National Hispanic Institute (NHI) staff members at different levels of involvement with students are interviewed in order to compare perceptions of the organization’s executive staff members to those staff members that work at the regional levels directly with participants to seek out the organizations’ actions towards creating an effective Latino youth development organization. All of the staff members interviewed are given the same interview questions.

**Research Method**

The research method used for practical ideal type models is the case study. In this case, the NHI staff will be interviewed in order to collect data to be measured. In utilizing the focused interview, perceptions are accessed in order to gain information to compare to the practical ideal model developed in this study. Interviews given to the staff at different levels will help compare program director perceptions to community level staff members’ actions and perceptions while working directly with student participants.

In-person interviews of the founder and chief staff members of the organization will be sought out in order to gain their opinions and reasons for including or not including certain aspects of positive youth development within their organization. Three levels of staff will be interviewed. The executive staff includes the board of directors, who are in most cases NHI alumni and decide policy for the organization. The next level of staff includes the community project administrators who are in most cases parents of participants and in some cases alumni. These individuals are involved at the regional level and concentrate mostly on the ninth grade program. The last level of staff includes program educational directors, who are NHI alumni and are responsible for conducting programs in the summer. The NHI has the majority of its business during the spring and summer, so prior to that season should be an ideal time to interview. The operationalization table (Table 3.1) shows the categories that will be using focused interviews. Interview questions are listed beside the indicator in each ideal type category. The questions are open-ended in order to gain insight into the creation of components of the NHI and compare that to the practical ideal model.

**Table 3.1: Operationalization of the Conceptual Framework**

|  |  |
| --- | --- |
| *Ideal Type Categories* | *Interview Question* |
| **Program Structure** | |
| Intensity | How often are programs offered during the school month?  How often are programs offered during a non-school month? |
| Breadth | How many different types of activities can one student participate in during a school year?  How do the NHI programs develop different skills that students possess? |
| Duration | How many years may students participate in NHI programs?  How many years does the average NHI student participate in programs? |
| **Individual Development** | |
| Resiliency | How familiar are you with resiliency?  Does your organization focus on risk factors in student participants?  Does concentrating on risk factors take away from or add to the positive development of a student participant? |
| Leadership | Do activities focus on building leadership skills?  What kinds of activities or programs can students participate in to actively use leadership skills?  How do these programs utilize and develop leadership skills?  Are students given the opportunity to participate in an activist or civic activity within the organization? |
| Partnership | Are students able to build or create programs and activities for the organization?  How often is student input asked when deciding on an activity to offer?  What role does the student play in developing new programs and activities for the organization? |
| **Adult Interaction** | |
| Parent/Guardian Involvement | How often are there programs or activities planned for parents?  How often are parents asked to participate within an activity?  What kind of programs are there for parents within the organization? |
| Mentor | Does the organization provide mentors for student participants?  How often do students meet with mentors?  Are mentors decided by age?  Are mentors decided by gender? |
| Community Adult | How often are students taken on college visits to talk with administrators?  How often are students taken to potential work places to talk with administrators?  How often do students participate in community service projects with community adults? |
| **Evaluation** | |
| Focus Group | How often are focus groups used to evaluate a program or activity?  Who is asked to be a part of focus groups?  Does NHI evaluate programs/activities using staff input? |
| Pre-Test/Post-Test | How is participants’ development assessed?  How are activities/programs measured or evaluated? |
| Follow-Up Survey | Are students given follow-up surveys after participation in an activity/program?  How is student satisfaction/dissatisfaction with a program assessed? |
| 5 C’s | Do developmental outcomes stem from NHI objectives?  How does NHI measure outcomes? |