Feel prepared to apply to college.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q5 I know the academic expectations of a college student.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q6 I feel I can bring about change in my community.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q7 Leadership is an abstract word that does not apply to my future or me.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q8 Community leadership is an important part of the college experience.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q9 I believe my cultural and family values are in conflict with my educational goals.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Page Break

Q10 I am sure that I will attend college after graduation.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q11 I am active in community projects.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q12 I know the steps to take to attend college.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q13 I am motivated to improve myself.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q14 I believe I can maintain my culture and attend college.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q15 I feel pride of my cultural heritage.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q16 I know a lot about my cultural heritage.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q17 I feel like I belong to my cultural community.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
POST CONFERENCE SURVEY
*Latina/o Youth Leadership Conference*
*Program Evaluation*

Please take about 15 minutes to answer each question to the best of your ability. Do not skip any questions. Your participation in this survey is voluntary and all of your answers will be kept confidential. No references, either oral or written, will be made that can link you to this survey. If you have any questions about the survey please contact the assessment team at mariana.sarmiento@unlv.edu.
Please check your student status for fall 2017

- High School Junior (1)
- High School Senior (2)
- College student (3)
- Unsure (4)

Gender:

- Male (2)
- Female (3)

End of Block: Educational Plans

Start of Block: Program Objectives

II. Program Objectives

Please reflect on your overall experience this week and mark the best response.
Q1 The objectives of the program were clearly stated in the first day of the program.

- Strongly Agree (8)
- Agree (9)
- Neutral (11)
- Disagree (13)
- Strongly Disagree (14)

Q2 The objectives of the program were relevant to my personal development as a (future) college student.

- Strongly Agree (15)
- Agree (16)
- Neutral (17)
- Disagree (18)
- Strongly Disagree (19)
Q3 I understood the objective of each session of the program.

- Strongly Agree (14)
- Agree (15)
- Neutral (16)
- Disagree (17)
- Strongly Disagree (18)

Q4 What was expected of me, as a participant was made clear during the program.

- Strongly Agree (14)
- Agree (15)
- Neutral (16)
- Disagree (17)
- Strongly Disagree (18)
Q5 Please Include any additional comments or thoughts you may have on the program objectives:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Page Break

Q6 How do you hope the Latina/o Youth Leadership Program will help prepare you for college?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Page Break

End of Block: Program Objectives

Start of Block: Perception and Views

III. Perceptions and Views
Please reflect on your overall experience this week and mark the response.

Q1 After attending this conference I feel more confident about attending college.
   - Strongly Agree (15)
   - Agree (16)
   - Neutral (17)
   - Disagree (18)
   - Strongly Disagree (19)
Q2 The program provided me with information on how to apply for college financial aid.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)

Q3 As a result of the conference my educational goals did not change much.

- Strongly Agree (10)
- Agree (11)
- Neutral (12)
- Disagree (13)
- Strongly Disagree (14)
Q4 I feel better prepared to apply to college after attending the LYLC.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)

Q5 I know what is expected of me academically as a college student.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)
Q6 I feel I can bring about change in my community.

- Strongly Agree (7)
- Agree (8)
- Neutral (9)
- Disagree (10)
- Strongly Disagree (11)

Q7 Leadership is an abstract word that does not apply to my future or me.

- Strongly Agree (8)
- Agree (9)
- Neutral (10)
- Disagree (11)
- Strongly Disagree (12)
Q8 Community leadership is an important part of the college experience.

- Strongly Agree (15)
- Agree (16)
- Neutral (17)
- Disagree (18)
- Strongly Disagree (19)

Q10 Before attending the LYLC I was unsure if I would attend college after graduation.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)
Q11 Before attending the LYLC I was active in community projects.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)

Page Break

Q12 Before attending the LYLC I was unsure what steps to take to attend college.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)
Q13 The conference motivated me to improve myself in ways I had not considered before.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)

Q14 I believe I can maintain my culture and attend college.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)
Q9 I believe my cultural and family values are in conflict with my educational goals.

☐ Strongly Agree (10)

☐ Agree (11)

☐ Neutral (12)

☐ Disagree (13)

☐ Strongly Disagree (14)

---

IV. Knowledge and Skills

---

Please reflect on your overall experience this week and mark the best response.
Q1 Overall, the presentations provided an effective way for me to think and reflect on my ideas about leadership.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q2 Overall, there was enough time during the program to absorb the information that was presented.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q3 Overall, the seminar was appropriately structured to suit the learning objectives.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q4 Overall, there was enough time during the program for the participants to share information.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q5 The program provided specific leadership strategies I can implement as a college student.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q6 As a result of the program I have a greater awareness and understanding of the specific steps I need to take to apply to colleges and financial aid.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)
Q7 The program provided useful suggestions on how to talk about issues of race, gender, and class as a college student.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Page Break

Q8 After participating in the program I feel confident about the different ways I can contribute to my community.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Page Break

End of Block: Knowledge and Skills
Please reflect on your overall experience this week and mark the best response.

Q1 The program’s overall environment (meeting spaces, location, etc) was conducive to the purpose of the program.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)
Q2 The program staff is available for answering questions and assisting when I had questions.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)

Q3 Program materials and communication were provided in a timely matter.

- Strongly Agree (9)
- Agree (10)
- Neutral (11)
- Disagree (12)
- Strongly Disagree (13)
Q4 By the end of the program, I had a clearer understanding of what I might get from the LYLC.

○ Strongly Agree (9)
○ Agree (10)
○ Neutral (11)
○ Disagree (12)
○ Strongly Disagree (13)

Q5 I was very satisfied with the rooming accommodations and meals during the program.

○ Strongly Agree (9)
○ Agree (10)
○ Neutral (11)
○ Disagree (12)
○ Strongly Disagree (13)
VI. Thoughts and Experiences

Please reflect on your overall experience this week and mark the best response.

Q1 What do you think was the best part of the Latina/o Youth Leadership Program? Please be as specific as possible.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q2 What do you think was the least beneficial part of the Latina/o Youth Leadership Program? Please be as specific as possible.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q3 How can the program be improved in the future?


Thank You!

End of Block: Thoughts and Experiences
<table>
<thead>
<tr>
<th>Program</th>
<th>Year created</th>
<th># of students attending</th>
<th>Duration</th>
<th>Goals</th>
<th>Cost</th>
<th>Activities</th>
<th>Admission</th>
<th>Eligibility</th>
<th># of volunteer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LYLC</td>
<td>1993</td>
<td>80-100</td>
<td>Six days</td>
<td>Leadership skills, Encourage higher education, importance of family culture, and community values.</td>
<td>No cost</td>
<td>Identity sessions, LGBTQ, immigrants, mental health, etc.</td>
<td>Incoming Junior and existing sophomore and senior</td>
<td>Essays</td>
<td>30-40</td>
</tr>
<tr>
<td>Sacramento Leadershiip Conferencce (SLC)</td>
<td>1982</td>
<td>120</td>
<td>Week long</td>
<td>The four curriculum C’s: Community, culture, college, and careers</td>
<td>No cost</td>
<td>Legislative day, political campaign, college and career day</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td>-</td>
</tr>
<tr>
<td>Bay Area Institute (BAI)</td>
<td>2014</td>
<td>50</td>
<td>Three days</td>
<td>The four curriculum C’s: Community, culture, college, and careers</td>
<td>No cost</td>
<td>Civic, college and career day, etc</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td>-</td>
</tr>
<tr>
<td>Los Angeles Institute (LAI)</td>
<td>2006</td>
<td>50</td>
<td>Three days</td>
<td>The four curriculum C’s: Community, culture, college, and careers</td>
<td>No cost</td>
<td>Civic, college and career day, etc</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td>-</td>
</tr>
<tr>
<td>San Joaquin Valley Institute (SJVI)</td>
<td>1999</td>
<td>50</td>
<td>3 days</td>
<td>The four curriculm C’s: Community, culture, college, and careers</td>
<td>No cost</td>
<td>Parents day, higher education eligibility, etc</td>
<td>Sophomore or Junior</td>
<td>Enrolled in HS and not attended the conference before</td>
<td>-</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td>----</td>
<td>--------</td>
<td>---------------------------------------------------------------</td>
<td>--------</td>
<td>---------------------------------------------</td>
<td>---------------------</td>
<td>--------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>LYLC Kennesaw, Georgia</td>
<td>1972</td>
<td>Over 2,300</td>
<td>One day</td>
<td>To finish high school and pursue higher education</td>
<td>No cost</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Alliance for Latino Leadership Madison, NJ</td>
<td>2012</td>
<td>-</td>
<td>One day</td>
<td>Collaboration, dignity, justice, and excellence</td>
<td>-</td>
<td>-</td>
<td>All high school students</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
7:00 am - 9:00 am I Conference Check-in Location: UNLV, Tonopah Residence Hall

9:30 am - 10:00 am I Conference Expectations and Overview Location: UNLV, Carol C. Harter Classroom Building Complex, A-112 This session provides an overview of the conference rules and expectations. Participants will be introduced to conference staff and activities. Presenters: Irene Cepeda M.Ed., Title V HSI Project Coordinator, Nevada State College; Project Director LYLC, LYLC ’05, Marvin a. Campos, Program Coordinator, Latino Youth Leadership Conference, LYLC ‘12

10:00 am - 11:00 am I LYLC Welcome and Conference History: Origins & Importance The LYLC co-founder will discuss the history of the conference and why it was created over two decades ago and the vision for the LYLC and LYLFL moving forward.

11:00 am - 12:45 pm I LYLC Opening Luncheon LYLC Visionary Luchadores: Consejos to the next Generation of Lideres

In addition to our organization and postsecondary supporters, we recognize the LYLC visionaries who helped lead the LYLC over 25 years.

Moderator: Dr. Edith Fernandez, Associate Vice President, Office of Community Engagement & Diversity Initiatives, Nevada State College

The presidents of UNLV, CSN, and Nevada sTATE will speak about leadership and keys to being a successful college student. Moderator: Dr. Edith Fernandez, Nevada State College

Presenters: Bart Patterson, Nevada state President Dr. Diane Z. Chase, UNLV Executive Vice President and Provost

Dr. Federico Zaragoza, CSN President Thom Reilly, Chancellor Nevada System of Higher Education

Location: UNLV, Carol C. Harter Classroom Building Complex, A-112

8:00 Pm - 9:00 pm I Written Reflection Location: UNLV, Carol C. Harter Classroom Building
Panel Discussion: Tom Rodriguez, LYLC Co-founder Jose Melendrez, UNLV College of Health Sciences Irene Cepeda, LYLC Director Moderator: Dr. Magdalena Martinez, University of Nevada Las Vegas, Assistant Professor, College of Urban Affairs.

Location: UNLV, Foundation Blasco Wing

Welcoming Comments: Dr. Magdalena Martinez, University of Nevada Las Vegas, Assistant Professor, College of Urban Affairs. Daniel J. Tafoya, Chairman of the Board, Latin Chamber of Commerce of Nevada Peter Guzman, President, Latin Chamber of Commerce of Nevada Edgar Patino, NV Energy Dan Giraldo, Bank of America.

Thomas Rodriguez maria chairez Magdalena Martinez Jose Melendrez Rosemary Q. Flores Ricardo Reyna, Jr. ivet Varela Irene Cepeda

12:45 Pm - 1:45 pm I University & College Presidents Panel

Location: UNLV, Foundation Blasco Wing

1:45 Pm - 2:00 pm I Break and transition to next session

3:00 Pm - 4:00 pm I LYLC Familia Tree Location: UNLV, Carol C. Harter Classroom Building Complex, A-112 Past Alumni will share their personal conference memories and life after the LYLC in an interactive activity and Q&A session. Alumni Presenters: Ivet Aldaba-Valera, UNLV Social Work Lecturer, LYLC ‘04 Cisco Gonzalez, CSW-I Mental Health Counselor, LYLC ‘01

4:00 Pm - 4:50 pm I Conference Familia Time Participants will get to know their familias better through a series of team builders and icebreakers. Presenters: LYLC 2018 recruitment team

4:50 Pm - 5:00 pm I Walk to next session

5:00 Pm - 6:00 pm I Dinner

Location: UNLV Dining Commons

6:00 Pm - 6:15 pm I Walk to next session

6:15 Pm - 8:00 pm I Team Building Activity This activity will teach participants how to overcome obstacles and challenges in a group setting. The activity will also reinforce how to work as a team to achieve goals. Presenters: Erika Borges, Clark County Parks & Recreation, LYLC ‘99, Veronica Reyes, Recreation Specialist II Enma Alfaro-Amaya, Recreation Specialist II Andrew Carillo, Recreation Specialist II

Participants will reflect on their first impression of the LYLC and their expectations for the week. Presenter: Mary Ann Sena-Edelen, Regional Director of Patient Experience for OptumCare
7:20 am - 8:00 am I breakfast Location: UNLV Dining Commons

**8:00 am - 8:15 am** I Walk to bus  
**8:15 am - 9:00 am I Travel to College of Southern Nevada, North Las Vegas Campus**

9:00 am - 9:30 am I College of Southern Nevada, North Las Vegas Campus - Welcome  
Participants will meet with the CSN faculty and administrators and talk with college leaders about career options available at community colleges. Presenter: Maria Marinch, M.A., Executive Director of Inclusive Learning and Engagement  
Location: CSN North Las Vegas, Telecommunication Building, 1772

9:30 am - 10:30 am I Higher Education: Options, Access, and Success  
**Location:**

CSN North Las Vegas, Telecommunication Building, 1772  
The presenter will discuss the different types of postsecondary institutions, public colleges and universities in Nevada, and the various types of certificates and degrees. Presenter: Anthony Herrera, CSN Recruiter/Success Coach

**10:30 am - 10:45 am** I break

10:45 am - 11:45 pm I Self-Awareness Activity  
**Location:**

CSN North Las Vegas, Telecommunication Building, 1772  
Written Reflection: “Letter to Yourself”. Presenter: Anthony Herrera, CSN Recruiter/Success Coach

11:45 Pm - 12:00 pm I Walk to next session  
12:00 Pm - 1:00 pm I CSN Networking Lunch  
**Location:**

CSN North Las Vegas, June Whitley  
1:00 Pm - 2:30 pm I familia time

**2:30 Pm - 4:00 pm I PRIVILEGE WALK**  
**Location:**

CSN North Las Vegas, June Whitley  
This session will focus on LYLC’s most popular activity; participants will reflect and discuss what privilege means to them. Presenters: Stavan Corbett, Senior Vice
President, The Public Education Foundation

4:00 Pm - 5:00 pm I DEBRIEFING WEB: A Familia Tapestry

Vegas, June Whitley Presenters: peer facilitators

5:00 Pm - 6:00 pm I Travel to University of Nevada Las Vegas Nevada

6:00 Pm - 6:45 pm I pizza dinner

Location: UNLV, Carol C. Harter Classroom Building Complex, A-112

6:45 Pm - 7:45 pm I Identity and Culture

Location: UNLV, Carol C. Harter Classroom Building Complex, A-112 Participants will review the history of Latinos in the U.S. and explore what identity and culture mean to them. Presenters: Edith Fernandez, Ph.D., Associate Vice President, Office of Community Engagement & Diversity Initiatives, Nevada State College Laura P. Naumann, Ph.D., Associate Professor of Psychology, School of Social Sciences | Title V HSI Project Director, School of Education, Nevada State College

7:45 Pm - 9:00 pm I Therapy: So What?

Location: UNLV, Carol C. Harter Classroom Building Complex, A-112 This session will help students understand the misconceptions surrounding mental health within our communities and youth. Presenter: Norma Ramirez, Fuller Theological Seminary, Graduate School of Psychology, LYLC ‘08

9:00 Pm - 11:00 pm I Familia Debriefing 11:00 pm I lights out
7:20 am - 8:00 am I Breakfast Location: UNLV, Dining Commons
8:00 am - 8:10 am I Walk to session
8:10 am - 10:00 am I Location: UNLV, Dining Commons

2:00 pm - 2:55 pm I Ready or Not? Myths & Facts Queer Pasa

Location: UNLV, Holbert H. Hendrix Education Auditorium, 105 The presenter will discuss myths and facts about sexual health, resources available and healthy behavior. Presenters: Aminah Harvey, Health Educator, Teen Pregnancy Prevention Program, Southern Nevada Health District

10:00 am - 10:15 am I break

10:15 am - 11:15 am I Maintaining Healthy Relationships at Home, School and Beyond

Location: UNLV, Holbert H. Hendrix Education Auditorium, 105 This session will focus on healthy relationships, knowing how to identify risky behavior, and where to seek assistance and resources. Presenters: Wendy Lozada, The Rape Crisis Center

11:15 am - 11:50 am I spirit time
11:50 am - 12:00 pm I Walk to lunch
12:00 pm - 1:45 pm I lunch and familia time
1:45 pm - 2:00 pm I walk to next session

Location: UNLV, Carol C. Harter

Classroom Building Complex, A-112 Participants will learn about gender issues and gain a historical context to this multifaceted topic. Presenter: Juan Espinoza-Cuellar, Equipo Academy, Spanish and Latin American Studies, LYLC ‘02

3:00 pm - 4:00 pm I Latinos Who Lunch: Latinos and Arts

Location: UNLV, Carol C. Harter

Classroom Building Complex, A-112 The arts and Latinos have a long history in our country and state. In this session participants will learn about the various options available to express themselves creatively. Presenters: Emmanuel Ortega, Latinos Who Lunch

4:00 Pm - 4:50 pm I Business Etiquette 101

127
Classroom Building Complex, A-112 Participants will be introduced to the do’s and don'ts of business etiquette. Presenters: Peter Guzman, LCC President 4:50 Pm - 5:00 pm I walk to dinner 5:00 Pm - 6:00 pm I dinner

Classroom Building Complex, A-112 Participants will learn about the history of US immigration and how that has shaped our current immigration climate and policies. Participants will also hear about the current status of DACA and education opportunities. Presenter: Jocelyn Cortez, DeCastroVerde Law Group, Attorney, LYLC ’98

Classroom Building Complex, A-112 The session will focus on how to use challenges as motivators and to build resiliency. Presenters: Alex Bernal, Back On Track Coordinator, Clark County

8:45 Pm - 9:00 pm I Walk to next session

Classroom Building Complex, A-108 This is an LYLC tradition. Be ready to be inspired! Presenters: Gina Cortes, Financial Controller, K&G Bookkeeping,LYLC ’04

10:00 Pm - 12:00 pm I Written Reflection & Familia Debriefing Participants will reflect on what they are passionate about and how they would like to change their community. Presenters: Peer Facilitators

12:00 pm I lights out

Location: UNLV, Carol C. Harter

LV, Dining Commons 6:00 Pm - 6:15 pm I walk to next session 6:15 Pm - 7:15 pm I Immigration History, Opportunities and Current Status

7:30 Pm - 8:45 pm I Playground Hero

9:00 Pm - 10:00 pm I LYLA Skit
7:00 am - 7:30 am I breakfast Location: UNLV Dining Commons 7:30 am - 7:45 am I Location: rogerS student center, ballroom Location: rogerS student center, ballroom Location: rogerS student center, ballroom

1:30 pm - 2:15 pm I Walk to bus

7:45 am - 8:45 am I Travel to nevada State College 8:45 am - 9:30 am I Nevada State College Welcome Students will learn about Nevada State College opportunities and meet Nevada state professionals. Presenter: Dr. Edith Fernandez, Vice President, Nevada State College
9:30 am - 10:30 am I Grow Your Mindset Based on the book, Mindset, participants will learn how to pursue their goals and stay focused in the face of challenges. Presenter: Yusta Flores, CCSD Teacher
10:30 am - 11:00 am I Career Exploration Briefing 11:00 am - 1:30 pm I Career Exploration Career Day Round-Table Sessions Participants will have the opportunity to learn about different careers pathways. They will meet with four professionals in small groups and ask them about their careers. LAW / LAW ENFORCEMENT: Africa Sanchez, Sanchez Law / Leo Sanchez, US Probation Office ENGINEER: Raul Flores, JT3 K-12 EDUCATION: Yusta Flores, CCSD / Darlin Delgado, CCSD COLLEGE PROFESSOR: Maria Casa, UNLV PUBLIC RELATIONS / MEDIA: Jennifer Lopez, R & R / Leticia Castro, Noticiero Telemundo / AdrianaGuzman, Noticiero Telemundo / Javier Palmera, Noticiero Telemundo BUSINESS/BANKING: Dan Giraldo, Bank of America / Ivette Barajas, Bank of America SOCIAL WORK/COMMUNITY HEALTH: Jose Melendrez, UNLV HEALTH CARE: Patricia Gonzalez, Nathan Adelson Hospice / Mario Gaspar de Alba, UNLV Medicine lunch
2:15 pm - 2:45 pm I group picture and load buses 2:45 pm - 3:45 pm I drive to the University of Nevada Las Vegas 3:45 pm - 4:45 pm I Get ready for the afternoon program; movie night, talent show and sports night. 4:45 pm - 6:45 pm I Movie and Debrief

Location: UNLV, Carol C. Harter Classroom Building Complex, A-106 Participants will watch a documentary and explore the social issues connected to the film. Presenter: Ricardo Reyna, Jr. MFA, Instructor Department of
Film, University of Nevada, Las Vegas

6:45 Pm - 7:30 pm I Familia Time and In-n-out!
Brought to you by: Ivet Aldaba-Valera, In-n-Out Enthusiast!

7:30 Pm - 9:00 pm I Latino Poetry Slam & Talent Show
Location: UNLV, Carol C. Harter Classroom Building Complex, A-106 The LYLC tradition continues and participants will have an opportunity to show off their talents. Presenters: Adult Facilitators

9:00 Pm - 10:00 pm I Sports Night
Location: unlv dorm area Participants will compete with fellow participants in different sport competitions.

10:00 Pm - 11:00 pm I Written Reflection & Familia Debriefing Participants will reflect on their barriers to success and their future-selves. Presenters: peer Facilitators

11:00 Pm I Lights Out
7:30 am - 8:15 am I Breakfast Location: UNLV, Tonopah Residence Hall sponsored by: Edgar flores, assemblyman state of nevada, lylc ‘03

8:15 am - 8:45 am I spirit time!

Flora Dungan Humanities Presenters: lead team

8:45 am - 10:00 am I Latinos in S.T.E.M.

Dungan Humanities, 109 Participants will learn about S.T.E.M. careers and how to thrive in these fields. Panelists: Dr. Juan Plata, Bigelow Aerospace, LYLC ‘03 Ricardo Becerra, MBA, Financial Reporting Manager, NV Energy Suzette Tardy, PMP, Project Manager & Engineer II, NV Energy

10:15 am - 11:30 am I Understanding College Degrees and Programs at UNLV Participants will learn about university degrees, programs, financial aid and other important first year programs. Presenter: Barbara Roberts, Director of Recruitment, Programs & Services, Office of Undergraduate Admissions, UNLV

11:30 am - 12:00 pm I Alumni Presentation

Location: UNLV, Flora Dungan Humanities, 109
Location: UNLV, Carol C. Harter Classroom Building Complex
Location: UNLV, Foundation Blasco Wing
Location: UNLV, Foundation Blasco Wing

Participants will reflect on the importance of giving back to their community and building relationships. Presenter: Peer Facilitators

11:30 pm I light out

Location: UNLV, Flora Dungan Humanities, 109

The Alumni E-Board members will discuss the purpose of the LYLA, their involvement in the community and how to get involved. Presenters: Latino Youth Leadership Alumni 2018 Executive Board

12:30 pm - 2:00 pm I Lunch & Involvement Fair Participants will have the opportunity to network and meet with campus and community organizations. Presenters: Student and
Community Organizations

2:00 pm - 4:30 pm I prepare for Evening Program

4:30 pm - 5:00 pm I walk to next session
5:00 pm - 8:00 pm I Reception & Dinner Through personal narratives, participants will hear from LYLC Alumni and leaders from our community on what it takes to be a luchadora and public servant leader. MC: Cythia Alejandre, Senior Government Strategy Adviser, NV Energy, LYLC ‘07 Remarks: Catherine Cortez Masto, United States Senator, Nevada Olivia Diaz, Assemblywoman, State of Nevada, LYLC ‘98 Jocelyn Cortez, DeCastroVerde Law Group, Attorney, LYLC ‘98

8:30 pm - 10:30 pm I Mock Interview Participants will have the opportunity to use the professional development and soft skills learned throughout the conference in this interactive session.

10:30 pm - 11:30 pm I Written Reflection & Familia Debriefing
7:00 am - 9:00 am | Conference Photos
Location: UNLV Dining Commons
PresenterS: LEAD TEAM

UNLV, Pida Plaza 9:00 am - 10:30 am | Pack Up & Clear Dorms

10:30 am - 11:30 am | bRUNCH

11:30 am - 11:50 am | SPIRIT TIME
11:50 am - 12:00 Pm | WALK TO NEXT SESSION

12:00 Pm - 2:00 Pm | LYLC Skits
Location: UNLV, Student Union Theater

This is an LYLC tradition. Participants will share their creativity by working as familias to develop skits on the week’s activities and program. Presenter: LYLC 2018 Familias

2:00 Pm - 4:00 Pm | El Caracol
Location: UNLV, Student Union, ballroom a

This LYLC tradition will bring participants together one last time before the conclusion to share their reflections and thoughts. Presenters: Marvin a. Campos, LYLC ‘12
Eliana Martinez, LYLC ‘11

4:00 Pm - 5:00 Pm | closing familia circles
5:00 Pm - 5:15 Pm | Walk to next session

5:15 Pm - 5:45 Pm | Post-Surveys
Location: Carol C. Harter Classroom Building Complex, room C-125

This is an LYLC tradition. Participants will share their creativity by working as familias to develop skits on the week’s activities and program. Presenter: Mariana Sarmiento, UNLV graduate student, LYLC ‘12

5:45 Pm - 6:00 Pm | Walk to next session
6:00 Pm - 7:30 Pm | GRADUATION CEREMONY
Location: UNLV, Student Union Theater

This is an LYLC tradition. Participants will share their creativity by working as familias to develop skits on the week’s activities and program. Presenter: Congressional and Senatorial Representatives

7:30 Pm I Close of 2018 LYLC

‘93