

The Angelo Del Toro
Puerto Rican/Hispanic Youth
Leadership Institute
(PR/HYLI)

External Evaluation Report

**Submitted to Questar III
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EXECUTIVE SUMMARY

Program Overview

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI), a collaborative effort among the New York State Assembly/Senate Puerto Rican/Hispanic Task Force, the New York State Department of Education, Office of Bilingual Education and World Languages (OBE-WL), Questar III BOCES, Somos El Futuro, Inc., and the New York City Department of Education, provides Hispanic/Latino students with the opportunity to learn firsthand about New York State's legislative process. The program has existed for 25 years and is dedicated to the memory of the Honorable Angelo Del Toro who was instrumental in developing the Institute in an effort to empower the state's Hispanic/Latino student population. In 2015, junior and senior high school students representing eight regional delegations located throughout the state participated in the Institute.

The goals of the Angelo Del Toro PR/HYLI program are to develop students' leadership skills; generate opportunities for students to interact with positive adult role models; create partnerships and conversations among educators, business leaders, and students; and foster students' understanding of the NYS legislative process. The program operates in three distinct phases: Phase I: Training in Regional Delegations, Phase II: PR/HYLI in Albany, and Phase III: PR/HYLI Follow-Up. Each phase is aligned with the New York State Common Core Learning Standards (CCLS) and are designed to prepare students to be college and career ready.

Evaluation Methodology

Glen Martin Associates (GMA), a program evaluation firm in Albany, NY is the external evaluator for the annual Angelo Del Toro PR/HYLI program. GMA's evaluation design corresponds to the three distinct phases of the program, and utilizes both quantitative and qualitative data from multiple sources in an effort to garner information regarding the intended effects of the PR/HYLI program

(outcome evaluation); as well as provide data related to the activities and

practices that directly influence such outcomes (process evaluation). The data and information collected come from a variety of sources including: PR/HYLI student and adult feedback surveys; progress reports from delegation leaders; evaluator observations of program activities; and case studies with PR/HYLI student and adult pairs.

Phase I: Training in Regional Delegations

In the fall and winter, qualified Hispanic/Latino students were recruited and selected from each delegation's pool of applicants to participate in the 2015 Angelo Del Toro PR/HYLI program. Students attended intensive training in their regional delegation designed to help them develop leadership and public speaking skills, and foster their understanding of New York State's legislative process. The student sessions were led by delegation trainers who had previously participated in train-the-trainer workshops to ensure the student trainings were delivered consistently and in accordance with the PR/HYLI training manual. Key findings for Phase I included:

- ☞ Delegation leaders continue to tweak their recruitment and selection processes each year, and while there are still areas for improvement, the overall process was a success.
- ☞ The stories of the outstanding delegates illustrate the many faces of leadership within the Angelo Del Toro PR/HYLI program, as well as the diversity of experiences each student brings to the distinctive Institute.
- ☞ Statewide PR/HYLI leaders have implemented strong efforts to unify Phase I approaches across the eight delegations without losing sight of the importance of providing some flexibility in order to accommodate the diverse needs and situations of each region.

- Similar to last year, the trainings in the regional delegations were comprised of a mix of training activities, including small group work, role-playing, and presentations; and students on the whole, were very pleased with the sessions.
- The regional delegation trainings taught students how to develop and present research-based arguments and also deepened their understanding of the qualities of effective leadership.
- Perhaps one of the biggest challenges of the PR/HYLI regional trainings for delegations is meeting the 30-hour training guideline, with most falling short of the suggested number of hours.
- Overall, the delegation leaders view the regional trainings as a work-in-progress and are reflective and open to making ongoing enhancements each year.

Phase II: PR/HYLI in Albany

Between March 21, 2015 and March 23, 2015, students and adults from all over New York State met in Albany for the three-day Institute. The Institute was a culmination of students' regional training, providing an opportunity for students to apply what they learned, as well as further enhance their leadership skills. Key activities included guest speakers, team-building activities, a legislative mock assembly where students debated actual bills in the NYS assembly chambers, a student recognition dinner, and visits with local legislators. Key findings for Phase II included:

- The schedule of Day 1 marked several changes from the prior year, ranging from its location to the timing of the activities, and there was overwhelming consensus that these changes were positive and effective in establishing an atmosphere of excitement right from the outset of the three-day event.
- Perhaps one of the most talked about aspects of the welcoming session was the keynote speaker, Wes Moore, with students and adults alike describing his speech as motivational and inspiring.

- This year's Day 1 team-building activities were seen as a considerable improvement from the prior year, with many PR/HYLI adults reporting that this year's activities were engaging, student-focused, and successful in building camaraderie among students.
- The optimal length of Day 1, specifically how to incorporate informal networking into the day, continues to be a work-in-progress.
- Day 2 of the PR/HYLI, especially the chance to "be" a member of the NYS Assembly for one afternoon, continues to be a unique experience that students will treasure for years to come.
- Day 3 of the PR/HYLI was not rated as highly as Day 1 or Day 2 but most felt it was a good wrap-up to the three-day Institute.
- Both students and adults were glad they participated in this year's event, and would highly recommend PR/HYLI to any student who has the opportunity to participate.
- In considering PR/HYLI's two short-term outcomes, there was consensus that the 2015 PR/HYLI successfully enhanced students' knowledge of the legislative process, developed leadership skills, and created effective networking opportunities for students to interact with positive role models (adult and youth alike).

Phase III: PR/HYLI Follow-Up

The final phase of the Angelo Del Toro PR/HYLI program included student reunion events to celebrate students' hard work and accomplishments, with a statewide debriefing meeting planned for fall 2015 in order to share ideas, consider potential program improvements, and reflect on the overall Institute. Key findings for Phase III included:

- The extent to which delegations provide continued opportunities for their new and existing PR/HYLI alumni varies, and is largely dependent on the interest and initiative of each delegation's adult and student leaders.

- ☞ It is perhaps the students' personal stories that provide the best glimpse of the potential long-term impact of PR/HYLI, as students and the adults in their lives contemplate their efforts to bring change to their communities today, as well as to become the leaders of tomorrow.

Conclusion

In 2015, the Angelo Del Toro PR/HYLI program continued its mission and purpose, namely to empower Hispanic/Latino youth. With committed PR/HYLI coordinators and delegation leaders, as well as a network of chaperones, trainers, school staff and alumni, the Institute continues to be a positive experience for participating students. The success of the 2015 event was unquestioned by adults and students alike, with story after story of its positive influence on participating students. The key components of a successful youth leadership program – such as clearly defined goals and objectives, broad support from the community, consistent and committed adult leadership, student-led activities, and ongoing opportunities for reflection – continue to be at the heart of the PR/HYLI program. Because of this, PR/HYLI continues to leave a positive and lasting impact on future Hispanic/Latino leaders.

PROGRAM OVERVIEW

Section I

Background

In 1988, the New York State Assembly/Senate Puerto Rican/Hispanic Task Force sponsored the first Somos Uno weekend legislative conference, today simply called “SOMOS,” to spread awareness and build support for legislation, programs, and services that would improve issues pertaining to the Hispanic/Latino community. Two years later, under the leadership of Assemblyman Angelo Del Toro, the first Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) was developed to coincide with the annual SOMOS conference. Assemblyman Del Toro, for whom the Institute was named after his passing in 1994, hoped the Institute would help Hispanic youth better understand their cultural heritage, inspire their sense of civic duty, and encourage them to give back to their communities. Since its founding in 1990, the PR/HYLI has given thousands of Hispanic/Latino students from across New York State the opportunity to travel to Albany and experience firsthand the state’s legislative process.

Program Goals

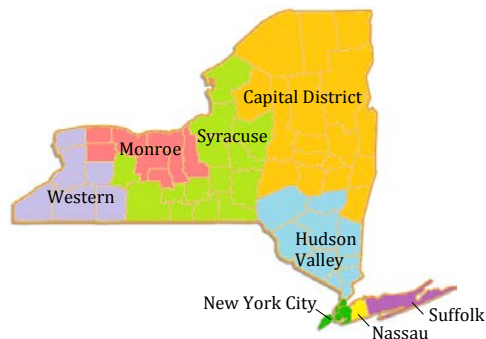
Today, the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute is a joint effort of the New York State Assembly/Senate Puerto Rican/Hispanic Task Force, the Education Department (NYSED), Office of Bilingual Education and World Languages (OBE-WL), Questar III BOCES, Somos El Futuro, Inc., and the New York City Department of Education. The overarching purpose of the Institute remains the same: to empower the state’s Hispanic/Latino student population. To this end, the Institute has the following four major goals:

- ☞ To develop the leadership skills of Hispanic/Latino students;
- ☞ To create opportunities for Hispanic/Latino students to interact with positive role models, such as Puerto Rican/Latino elected officials, educators, and business leaders;
- ☞ To create partnerships and conversations among educators, business leaders, and Hispanic/Latino students; and
- ☞ To develop Hispanic/Latino students’ understanding of the NYS legislative process.

Program Participants

Each year, approximately 200 junior and senior high school students come from one of eight local delegations to participate in the Institute (see Figure I.A). Approximately 25 adult trainers across the eight delegations also participate in the program, as do several chaperones and volunteers.

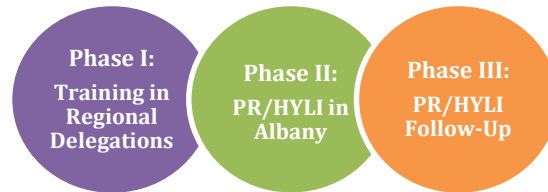
Figure I.A: PR/HYLI Delegations



Program Phases

The annual cycle of the PR/HYLI program includes three distinct phases: Phase I: Training in Regional Delegations, Phase II: PR/HYLI in Albany, and Phase III: PR/HYLI Follow-Up (see Figure I.B). During the initial phase, students are nominated and selected to participate in a series of trainings in their local delegation. The trainings, which typically begin three to four months ahead of the PR/HYLI event in Albany, are designed to increase students' knowledge of the legislative process and develop their public speaking, teamwork, and leadership skills.

Figure I.B: Annual Cycle of the PR/HYLI



Students head to Albany for Phase II, a three-day Institute that includes team-building activities, a mock assembly session and a student recognition dinner. The final phase of the PR/HYLI program includes a post-Institute local delegation reunion and diverse student-initiated activities and events where the new PR/HYLI alum can continue to develop their leadership potential. Activities in all three phases are aligned with the NYS Common Core Learning Standards (CCLS) and are designed to prepare students to be college and career ready.

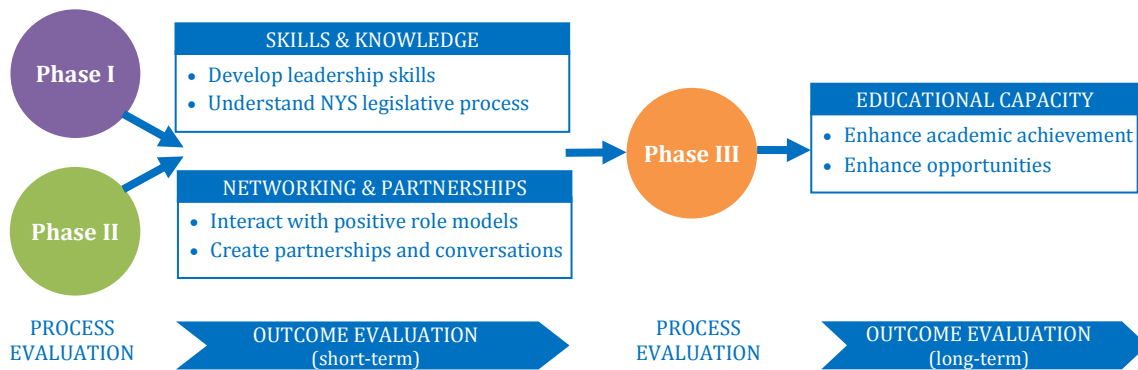
EVALUATION METHODOLOGY

Section II

Evaluation Framework

The conceptual model that informs the PR/HYLI evaluation design is presented in the following figure. The activities in Phase I (Training in Regional Delegations) and Phase II (PR/HYLI in Albany) are the core components on which the success of the PR/HYLI program depends. Process data from these phases provide critical contextual information that serves as the evaluation’s foundation. Analysis of these process data leads to an assessment of short-term outcomes, followed by a revisiting of critical process data during Phase III, before a final assessment of the program’s long-term outcomes occurs.

Figure II.A: Evaluation Framework



Evaluation Questions

A series of overarching evaluation questions have been developed to garner information regarding the intended effects of the PR/HYLI program; as well as to provide data related to the activities and practices that directly influence its outcomes (see Table II.1). The process evaluation questions provide information on the scale and intensity of the program’s activities; the extent to which these activities have been implemented as originally designed; and the satisfaction of participants with these activities. Meanwhile, the outcome evaluation questions focus on the changes the PR/HYLI program expects to see in both the short-term (changes in skill and knowledge and enhanced networking and partnerships) and in the long-term (educational capacity).

Table II.1: Process and Outcome Evaluation Questions

Process Evaluation - Fidelity	<p>To what extent are the PR/HYLI activities occurring as intended?</p> <ul style="list-style-type: none"> • Are local delegations recruiting and selecting their intended population? [Phase I] • Are local delegations providing sufficient regional training? [Phase I] • Are the activities of Days 1, 2, and 3 of the PR/HYLI being implemented as intended? [Phase II] • Does the PR/HYLI offer students and adults opportunities to reflect on the successes and challenges of the program following the Institute in Albany? [Phase III] • What activities are delegations pursuing to continue the development of student participants? [Phase III]
Process Evaluation - Satisfaction	<p>To what extent are student and adult participants satisfied with the PR/HYLI program?</p> <ul style="list-style-type: none"> • Are student participants satisfied with the training in their regional delegations? [Phase I] • Are delegation leaders satisfied with the pre-Institute process? [Phase I] • Do students and adults enjoy the Institute in Albany? [Phase II] • Do students and adults find the activities during the Institute meaningful and relevant? [Phase II] • Do students and adults find the follow-up activities sufficient and meaningful? [Phase III]

Table II.1: Process and Outcome Evaluation Questions (continued)

Outcome Evaluation – Short-Term	To what extent does the PR/HYLI program contribute to increased student skills and knowledge, and foster partnerships with positive role models?
	<ul style="list-style-type: none"> • <i>Does the training in regional delegations and the PR/HYLI increase students' leadership skills and legislative understanding? [Phase I and Phase II]</i> • <i>Do students have opportunities to network with positive role models? [Phase I and Phase II]</i>
Outcome Evaluation – Long-Term	To what extent does the PR/HYLI program enhance the academic achievement and educational opportunities for Hispanic/Latino youth?
	<ul style="list-style-type: none"> • <i>Does the PR/HYLI influence the educational opportunities available to participating students and the choices they make for their future? [Phase III]</i> • <i>How do students influence their schools and communities following their participation? [Phase III]</i>

Data Collection

The evaluation of the PR/HYLI program has included the collection of both quantitative and qualitative data from multiple sources in an effort to provide a comprehensive description of implementation activities, participant perceptions, and outcomes to date. An overview of these data collection strategies is provided below.

Evaluation Planning

The evaluation team and the PR/HYLI coordinator from Questar III have had ongoing discussions throughout the evaluation period. This included an onsite evaluation meeting in January 2015 to discuss and finalize the evaluation plan for the upcoming PR/HYLI, followed by ongoing communication via email and phone. (See Appendix A for a copy of the evaluation plan.)

Statewide Training Evaluation Forms

Two statewide trainings held for PR/HYLI delegation leaders and trainers were evaluated with a post-session paper/pencil reflection form. The reflection forms were distributed at the end of the trainings to gather qualitative data regarding the usefulness of the sessions. (See Appendix B for a brief summary.)

Regional Training Evaluation Forms

The training sessions conducted by the eight regional delegations were evaluated with a post-session paper/pencil evaluation form. The forms were distributed by the delegation leaders to students at their last regional training and included 28 Likert-type questions across three sections: training activities, my learning, and general questions. Students were also asked to provide an overall rating (on a scale of 1 to 5) of their delegation's regional training and to respond to four open-ended questions. The evaluation data were entered, analyzed and reported in a summary and distributed to the PR/HYLI coordinator and the delegation leaders. (See Appendix C for the Overall Regional Training Summary.) In addition to the overall summary, each delegation also received an individual delegation report.

Progress Report

Prior to the Institute in Albany, each of the eight PR/HYLI delegation leaders were asked to complete a progress report regarding their delegation's recruitment, selection, and training activities, as well as details on the selection of their outstanding delegate. (See Appendix D for a

copy of the Progress Report.) These data provided important information regarding each delegation's activities. All eight delegations submitted a completed progress report.

Outstanding Student Delegate Evaluation Protocols

The evaluation protocol for selecting the outstanding student delegate included two primary data collection activities. The first was individual interviews with each of the outstanding delegates on the first day of the Institute. Interacting one-one-one with the delegates provided important information regarding the students' communication skills and overall confidence. The second data collection activity was informal observations of the outstanding delegates conducted during both the first and second days of the Institute. These observations provided complementary information about the delegates (e.g., public speaking skills, ability to work well with others, etc.) and were used to supplement the interview data. Once all interviews and observations were complete, the evaluation team reviewed these data and collaboratively chose the delegate they felt exhibited the strongest leadership qualities. (See Appendix E for the observation tool and interview protocol.)

Institute Evaluation Forms

The PR/HYLI events in Albany were evaluated with post-session paper/pencil evaluation forms which covered all three days of the Institute. This included an evaluation form for students to complete and one for staff and volunteers to complete. Both evaluation forms included Likert-type and open-ended items related to the usefulness and effectiveness of the different components. Packets of the evaluation forms were distributed to each delegation leader on the first day of the Institute, and each leader was asked to distribute the forms to their students, and their staff and volunteers on Monday's bus ride home. An envelope was included in the packet for return of the evaluation forms. The evaluation team received completed forms back from all eight delegations. The evaluation data were entered, analyzed and reported in an Institute Evaluation Summary and distributed to the PR/HYLI coordinator and the delegation leaders. (See Appendix F for the Institute Evaluation Summary.)

Mini-Case Studies

The evaluation team chose three student and adult pairs to interview as part of a case study approach. The names and contact information of the PR/HYLI pairs were provided to the evaluation team by the delegation leaders in the progress report. The intent of the interviews was to elicit qualitative information regarding the initial effects of the PR/HYLI on students' lives. In total, six individuals were interviewed. All participants were informed their participation was voluntary and students were asked to formally consent to the interview process. The interview protocols were developed in advance but interviewees were also given the opportunity to discuss ideas not initiated by the interviewer. (See Appendix G for the interview protocols.) With permission, the phone interviews were audio taped. The audio tapes were later transcribed and snapshots of the three case studies is provided later in this report.

Organization of this Report

The remainder of this report is organized by the three phases of the PR/HYLI program. Section III discusses Phase I: Training in Regional Delegations; while Phase II: PR/HYLI in Albany and Phase III: PR/HYLI Follow-Up are discussed in Section IV and Section V, respectively. Each section begins with a summary of the activities and data for the respective phase and concludes with key findings.

PHASE I: TRAINING IN REGIONAL DELEGATIONS

Section III

Each year qualified Hispanic/Latino students are recruited and selected from a pool of applicants by eight regional delegations throughout New York State to participate in the regional training phase of the Angelo Del Toro PR/HYLI program. The selected students attend intensive training sessions delivered by qualified trainers, where they work in teams to prepare for the Institute in Albany. During Phase I, delegation leaders also assist high school seniors with their Angelo Del Toro scholarship applications and select their delegation’s outstanding student. Key activities of Phase I are discussed in more detail below followed by the evaluation findings.

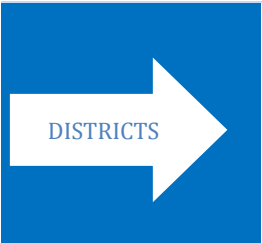

Recruitment and Selection

The Institute in Albany is designed to accommodate approximately 200 high school students. Each year, the eight regional delegations are allocated a set number of available “seats,” based on the size of their delegation and their Hispanic/Latino student population. This information helps the delegations frame their recruitment and selection efforts. As each delegation proceeds with these efforts, the numbers sometimes fluctuate based on local demand; resulting in some delegations bringing slightly more or fewer students than their initial allotment.

Recruitment Strategies

Each local delegation is responsible for recruiting students from their respective geographic regions. Some of the delegations reach out to every district in their region, while others focus their advertising efforts on districts with the largest Hispanic/Latino populations. Table III.1 below highlights some of the more common strategies used by the various delegations. These include utilizing district and school contacts, leveraging social networks of prior students, and contacting local clubs and organizations. The PR/HYLI website (<http://www.prhyli.org>) is also a recruitment resource available to all delegations, as it includes information about the history of the program, testimonials from past alumni, and links to resources associated with the Institute.

Table III.1: Examples of PR/HYLI Recruitment Strategies

	<ul style="list-style-type: none"> • Publish the event in e-blasts, newsletters, and weekly bulletins. • Send flyers and letters to high schools, and send emails to school and district staff, such as Superintendents, principals, guidance counselors, ESOL staff and former RBE-RN liaisons. • Make visits to area high schools to explain the program, and hold informational sessions. • Make follow-up phone calls to school and district staff. • Highlight the program on the BOCES website.
	<ul style="list-style-type: none"> • Encourage prior PR/HYLI students to recruit their fellow classmates for the next year. • Invite 11th grade participants from the prior year to participate. • Recruit from local programs, such as ASPIRA and the Upward Bound Program.

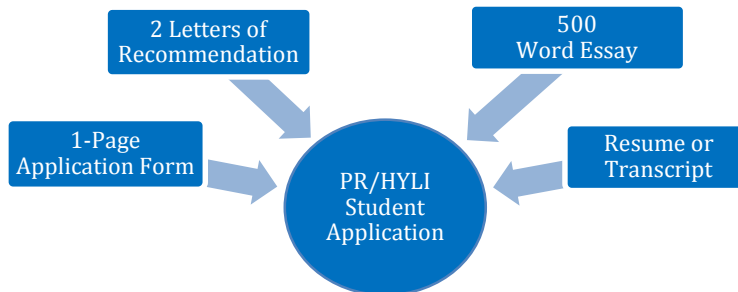
Source: 2015 Progress Report.

Selection Process

Juniors or seniors in high school interested in participating in the PR/HYLI program are required to submit a one-page application signed by their principal and guidance counselor containing basic

information, such as their school name, grade level, gender, and course history along with additional required forms, such as a student conduct contract and a parental/medical consent form. Students are also required to submit a 500 word essay (written in either Spanish or English), two to three letters of recommendation (one from school and one from the community) and a high school transcript or resume (see Figure III.A). The application and associated materials are reviewed by delegation leaders to ensure that interested students meet certain PR/HYLI criteria, including demonstrated leadership skills, interest in government policy making, documented involvement in the community, and proficient communication skills (English or Spanish).

Figure III.A: PR/HYLI Student Application Requirements



As can be seen in Table III.2 below, this year’s acceptance rates varied across the delegations, with five of the eight delegations accepting all students who completed the application process. In addition, and as is also shown in the table below, not all accepted students necessarily expected to attend the 3-day Institute, ranging from 43% of students in the New York City delegation to 100% of students in the Monroe delegation. In some cases, this is because a delegation has purposely accepted more students than their original allotment, while in other cases some students may not meet the regional training requirements and are thus ineligible to attend the Institute itself.

Table III.2: 2015 PR/HYLI Student Acceptance Rates by Delegation

Delegation	# of Applications Received	Accepted		% of Accepted Who Expected to Attend PR/HYLI in Albany
		#	%	
Monroe	8	8	100%	100%
Nassau	14	14	100%	86%
Suffolk	45	45	100%	64%
Hudson Valley	55	55	100%	56%
Capital District	27	27	100%	44%
Syracuse	41	30	73%	77%
Western NY	22	15	68%	100%
New York City	--	181	--	43%

Note: The Hudson Valley delegation accepted all students but only 33 decided to participate after the initial orientation meeting. Of these, 31 expected to attend the PR/HYLI event in Albany. A (--) indicate data were not available.

Source: 2015 Progress Report.

Training in Regional Delegations

The regional delegations are expected to conduct up to six intensive training sessions for a total of 30 hours to prepare students for the Institute in Albany. To ensure the trainings are delivered consistently across the delegations and are aligned with the New York State Common Core Learning

Standards (CCLS), the PR/HYLI program holds train-the-trainer workshops for delegation leaders and trainers prior to the start of the student training sessions.

Train-the-Trainer

Two train-the-trainer workshops were held in November 2014 in preparation for the upcoming PR/HYLI. One was held in the Capital Region and one in New York City, and both were led by Learner Centered Initiatives (LCI), an organization that provides professional development programs and services for schools, districts and other educational organizations. Delegations were encouraged to send at least one individual to one of the sessions. In all, 16 individuals from five of the eight delegations attended. The sessions included a series of discussions and activities focused on understanding the critical thinking elements and standards in the PR/HYLI manual and how to incorporate critical thinking into the PR/HYLI regional trainings (see Table III.3). The PR/HYLI manual, which provides a framework for unifying training approaches taken by each delegation, was enhanced by LCI this year in the area of critical thinking, based in part on the work of the Foundation for Critical Thinking (www.criticalthinking.org).



Types of Activities

Table III.3: Examples of Activities during the Statewide Train-the Trainer Workshops

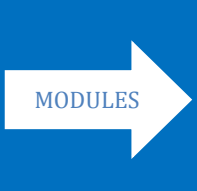
- Development of a common understanding of the concept of critical thinking.
- Analysis of different activities from the PR/HYLI manual related to cognitive domains.
- Exploration of ways to deepen students understanding related to Module 8: Culture.
- Review of a decision-making protocol and discussion of how it can be used to guide students through various activities.
- Review of the Habits of Mind of critical thinkers and discussion of ways to promote these habits through different modules.
- Review of different Elements of Thought of Critical Thinking and discussion of strategies that students might use in their debates.
- Review of the Intellectual Standards and discussion of ways to develop these standards through the modules.

Source: November 2014 LCI Statewide Train-the-Trainer Program Agenda.

Student Training

The training sessions in regional delegations are designed to help students develop leadership and public speaking skills, and foster their understanding of New York State's legislative process. Using the 13 modules of the PR/HYLI manual as their guide (see Table III.4 on the next page), local trainers lead students through various activities, including intensive research, debate, and an in-depth study of legislative bills. Students are asked to read and research bills currently under consideration at the New York State Assembly, identify text-based evidence to develop a position on the bills, and participate in debates supporting or opposing the adoption of the legislation. Throughout the trainings, ice breaker activities and team-building exercises are used to foster students' sense of cultural pride and develop camaraderie and collaboration. In some cases, students also have the opportunity to meet local members of the New York State Assembly.

Table III.4: Focus Areas of the PR/HYLI Training Manual Modules

	<ul style="list-style-type: none"> • Team-building • Leadership • PR/HYLI History • Communication and Public Speaking • How a Bill Becomes Law • Parliamentary Procedures • Analysis and Study of Bills 	<ul style="list-style-type: none"> • Culture • Community Issues & Local Representatives • Scholarship Essay Writing • Debating/Forensics and Party Affiliations • Specialty Roles and Practice Sessions • Decorum for the Institute
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Source: 2015 PR/HYLI Training Manual.

This year’s regional training sessions were held between November 2014 and March 2015 at local schools, cultural centers and community colleges. Students were typically bused by their local school districts to the sessions. While it is recommended that each student participate in 30 hours of training prior to attending the Institute, six of the eight local delegations did not offer 30 hours of training this year (see Table III.5).

Table III.5: 2015 Training in Regional Delegations



Delegation	Training Days	Total # of Days	Total # of Hours
Capital District	Wednesdays & Saturdays	8	34.5
New York City	Saturdays	5	30.0
Syracuse	Tuesdays, Thursdays & Saturdays	4	24.0
Monroe	Saturdays	5	22.5
Hudson Valley	Wednesdays	5	20.0
Nassau	Fridays	3	19.5
Suffolk	Fridays	3	19.5
Western New York	Fridays	3	16.5

Source: Delegation Training Excel Spreadsheet.

Honors and Recognitions

Students participating in the regional trainings have several opportunities to be honored and recognized for their leadership skills and efforts. Participants who are seniors in high school and plan to attend college are eligible to apply for the Angelo Del Toro Scholarship, awarded annually to approximately 30 high school seniors. The scholarships are sponsored by Somos El Futuro, Inc. During Phase I, seniors are notified of the basic criteria needed to apply for the scholarship and the process for applying (see Table III.6 below). In some delegations, a portion of the training is devoted to helping seniors develop successful essays. The scholarship application is typically due about three weeks before the Institute and essays are scored by a scholarship committee. The winners are announced during the student recognition dinner in Albany.


Table III.6: Scholarship Criteria and Application Process

	<ul style="list-style-type: none"> • Senior in High School in New York State • Attendance at the Youth Leadership Institute • Satisfactory Academic Standing (3.0 GPA) • Be of Hispanic Descent 		<ul style="list-style-type: none"> • Scholarship application form • 2 letters of recommendation • 500- 525 word essay • Transcript • Student application checklist
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Source: 2015 Angelo Del Toro Scholarship Directions and Application.

During Phase I, each delegation also selects an outstanding student delegate to represent the region during the PR/HYLI program. Outstanding student delegates are selected based on locally-determined criteria (see Table III.7). Regional outstanding delegates are recognized during the Institute in Albany and one of the regional delegates is eventually named the overall Institute’s outstanding delegate.

Table III.7: Examples of Strategies for Selecting Outstanding Delegates

	<ul style="list-style-type: none"> • Informal observations by the delegation leader and chaperones during training sessions to observe leadership skills, and selection of a student based on these observations, as well as each student’s application package (i.e. resume, essay, letters of recommendation). • Rubric-based observations by the delegation leaders and chaperones during the training in areas such as attendance, attitude, leadership, scholarship, respect, ability to work in teams, active participation, and completion of assignments; and selection of a student based on these rubric scores. • Selection by other student delegates through a voting process after a one-minute speech prepared by each delegate on why they should be selected, or at the end of the training series after students have interacted with each other and have had time to observe others’ leadership skills.
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Source: 2015 Progress Report I.

Finally, various specialty roles of the PR/HYLI program are assigned during Phase I activities, including the speaker of the assembly, the minority and majority leaders, and the governor. In the fall of each year, the PR/HYLI coordinators ask each delegation to choose three roles they would like their students to occupy during the Institute. Based on the delegations’ preferences, and taking into account the distribution of the roles in prior years, the PR/HYLI coordinators assign roles to each delegation. This process takes place prior to the Institute in Albany so that students are prepared to fulfill these roles once they arrive.

FINDINGS

Key findings or “themes” related to Phase I are presented below. The findings are based on evaluative data collected during Year 3 of the five-year grant. In some cases, supporting comments were included to illustrate and elaborate on the information provided in each theme.

Delegation leaders continue to tweak their recruitment and selection processes each year, and while there are still areas for improvement, the overall process was a success.

In all, the delegations were able to successfully recruit almost 200 students, meeting the Institute’s pre-established participation target. Some successful aspects of recruitment included stepping up efforts to involve former PR/HYLI students in recruitment efforts, expanding the use of social media and email campaigns, offering informational meetings in local schools, and working with selected leads in the largest districts to help with recruitment. One delegation leader also noted that they stood firm on not accepting late or incomplete applications, which allowed them to focus on the selection process rather than paperwork, while at the same time teaching students the important life-lesson of meeting deadlines. As delegations look forward to next year’s recruitment and selection process, they offered several ways in which they would like to continue to refine their current processes. For example, one delegation would like to work on establishing contacts outside of the city districts to be more inclusive of Hispanic/Latino students

“Our continuous encouragement of former PR/HYLI students to help with recruitment efforts and training helped greatly in improving the recruitment process this year.”

~PR/HYLI Delegation Leader

from suburban areas, while three delegations would like to strengthen their recruitment efforts in current districts to ensure all eligible students are being informed of, and encouraged to participate. Other ideas included meeting in-person with potential students to explain the program and incorporating an interview process during the application stage to assist with selection.

☞ The stories of the outstanding delegates illustrate the many faces of leadership within the Angelo Del Toro PR/HYLI program, as well as the diversity of experiences each student brings to the distinctive Institute.

When asked to describe the student they chose as their outstanding delegate a range of words were used by delegation leaders to describe these students, including “open-minded and welcoming” to “quietly confident,” demonstrating that leadership can come in many different forms. A snapshot of two of the outstanding delegates selected by their delegations during Phase I are provided below to illustrate the different experiences and backgrounds of students who attend the PR/HYLI program.

Table III.8: Outstanding Delegate Snapshot #1

Who He Is	He was born in El Salvador and was raised by his grandparents until the age of fifteen. His father left El Salvador for the United States before he was born and his mother moved to the states when he was just two years old. At the age of fifteen, his parents were able to bring him to Long Island to live with them. He began attending an American high school in the 9 th grade and became proficient in English after only one year in this country. Since this time, he has become a member of the National Honor Society, the Spanish Honor Society, and the Italian Honor Society, and began writing for the school newspaper. Last year, he obtained an internship at the nationally renowned Cold Spring Harbor Laboratories. He was asked to remain a member of the team and works part-time after school at the laboratory conducting research.
Where He's Headed	He recently received a full scholarship to Marist College where he plans to study teaching. He loves languages and would like to teach Spanish and Italian, and provide support to ELL students. He already tutors his peers after school in Spanish and Italian, and volunteers at his local library to tutor ELL students. He also is working with his principal to implement more programs for parents who don't speak English so they can better help their children in school.
In His Own Words	<i>"I want to be an ESOL teacher because you can help others. I will tell my students that back years ago, I was sitting in the same chair as them thinking about whether I have a future. I will make sure that they know that you can have a good future if you really fight for it."</i>
His Delegation Leader's Perspective	The delegation leader and trainers chose him as their outstanding delegate after reflecting upon each students' performance at the first two training sessions and after careful review of each student's story (i.e. resumes, letters of recommendation, essays). The delegation leader indicated that just getting to know him in preparation for the Institute was not only a pleasure but a privilege, stating that he was a humble young man who is a shining example of what can result from hard work and resilience. She felt he is a stellar role model for Hispanic youth.
In His Delegation Leader's Words	<i>"The story behind this year's nominee is one of triumph and overcoming insurmountable odds. He left his home country carrying only the clothes on his back...coming "home" to a family he didn't know. He hadn't seen his parents in over a decade, had new brothers and sisters that he never met and as the oldest was expected to work and help provide for the family. He held no ill will towards any of it. It was just something he had to do which he did gracefully and without resentment...to say that he has excelled academically is only a two dimensional description of this young man because he leaves an impression with everyone he meets and on every activity in which he endeavors."</i>

Source: 2015 Progress Report and Outstanding Delegate Interview.

Table III.9: Outstanding Delegate Snapshot #2

Who He Is	He lives in a fairly large city and most of the people in his neighborhood are of Puerto Rican descent. He is an only child and has been raised by a single mother who works as a psychiatric nurse. He has learned so much from his mother and thinks she has had the most impact on who he is today. He is currently a senior at an honors high school in the city, and is one of very few Hispanic/Latino students in the school.
Where He's Headed	He is undecided but will most likely attend the University of Buffalo. He also applied and was accepted to SUNY Potsdam and SUNY Oswego. He is thinking about going into law. This year he participated in a mock trial team at his school and was the defense attorney. His school has been working on the same case for the past two months – they compete against other schools and so far, his team is undefeated. This experience has helped him improve his public speaking and leadership skills, and developed his interest in law.
In His Own Words	<i>"Personally, at my school there is not a lot of other Hispanic kids. I hope there can be more Hispanic students at the honor school in the future. I don't live in the best neighborhood. I want them to improve and be better, and be safer so they can go to an honors high school. I know it is difficult to achieve now, but hopefully we can eventually."</i>
His Delegation Leader's Perspective	The other students unanimously voted him to be the delegation's outstanding delegate. The delegation leader agreed with the students because she felt he showed exceptional leadership qualities from the first day of the training. He was very articulate during the training sessions and showed initiative throughout the activities.
In His Delegation Leader's Words	<i>"He has high expectations for himself which is reflected in his articulate, passionate and complete debate presentations. He is always the first to respond to a challenge and seeks to be inclusive of others as he works on his presentations. He showed exceptional leadership qualities from the first day of training. This is what our students saw and why they unanimously voted him as our outstanding delegate."</i>

Source: 2015 Progress Report and Outstanding Delegate Interview.

☞ *Statewide PR/HYLI leaders have implemented strong efforts to unify Phase I approaches across the eight delegations without losing sight of the importance of providing some flexibility in order to accommodate the diverse needs and situations of each region.*

Overall, the delegation leaders seemed pleased with statewide efforts to unify approaches across the delegations, including the ongoing enhancements to the PR/HYLI training manual and the corresponding statewide trainings. On the statewide training reflection form, participants indicated that this year's training helped them to better understand the critical thinking elements added to the manual, and provided them with useful strategies to promote critical thinking in their students. Some participants referred to the statewide manual and trainings as "critical," noting that these efforts continue to help delegation leaders reflect on and improve their implementation of the PR/HYLI regional trainings. One delegation leader added that these efforts helped her delegation develop lesson plans that will promote consistency of implementation in years to come given inevitable changes in staff.

"I see these trainings as a very important and integral part of the student training. There is a structure and blueprint that was not in place previously."

"I learned how to bring critical thinking components to the forefront of all the training modules."

~Statewide Training Participants

At the same time, delegation leaders also seemed pleased with the flexibility they were given to adapt the PR/HYLI manual to meet their regional needs. Given the diversity of the regions – for example, the vast differences in the number of participating students (e.g. from 8 students in Monroe to 181 students in New York City) – delegation leaders felt it was important to have some leeway in how they implement their trainings. In fact, when delegation leaders described their trainings in their annual progress reports, the descriptions were many times quite different. The snapshot in Table III.10 provides examples of unique approaches taken by the various delegations.

Regional Approaches

Table III.10: Snapshot of Regional Approaches for PR/HYLI Regional Trainings

- One delegation held a pre-Institute mock assembly practice at a local university where they were able to receive feedback from university students and a city court judge. Students were also able to hear from a FBI agent who discussed FBI careers and a NYS Police Investigator who discussed the importance of presence and passion in debates.
- Another delegation held their last meeting in the City Council Chambers and a State legislator attended the meeting and provided useful tips to the student fulfilling the Minority Leader role.
- A third delegation linked the PR/HYLI discussions to current issues in politics, including a discussion of the newly appointed NYS Assembly Speaker Carl Heastie. This delegation was also visited by the Chairman of the county legislature and received assistance from a local university graduate student who is a nationally ranked parliamentary debater.
- A fourth delegation invited parents to lunch during one of the trainings to promote parent involvement. This delegation also engaged students in multiple ice breakers, such as stacking twenty-one red cups with limitations such as time and use of hands, to encourage effective communication, teamwork, and networking.

Source: 2015 Progress Report.

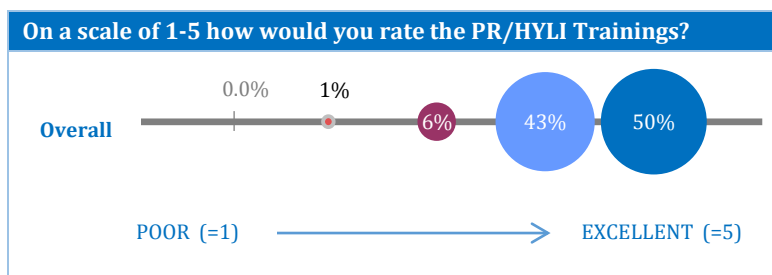
Similar to last year, the trainings in the regional delegations were comprised of a mix of training activities, including small group work, role-playing, and presentations; and students on the whole, were very pleased with the sessions.

Overall, students were very satisfied with the regional trainings with one-half (50%) of students rating the sessions as “excellent” or a “5” on a five-point scale (see Figure III.B below). As can be seen in the figure, the vast majority of students (93%) chose either the “4” or “5” rating in evaluating their delegation’s regional sessions. In addition, the overwhelming majority of students reported they “definitely” felt welcomed by other students during the trainings, were encouraged to ask questions, and were encouraged to challenge themselves. Students especially enjoyed participating in team-building activities, meeting new people, and being able to build and present arguments. Several students did note that the sessions were difficult at times because they required them to present and speak in front of others – activities that made them feel very nervous – but at the same time felt pleased that they had pushed themselves to participate. Students felt more confident going to Albany because of the regional trainings, and looked forward to using their new skills to speak confidently during the mock assembly, and to support and encourage their new friends.

“It was fun to exchange ideas and work with the other students. Talking about real community issues with people who have different perspectives was great, especially since everyone is still friendly and respectful.”

~PR/HYLI Student

Figure III.B: Overall Student (n=194) Ratings of Regional Trainings



☞ *The regional delegation trainings taught students how to develop and present research-based arguments and also deepened their understanding of the qualities of effective leadership.*

Delegation leaders and students agreed that the regional training sessions developed students' skills and knowledge in the short-term by helping them better understand the critical components of leadership; work on their own leadership skills, including their public speaking skills; and by increasing their understanding of the legislative process. On the regional training evaluation forms, more than 90% of students indicated they "learned a lot" about what makes a good leader, and the majority (77% or more) also indicated that they "learned a lot" about how to develop an argument for or against a bill, ways to improve their public speaking skills, and how a bill becomes a law (see Table III.11).

"I'm going to use these skills in the 3.5 months that I have left in high school, and throughout college. I learned public speaking skills and also how to express myself better. Most of all, I learned more about how to be a leader."

~PR/HYLI Student

Table III.11: Short-term Outcomes (n=194)

During the trainings, I learned about...	
What makes a good leader. [Q11]	How to develop an argument for or against a bill. [Q16]
I learned a lot 90.7%	I learned a lot 85.6%
I learned some 9.3%	I learned some 13.4%
I didn't learn 0.0%	I didn't learn 1.0%
Ways to improve my public speaking skills. [Q17]	How a bill becomes a law. [Q8]
I learned a lot 79.4%	I learned a lot 77.6%
I learned some 19.6%	I learned some 21.9%
I didn't learn 1.0%	I didn't learn 0.5%

☞ *Perhaps one of the biggest challenges of the PR/HYLI regional trainings for delegations is meeting the 30-hour training guideline, with most falling short of the suggested number of hours.*

Similar to prior years, the amount of training offered by the majority of the delegations was underneath the 30 hours recommended by the PR/HYLI program. Some delegation leaders noted that more training time would be helpful in increasing students' confidence levels and would help students feel more fully prepared; however, leaders also noted a variety of scheduling challenges that sometimes makes this difficult, including snow days, vacations and student testing. Students themselves also felt more training would be a benefit, with several indicating that this would provide the opportunity for a more in-depth examination of the bills and assembly procedures, and more public speaking practice. While everyone seemed to agree that more training would be a positive step, most still felt that students were well-prepared for Albany. In fact, when students were asked if they were given the time they needed to feel prepared for Albany, 75% indicated "definitely," with the percentage ranging from 60% of students in one delegation to all students in another delegation.

"Expanding our training from four to five days will allow students more time to learn more about critical thinking and apply critical skills in the context of government. More focus on debate and parliamentary procedures and discussion of bills would be helpful too."

~PR/HYLI Delegation Leader

☞ Overall, the delegation leaders view the regional trainings as a work-in-progress and are reflective and open to making ongoing enhancements each year.

Overall, the delegation leaders discussed several strengths of the trainings, while acknowledging areas they would like to continue to improve next year. Some of the strengths mentioned included the many opportunities for team-building activities, the accessibility of iPads which allowed students to collaboratively conduct research, the inclusion of a diverse group of trainers that represented different cultural and political backgrounds, and the recruitment of volunteers that made the trainings fun and engaging.

Nevertheless, ongoing challenges remain – for example, transportation, finding host sites with reliable internet and wireless connectivity, and scheduling visits from assembly members during the winter season (i.e. because of snow and the busy assembly calendar). However,

delegations continue to find ways to minimize these challenges, such as ensuring the trainings are at a location on a bus line, working with districts to share buses, and scheduling visits from more local officials. In addition, the leaders continue to work to enhance future trainings to improve the experience for their students. This includes one delegation that is investigating the feasibility of combining the two delegations in her region next year so there is a stronger unity among the students and more opportunities for a deeper study of the bills.

“Our training sessions went exceptionally well...having full day sessions allows for us to go deep with our training from the first day.”

~PR/HYLI Delegation Leader

PHASE II: PR/HYLI IN ALBANY

Section IV

Each spring students and adults from all over New York State meet in Albany for the three-day Institute. During the Institute, students have the opportunity to apply what they learned during their delegation’s regional trainings. Students work together with other student delegates and lead discussions, present opening and closing remarks, and in general, run all aspects of the Angelo Del Toro PR/HYLI program. Key activities of the Institute are discussed in more detail below followed by the evaluation findings.

Institute Participants

A total of 193 student delegates, accompanied by trainers and chaperones from eight local delegations, gathered in Albany for PR/HYLI from March 21, 2015 through March 23, 2015. New York City had the largest delegation at 66 students, while Monroe was the smallest delegation with 8 students. Almost two-thirds (61%) of all attendees were in their senior year of high school and just under one-third (32%) were return participants (see Table IV.1).

Table IV.1: 2015 PR/HYLI Attendees by Delegation

Delegation	# of Attendees	% High School Seniors	% Return Participants
New York City	66	50%	--
Hudson Valley	30	71%	29%
Suffolk	28	86%	24%
Syracuse	22	57%	44%
Nassau	12	75%	25%
Capital District	12	67%	58%
Western NY	15	40%	20%
Monroe	8	63%	25%
Total	193	61%	32%

Note: A (--) indicates data were not available. The percentage of high school seniors and the percentage of return participants may have varied slightly due to last minute student absences and substitutions.

Source: 2015 Progress Report.

Day 1 of the Institute

The first day of the Institute took place at Siena College and included a welcome session and keynote speaker; leadership team-building activities; and student presentations. Students then traveled to their hotel and participated in a networking reception before curfew. Saturday events lasted from 12:00 p.m. to 11:30 p.m.

Welcome Session and Keynote Speaker

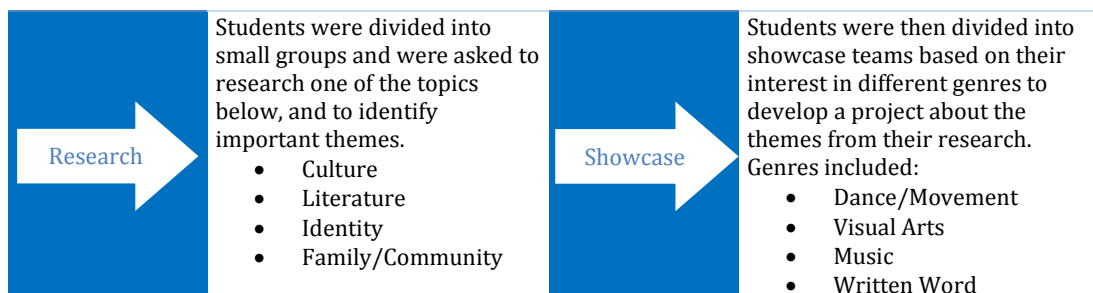
When students arrived at Siena College they were welcomed to the event by PR/HYLI leaders, volunteers and chaperones. Students were first given the opportunity to eat a buffet lunch with their fellow delegates and then they participated in a two-hour welcome session. The session was moderated by a student delegate and the conveners included Betty A. Rosa, member of the Board of Regents for the Twelfth Judicial District (Bronx County); Angelica Infante-Green, Associate

Commissioner, Office of Bilingual Education and World Languages at the New York State Department of Education; and Dr. Gladys I. Cruz, PR/HYLI State Coordinator and District Superintendent at Questar III BOCES. Students also had the opportunity to hear from the keynote speaker, Mr. Wes Moore, speak about leadership and what it means to be a leader. Mr. Moore is author of “The Other Wes Moore,” a New York Times and Wall Street Journal bestseller. He is also a Rhodes Scholar, an Army combat veteran, a youth advocate and previously served as a White House fellow to Secretary of State Condeleezza Rice. Following the keynote speech, the President of Learner-Centered Initiatives, Ltd. (LCI) provided a brief informational session before students traveled to their rooms for the LCI-led leadership team-building activities.

Leadership Team-Building Activities

A large portion of the first day was devoted to leadership team-building activities led by Learner-Centered Initiatives (LCI) (see Table IV.2). Students were divided into 12 groups of approximately 15 students across different classrooms at the college. A mix of students from different delegations comprised each group, and two to three PR/HYLI adults (i.e. chaperones, trainers, and delegation leaders) were assigned to each classroom to assist the LCI facilitators and support student learning. The focus of the team-building activities was a celebration of Hispanic Youth in the United States, with students researching topics that represent both challenges and opportunities for Hispanics/Latinos in this country.

Table IV.2: Snapshot of Team-Building Leadership Activities



Source: 2015 Learner-Centered Initiatives PR/HYLI Student Handout.

After identifying important themes, students worked together to create a showcase project, in the form of either a presentation, display or artistic performance. Students in each room were first given time to share their showcase project with the other teams in their room and solicit peer feedback. Based on this feedback, teams completed and polished their projects and then moved to a large auditorium to display their finished work. For about two-hours students showcased their final projects, which included cultural music, dances, and slideshows highlighting issues affecting their communities. Students then traveled to the Holiday Inn Hotel where they participated in a one-hour student delegate networking reception prior to curfew.

Representation of Youth at SOMOS Adult Gala Dinner

As was mentioned earlier in Section III, prior to the PR/HYLI event in Albany, each delegation chose an outstanding regional delegate who best embodied the goals of the Institute. During the evening of Day 1, these delegates were given the opportunity to attend the SOMOS El Futuro Gala at the Empire State Plaza Convention Center. The Gala is part of the annual statewide adult SOMOS conference which spreads awareness and builds support for legislation, programs, and services that could improve issues pertaining to the Hispanic community. Attendance at the annual event is a special honor given to the outstanding regional delegates, providing them with a unique

opportunity to interact with elected officials, educators, and business leaders from the Hispanic/Latino communities.

Day 2 of the Institute

The second day of events took place primarily in the Assembly Chambers of the New York State Capitol building and included party caucuses; a rehearsal and briefing on the legislative process; the legislative mock assembly; and the student recognition dinner. The day lasted from 7:00 a.m. until 11:45 p.m.

Party Caucuses and Rehearsal for Mock Assembly

During Phase I, student delegates were assigned an Assembly Member to represent and based on that assignment they participated in the respective Republican or Democratic party caucus during the Institute's Day 2 events. The caucuses took place in the Speaker's Room (Republicans) and the Assembly Chambers (Democrats). The two students assigned as the Majority Leader and the Minority Leader oversaw their party's caucus and each was responsible for setting their party's position on the bills. They were assisted by the Majority Whip and the Minority Whip who were responsible for maintaining order, keeping time, and serving as clerk. It was during the party caucuses and the mock assembly rehearsal that students were able to practice their arguments, including speaking confidently with the microphone.

Legislative Mock Assembly

The legislative mock assembly is the keystone event of the Institute. This year's mock assembly lasted approximately three hours and included speeches from Carl E. Heastie, Speaker of the NYS Assembly; Congressman Paul D. Tonko; Honorable Marcos A. Crespo, Chair of the NYS Assembly/Senate Puerto Rican/Hispanic Task Force; Honorable Phil Ramos, Deputy Majority Leader of the NYS Assembly and Chair of the Angelo Del Toro PR/HYLI; various members of the NYS Assembly/Senate Puerto Rican Hispanic Task Force; other NYS leaders; and guests. During the mock assembly students debated bills currently under consideration before the New York State Assembly (see Table IV.3 on the next page). This year, one less bill was debated to allow more time for each bill. Each bill elicited a number of students to signify they would like to engage in the debate; and overall, a number of students were chosen to make an argument for or against each bill. Debate arguments were based on research and students argued the bills from the position of the Assembly Member they represented. PR/HYLI alumni facilitated the debate arguments, ensuring that a variety of students were chosen to debate and that the rules of debate were followed. Before concluding the mock assembly, any students who had not been selected to debate were allowed to informally present their prepared arguments.

Table IV.3: NYS Assembly Bills Debated at the 2015 PR/HYLI

Bill	Description
A07994	An act to amend the education law, in relation to the Common Core State Standards Initiative and the Race to the Top program. The purpose of this bill is to withdraw New York State from the Common Core and Race to the Top programs.
A00797	Establishes the Office of Law Enforcement Professional Standards within the Division of Criminal Justice services; requires the Commissioner of Criminal Justice Services to appoint a director of such office; outlines the duties and functions of such office; and establishes policies and procedures to prohibit traffic stops that result in the stopping, detention or search of any person when such action is solely motivated by considerations of race, color, ethnicity, national origin, age, gender or sexual orientation and when the action would constitute a violation of the civil rights of the person.
A00255	Requires school districts to establish a language assistance program for limited English proficient parents of students; requires record keeping and annual reporting; permits districts to jointly establish such programs.
A00329	Directs the Commissioner of Education to establish an incentive program for school districts wishing to implement programs of foreign language in the elementary schools; further directs the Commissioner to establish an incentive program for college students wishing to become foreign language teachers.

Source: The PR/HYLI website (<http://www.prhyli.org/bills.php>).

Many students also served in special roles for the day’s events. Table IV.4 below lists the various roles assigned to the students. The national anthem and the color guard required the most student participants.

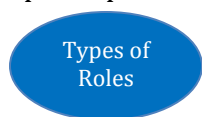


Table IV.4: Special Roles of the 2015 PR/HYLI

- Opening Remarks, Moderator and Closing Remarks for Saturday’s activities
- Speaker of Assembly
- Sergeant-At-Arms
- Color Guard
- Pledge of Allegiance
- National Anthem
- Invocation
- Clerk
- Governor
- Majority & Minority Leader
- Majority & Minority Whip
- Welcoming Remarks, Moderator and Closing Remarks for Sunday’s Student Delegate Recognition Dinner

Student Delegate Recognition Dinner

Students were able to celebrate the success of the mock assembly and their accomplishments during a student recognition dinner that took place from 6:30 p.m. to 11:45 p.m. Students were able to hear from, and meet, Hispanic/Latino leaders, such as Honorable Marcos A. Crespo, Chair of the New York State Assembly/Senate Puerto Rican/Hispanic Task Force; Honorable Phil Ramos, Deputy Majority Leader of the NYS Assembly and Chair of the Angelo Del Toro PR/HYLI; Cesar Astralaga, former chair of SOMOS, Inc.; as well as, those in charge of implementing the PR/HYLI program. A few students had a specific role during the dinner, including providing opening and closing remarks and serving as a moderator. Angelo Del Toro Scholarships, the Outstanding 2015 Angelo Del Toro Student Delegate, and other special awards were also announced during the dinner.

Student Scholarship Winners

As was discussed in the previous section, seniors applying to college were eligible for the Angelo Del Toro Scholarship Award. A team of reviewers led by the PR/HYLI coordinators evaluated all submitted scholarship essays. This year’s essay topic focused on equality in education, and students were required to submit their essay in MLA or APA format. Each essay was read blindly

by two reviewers and scored according to a pre-determined rubric. If the reviewers' scores differed by more than three points, a third reviewer scored the essay as well. All scores were then averaged. A total of 64 students applied for the scholarship and just over one-half (58%) received an award. In total, \$37,960 in scholarships were distributed, with awards ranging from \$640 to \$2,500. As can be seen in the table below, scholarships were awarded to students from seven of the eight regional delegations.

Table IV.5: 2015 PR/HYLI Scholarships

Scholarship Details		Delegation	# of Awards
Number of applications received	64	New York City	13
Number of scholarships awarded	37	Suffolk	7
Total amount of scholarships	\$37,960	Capital District	6
Range of scholarship awards	\$640-\$2,500	Hudson Valley	5
		Western NY	3
		Syracuse	2
		Monroe	1

Source: 2015 Scholarship Winners Excel Spreadsheet.

Institute's Outstanding Delegate Winner

Each outstanding regional delegate was eligible to be named the outstanding delegate of the entire Institute. The evaluation team observed the outstanding regional delegates throughout the Institute and interviewed each individually to assess qualities, such as communication and leadership. Based on this information Marisabelle Jason from the Monroe delegation was named the Institute's outstanding delegate and was awarded this honor at the student recognition dinner.

Table IV.6: Snapshot of the Institute's Outstanding Student Delegate

Who She Is	She is currently a junior and lives in a suburban town. Even though there are sometimes stereotypes about Hispanics/Latinos in her community, she feels she has been able to break some of these and make a positive name for herself because of her hard work. She volunteers at a local hospital in the Pediatric department, volunteers at the local zoo, and also has an internship with an Oral and Maxillofacial surgeon. She is also a member of her school's soccer team, softball team and volleyball team, and is part of a mock trial team at school. She considers herself a passionate young adult who loves to help others and is committed to showing the world her "true colors" and what her, and other Hispanic/Latino youth, are capable of doing.
Where She's Headed	She will be a senior in high school next year. When she graduates she wants to become a pediatric emergency doctor. This desire stems from an experience in which she had to perform CPR on her 5-month niece when she lost consciousness after choking. Doctors told her family that her niece may have had brain damage if she had not acted so quickly.
In Her Own Words	<i>"Not everything in life is going to be handed to you. You are going to have your struggles and speed bumps along the way, but you can power through it...You have to overcome your obstacles - we are all stronger than we think."</i>
Outstanding Delegate Rubric	<i>"Marisabelle was very engaged throughout the Institute, and seemed natural and confident working with others. She was always there to lend a hand and was willing to share the spotlight. She seemed just as determined to make others' experience memorable as she was her own. She asked a lot of questions and was willing to say when she didn't know. She was strong and confident but also showed a willingness to compromise and consider others' viewpoint."</i>

Source: 2015 Outstanding Student Delegate Evaluation Protocols.

Day 3 of the Institute

The final day of the Institute included a two-hour workshop titled “The Power of Positive Leadership.” This workshop was led by Dr. Stephen “Bird” Birchak, who is a recognized author, professor and professional speaker. After the morning workshops, delegations were given the opportunity to arrange visits with their local legislators. Each delegation were given leeway to arrange their own schedules, in consideration of logistical arrangements such as bus schedules and travel time home.

FINDINGS

Key findings or “themes” related to Phase II are presented below. The findings are based on evaluative data collected during Year 3 of the five-year grant. In some cases, supporting comments were included to illustrate and elaborate on the information provided in each theme.

☞ The schedule of Day 1 marked several changes from the prior year, ranging from its location to the timing of the activities, and there was overwhelming consensus that these changes were positive and effective in establishing an atmosphere of excitement right from the outset of the three-day event.

How best to welcome students to the Institute has been a topic of ongoing discussion, with many concerned last year that the students’ arrival to the PR/HYLI was anti-climactic because students went directly from a long bus ride to a traditional classroom. Based on this feedback, several changes were implemented to make this year’s kick-off to the Institute more welcoming and exciting. This included changing the location from a local high school to a college campus, as well as changing from a working box-lunch to a buffet in a large banquet room. These two changes were seen as important by PR/HYLI adults because it no longer felt like just another school day for students. In fact, when PR/HYLI adults were asked if Saturday’s location on a college campus was a good choice, all (100%) agreed and more than two-thirds (68%) strongly agreed. In addition, this year’s welcoming session, which included remarks from education leaders and a keynote speaker, took place immediately following lunch rather than towards the end of the day as in years past. This was also viewed as a positive change, with approximately 95% of adults agreeing that the welcome session helped to generate enthusiasm and set the tone for the Institute, compared to less than two-thirds (65%) of adults to indicate the same last year.

☞ Perhaps one of the most talked about aspects of the welcoming session was the keynote speaker, Wes Moore, with students and adults alike describing his speech as motivational and inspiring.

The keynote speaker, Wes Moore, was well-received by both students and adults. All (100%) students agreed they enjoyed his talk on leadership, and 96% of the students strongly agreed – the most to choose this rating across all questions on the evaluation form. Similarly, all adults (100%) agreed that his speech was valuable for students, with the vast majority (82%) strongly agreeing. Many described his speech as “powerful” and “inspiring” and felt he was the perfect person to kick-off the events.

“My favorite part of all the amazing activities held was Wes Moore’s speech. I think it was a time for all of us to reflect and think that it is not only about us but also others.”

~PR/HYLI Student

“I liked how Saturday was organized – the motivational speaker was awesome and set the tone for the weekend.”

~PR/HYLI Adult

☞ *This year's Day 1 team-building activities were seen as a considerable improvement from the prior year, with many PR/HYLI adults reporting that this year's activities were engaging, student-focused, and successful in building camaraderie among students.*

PR/HYLI adults' responses about Day 1 were much more positive this year as compared to last year. As can be seen in Figure IV.1 below, 90% of adults agreed that the team building activities were effective in helping to form a single cohesive group (Q3) compared to 50% of adults last year; and 95% felt students were engaged in the activities (Q4) compared to 61% last year.

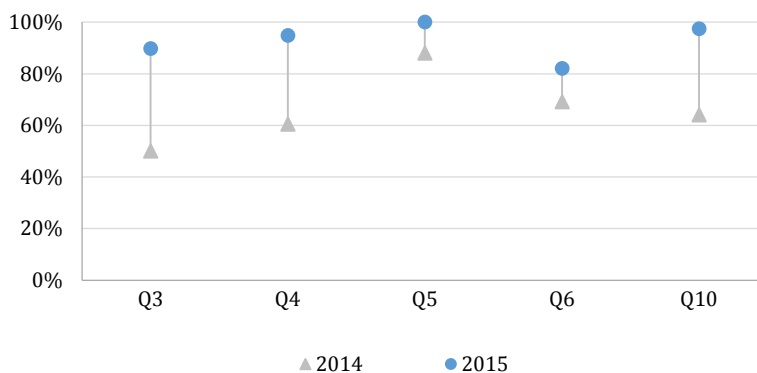
Meanwhile, the PR/HYLI adults were also more positive regarding their role in the day's activities (Q10), with 97% satisfied with their role this year compared to just 64% last year. While PR/HYLI

adults acknowledged that there are always areas for improvement – for example, making instructions clearer and facilitating deeper thinking during the team-building activities – in all, most felt Day 1 was a success. When asked to rate the day on a scale of 1-5, with “5” being excellent, 55% of adults rated Day 1 as excellent – much higher than the 14% to rate it as excellent last year.

“Saturday workshops were perfect – just long enough to keep students engaged...Mixing students from different delegations in each breakout room was exceptionally effective networking.”

~PR/HYLI Adult

Figure IV.A: 2014 and 2015 Ratings of Day 1 Activities by Adults
% to Select Strongly Agree or Agree



Key:

Q3= The team building activities that students were asked to complete were effective in helping to form a single cohesive group.

Q4=Students were engaged in the team-building activities.

Q5=Group members worked well together.

Q6= There were clear goals and expectations for group work.

Q10=I was satisfied with my role in Saturday's activities.

☞ *The optimal length of Day 1, specifically how to incorporate informal networking into the day, continues to be a work-in-progress.*

One of the most common suggestions from prior years has been to close Day 1 with an informal social event where students can casually interact and get to know each other better. Based on this feedback, the 2015 PR/HYLI was the second year in which such an event was held. However, while students seemed satisfied with the networking reception – over 90% agreed that it was a good opportunity to meet other students – the PR/HYLI adults were

somewhat less positive with 62% in agreement (the lowest agreement level across the 38 questions). However, open-ended comments seemed to illuminate how difficult it is to balance the schedule, with comments ranging from how beneficial it is for students to have informal networking time (and a desire for even more of this) to comments focused on the need for the days to be shorter so students are more rested for the events. In the end, most seemed to acknowledge that with just three days to work with, the scheduling of informal time remains a difficult balancing act.

“Scale back on Saturday's events for students to get to the hotel so they can be a bit more rested for Sunday.”

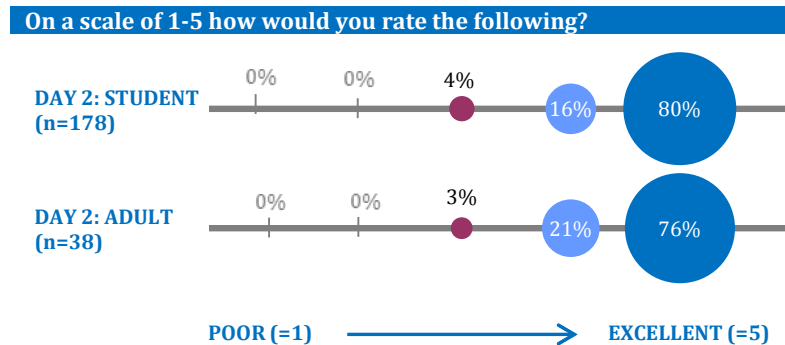
“Many of the students expressed that more time to socialize would have been good. However, the time allowed this year was perfect without leading to long distractions or getting to bed later than 12:00 or 12:30.”

~PR/HYLI Adults

Day 2 of the PR/HYLI, especially the chance to “be” a member of the NYS Assembly for one afternoon, continues to be a unique experience that students will treasure for years to come.

Overall, both PR/HYLI students and adults seemed satisfied with every aspect of the Day 2 events, including the party caucuses, the mock assembly, and the student recognition dinner. As can be seen in Figure IV.B below, 80% of students and 76% of adults gave Day 2 the highest possible rating (a “5” on a five-point scale). Words such as “amazing” and “powerful” were used to describe the events. Everyone seemed to agree that the opportunity for students to sit in the chairs of actual assembly members and interact with current assembly members is an experience of a lifetime.

Figure IV.B Satisfaction: Rating of Day 2



Source: 2015 PR/HYLI Evaluation Summary, Appendix F.

PR/HYLI students and adults only had a few areas of improvement for Day 2 events. This included only allowing students to serve as a bill sponsor for one bill, choosing a greater diversity of bills, and decreasing the number of invited adult speakers during the mock assembly. However, on a whole, everyone seemed to agree that the Day 2 events were implemented successfully during the 2015 PR/HYLI.

Day 3 of the PR/HYLI was not rated as highly as Day 1 or Day 2 but most felt it was a good wrap-up to the three-day Institute.

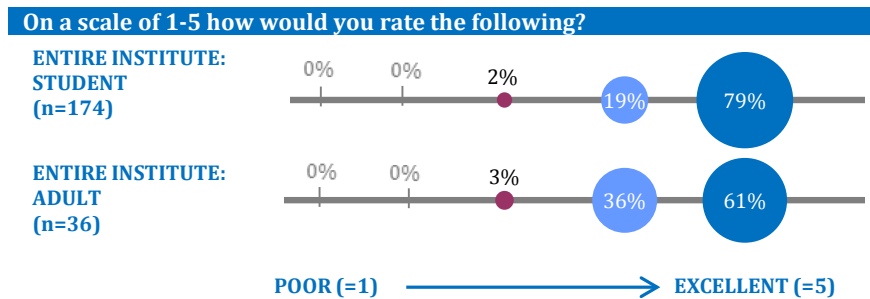
The vast majority of PR/HYLI students and adults agreed that the morning session by Dr. Stephen Birchak was valuable, as well as the visits to legislators. While students and adults were less likely to give the day a “5”, or “excellent” rating when compared to Day 1 or Day 2, the vast majority still rated it a “4” or “5” on the five-point scale (79% of students and 84% of adults). A few adults did mention some suggestions, including incorporating college or career workshops, changing up the speaker from year to year to make the experience more interesting for return participants, and incorporating a reflection session for students to share experiences. However, at the same time, most adults felt the day was a good wrap-up after a jammed-packed two days.

Both students and adults were glad they participated in this year’s event, and would highly recommend PR/HYLI to any student who has the opportunity to participate.

All (100%) students and adults agreed that they were glad they participated in this year’s conference and that they would encourage others to participate in the Institute if they have the opportunity. In addition, almost all (99%) students agreed that the conference was motivating and inspiring for them, and that they will be able to apply what they learned to their future goals. Lastly, the vast majority of students and adults (79% and 61%, respectively) gave the highest

possible rating for the Institute Weekend – rating it a “5” or excellent on the five-point scale (see Figure IV.C below).

Figure IV.C Satisfaction: Rating of Overall Conference



Source: 2015 PR/HYLI Evaluation Summary, Appendix F.

In considering PR/HYLI’s two short-term outcomes, there was consensus that the 2015 PR/HYLI successfully enhanced students’ knowledge of the legislative process, developed leadership skills, and created effective networking opportunities for students to interact with positive role models (adult and youth alike).

Overall, students and adults felt that the events of the Institute were successful in meeting the short-term outcomes of PR/HYLI. On the evaluation form, more than 90% of students and adults agreed that the Institute helped students better understand the legislative process, helped them develop or enhance their abilities, such as their communication skills, and provided them with connections that will help them achieve their college and career goals. In open-ended comments, students indicated that the Institute has made them more motivated to be a leader in their community and has given them the confidence to speak up and express their views. Similarly, PR/HYLI adults also indicated that Institute has helped students not only gain an in-depth and realistic view of how government and politics work, but gain ‘real-world’ practice using skills that will help them succeed in whatever career they choose.

“I’m going to use my experience to become a better leader for those around me and in my community.”

“I will use what I learned by getting more involved in my hometown and the Latino community as a whole. I wish to start a local program that can provide such a life touching experience just as this did for me.”

“My favorite part was the inspiring speeches made by various people. Each speech brought me to tears and made me realize what I am capable of doing.”

~PR/HYLI Students

“Students learned about the legislative process, but more than that they learned that they have something of value to contribute to their communities.”

“They learned that anything is possible. That they matter and have a voice and that they are our future. That they can use their individual strengths to define themselves as leaders. That leadership opportunities are not only a public endeavor, opportunities exist everywhere.”

“It is humbling to see all of the different moving parts it takes to put PR/HYLI together. It is one of those opportunities that I hope will continue to exist for the students. It is an amazing experience. Every student that goes to PR/HYLI comes back transformed.”

~PR/HYLI Adults

PHASE III: PR/HYLI FOLLOW-UP

Section V

Following the Angelo Del Toro PR/HYLI event in Albany, delegations typically hold a post conference reunion event for students to share their reflections on the Institute. The delegation leaders also participate in a statewide debriefing session and are expected to continue to work to “generate opportunities to develop leadership potential among Puerto Rican and Hispanic youth¹.” The following section summarizes follow-up activities and includes related evaluation findings.

Student Reunion Events

Student reunion events are typically held a month or two following the PR/HYLI event in Albany. All PR/HYLI student participants are invited to attend to celebrate their hard work and accomplishments and to share their experiences. Many delegations also invite parents, school staff, and chaperones. The events are led by the delegation leaders and may include visits from local members of the New York State Assembly. This year, two of the eight delegations had definitive plans to hold a reunion event at the time of their progress report submission.

Statewide Debriefing Meeting

Following the Institute, the PR/HYLI coordinators hold a debriefing meeting with delegation leaders to discuss what worked well, and not so well, during the past year. This follow-up allows the coordinators to learn more about how each delegation recruits, selects, and trains students; and brainstorm ways to continue to improve the implementation of PR/HYLI at both the delegation and state level. This year’s session is planned for September 2015.

FINDINGS

Key findings or “themes” related to Phase III are presented below. The findings are based on evaluative data collected during Year 3 of the five-year grant. In some cases, supporting comments were included to illustrate and elaborate on the information provided in each theme.

☞ The extent to which delegations provide continued opportunities for their new and existing PR/HYLI alumni varies, and is largely dependent on the interest and initiative of each delegation’s adult and student leaders.

As mentioned above, formal follow-up activities to this year’s Institute were fairly limited with only a few delegations planning to hold a reunion event. Several delegations reported that interest in the past has been limited, with some noting that students’ schedules in May and June are very busy with Advanced Placement exams, sport obligations, graduation events, and college preparation activities. In addition, one delegation also mentioned that districts do not have transportation funds for follow-up PR/HYLI events. However, more informal activities do seem to occur, both immediately following the Institute and throughout the year. These activities often include self-directed efforts of PR/HYLI alums to keep in touch with one another, frequently using social media to maintain and further their new friendships, and inform each other of networking, community, or social events. In addition, PR/HYLI alumni are often asked to return to their local delegations and speak to students during regional delegation trainings, and some alumni eventually return to the

¹ Request for Proposal (RFP) #12-006, New York State Education Department, Angelo Del Toro Puerto Rican/Hispanic Youth Leadership (PR/HYLI). <http://www.p12.nysed.gov/comprocontracts/12-006/home.html>.

Institute as volunteers, chaperones, and trainers. Delegation leaders reported plans to continue to work to strengthen this alumni network.

It is perhaps the students' personal stories that provide the best glimpse of the potential long-term impact of PR/HYLI, as students and the adults in their lives contemplate their efforts to bring change to their communities today, as well as to become the leaders of tomorrow.

The following three case studies provide first-hand accounts of how the PR/HYLI program personally impacts participating students, and how that impact is often different for different students. Students like the young people described in Case Study 1 and Case Study 2 appear to be natural leaders and experience the PR/HYLI program as an avenue to further develop their leadership skills. Both described themselves as a confident speaker and both were asked to serve in important specialty roles during this year's Institute because of their leadership traits. Meanwhile, students like the young person described in Case Study 3, may be less outspoken but with the PR/HYLI experience are learning to be increasingly confident and self-assured. In all three cases, both the students and the adults in their lives credit the PR/HYLI program as positively influencing their future academic and educational opportunities.

Table V.1: Case Study 1: A 2014 and 2015 PR/HYLI Alum

Who She Is	She was born and raised in the United States. Her mother was born in the United States and her father was born in Columbia and moved to the United States at the age of 12. Her mother paid her own way through college to earn a bachelor's degree and is currently working on her master's degree. She works in the male-dominated field of construction. Her father has an associate's degree. She lives with her parents and attends a very large high school. She has an older brother who is in the military. They mostly speak English at home but she is fluent in Spanish. At school, she has taken on leadership positions, including serving as an officer for her school's chapter of the Future Business Leadership of America (FBLA), treasurer of her school's literacy magazine, and as cheerleading coach for five and six year olds.
Her PR/HYLI Experience	This was her second year participating in the PR/HYLI program. This year she had a "specialty role" during the mock assembly. This position helped her to hone her organizational skills, gave her more "real-life" practice with public speaking, and helped her gain a deeper understanding of how government works. She has always been one to take initiative and has always enjoyed speaking in front of others but felt PR/HYLI helped her to use these skills in a team environment by learning how to delegate more. She enjoyed meeting other Hispanic/Latino students who have similar interests and passions.
Where She's Headed	Since returning from PR/HYLI she has tried to live the message that Wes Moore's speech highlighted – that you need to persevere and be the best "you" in your life. In the fall, she will be attending Northeastern University to study political science. She has been accepted into the school's 3+3 program, which allows students to earn a bachelor's degree and law degree in six years. Before PR/HYLI she hoped to work as a lawyer in a private firm but now she would like to be a lawyer for the government in a position where she can help others. She does not think she would have come to that conclusion if it was not for PR/HYLI.
In Her Own Words	<i>"I would absolutely recommend PR/HYLI to other students. I think it has given me a lot more confidence when talking in front of others and a deeper understanding of how the government works – which I think a lot of people need."</i>
Her Teacher's Perspective	Her teacher definitely sees a leader in her student. She described many instances of her leadership, including how she organized (and improved) the community blood drive, and how she has stepped up as a leader in the FBLA. She felt the PR/HYLI program strengthened her leadership skills by helping her to become an even better public speaker and to view herself as a leader. She noted that she is very mature for her age and very motivated to succeed. She also described her as a very caring person who embraces others when they are not finding something as easy as she does – one who always lends a helping hand.
In Her Teacher's Words	<i>"I have always seen her to be someone to step up and go above and beyond what is required of her. She clearly shows the ability to lead in a way that you do not expect from a young adult...her PR/HYLI experience, and everything else she has been involved in, has groomed her to be a much better and confident presenter."</i>

Table V.2: Case Study 2: A 2014 and 2015 PR/HYLI Alum

Who He Is	He was born in the United States and has been raised by a single mother. His mother is from the Dominican Republic. He grew up as an only child but he does have a four-year old half-sister in the Dominican Republic that he is going to meet for the first time this summer when he plans to visit. They speak English in the home. He also speaks Spanish, although he would not consider himself fluent. He will be the first person in his family to attend college. He lives in a small town. In his school and community, he participates in many activities. He is a member of the ASPIRA club, he helps kids with homework at the local recreation center, he is a member of the school's debate team, and for the past three years he has been in charge of writing a positive daily quote for the school that is placed in the hallway to brighten students' day and motivate them.
His PR/HYLI Experience	This year was his second year participating in the PR/HYLI program. This year he held a "specialty" role during the first day of the Institute. This position helped him to use his skills as a "people person" to make everyone feel welcomed and excited for the Institute ahead. He feels that the PR/HYLI program has showed him that his "two cents" matter and that he should speak up for what he believes. PR/HYLI has made him set the bar higher for himself, and taught him that everyone needs to make the most of what they have. He loved meeting other adults and students who are doing amazing things in their Hispanic/Latino communities and he is committed to doing the same in his community.
Where He's Headed	Since returning from PR/HYLI he has continued to serve as an officer in the ASPIRA club and participate in school and community activities. In the fall, he will be attending Saint John's University in Queens, NY where he will be studying Homeland Security. He would like to be an Emergency Management Specialist to help protect families affected by natural disasters. He also has a passion for public relations and may try to incorporate this into his studies.
In His Own Words	<i>"Before programs like PR/HYLI I didn't know what was around me. I was in what I feel was a rut. PR/HYLI made me aware that there are many people out there doing amazing things. There are people in PR/HYLI who are so smart and talented. I didn't know I could be anything like that. Everyone can make the most of what they have. PR/HYLI changed my perspective and it changed the way that I feel about myself."</i>
His Teacher's Perspective	His teacher described him as someone who is dedicated to making an impact on both a small scale (e.g., the quote a day) and on a large scale (e.g., organizing parent workshops in the community). She thinks PR/HYLI has empowered him and has helped to shape his perspective on issues that are important to him. Because of PR/HYLI he has improved his research and debating skills, and she feels he has become an even stronger leader. After returning from PR/HYLI, he has shown a commitment and dedication to strengthening his community.
In His Teacher's Words	<i>"PR/HYLI played a role in empowering him in his leadership...I know that he is pursuing a degree that will possibly lead to a career in homeland security. He is really interested in understanding how he can play a role in defending and securing his community and society at large. I can definitely see him using his skills from PR/HYLI to analyze, organize, research, and really understand whatever task he has at hand."</i>

Table V.3: Case Study 3: A 2014 and 2015 PR/HYLI Alum

Who He Is	He is from Bolivia and has been in the United States for only two years. He lives with his parents and is the oldest of three children – he has a younger brother and sister. They speak Spanish at home. He came to the United States with limited English but has become fluent over the past two years. Both of his parents have attended college. At school, he is very involved in helping new students from different countries feel welcomed and supported. He takes them under his wing, shows them the ropes, and helps them make the adjustment to an American high school.
His PR/HYLI Experience	This was his second year participating in the PR/HYLI program. He described himself as “shy” during the first year of the program but said he pushed himself to speak up once in Albany. This year, he had the courage to speak up even more and was able to meet more people than last year. PR/HYLI has taught him to have more confidence in himself and has shown him that he can learn to speak in front of a big crowd. He has gotten to know the other delegates very well and considers some of them like family. PR/HYLI has helped him think more about his community, the environment, and what is happening in the world.
Where He’s Headed	Since returning home from PR/HYLI, he has continued to be a role model for his younger siblings and for students new to this country. He tries to help others be “wise” and make good decisions. In the fall, he will be attending college in Mexico and will be studying computer science. He wants to continue to be more involved in his school, his community, and with his family.
In His Own Words	<i>“You go to PR/HYLI because you are interested in your community and what’s happening in the environment. PR/HYLI makes you very, very open-minded and lets you see many levels. You see your community in a better way – that you are not above them but you are with them, that you are going to fight for them and you are going to help them.”</i>
His Teacher’s Perspective	His teacher has seen him overcome some real hurdles in his life, including adjusting to a new country and a new high school (a very competitive school in an affluent area). He had to overcome the language barrier and adjust to a new culture. PR/HYLI has helped him gain confidence in his speaking skills, and has also confirmed his interest in public service. His teacher feels that PR/HYLI peaked his interest in becoming an advocate for the Hispanic/Latino population, and showed him that he is not alone and has many allies in these efforts.
In His Teacher’s Words	<i>“He is a very special young man. He came to this country not knowing very much English and dived into his academics and excelled...He has always been a very independent thinker and mature for his age. I think because of PR/HYLI he gained confidence in terms of public speaking. He was somewhat intimidated in terms of speaking in front of crowds, especially because his accent bothered him. I think PR/HYLI helped him immensely in this area...the PR/HYLI process is really priceless. It is such a great learning experience on so many levels.”</i>

CONCLUSION

In 1990, the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute was established to help Hispanic/Latino youth better understand their cultural heritage, inspire their sense of civic duty, and encourage them to give back to their communities. In 2015, as PR/HYLI celebrates its 25th anniversary, the program continues this mission and purpose with a committed group of PR/HYLI coordinators and delegation leaders, as well as a network of chaperones, trainers, school staff and PR/HYLI alumni. The success of the 2015 event was unquestioned by adults and students alike, with story after story of its positive influence on participating students. The key components of a successful youth leadership program – such as clearly defined goals and objectives, broad support from the community, consistent and committed adult leadership, student-led activities, and ongoing opportunities for reflection – continue to be at the heart of the PR/HYLI program. Because of this, PR/HYLI continues to leave a positive and lasting impact on future Hispanic/Latino leaders.

Acknowledgements

The evaluation team would like to express our thanks to the PR/HYLI coordinators and delegation leaders who agreed to fully participate in the evaluation. We appreciate your willingness to provide us with the information we need to successfully implement a formative evaluation of the Angelo Del Toro PR/HYLI program. We would also like to extend thanks to the PR/HYLI students and adults who participated in the case study interviews, and all of the students and adults who took the time to complete our surveys and provide open and honest feedback.

Appendix A | Evaluation Plan

**ANGELO DEL TORO PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE (PR/HYLI)
EVALUATION PLAN**

PR/HYLI Evaluation Question 1: To what extent are the PR/HYLI activities occurring as intended?

	SUB-QUESTION	AREAS MEASURED	INSTRUMENT/METHOD
PROCESS EVALUATION – FIDELITY	1a. Are local delegations recruiting and selecting their intended population?	# students to apply by delegation, # students accepted by delegation	Delegation Progress Report
	1b. Are local delegations providing sufficient regional training?	# trainings by delegation, # hours by delegation, # to attend a train-the-trainer session	Delegation Progress Report; Attendance data from train-the-trainer sessions
	1c. Are the activities of Days 1, 2, and 3 of the PR/HYLI being implemented as intended?	# students to attend the Institute, # and type of activities offered, # scholarships awarded	Attendance data from Questar; brochure from PR/HYLI; scholarship data from Questar
	1d. Does the PR/HYLI offer students and adults opportunities to reflect on the successes and challenges of the program following the Institute?	# of delegations to offer a reunion event, type of activities offered during reunion event	Delegation Progress Report
	1e. What activities are delegations pursuing to continue the development of student participants?	Type of activities offered by delegations	Delegation Progress Report

PR/HYLI Evaluation Question 2: To what extent are student and adult participants satisfied with the PR/HYLI program?

	SUB-QUESTION	AREAS MEASURED	INSTRUMENT/METHOD
PROCESS EVALUATION – SATISFACTION	2a. Are student participants satisfied with the regional training in their delegations?	Students level of agreement with items on evaluation form	Regional Training Student Evaluation Form
	2b. Are delegation leaders satisfied with the pre-Institute process?	Delegation leaders' general satisfaction, level of agreement with items on evaluation form	Delegation Progress Report; Train-the-Trainer Evaluation Form
	2c. Do students and adults enjoy the Institute in Albany?	Students and adults level of agreement with items on evaluation form	PR/HYLI Evaluation Forms
	2d. Do students and adults find the activities during the Institute meaningful and relevant?		
	2e. Do students and adults find the follow-up activities sufficient and meaningful?	General satisfaction	Delegation Progress Report; Mini Case Studies

PR/HYLI Evaluation Question 3: To what extent does the PR/HYLI program contribute to increased student skills and knowledge, and foster partnerships with positive role models?

OUTCOME EVALUATION-SHORT TERM	SUB-QUESTION	AREAS MEASURED	INSTRUMENT/METHOD
	3a. Does the regional training and the Institute in Albany increase students' leadership skills and legislative understanding?	Student self-report of changes in leadership skills	Outstanding Delegate Rubric and Interview; PR/HYLI Evaluation Forms
	3b. Do students have opportunities to network with positive role models?	Opportunities available as measured by student and adult self-report	Regional Training Student Evaluation Forms; PR/HYLI Evaluation Forms; Delegation Progress Report

PR/HYLI Evaluation Question 4: To what extent does the PR/HYLI program enhance the academic achievement and educational opportunities for Hispanic/Latino youth?

OUTCOME EVALUATION – LONG TERM	SUB-QUESTION	AREAS MEASURED	INSTRUMENT/METHOD
	4a. Does the PR/HYLI influence the educational opportunities available to participating students and the choices they make for their future?	New opportunities available (i.e. internships, clubs, events) and choices made (i.e. college selection, major).	Mini Case Studies
	4b. How do students influence their schools and communities following their participation?	Student self-report of involvement in school and community activities	Mini Case Studies

**Appendix B | Statewide Training for PR/HYLI Delegation
Leaders and Trainers
Reflection Summary**

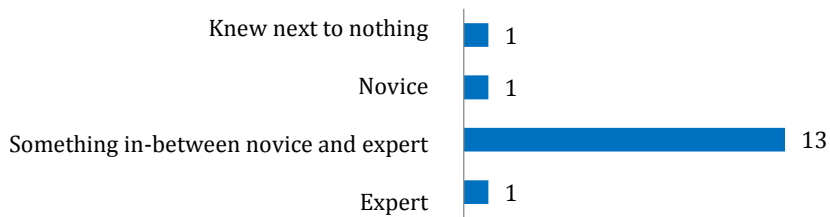
**LCI Statewide Training for PR/HYLI Delegation Leaders and Trainers
November 15 and 18, 2015**

In November 2015, two statewide trainings were held for PR/HYLI delegation leaders and trainers facilitated by Liz Locatelli from Learner-Centered Initiatives, Ltd. The first training was held in New York City and the second in Albany, New York. Delegations were encouraged to send at least one individual to one of the sessions. The sessions included a series of discussions and activities focused on understanding the critical thinking elements and standards in the PR/HYLI manual and how to incorporate critical thinking into the PR/HYLI regional trainings. A total of 16 individuals completed an evaluation form following the session. A brief summary of responses is provided below.

EVALUATION RESPONSE

1. How much did you know about the concept of critical thinking prior to this program? Underline the word that comes closest to describing your knowledge and comment on the word you underlined.

Figure 1: Existing Knowledge of Critical Thinking

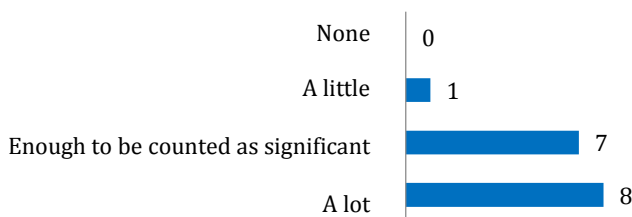


Comments:

- *Always learning, never an expert.*
- *I had basic knowledge of how to implement it.*
- *I spent a lot of time working with Bloom's taxonomy in college and Depth of Knowledge.*
- *Based on this training, I knew next to nothing. I always saw critical thinking as part of literacy.*
- *Expert with growing expertise.*

2. How much growth in your knowledge and understanding of Critical Thinking did this program produce? Underline the word that comes closest to describing your growth and comment on the word you underlined.

Figure 2: Growth in Knowledge of Critical Thinking



Comments:

- *My learning about the subject greatly increased as a result.*
- *Confidence builder. We talked about so many great strategies and approaches that will lead to more critical thinking in the classroom.*
- *Better understanding of how to promote critical thinking development in students.*

3. What are the most important things you learned which will affect the way you work with your students?

Comments:

- *The importance of guiding students to consciously “think” about thinking critically to make well-informed decisions (or actions) that are not merely made based on bias, assumptions and only our own particular viewpoint. Need to provide models for students to emulate.*
- *To go deeper in questions and research. More student voice.*
- *I learned how to bring critical thinking components to the forefront of all the training modules.*
- *To give them ownership.*
- *The strategies of critical thinking. Role taking/role play and using evidence from diverse sources to come up with the ultimate interpretation.*
- *First that to accomplish the task, you need to think and communicate with clarity and precision. In addition, think interdependently to have a more complete, stronger argument. Second, you need to play devil’s advocate. You have to know both sides of the issue – what additional information do I need to complete the task.*
- *Our classroom is a powerful venue where students can learn critical thinking – the strong way of critical thinking that takes into consideration the other side.*
- *The development of tiered questions to address the varied learning modalities must be met by the instructor to make sure students are able to comprehend and think critically.*
- *The activity for deepening my understanding made me more aware of how to assist my scholars to be critical thinkers.*
- *Questioning my own views, critical thinking, and developing strong and persuasive arguments.*
- *The idea of unintended consequences.*
- *The elements of critical thinking will definitely help me strengthen how I plan for my students.*
- *Elevating the conversation about how and why students think the way they do and how that impacts others. Structure and clarification.*
- *Critical idea + new information + discussion = deepening of understanding.*
- *Strategies.*

4. How will the implementation of your learning experiences today, affect the work of the students you work with in the PR/HYLI program?

Comments:

- *I believe implementing these learning experiences will allow for our students to address the task we put before them in a manner that clearly helps them develop the thinking process and skills that will enable them to learn, grow and continue developing and evolving for the rest of their lives.*
- *My commitment to youth’s voice developed via critical thinking.*
- *This will give students an even more aligned and structured experience in the Institute.*
- *It will enhance their experience and give them extra tools to aid them in preparing to be effective citizens.*
- *I will guide them to improve their critical thinking skills. Analyzing the data, applying the reasoning and creating their positions.*
- *More ownership of their work. Leads to more confidence in public speaking, command of their language, and they will become life-long learners.*
- *Students have to think outside of the box beyond their comfort zone to explore and consider different perspectives with their critical thinking. Will use more student-oriented teaching tools, such as role play. Critical thinking will give the students ownership of their task.*
- *Help them better in research, etc. by scaffolding. Excellent training!*
- *Challenge the students to think and speak critically for themselves, their peers and the bills for this year’s PR/HYLI program.*
- *In assisting them to prepare their arguments. Using the materials and implementing some of the activities will assist my students to be stronger debaters, argument presenters and in general better critical thinkers.*
- *Students will become critical thinkers and approach an issue with an open mind, knowing very well that there are many perspectives.*

- *We will implement the ideas and strategies we learn today. Well done! Thank you!*
 - *The various activities shared and discussed can be used and scaffolded to work with the PR/HYLI students during training.*
 - *More student-centered and led. Increase in speaking/listening activities. Increase rigor, relevance, and responsibility.*
 - *I firmly believe that discussion and modeling of responses in debate will help students to think on their feet and respond critically to mock debate.*
 - *Help to ensure depth of development in students in an engaging, comprehensive and thoughtful structure.*
5. Does the PR/HYLI Statewide Training support/reinforce your instruction? If so, what is your opinion on the addition to the Manual in regards to Critical Thinking Elements and Standards?

Comments:

- *The Statewide Training does help to reinforce instruction and to provide equity for all students involved in PR/HYLI. The addition of the elements to the manual will benefit the students greatly.*
- *Yes, please continue. Very critical.*
- *I see these trainings as a very important and integral part of the student training. There is a structure and blueprint that was not in place previously.*
- *Yes. Documents support each other well.*

Appendix C | Regional Training for PR/HYLI Students
Overall Summary

**The Angelo Del Toro
Puerto Rican/Hispanic
Youth Leadership Institute
(PR/HYLI)**

QUESTAR III BOCES

PR/HYLI Regional Training

Overall Summary

2014-15



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**2014-15 PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE
REGIONAL TRAINING**

INTRODUCTION

During Phase I of the PR/HYLI program, regional delegations are expected to conduct up to six intensive training sessions for a total of 30 hours to prepare students for the weekend Institute in Albany. While the delegations are given flexibility in their implementation, a collaboratively developed statewide PR/HYLI Training Manual is provided as a framework for unifying the approaches taken by each delegation. This report provides a summary of the student feedback received from evaluations distributed by the delegation leaders at their last regional training. As can be seen below, a total of 194 evaluation forms were received across the eight delegations.

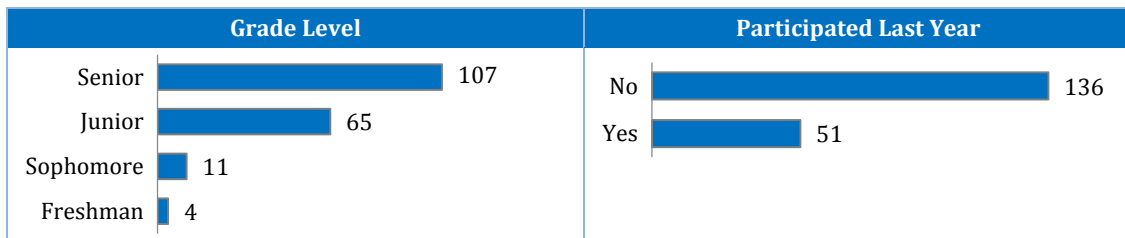
Table 1: Number of Student Evaluation Forms

Delegation	# of Completed Forms
Capital District	10
Hudson Valley	30
Monroe	7
Nassau	12
NYC	57
Suffolk	41
Syracuse	22
Western NY	15
TOTAL:	194

DEMOGRAPHICS

On the student evaluation form, students were asked to provide their grade level and whether they had participated in PR/HYLI last year. Of the students that responded, more than one-half (57%, n=107) indicated they were a senior in high school and approximately one-quarter (27%, n=51) reported they had participated in PR/HYLI last year.

Figure 1: Number of Students by Demographics



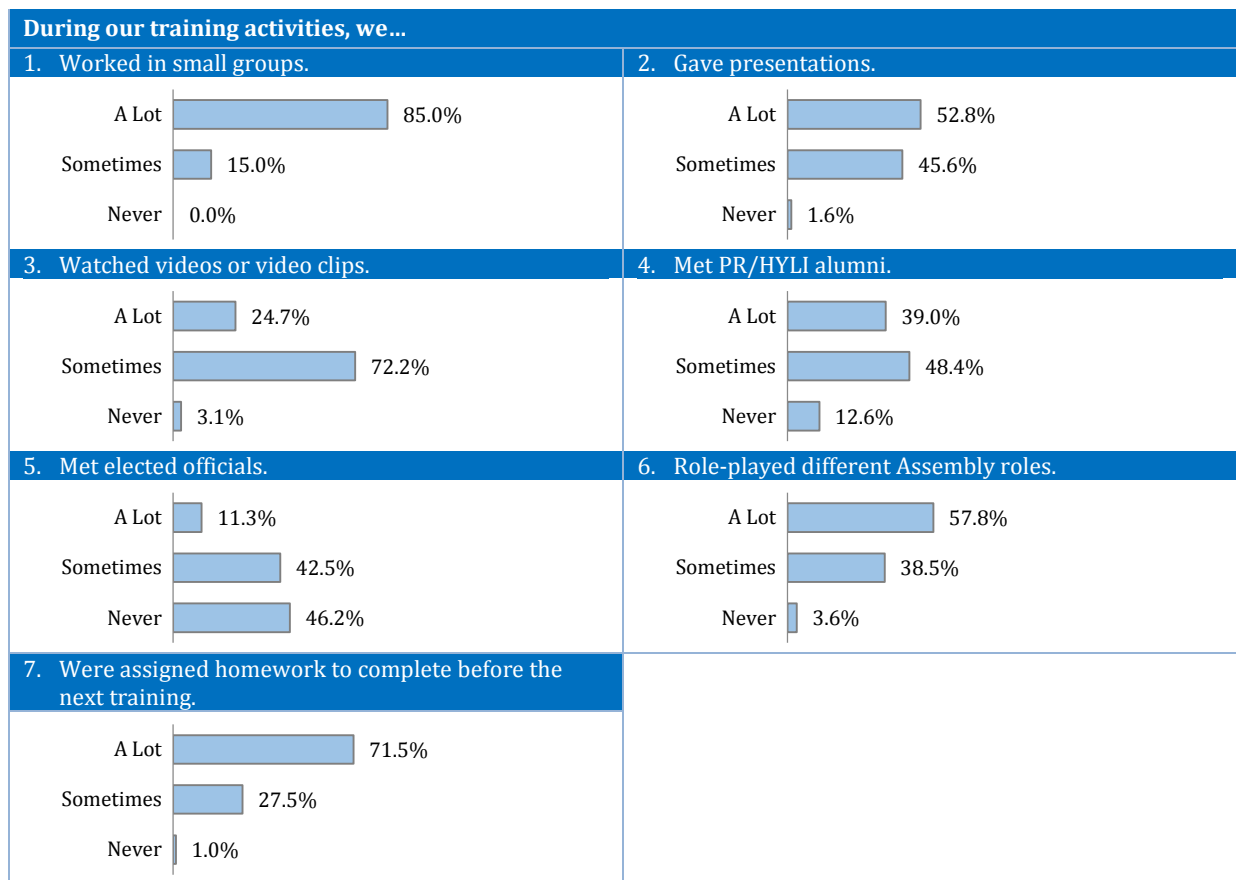
EVALUATION RESPONSE

The remainder of this report is organized by the five sections of the student evaluation form. This includes the following: 1) training activities; 2) my learning; 3) general questions; 4) overall rating; and 5) open-ended comments.

Training Activities

Students were asked a series of questions about the activities they participated in during the regional PR/HYLI trainings. The purpose of these questions was to better understand the types of activities used by the delegations to prepare students for the weekend Institute. As can be seen below, a variety of activities were used to help students develop leadership and public speaking skills, foster their understanding of New York State’s legislative process, and prepare them to participate in the weekend events in Albany.

Figure 2: Training Activities



My Learning

The next set of questions asked students about things they might have learned during the PR/HYLI regional trainings. As can be seen below, 90.7% of students felt they learned a lot about what makes a good leader [Q11] and 85.6% of students felt they learned a lot about how to develop an argument for or against a bill [Q16]. Slightly fewer, but still the majority, felt they learned a lot about areas of critical thinking, including what it means to be a critical thinker (68.0%)[Q18], how to challenge their own thinking (69.6%)[Q19], and how to consider viewpoints different from their own (70.6%)[Q20].

Figure 3: My Learning

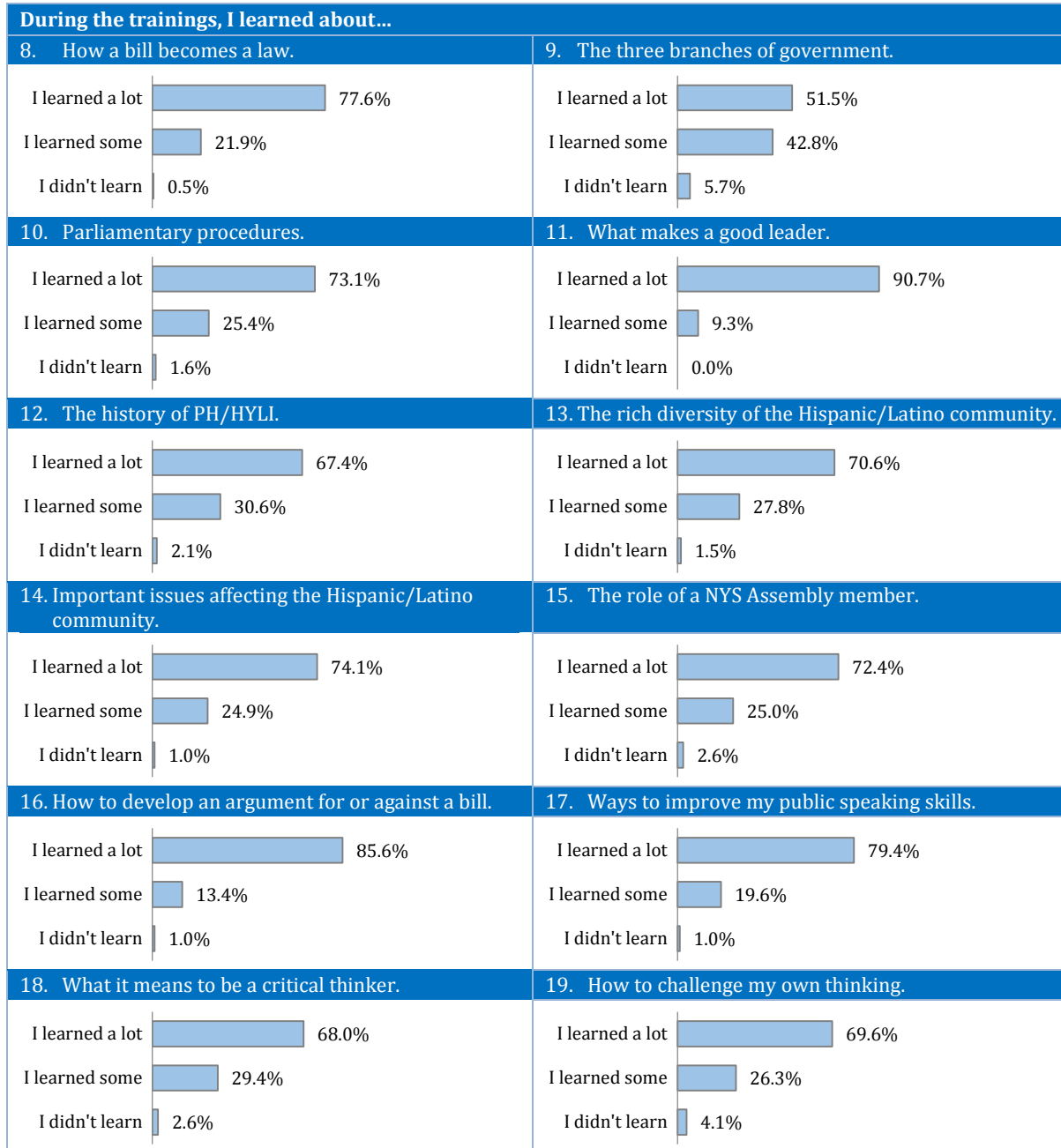
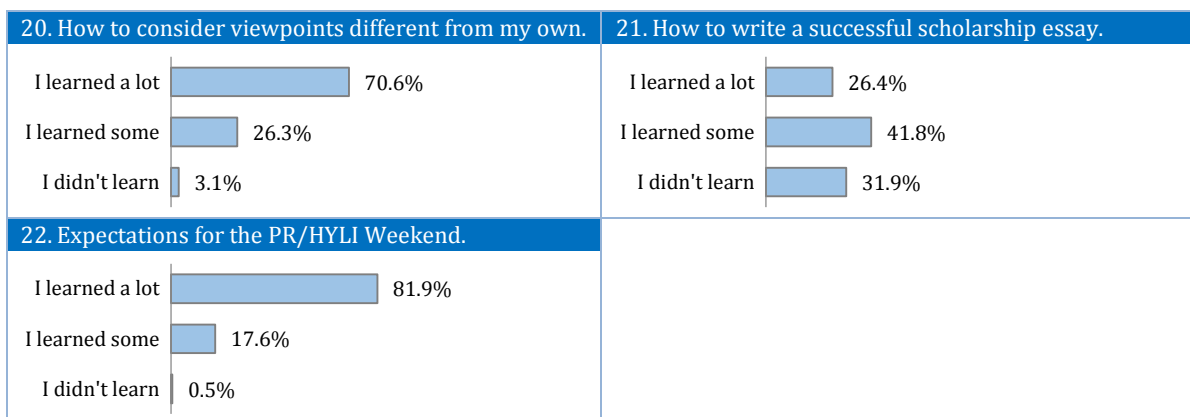


Figure continues on the next page.

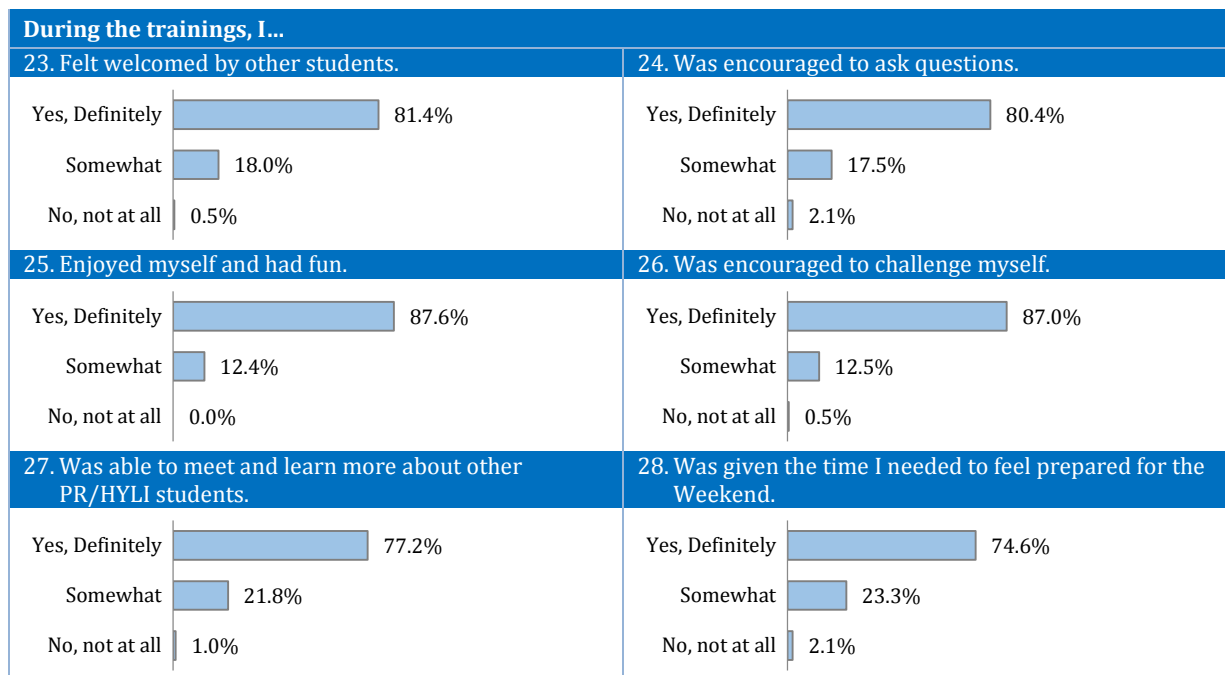
Figure 3: My Learning (continued)



General Questions

Lastly, students were asked a series of questions about their overall experience with the PR/HYLI regional trainings. As can be seen in Figure 4, the majority of students chose the “yes, definitely” rating across all six questions, ranging from 74.6% that indicated they definitely were given the time they needed to feel prepared for the Weekend [Q28] to 87.6% that indicated they definitely enjoyed themselves and had fun [Q25].

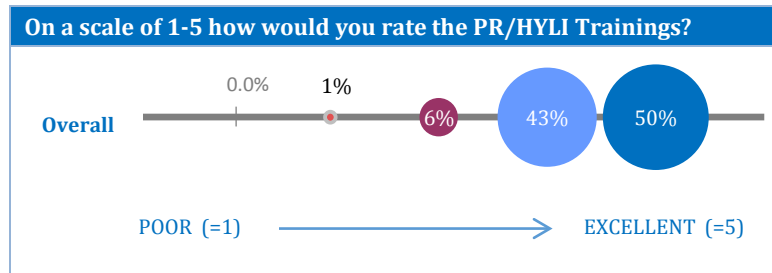
Figure 4: General Questions



Overall Rating

When asked to provide an overall rating of their delegation’s regional PR/HYLI trainings on a scale of 1 to 5 (poor to excellent), one-half (50%) of students gave the trainings a 5 or “excellent” rating.

Figure 5: Overall Rating



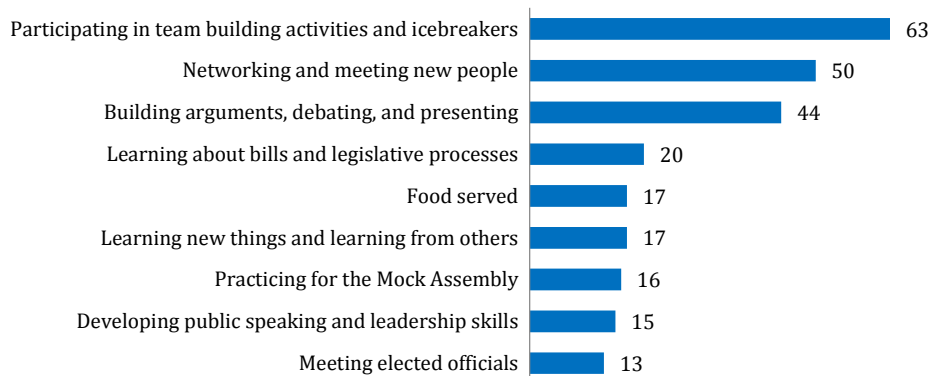
Written Comments

At the end of the evaluation form, students were asked to answer four open-ended questions. Students’ comments were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Comments from each student were often assigned multiple codes to represent the range of topics they discussed. The most frequent codes are presented below, as well as a few examples of students’ actual comments.²

👉 What was your favorite part of the training sessions?

A total of 193 students commented on their favorite part of the training sessions. Students most often discussed how much they enjoyed participating in team building activities and icebreakers; networking and meeting new people; and practicing how to build arguments and debate effectively.

Figure 6: Most Favorite Comment Codes by Number of Students



EXAMPLES OF COMMENTS:

- *I would say meeting people, both fellow PR/HYLI members and Assemblyman Ramos. His speech certainly inspired me. Even if I don't go into politics, he motivated me to do my best for the Hispanic community.*
- *My favorite part was Q23 [feeling welcomed by other students] because meeting the other students was a blast. I instantly felt welcomed and got along with everyone. This led to many jokes that took away some of the seriousness when we weren't talking about the bills.*

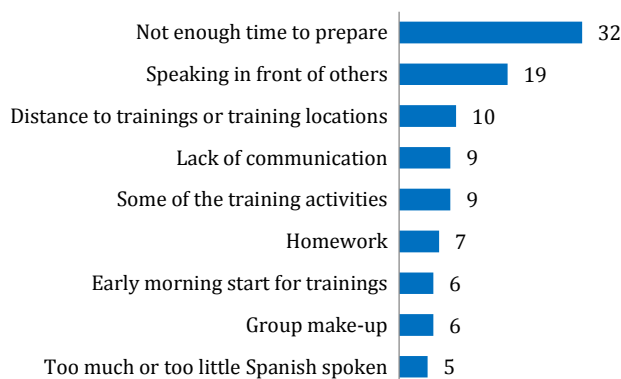
² The numbers in the figures will generally not add up to the total number of students to answer the question. This is because some students’ comments were assigned multiple codes and some students’ comments weren’t included in the codes presented.

- *Getting to know other people from other schools. Seeing my trainers from last year.*
- *Overall, my favorite part of the training sessions were meeting new people who want to make a difference in some way – and in one way or another, already have. Who you surround yourself with affects and inspires you - I am a firm believer of that analogy.*
- *The first day when I got to meet the other delegates – doing activities with people that we didn't know and interacting with them really gave me a beautiful experience.*
- *Meeting new Hispanic/Latino people.*
- *Cuando se hablo acerca las formas del aprendizaje en el segundo training, porque habían diferentes opiniones y se hizo como un debate; y en los debates te enfrentas a los dos lados de una situación.*
- *Llegar a conocer tanta variedad de personas hispanas de Nueva York. En lo absoluto, mi parte favorita fue cuando practicamos el debate.*
- *The ice breakers that made us think more critically and helped us understand how important group work is.*
- *The games they taught us were fundamental and fun.*
- *My favorite part was working in small groups and playing new icebreakers. Also, having to analyze the importance of such ice breakers was also a fun thing to do.*
- *Grouping with other people and getting to know people. Also, the food and listening to others debate.*
- *My favorite part was doing the different group activities to get to know each other and accomplishing our goals.*
- *My favorite part of the training was working together as a group in order to make a strong argument for or against the bills.*
- *My favorite parts were the Mock Assembly, ice breakers, and learning about scholarships.*
- *The practice of Mock Assembly.*
- *Discussing bills and the procedures the NY State Assembly goes through to pass or reject bills.*
- *My favorite part of the training sessions was the process on the things needed to pass a law (i.e. research, debate).*
- *Networking and meeting new people from my area that share my interests and ethnicities.*
- *Food, friends, and debating.*
- *Mi parte favorita es los debates, los diferentes puntos de vistas de mis compañeros relacionados a los bill.*
- *My favorite part was being able to speak in front of the other students.*
- *Learning different points of views from different people.*
- *My favorite part of the training sessions were getting to listen to everyone's opinion and being able to share my feelings and ideas.*
- *Being able to work with new people. I learned about bills that affect us as a Hispanic community.*
- *It was fun to exchange ideas and work with the other students. Talking about real community issues with people who have different perspectives was great, especially since everyone is still friendly and respectful.*

What did you like the least about the training sessions?

Fewer students (n=134) commented on their least favorite part of the training sessions. When they did, students most often indicated they would have liked more preparation, such as more trainings or longer training sessions because they felt they needed more time to practice and comprehend all of the information. Several students also indicated that speaking in front of others was their least favorite part of the trainings because they were shy and felt nervous.

Figure 7: Least Favorite Comment Codes by Number of Students



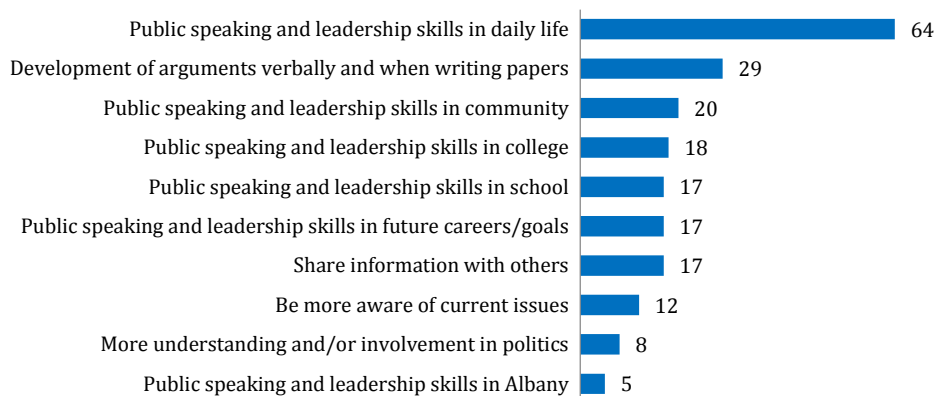
EXAMPLES OF COMMENTS:

- *The sessions were not long enough.*
- *Talking, but it's something that we usually need to do to express ourselves.*
- *That I'm really shy about talking in public.*
- *The thing I liked the least is that I was in the spotlight, or I get nervous around crowds. That is something I need to work on.*
- *I did not like having to wake up really early.*
- *Vague homework instructions, not knowing what to expect before a session, and an occasional lack of organization.*
- *My least favorite part was the homework.*
- *We didn't do anything with our poems after all the work some of us did.*
- *Not being able to finish sessions all the way through.*
- *The duration of the sessions was too short. We should have had one or two more sessions to prepare for Albany.*
- *The limited amount of time we had.*
- *Not being able to meet more elected officials. Only doing 5 trainings - I need more.*
- *I did not like watching long videos.*
- *Everything was the same as last year. I wish some group activities were different for a new experience.*
- *The disorganization and poor communication.*
- *I did not like the bills – I wish they were a little more relevant to Latinos.*
- *Spending too much time talking on one topic.*
- *We were in the same groups for the training sessions. Though I understand why, I wish I'd had the chance to work with everyone.*
- *The fact that I didn't get the opportunity to interact and meet everyone. We were always in specific groups or with students from our own district.*
- *The program started too early and was not located in a central place.*
- *Sometimes the conversations went too fast for me to comprehend especially when they were solely in Spanish. I felt left out and unable to contribute – almost a stigma against me for not being bilingual.*
- *How much school I missed. It's harder because I am in advance classes. Although I made up all my work on time, it is getting a little harder as we get closer to the Albany weekend.*
- *Some students didn't know Spanish, which was weird and made others uncomfortable or just feel shy.*
- *Icebreakers – I didn't enjoy feeling as though I was being forced to form relationships.*

★ How are you going to use what you learned?

When asked how they are going to use what they learned, many students reported that they now feel more confident as a public speaker and as a leader, and plan to use this in their daily life, schools, and communities. Some students specifically mentioned how these skills will help them in their schoolwork and help them to empower others in their community. A total of 186 students provided comments on what they learned.

Figure 8: Learn Comment Codes by Number of Students



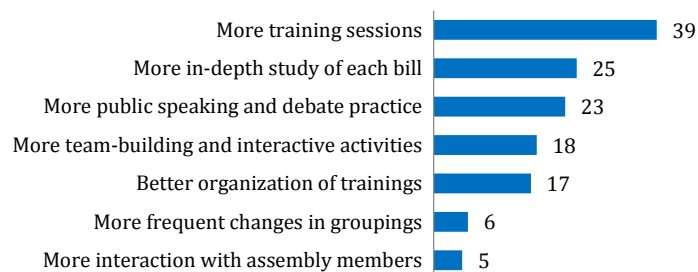
EXAMPLES OF COMMENTS:

- *Public speaking when needed in the future. How the government works and what role I play.*
- *I'm going to listen to the news with a better understanding of what is going on, and use my knowledge and my voice to help others.*
- *I'll be able to understand better what happens in the ruling of a bill.*
- *Expand my knowledge in the political science field.*
- *Everywhere – I plan to be a leader especially in the most needed situations.*
- *From what I learned I will use the skills of projecting my voice and speak with confidence in class.*
- *I am going to use what I learned by sharing it with my classmates and improving on my public speaking.*
- *I learned to speak up. I am trying to learn how to be brave.*
- *I will speak up more and feel confident when expressing my opinion. I won't second guess myself.*
- *I am going to use what I learned in my AP government class and in my role as president of the seniors at school.*
- *I am going to use these skills in the 3.5 months that I have left in high school, and throughout college. I learned public speaking skills and also how to express myself better. Most of all, I learned more about how to be a leader.*
- *I will use what I learned in daily life, school, my personal life, and for self-improvement.*
- *I've already used the skills in school to prove a point, debate people, and challenge ideas.*
- *I will use these skills to become a better leader within my school.*
- *I am going to use the skills I have developed throughout my life whenever appropriate. I look forward to participating in future events such as this and continuing to be a leader in my own community.*
- *I will become an active member of my Hispanic community.*
- *I will use it as a tool to be more involved in my community. Also, to express my voice and strive for my betterment, as well as others.*
- *I learned to challenge myself more and look forward to a better future. I can help my community to move forward, educate myself more, and encourage other students to work hard and feel proud of where they come from.*
- *I will be able to use what I learned in PR/HYLI by applying it to my life. Being a critical thinker who can make a strong argument for any point I want to make will certainly help me.*
- *When going to college I will use my critical thinking and courage to speak in front of others. I will have in mind issues that concern our Latino community.*
- *I think this will help me to be better in college because I learned how to express my ideas.*
- *I will use the skills that I learned to become a better leader and learn to compromise with people with different opinions. Also, I can take what I learned and teach other people to develop their ideas and stand by them with facts.*
- *Usando, la sabiduría que aprendí para poder compartirla con otras personas y poniendo empeño en las siguientes retos que tenga.*
- *I am going to start to analyze and question the things that come my way.*
- *I've learned how to be more of a leader and now I can use critical thinking to analyze current issues.*

★ What ideas do you have to make the trainings better?

Lastly, students were asked to provide any ideas they had to make the trainings better. A total of 151 students provided ideas. Several suggested adding more training sessions or making them longer. Some students also suggested studying the bills in greater depth to allow them to create stronger arguments, while others felt it would be beneficial to have more time to practice their public speaking and debating skills.

Figure 9: Idea Comment Codes by Number of Students



EXAMPLES OF COMMENTS:

- *Extend the length of each training session or perhaps have them at a greater frequency.*
- *Have more days of training.*
- *Have more days scheduled for meetings. Maybe add an additional two or three days to meet with each other.*
- *Try to have more training sessions other than just four. Maybe review the bills a little better. Have people who actually know about the bill.*
- *One idea is to start PR/HYLI much earlier such as November or December.*
- *Maybe add one more day in order to be even more prepared during the Assembly.*
- *Maybe more training sessions. Giving out the information a little slower so the students who have a hard time understanding can follow along to what is being said or taught.*
- *More help analyzing bills.*
- *A bit more organized. Less bagels.*
- *Focus more on what we should do. Have a better schedule of what to do.*
- *Better organization to clearly go over the bills in the beginning (clarifying what each bill is about and what it is trying to change). This would help develop better arguments because we would have a better understanding of each bill.*
- *Make it more organized and efficient so that all duties are fulfilled within the required time frame.*
- *Have more practice scripts in trainings 2 and 3.*
- *To make the training better, there should be a time in training where everybody has to speak their minds. This idea will help shy people to be less nervous when talking in front of a crowd.*
- *More activities that get students to learn how to project their voices. Dedicating a training for research and getting more sources.*
- *More assistance for first year students on how to create arguments, etc.*
- *I think we should focus more on how to create a really well-organized and thought-out argument.*
- *Have more group activities to get the members closer to each other.*
- *I would make several students talk so they would have the opportunity to be more prepared.*
- *Make everybody speak. We should practice.*
- *Do more icebreakers and activities. Talk a little more about the Latino community and what we need to do to change it.*

Appendix D | Progress Report Form

**PROGRESS REPORT
2014-15**

Instructions: Please complete the following progress report and email it to Glen Martin Associates (khinsdale@glenmartinassociates.com) by March 16, 2015. The information will be aggregated across the delegations and reported in the annual evaluation report.

SECTION I: RECRUITMENT AND SELECTION

1a) In the following table, please provide 2014-15 recruitment and selection data for your delegation.

# PR/HYLI Applications Received	# Students Accepted into Training	# Students Expected to Attend the PR/HYLI Weekend	Of those expected to attend the Institute Weekend, # that are:			
			Sophomores	Juniors	Seniors	Returning Participants

1b) Please discuss your delegation's recruitment and selection process in the boxes below.

Recruitment Process	<i>Please describe the process of how students from your delegation were recruited to apply to the 2015 PR/HYLI.</i>
Selection Process	<i>Please describe how students were selected from the pool of applicants (criteria, methods).</i>
Reflection	<i>With respect to recruitment and selection, please describe what worked well and what could be improved.</i>

1c) Please discuss how you selected your delegation’s outstanding delegate and the characteristics that make him or her an outstanding delegate.

Selection of Outstanding Delegate	<i>Please discuss how you chose your outstanding delegate (i.e. criteria, selection).</i>
Outstanding Delegate Story	<i>Please describe what makes them an outstanding delegate (i.e. their “story”).</i>

SECTION II: PHASE I REGIONAL TRAINING

2a) Please complete the following table related to your delegation’s regional training.

Training Date [mm/dd/yy]	Length of Training [# of hours]	# Students	# Chaperones (if applicable)	Description of topic/activities	Trainer(s) [name(s), position(s)]

(insert additional rows if needed)

2b) With respect to your delegation’s regional training, please discuss what *worked well* and what could be *improved*.

Regional Training Reflection	
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SECTION III: PR/HYLI FOLLOW-UP

3a) Please discuss any plans you have for reunion events following the Institute in Albany or any other activities you are considering to help generate continued opportunities for your students.

PR/HYLI Follow-Up	
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SECTION IV: PHONE INTERVIEWS (**Please note:** Only New York City, Nassau, and Hudson Valley delegations need to complete this section).

4a) During the month of June, we’ll be conducting phone interviews with PR/HYLI students and adults. Please provide a student that can best speak to the impact of PR/HYLI from your delegation and an adult that knows this student and can speak to the impact of PR/HYLI on them. Please also provide an alternate student-adult pair.

Student-Adult Pair #1		
	Student	Adult
Name		
Email Address <small>(or phone # if email is not available)</small>		
Role <small>(i.e. 2015 delegate, parent, teacher, etc.)</small>		

Student-Adult Pair #2 (Alternate)

	Student	Adult
Name		
Email Address (or phone # if email is not available)		
Role (i.e. 2015 delegate, parent, teacher, etc.)		

SECTION V: ADDITIONAL COMMENTS

5a) Please provide any other comments.

Additional Comments	
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Thank you!

Appendix E | Outstanding Delegate Protocols

PR/HYLI INTERVIEW PROTOCOL FOR OUTSTANDING DELEGATE

Name: _____

Delegation: _____

Interviewer: _____

Length of Interview: _____

Introduction and Purpose: I'm from Glen Martin Associates, an organization working with the PR/HYLI program to learn more about PR/HYLI participants. Today, we are conducting interviews with the eight Outstanding Delegates to learn more about each of you. The information you share will be used to help us select the Institute's Outstanding Delegate.

Voluntary Participation: The interview will only take about 15 minutes. I'm just going to ask you a few questions to learn more about you. With your permission, I'm going to tape record our conversation so that I don't have to take a lot of notes while we're talking, but I'll be the only person to listen to it. Your participation is entirely voluntary and if there are any questions you don't want to answer just let me know and we can skip them. Or, if you would prefer to not participate in the interview that's fine too – are you okay with answering a few questions?

Questions: Do you have any questions before we begin?

1. Can you tell me about some of the activities you are involved in either in school or outside of school that have helped you develop leadership skills?
2. Next, I'm going to ask you a 2-part question: First, what qualities do you think make you an Outstanding Delegate or a strong leader? And then, what are some areas you think you need to improve upon to become an even stronger leader?
3. Think about a time when you encountered a difficult or challenging experience. I want you to tell me the story of how you dealt with it and what you learned from it.
4. Who do you think has had the greatest impact on who you are today and why?
5. When you return to your school or community after this weekend, how do you hope to use what you've learned? Are there any particular issues affecting the Latino/Hispanic community you want to try to address?
6. What are your future college or career plans?

Competency	Rating	Notes
Interview Skills		
<ul style="list-style-type: none"> • Speaks confidently • Communicates clearly and concisely • Provides sufficient detail in response • Shows enthusiasm in response 		

Note: The rating scale includes: 1=poor (or never); 2=fair (or seldom); 3=good (or sometimes); 4=very good (or often); and 5=outstanding (or almost always).

OUTSTANDING STUDENT DELEGATE RUBRIC

Name: _____

Delegation: _____

Observer: _____

Day(s) Observed: _____

Competency	Rating	Notes
Communication		
<ul style="list-style-type: none"> • Speaks confidently • Listens attentively while peers are talking • Communicates clearly and concisely • Responds appropriately to peers • Speaks up about their own personal ideas • Is persuasive to others when speaking 		
Relationships and Collaboration		
<ul style="list-style-type: none"> • Gets along with the rest of the group • Respects other's opinions • Is willing to compromise 		
Critical Thinking and Decision Making		
<ul style="list-style-type: none"> • Refines and interprets other people's ideas • Mediates conflict within group • Identifies problems and provides solutions 		
Initiative & Self-Direction		
<ul style="list-style-type: none"> • Remains on task • Actively engaged in the activity • Shows interest in & excitement about activities • Takes the lead during the activities • Initiates interactions with adults • Asks questions and seeks assistance 		
Additional Notes		

Note: The rating scale includes: 1=poor (or never); 2=fair (or seldom); 3=good (or sometimes); 4=very good (or often); and 5=outstanding (or almost always).

Appendix F | Institute Evaluation Summary

QUESTAR III BOCES

PR/HYLI
March 21-23, 2015

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute

Evaluation Summary

"I am going to pursue my goals, believe in myself and always remember that the world isn't about me but that the world needs me."

~2015 Student Delegate

"I think students learned that anything is possible and their future is in their hands, in our hands - that circumstances need not dictate anyone's future success."

~2015 Staff Volunteer



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www.glenmartinassociates.com

BACKGROUND

Introduction

In March 2015, the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) was held in Albany, New York for participating students. The three-day Institute is designed for 200 junior and senior high school students across eight delegations around the state: Capital District, Hudson Valley, Monroe, Nassau, New York City, Suffolk, Syracuse, and Western New York. The goal of the Institute is to help Hispanic/Latino students throughout the state develop skills in leadership, public speaking, and parliamentary procedures, as well as develop a greater understanding of the New York State legislative process.

Institute Events

The Institute took place from Saturday, March 21st through Monday, March 23rd, and included a variety of events, such as team-building activities, guest speakers, student networking, a legislative mock assembly, and visits to individual legislators. A brief outline of the Institute events is displayed in the table below.

	Time	Event	Presenter
Day 1	12:00 pm – 1:30 pm	Lunch and Informal Networking	Student-led
	1:35 pm – 1:55 pm	Welcome Remarks	PR/HYLI and NYSED Leaders
	2:00 pm – 3:00 pm	Keynote Speaker Presentation	Mr. Wes Moore
	3:05 pm – 3:15 pm	Information Session	Learner-Centered Initiatives, Ltd. (LCI)
	3:35 pm – 9:45 pm	Leadership Team Building Activities	Learner-Centered Initiatives, Ltd. (LCI)
	10:30 pm – 11:30 pm	Student Networking Reception	Students and Volunteers
Day 2	9:00 am – 10:20 am	General Session and Party Caucuses	Student-led
	10:25 am – 11:45 am	Rehearsal for Mock Assembly	Student-led
	1:00 pm – 1:30 pm	Welcome and Greetings	Guests and NYS Political Leaders
	1:35 pm – 4:55 pm	Legislative Mock Assembly	Student-led
	6:30 pm – 11:45 pm	Student Delegate Recognition Dinner	Various Presenters
Day 3	8:30 am – 10:30 am	Presentation	Dr. Stephen Birchak
	10:35 am – 2:00 pm	Visit to Legislators	Determined by Individual Delegations

Evaluation Methodology

The Institute events were evaluated with a post-session paper/pencil evaluation form which covered all three days of the Institute. This included an evaluation form for students to complete and one for staff and volunteers to complete. Packets of the evaluation forms were distributed to each delegation leader on the first day of the Institute, and each leader was asked to distribute the forms to their students and staff on Monday’s bus ride home. An envelope was included in the packet for return of the evaluation forms. The evaluation team received completed forms back from all eight delegations.

Organization of this Report

The following report presents a summary of the feedback received from the evaluation forms. Student responses are presented first, followed by the responses of the staff and volunteers.

2015 PR/HYLI STUDENT EVALUATION SUMMARY

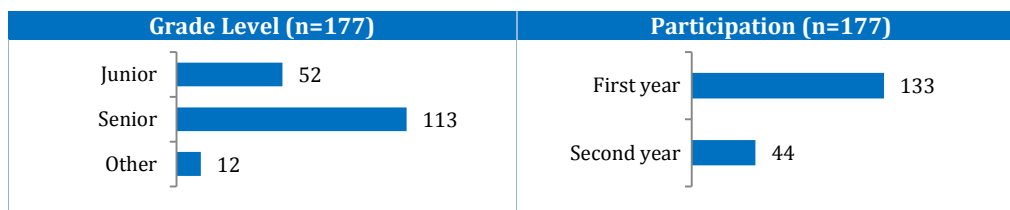
RESPONDENTS

Approximately 200 students attended the Institute in Albany. As can be seen in Table 1, 191 students completed an evaluation form, representing a response rate of roughly 96%. Almost two-thirds (63.8%, n=113) of the student respondents were seniors in high school and 75.1% (n=133) of students indicated it was their first year of participation (see Figure 1).

Table 1: Respondents by Delegation

Delegation	# of Completed Forms
Capital District	12
Hudson Valley	28
Monroe	8
Nassau	12
NYC	66
Suffolk	28
Syracuse	22
Western NY	15
Total	191

Figure 1: Respondents by Demographics



Note: "Other" includes freshman (n=4) and sophomore (n=8).

EVALUATION RESPONSE BY DAY

The evaluation form included a total of 22 statements focused on specific activities offered during the three days of the Institute. This included ten statements about Day 1 events, ten statements about Day 2 events, and two statements about Day 3 events. Students were asked to rate each statement on a scale of 1 to 4 where 1= "strongly disagree" and 4= "strongly agree." The bar graphs on the following pages include the percentage of students to agree to each statement (represented by the length of the bar) with the strength of agreement ("agree" or "strongly agree") represented by the shading of the bar. The last column provides a sum of the "agree" and "strongly agree" percentages.³

Day 1: Saturday's Activities

As can be seen in Table 2 on the next page, student responses about Day 1 were overwhelmingly positive with levels of agreement ranging from 93.2% to 100.0%. Students especially enjoyed the speech by Wes Moore, with almost everyone (96.3%) choosing the "strongly agree" rating when asked if they enjoyed his talk on leadership [Q2].

³ The percentage of respondents to disagree (either choosing "disagree" or "strongly disagree") can be found by subtracting the percentage to agree from 100%.

Table 2: Saturday's Activities

Saturday's Activities	n	Agree	Strongly Agree	Total Agree
1. The welcome session made me feel excited for the rest of the Institute.	190	26.8%	73.2%	100.0%
2. I enjoyed the talk on leadership given by the guest speaker Mr. Wes Moore.	191	3.7%	96.3%	100.0%
3. I liked the team-building activities my group was asked to complete.	191	29.8%	67.5%	97.4%
4. My group worked well together.	191	34.0%	63.9%	97.9%
5. I was satisfied with my involvement in the group activities.	191	27.2%	69.6%	96.9%
6. I was satisfied with what my group accomplished.	190	27.4%	71.1%	98.4%
7. It was helpful to have time to rehearse and improve our presentation.	191	26.2%	72.8%	99.0%
8. I was pleased with how our presentation turned out.	190	31.6%	66.8%	98.4%
9. The presentations by other students were well-done.	189	20.6%	79.4%	100.0%
10. The networking reception before curfew was a good opportunity to meet other students.	191	36.1%	57.1%	93.2%

Day 2: Sunday's Activities

When asked about the Day 2 activities, students' levels of agreement were also very high, ranging from 88.9% to 100.0%. All (100%) students indicated that they now better understand what occurs during an assembly session [Q15] and everyone felt the mock assembly was a success [Q17]. In addition, all agreed that the student recognition dinner had helped them to reflect on and celebrate the Institute [Q18].

Table 3: Sunday's Activities

Sunday's Activities	n	Agree	Strongly Agree	Total Agree
11. I better understand what occurs during a party caucus.	190	32.6%	65.8%	98.4%
12. I was satisfied with my role in the party caucus.	188	40.4%	52.7%	93.1%
13. The time we had to rehearse before the mock assembly was helpful.	191	34.6%	63.9%	98.4%
14. I enjoyed the speeches given by Assembly/Senate members and guests.	191	22.0%	77.0%	99.0%
15. I better understand what occurs during an assembly session.	191	21.5%	78.5%	100.0%
16. I was satisfied with my role in the mock assembly.	191	35.1%	58.1%	93.2%
17. The mock assembly was a success.	191	25.1%	74.9%	100.0%
18. The student recognition dinner helped me to reflect on and celebrate the Institute.	188	22.3%	77.7%	100.0%
19. There were opportunities to interact with other students during the dinner.	190	22.1%	75.3%	97.4%
20. There were opportunities to interact with educators, appointed officials or business leaders during the dinner.	189	34.9%	54.0%	88.9%

Day 3: Monday's Activities

Lastly, when asked about Monday's activities, 92.6% of students agreed that they enjoyed the talk by Dr. Stephen Birchak [Q21], while slightly less (81.9%), but still the majority, agreed that they enjoyed the opportunity to visit legislators [Q22]. Not all delegations participated in these visits, resulting in the smaller number of students to answer this question.

Table 4: Monday's Activities

Monday's Activities	n	Agree	Strongly Agree	Total Agree
21. I enjoyed the talk given by the guest speaker Dr. Stephen "Bird" Birchak.	188	18.6%	73.9%	92.6%
22. I enjoyed the opportunity to visit legislators after the morning session.	160	27.5%	54.4%	81.9%

OVERALL RATINGS

The evaluation form also included eleven statements focused on the entire three-day Institute experience. Similar to the previous section, students were asked to rate these statements on a scale of 1 to 4 where 1= "strongly disagree" and 4= "strongly agree." In addition, students were also asked to provide an overall rating for each day of the Institute, as well as the entire three-day Institute Weekend.

General Statements

Overall, students were very positive about the Institute with agreement levels ranging from a low of 93.1% to a high of 100.0%. All (100%) students agreed with 6 of the 11 statements in this section, and more than three-quarters (75.0%) chose the "strongly agree" rating for all but one of these statements. For instance, all students agreed that they were glad they participated in this year's Institute [Q31], and almost everyone (92.7%), "strongly agreed."

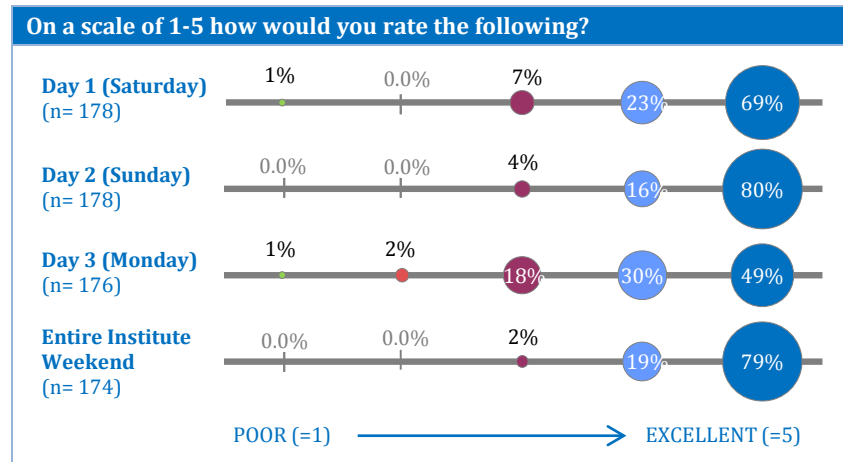
Table 5: General Statements

General Statements	n	Agree	Strongly Agree	Total Agree
23. I felt welcomed by other students.	191	24.6%	74.9%	99.5%
24. I enjoyed working with students from other parts of the state.	190	15.8%	84.2%	100.0%
25. I was satisfied with my involvement in the Institute.	191	19.9%	80.1%	100.0%
26. There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	191	23.6%	73.8%	97.4%
27. The Institute helped me to better understand the legislative process.	191	22.0%	78.0%	100.0%
28. The Institute helped me to enhance my abilities, such as my communication skills.	191	27.2%	72.8%	100.0%
29. I would encourage others to participate in the Institute if they have the opportunity.	189	12.7%	87.3%	100.0%
30. I made connections that will help me achieve my college and career goals.	189	28.6%	64.6%	93.1%
31. I am glad that I participated in this year's Institute.	191	7.3%	92.7%	100.0%
32. The Institute was motivating and inspiring for me.	191	12.0%	87.4%	99.5%
33. I will be able to apply what I learned to my future goals.	191	12.0%	87.4%	99.5%

Overall Rankings

At the end of the evaluation form, students were asked to rate each day of the Institute on a scale of 1 to 5 where 1= “poor” and 5= “excellent.” As can be seen in Figure 2, students rated Day 2 the highest, with 80% of students choosing the excellent rating. Overall, 79% of students rated the entire Institute Weekend as excellent.

Figure 2: Overall Rating



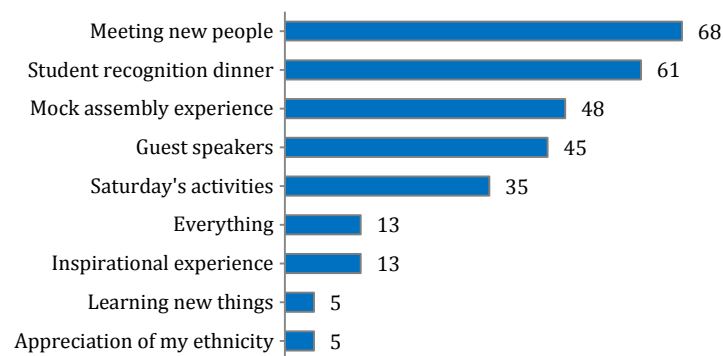
WRITTEN COMMENTS

The last section of the evaluation form asked students to respond to four open-ended questions. Students’ comments were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Comments from each student were often assigned multiple codes to represent the range of topics they discussed. The most frequent codes are presented below, as well as a few examples of students’ actual comments.

👉 What was your favorite part of PR/HYLI?

When asked about their favorite part of PR/HYLI, many students remarked on the numerous opportunities they had to meet new people, as well as the value of the student recognition dinner. Others discussed the mock assembly activities, the guest speakers, and Saturday’s team-building activities.

Figure 3: “Favorite” Comment Codes by Number of Students (n=186)



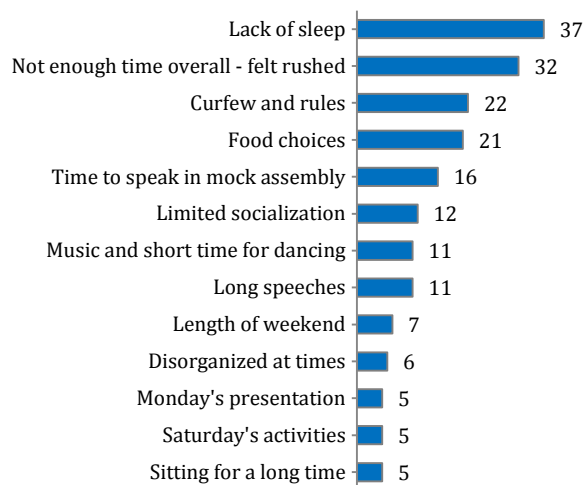
Examples of “Favorite” Comments

- *“The first day was great. I met so many people.”*
- *“Getting to speak at the assembly and having to handle the stress and a point of information. The banquet was great for meeting everyone and having fun with them.”*
- *“The mock assembly and the dinner - it really brought everyone together.”*
- *“My favorite part of the program was learning about each individual bill and how the legislative process works.”*
- *“My favorite part was being able to meet other youth just like me and discuss things I was able to relate to ourselves and our communities. I enjoyed all of the speeches this year; they honestly touched my heart and have sparked a new light in me that I will carry with me forever.”*
- *“My favorite part was the inspiring speeches made by various people. Each speech brought me to tears and made me realize what I am capable of doing.”*
- *“Everything was amazing. Doing group activities was the best and performing in front of everyone was encouraging and inspirational. Being able to open up to people was fabulous.”*
- *“To be honest, fue el sábado mi grupo con el que hice la presentación.”*
- *“My favorite part was Wes Moore’s speech.”*
- *“Going into groups on Saturday and creating a project concerning Hispanic identity.”*
- *“My best experience was the dinner. Also, working with other kids on Saturday and performing in front of people.”*
- *“My favorite part was the party because I got to interact with others and danced all night. The music was amazing and the PR/HYLI group knew how to have fun.”*
- *“My favorite part was when I was shaking of nervousness in the Assembly, because it’s a new experience and it is a great opportunity being able to live that.”*
- *“Being able to meet new people from other parts of New York and making a lot of connections. Also hearing assemblymen speak because they motivated me.”*
- *“Being able to interact with other delegations and meeting many diverse Latinos. The friends I made that actually have a vision of life like me.”*
- *“I loved the great attention that we received during the weekend. I think this is an amazing program and I am so honored to have been a part of it.”*

🔊 What did you like the least?

When asked what they liked the least about the Institute, some students mentioned that they would have liked more sleep so they could have been more alert during the activities, while others commented that they felt rushed and would have liked more time in between activities. Others remarked on the curfew and rules, and the food choices.

Figure 4: “Least” Comment Codes by Number of Students (n=154)



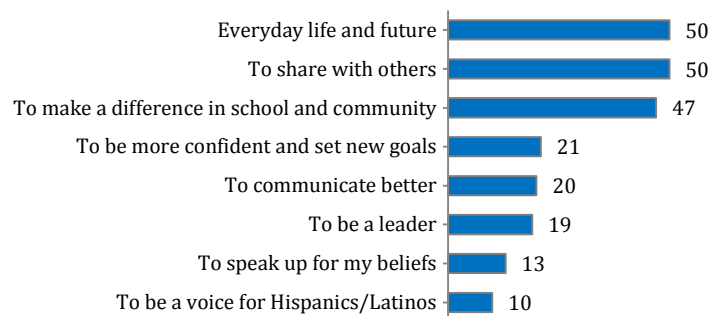
Examples of “Least” Favorite Comments

- *“I disliked how we didn't have time to sleep.”*
- *“Waking up extremely early and not getting enough sleep and not picking our roommates. We were expected to have energy and be motivated but we got exhausted because we didn't get enough sleep.”*
- *“I wish I had a role in the mock assembly. I also wish we had more time to network.”*
- *“That the same people were called on multiple times and I did not get to share.”*
- *“The Saturday activity, I felt like it was fun but I didn't really learn much new information.”*
- *“I wish there had been more designated activities where you mix with other delegations.”*
- *“We didn't have enough time to change for the banquet; I couldn't sit with my friends; and there wasn't enough time to dance.”*
- *“The assembly debate was extremely long and some of the speeches were too long.”*
- *“The party ended early. Not much time to hang out with fellow delegate members in hotel (free time).”*
- *“There were points in which the directions weren't clear, making it disorganized.”*
- *“I wish we had more time to engage/mingle with other delegations to network. I also wish some of the speeches were more spread out because it was hard to focus at times although the messages were very inspiring.”*
- *“I did not enjoy how we had to stay up Saturday night for the presentation.”*
- *“I was not able to present my argument in the mock assembly.”*
- *“The briefness of the mock assembly because not everyone had ample time to speak/develop arguments.”*
- *“Not being able to pick roommates. Not being able to pick who to sit with. Sitting for hours. DJ didn't play music that relates to us. Getting to the hotel late and waking up early.”*
- *“I liked the motivated speakers but the message got a little repetitive causing it to lose its value and meaning.”*

☆ How are you going to use what you learned?

When students were asked how they are going to use what they learned, many felt they would be able to apply what they learned to their everyday life, including in their school activities and college pursuits. In addition, many also expected to share the information with others, such as encouraging others to participate in PR/HYLI and helping others to use their voice to make change.

Figure 5: “Learned” Comment Codes by Number of Students (n=183)



Examples of “Learned” Comments

- *“I'm going to keep working to be the best at everything I do and use my voice.”*
- *“Apply it to what I do in the future, for motivation, and to make a difference.”*
- *“I am going to further educate other Latinos in my community to be an active member to create change.”*
- *“In my school I will be more informative of all we can do to have a positive community.”*
- *“A incentivar a mas Jóvenes a que desarrollen su habilidad de liderazgo porque gracias a eso, se tienen grandes oportunidades de interactuar con otros estudiantes.”*
- *“By teaching my friends at school that they are leaders and they can make a difference.”*
- *“I'm going to use my experience to become a better leader for those around me and in my community.”*

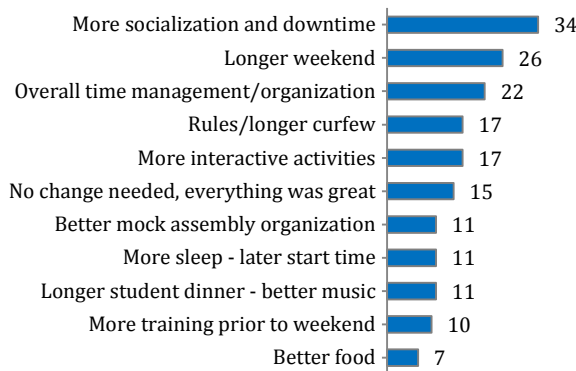
Examples of “Learned” Comments (continued)

- *“I am going to have more confidence in myself and I am not going to be ashamed for what I feel because it can make a difference.”*
- *“I learned a lot about public speaking and it will all help me in future endeavors.”*
- *“Public speaking became easier, and I will do it more often.”*
- *“I’m going to use my voice to get where I want to be and do what I want to do.”*
- *“I am going to be a leader for Latinos in my school and set an example and make a difference in my community.”*
- *“I will use what I learned by getting more involved in my hometown and the Latino community as a whole. I wish to start a local program that can provide such a life touching experience just as this did for me. I would also love to volunteer next year and help take part in the journey of new PR/HYLI alumni.”*
- *“I will definitely bring to my school and encourage others to participate next year.”*
- *“I’m going to share PR/HYLI with other students in my area and get them involved, as well be more active with my legislator.”*
- *“I’m going to embrace my heritage. I’m going to love myself. I’m going to inspire others and show them that they are more than what they think. Knowledge is power – we need to be one.”*
- *“I am going to pursue my goals, believe in myself and always remember that the world isn’t about me but that the world needs me.”*

✍ What ideas do you have to make PR/HYLI better?

Finally, students were asked to provide any ideas they had to make the Institute better. A majority of comments were similar to the areas they had discussed previously as their least favorite aspects. This included more time to socialize and more downtime, with some suggesting making the Institute longer. The overall time management of the three days was also mentioned as a possible area for improvement.

Figure 6: “Ideas” Comment Codes by Number of Students (n=156)



Example of “Ideas” Comments

- *“Allow us to sleep more and choose our groups based on delegations.”*
- *“Give students time to relax for at least an hour in our rooms to get to know our roommates.”*
- *“Having more resting time because our ability to do our best was compromised.”*
- *“Better organization and notifying students what they are going to do next.”*
- *“Just give the kids more information on everything beforehand.”*
- *“Make Monday a better day. Since it’s the last day, have sharing with everyone from the Institute.”*
- *“Maybe have game activities at the hotel. This way we get to meet more people from other delegations.”*
- *“Have more activities to help kids meet around the state. There should be more time to socialize with the kids you meet.”*
- *“Make sure all students can speak and don’t repeat people.”*
- *“Perhaps having a five minute intermission during the trial to get situated.”*
- *“Make it a 4-day trip.”*
- *“Longer training sections. More debates in the training.”*
- *“Better explain the mock assembly process during meetings. I was very lost on what I had to do.”*

Example of "Ideas" Comments (continued)

- *"Make more time for students to meet each other. Have more activities. Explain more in-depth on each bill."*
- *"I think there should be more opportunities to mix up all the delegations so they can better get to know each other. The bills should also have a bit more variation because they seemed a bit repetitive. Thank you for changing my life! Overall, I enjoyed my experience and recommend it to everyone!"*
- *"Attempt to work in more free time for the kids to socialize and become better friends."*
- *"I honestly felt like there shouldn't be that many people doing speeches on Sunday while we're eating, it was awkward. We could have bonded more with other delegates, instead of so many speeches."*
- *"People in the color guard should not rehearse during the caucus."*
- *"When visiting legislature assemblymen, have each student have questions prepared ahead of time of things we want to know and learn."*

**2015 PR/HYLI
STAFF AND VOLUNTEER EVALUATION SUMMARY**

RESPONDENTS

A total of 39 staff and volunteers across the eight delegations completed an evaluation form after the Institute in Albany (see Table 1). As part of the evaluation form, the staff and volunteers were asked to indicate whether they had participated in PR/HYLI in prior years. Of those that answered the question (n=35), approximately three-quarters (71.4%) indicated they were a return participant.

Table 1: Respondents by Delegation

Delegation	Number of Respondents
Capital District	3
Hudson Valley	2
Monroe	4
Nassau & Suffolk	7
NYC	14
Syracuse	4
Western NY	5
Total	39

EVALUATION RESPONSE BY DAY

The evaluation form included a total of 25 statements focused on specific activities offered during the three days of the Institute. This included eleven statements about Day 1 events, twelve statements about Day 2 events, and two statements about Day 3 events. Staff and volunteers were asked to rate each statement on a scale of 1 to 4 where 1= “strongly disagree” and 4= “strongly agree.” The bar graphs below include the percentage to agree to each statement (represented by the length of the bar) with the strength of agreement (“agree” or “strongly agree”) represented by the shading of the bar. The last column provides a sum of the “agree” and “strongly agree” percentages.⁴

Day 1: Saturday’s Activities

As can be seen in Table 2, levels of agreement regarding the Day 1 activities ranged from a low of 62.2% to a high of 100.0%. All (100%) respondents agreed that the talk by Wes Moore was valuable for students [Q2], with the vast majority (82.1%) choosing the “strongly agree” rating. In addition, all respondents agreed that the group members worked well together [Q5]; and that the location of Saturday’s activities was a good choice [Q11]. Respondents were the least positive about the networking reception before curfew [Q9].

Table 2: Saturday’s Activities

	n	Agree	Strongly Agree	Total Agree
1. The welcome session helped to generate enthusiasm and set the tone for the Institute.	39	30.8%	64.1%	94.9%
2. The talk on leadership by the guest speaker Mr. Wes Moore was valuable for students.	39	17.9%	82.1%	100.0%
3. The team-building activities that students were asked to complete were effective in helping to form a single cohesive group.	39	38.5%	51.3%	89.7%

Table continues on the next page.

⁴ The percentage of respondents to disagree (either choosing “disagree” or “strongly disagree”) can be found by subtracting the percentage to agree from 100%.

Table 2: Saturday's Activities (continued)

	n	Agree	Strongly Agree	Total Agree
4. Students were engaged in the team-building activities.	39	35.9%	59.0%	94.9%
5. Group members worked well together.	38	34.2%	65.8%	100.0%
6. There were clear goals and expectations for group work.	39	43.6%	38.5%	82.1%
7. It was helpful for students to have time to rehearse and improve their presentations.	39	38.5%	59.0%	97.4%
8. The student presentations were well-done.	37	40.5%	56.8%	97.3%
9. The networking reception before curfew was a good opportunity for students to interact with each other.	37	21.6%	40.5%	62.2%
10. I was satisfied with my role in Saturday's activities.	38	36.8%	60.5%	97.4%
11. The location of Saturday's events was a good choice.	38	31.6%	68.4%	100.0%

Day 2: Sunday's Activities

The agreement levels for Day 2 activities were also high, ranging from a low of 92.3% to a high of 100.0%. All (100%) respondents agreed with 9 of the 12 statements about Sunday's activities, and more than three-quarters (75.0%) chose the "strongly agree" rating for seven of these statements. This included 100% to agree that the mock assembly helped students learn about what occurs during an assembly session [Q16] and 100% to agree that the mock assembly was a success [Q19].

Table 3: Sunday's Activities

	n	Agree	Strongly Agree	Total Agree
12. The party caucus helped students learn about what occurs during this process.	39	38.5%	59.0%	97.4%
13. Students were engaged during the party caucus.	39	38.5%	59.0%	97.4%
14. The time to rehearse before the mock assembly was helpful for students.	39	17.9%	82.1%	100.0%
15. The speeches given by Assembly/Senate members and guests were relevant and interesting to the students.	38	23.7%	76.3%	100.0%
16. The mock assembly helped students learn about what occurs during an assembly session.	39	12.8%	87.2%	100.0%
17. Students were engaged during the mock assembly.	39	25.6%	74.4%	100.0%
18. Students in specialty roles were adequately prepared.	39	15.4%	84.6%	100.0%
19. The mock assembly was a success.	39	12.8%	87.2%	100.0%
20. The student recognition dinner helped students to reflect on and celebrate the Institute.	39	23.1%	76.9%	100.0%
21. Students had the opportunity to interact with each other during the dinner.	39	17.9%	82.1%	100.0%
22. Students had the opportunity to interact with educators, appointed officials or business leaders during the dinner.	39	33.3%	59.0%	92.3%
23. I was satisfied with my role in Sunday's activities.	39	25.6%	74.4%	100.0%

Day 3: Monday's Activities

Lastly, when asked about Monday's activities the majority (94.9%) of the staff and volunteers agreed that Dr. Stephen Birchak's talk was valuable for students [Q24] and 80.0% agreed that it was valuable for students to visit legislators [Q25]. Not all delegations visited legislators accounting for the smaller number of respondents to answer this question.

Table 4: Monday's Activities

	n	Agree	Strongly Agree	Total Agree
24. The talk given by the guest speaker Dr. Stephen "Bird" Birchak was valuable for students.	39	35.9%	59.0%	94.9%
25. Our students found it valuable to visit legislators after the morning session.	20	40.0%	40.0%	80.0%

OVERALL RATINGS

The evaluation form also included 13 statements focused on the entire Institute experience. Similar to the previous section, staff and volunteers were asked to rate these statements on a scale of 1 to 4 where 1= "strongly disagree" and 4= "strongly agree." In addition, they were also asked to provide an overall rating for each day of the Institute, as well as the entire three-day Institute Weekend.

General Statements

Overall, respondents were very positive regarding PR/HYLI with agreement levels for these statements ranging from a low of 89.2% to a high of 100.0%. All (100%) respondents agreed with 7 of the 13 statements, and more three-quarters (75.0%) chose the "strongly agree" rating for these statements. This included all respondents to agree that the Institute helped students develop or enhance their abilities, such as their communication skills [Q29] and all to agree that students seemed glad they participated in the Institute [Q34]. The lowest rated item referred to whether there were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community [Q31], but the vast majority (89.2%) still agreed with this statement.

Table 5: General Statements

	n	Agree	Strongly Agree	Total Agree
26. The Institute was well-organized.	39	30.8%	66.7%	97.4%
27. I was satisfied with my involvement in the Institute.	39	17.9%	79.5%	97.4%
28. The Institute helped students better understand the legislative process.	39	10.3%	87.2%	97.4%
29. The Institute helped students develop or enhance their abilities, such as their communication skills.	39	12.8%	87.2%	100.0%
30. Adequate support was provided for students with limited English.	39	23.1%	74.4%	97.4%
31. There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	37	32.4%	56.8%	89.2%
32. I am glad that I participated in this year's Institute.	39	15.4%	84.6%	100.0%
33. I would encourage other staff and volunteers to participate in the Institute.	38	15.8%	84.2%	100.0%

Table continues on the next page.

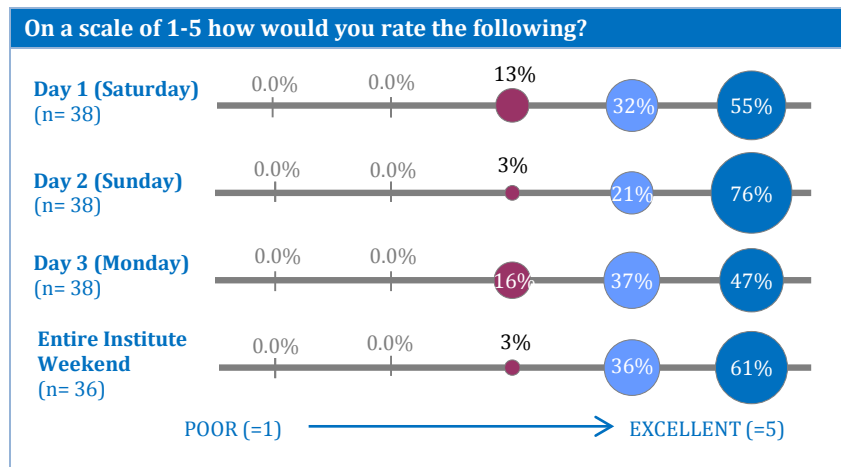
Table 5: General Statements (continued)

	n	Agree	Strongly Agree	Total Agree
34. I think the students are glad they participated in this year's Institute.	38	13.2%	86.8%	100.0%
35. I think the students made connections at the Institute that will help them achieve their college and career goals.	38	23.7%	73.7%	97.4%
36. Students will be able to apply what they learned to their future goals.	39	23.1%	76.9%	100.0%
37. The Institute was motivating and inspiring for students.	39	17.9%	82.1%	100.0%
38. The Institute was motivating and inspiring for me.	39	23.1%	76.9%	100.0%

Overall Rankings

At the end of the evaluation form, staff and volunteers were asked to rate each day of the Institute on a scale of 1 to 5 where 1= “poor” and 5= “excellent.” As can be seen in Figure 1, staff and volunteers rated Day 2 the highest with more than three-quarters (76%) rating it as excellent. In all, almost two-thirds (61%) of respondents rated the entire three-day Institute as excellent.

Figure 1: Overall Rating



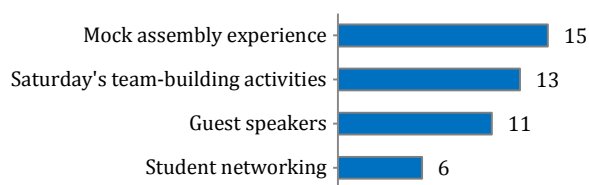
WRITTEN COMMENTS

The last section of the evaluation form asked staff and volunteers to respond to four open-ended questions. Comments were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Comments from each respondent were often assigned multiple codes to represent the range of topics they discussed. The most frequent codes are presented below, as well as a few examples of actual comments.

👉 What was most effective about the Institute?

When asked to discuss the most effective aspects of the Institute, staff and volunteers most often mentioned the impact of the mock assembly experience. Respondents also frequently commented on Saturday's team-building activities, with several indicating that this was an area of improvement from last year. Respondents were also pleased with this year's guest speakers.

Figure 2: “Most Effective” Comment Codes by Number of Staff (n=33)



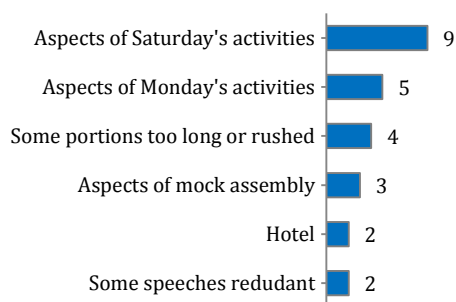
Examples of “Most Effective” Comments

- *“I liked how Saturday was organized - the motivational speaker was awesome and set the tone for the weekend and Monday. The team-building and hands-on projects were way better than last years. Mock assembly was amazing. The speeches and opening remarks were very motivating.”*
- *“I loved Wes Moore and Dr. Bird's speeches. Very powerful speakers throughout the weekend.”*
- *“Students learned how the legislative process works and developed friendships with students across NYS.”*
- *“Giving students the opportunity to participate in the mock assembly in the chambers. Allowing them to celebrate afterwards at the dance.”*
- *“Students had ample, significant and engaging opportunities to interact with each other, and adult role models (educators, politicians, motivational speakers, etc.). Wise and highly effective selection of guest speakers. Saturday afternoon's activities, curriculum, and differentiated instructional approaches.”*
- *“Team building activities were very powerful, students interacted with each other. They were engaged and had fun. They also took ownership to design and complete their projects.”*
- *“Saturday's session at the college, networking, teaming and having students take ownership of their learning. This prepared them to excel and become more engaged in the mock assembly.”*
- *“The planning and set schedule to keep students engaged throughout the Institute.”*
- *“The organization and implementation was well coordinated.”*
- *“Mock assembly practice. The time given for students to network, build teams and work together as a cohesive group. Saturday workshops were perfect – just long enough to keep students engaged. The time to socialize before and during lunch and dinner was happily embraced by the participants. Mixing students from different delegations in each breakout room was exceptionally effective networking.”*
- *“The mock assembly was well-organized and led (well-trained speaker with strong support). It provided many more opportunities to speak and apply learning from Leadership Training.”*
- *“This year the Saturday activities were a significant improvement over the prior year. Students were engaged, interacting and involved. They were a little confused at the beginning as to what exactly they were supposed to do during the small groups and how they would end up with one project to represent the room. Also great location! Sunday as always was fantastic. The process ran very smoothly this year.”*

🔍 What was least effective?

Overall, volunteers and staff were pleased with the Institute and did not have many areas that they characterized as least effective. A few felt the length of the day on Saturday was too long while others felt Monday's workshop was not as effective as other components. In addition, a few felt aspects of the three days felt rushed.

Figure 3: “Least Effective” Comment Codes by Number of Staff (n=24)



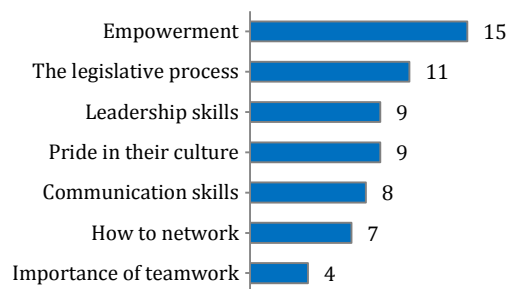
Examples of “Least Effective” Comments

- *“The Saturday activities were a little too long. Maybe start a little earlier and end by 8 p.m., due to Sunday’s schedule.”*
- *“Seating students as soon as they enter the chamber was hindered by lack of seating charts.”*
- *“Some students did not know their position on the bill. They were one political party, but trained in another - some confusion. The microphone ability (could not hear some of the students).”*
- *“The distribution of time, especially between activity segments was too small and there was some rushing going on. Students could get a bit longer sleep time (later wake up calls) so they can enjoy in the day’s activities more.”*
- *“At some points it seemed disorganized – at the beginning of Saturday and at the beginning of the banquet.”*
- *“I think Mr. Bird is a phenomenal speaker and inspiring. I enjoyed his presentation and his message was quite profound. However, I wonder if placing this speaker in the morning is best. Many students struggled to stay up. Placing the dynamic speaker on Saturday night to get students charged may be considered.”*
- *“The least effective was Saturday with the teachers in the classrooms – directions were not clear and the instructor couldn’t relate to students.”*
- *“Dr. Stephen Birchak’s talk was the same from last year. Many students that came back to the Institute weren’t interested - they were talking and using their phones.”*
- *“Too many guest speakers with a redundant message.”*
- *“The visits to legislators would have been more effective if we spoke to the Assembly members themselves – in 2 out of 3 visits, the students spoke to chiefs of staff. Thank you Marcos Crespo for seeing us.”*
- *“I think everything went well this year. There are little details that I could nitpick but it’s easy to be a ‘Monday Morning Quarterback’ and in the big picture these things didn’t affect the students’ overall experiences.”*
- *“Perhaps change Saturday college activities- seemed too youngish for 11th-12th graders. Perhaps too many speeches. Intense scheduling of activities, little rest time, way too rushed between assembly and dinner.”*
- *“Hotel- let’s return to the Desmond. Much easier to serve students. Bags should have been given out with name badges. NYC felt left out.”*
- *“Saturday dinner pizza was super burned. Hotel rooms- next year check for those interconnected rooms. Night shift duties – less hours on Sunday night shift. Need more time between the mock to hotel to banquet.”*

☆ What do you think students learned during the Institute?

When asked what students learned during the Institute, several staff and volunteers indicated that the Institute has empowered students and given them the confidence they need to make change in their lives and communities. Others felt the Institute has given students a better understanding of the legislative process, expanded their leadership skills, and given them pride in their culture.

Figure 4: “Students Learned” Comment Codes by Number of Staff (n=32)



Examples of “Learned” Comments

- *“Leadership skills. The idea to never give up on their dreams.”*
- *“How to expand their leadership skills.”*
- *“They learned that anything is possible. That they matter and have a voice and that they are our future. That they can use their individual strengths to define themselves as leaders. That leadership opportunities are not only a public endeavor, opportunities exist everywhere.”*
- *“I think students learned that anything is possible and their future is in their hands, in our hands - that circumstances need not dictate anyone’s future success.”*

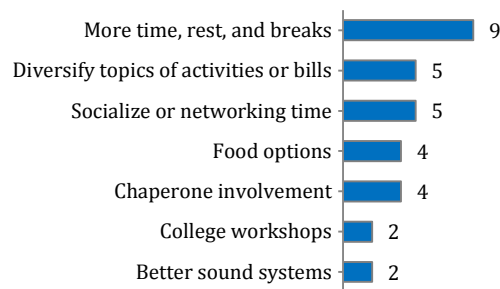
Examples of “Learned” Comments (continued)

- *“The power of working together towards a common goal. An in-depth and realistic view of how government and politics work that many people never see.”*
- *“They learned how to work together in order to get their point across. The mock assembly helped the students who were shy speak up and be confident.”*
- *“Pride in their culture and background. Potential that they have in their future. The diversity of opportunities available to them and endless possibilities past high school.”*
- *“Students learned about themselves, their role within the community and how to network.”*
- *“Leadership roles and skills. How to network and encourage each other to become educated leaders and believe in themselves. That they are the future leaders of tomorrow.”*
- *“Students learned about the legislative process, but more than that, they learned that they have something of value to contribute to their communities.”*

What ideas do you have to make the Institute better?

Finally, when staff and volunteers were asked to provide ideas to make the Institute better, most indicated that they just had some small “tweaks.” This included finding ways to include more rest time during the Institute weekend, such as ending the day earlier on Saturday or adding a longer break before the student recognition dinner. A few felt the topics discussed (i.e. in Saturday’s activities and in the bills) could be more diverse, and a few others would have liked more time for students to socialize and network.

Figure 5: “Ideas” Comment Codes by Number of Staff (n=29)



Examples of “Ideas” Comments

- *“More activities with less speakers.”*
- *“Return to hotel sooner on Saturday, and create opportunities and activities for students to meet more students from different delegations. Earlier curfew or later start in the a. m. More sleep time to reduce drowsiness, nausea, dizziness. Change Saturday activities to be about community leaders of areas other than politics (i.e., arts, environment, parks and recreation, community service.). Give chaperones more downtime on Saturday, we are not needed for the entire time in classrooms. Add a component on importance of emotional intelligence and relationships to successful leadership (empathy). Have two instead of three bills, shorten time in assembly, break up the assembly session with an event that gets students up – maybe meet an Assemblyperson.”*
- *“A little more sleep would go a long way. End earlier Saturday so kids have more time to mingle before bed. I realize it wouldn’t be “real”, but have a stand up and stretch break during mock assembly.”*
- *“Take into consideration that students could get a bit longer sleep time. Students had too little time to be ready for the gala dinner after coming from the mock assembly. Better technical and stage setup for student presentations Saturday night (i.e., a proper stage; a complete sound system with microphones and good audio visual devices; and a sound engineer).”*
- *“Saturday needs to end earlier. Monday was overkill, too much walking. Leaving Albany much earlier by 12 pm.”*
- *“Vegetarian options at all meals. Saturday activity runs too late after a long day of travel. Students get in late and are exhausted during mock assembly.”*
- *“The food. Back to the Desmond. Our students should receive their things with the other students. They felt out of place and neglected. The hotel keys should be organized and for staff to have the list beforehand.”*
- *“A workshop on how to apply to college (for juniors). Hispanic scholarship fund speaker.”*
- *“Students should sit with their friends during the celebration dinner. Music for the celebration wasn’t good for the students – music wasn’t what they listen to. Students should be able to have time to move around and do interactive activities.”*

Examples of “Ideas” Comments (continued)

- *“Many of the students expressed that more time to socialize would have been good. However, the time allowed this year was perfect without leading to long distractions or getting to bed later than 12:00 or 12:30.”*
- *“The Institute works, not much could be changed unless we add another day.”*
- *“Technical exploration of the legislative process from professionals (academic or legislators). Social justice.”*
- *“Perhaps we can have bills that have more (different) sponsors. Also, some students expressed that they wished for bills that were more provocative.”*
- *“The Saturday facilitators should challenge students to think a little deeper. Our topic was broad enough to challenge students to think past “unity” in our communities. Hotel cards and bags could’ve been distributed in a more orderly fashion and earlier. Thirty minute breaks and better snacks for staff. Tone is important when communicating with others. Staff members are adults; we are working together and can be addressed as such, not as kids.”*
- *“Clearer instructions provided by Saturday workshop instructors. I felt that the instructor took instructions too serious, not allowing for multiple/non-aligned perspectives.”*
- *“Get a detailed plan of responsibilities for people in charge and involve other chaperones more so that organization and flow of events/transitions go better.”*
- *“Add workshops on the college going process and networking. The mock assembly is long, would it be possible for students to write a bill and propose and debate it.”*
- *“Networking with staff while students are in the Saturday training. Scale back on Saturday’s event for students to get to the hotel so they can be a bit more rested for Sunday. Too many bilingual subject bills. Diversify the issues – social concerns/issues.”*
- *“I wonder if incorporating a reflection session or a large circle or concentric circles to share about growth and furthering connections would be helpful - protocol to get students to talk about their growth and experience. Instead of a pizza party maybe tapas or ice-cream, or taco/fajita party with live music performances. Panel discussion with leaders. Setup the stage differently to see better.”*
- *“I think you did a great job. I would have liked to have seen an alumni panel/question and answer section.”*
- *“Certification of participation. Have students work together to give them the opportunity to close the third day of the Institute in a more powerful way.”*
- *“Bring the conference to a different region every other year in NYS. I believe the students would feel more proud to showcase their communities.”*

Appendix G | Mini-Case Study Interview Protocol

**ANGELO DEL TORO PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE
STUDENT INTERVIEW PROTOCOL**

EXAMPLES OF QUESTIONS

1. First can you tell me a little bit about yourself?
 - *What are types of things are you interested in and what do you hope to do when you graduate high school?*
 - *What are your plans for the fall?*
 - *Will you be the first to go to college in your family or did your parents also attend college?*
2. Can you tell me a little bit more about your family?
 - *For example, do you have any siblings? Have they participated in PR/HYLI?*
 - *Have you lived in the United States your whole life? How about your parents? If not, what country are they from?*
 - *Are you fluent in Spanish? Do you speak Spanish or English in the home?*
3. What made you want to become involved in the PR/HYLI program?
 - *How did you hear about the program?*
 - *Do you think that other students know about the program?*
4. Was this your first year attending the Institute?
 - *If first year: Do you hope to participate again next year?*
 - *If second year: Would you say you participated more in your first or second year? Why do you think that is? Did you like one year better than the other?*
5. As you probably know, one of the reasons students are selected to attend PR/HYLI is because they have demonstrated leadership qualities in their school and/or community. Can you give one or two examples of how you have been a leader in either your school, community, or family?
6. While participating in the PR/HYLI Weekend, what did you learn about yourself, for example, about your own strengths and weaknesses?
7. Can you think of one or two examples of how you have used what you learned at PR/HYLI?
8. What do you think are the most important issues facing the Hispanic/Latino community?
 - *Were these issues talked about at PR/HYLI?*
 - *Would you have liked them to be talked about more?*
 - *Do you think PR/HYLI has made you more interested in or motivated to work on these issues at home?*
9. Have you kept in touch with any of the PR/HYLI students you met this year or last year?
10. Overall, would you recommend the PR/HLYI to other students and why?
11. Anything else you would like to add?

**ANGELO DEL TORO PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE
CHAPERONE/TEACHER INTERVIEW**

EXAMPLES OF QUESTIONS

1. Just to start, can you tell me a little bit about your involvement with the PR/HYLI program?
2. Can you tell me how you know _____ (Insert student's name)?
3. As you probably know, one of the reasons students are selected to attend PR/HYLI is because they have demonstrated leadership qualities in their school and/or community. Can you give one or two examples of how _____ has been a leader in either her school, community, or family?
4. Are there any other qualities or characteristics of _____ that PR/HYLI has helped to strengthen?
5. Have you seen any ways that _____ has used what she learned at PR/HYLI?
6. Are there other opportunities for students to participate in educational activities that are focused on the Hispanic/Latino Community?
 - *What are those been?*
 - *Do you think activities like these are important? Why?*
7. Can you talk about _____ future plans, and whether you think PR/HYLI has had any impact on those plans?
8. Overall, would you recommend PR/HYLI to other students?
9. Is there anything that you would like to be done differently, or do you have any suggestions?
10. Anything else you would like to add?