

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

## External Evaluation Report

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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 (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 (NYCDOE), provides Hispanic/Latino students with the opportunity to learn firsthand about New York State's legislative process. The program has existed for 26 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 2016, 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 is 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 forms; 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 2016 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 use their past experiences to implement and refine recruitment and selection processes that meet the unique needs of their region.
- ☞ The stories of the outstanding regional 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 Institute.
- ☞ Updates to the PR/HYLI training manual have provided a forum for ongoing conversations across the delegations, and have ensured the PR/HYLI program's curricula is keeping pace with the constantly changing educational landscape.
- ☞ Several delegations expanded the amount of regional training they offered this year, and

for the first time in the four-year grant, all eight delegations met or surpassed the 30-hour guideline.

- ☞ The delegations continued to incorporate engaging activities into their regional trainings to spark student interest, and remain reflective and open to content enhancements each year.
- ☞ Students on the whole were very pleased with the regional training sessions and left the sessions feeling more confident in their leadership abilities.

### Phase II: PR/HYLI in Albany

Between March 19, 2016 and March 21, 2016, 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:

- ☞ Day 1 included some significant logistical challenges that created a less than ideal launch to the three-day events, and while the day was not as well-received as last year, in the end, everyone came together to ensure students still received a high-quality experience.
- ☞ When asked to reflect on the specific strengths and weaknesses of Day 1, PR/HYLI students and adults often referred to the networking opportunities and the focus on advocacy as the strengths, and a need for more clarity and organization during the team-building activities as areas for improvement.
- ☞ The mock assembly and student recognition dinner on Day 2 continue to be hallmarks of the PR/HYLI experience.
- ☞ With students often tired from two days of jam-packed activities, most considered the

shorter day on Monday a good wrap-up to the three-day Institute.

- ☞ In all, there was consensus that the 2016 PR/HYLI successfully enhanced students' knowledge of the legislative process, developed their leadership skills, and created effective networking opportunities for students to interact with positive role models.

### 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, and a statewide debriefing meeting to share ideas, consider potential program improvements, and reflect on the overall Institute. Key findings for Phase III included:

- ☞ While opportunities to participate in formal post-weekend events was limited across the delegations, informal opportunities seemed to exist for alumni interested and motivated to continue to develop their leadership skills.
- ☞ It is perhaps the students' personal stories that provide the best glimpse of the potential long-term impact of PR/HYLI, as students become agents of change in their communities and strive to become the leaders of tomorrow.

### Conclusion

In 2016, 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 2016 event was unquestioned by adults and students alike, with story after story told of its positive influence on participating students.

## 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 Puerto Rican/Hispanic Youth Leadership Institute is a joint effort of the New York State Assembly/Senate Puerto Rican/Hispanic Task Force, the New York State Department of Education (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 (NYCDOE). 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 take place 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.

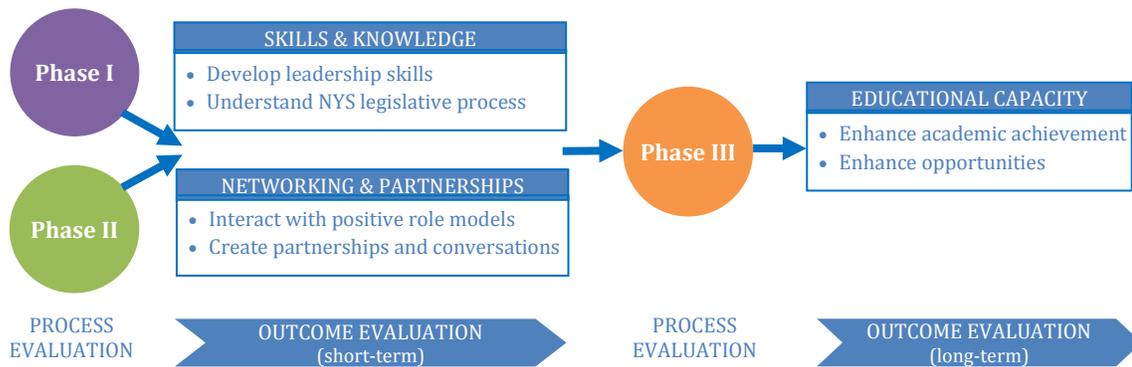
## EVALUATION METHODOLOGY

### 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

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

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

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

## 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 October 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 29 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. 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 which was distributed to the PR/HYLI coordinator and the delegation leaders. (See Appendix F for the Institute Evaluation Summary.)

### *Mini-Case Studies*

The evaluation team asked three delegations to provide contact information for a PR/HYLI student and adult pair to interview as part of a case study approach. The intent of the interviews was to elicit qualitative information regarding the initial effects of the PR/HYLI on students' lives. 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 a snapshot of the 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 PR/HYLI 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"> <li>• Send flyers and letters to high schools, and send emails to school and district staff, such as Superintendents, principals, guidance counselors, PR/HYLI school liaisons, and ESOL staff.</li> <li>• Highlight the program on the BOCES website, including a link to the application.</li> </ul>
	<ul style="list-style-type: none"> <li>• Encourage prior PR/HYLI students to recruit their fellow classmates for the next year.</li> <li>• Invite 11<sup>th</sup> grade participants from the prior year to participate.</li> <li>• Recruit from local programs, such as ASPIRA and the Upward Bound Program.</li> <li>• Inform leaders in the community to share with their contacts, such as local council members, NYC DOE staff, and prior PR/HYLI trainers or chaperones.</li> </ul>

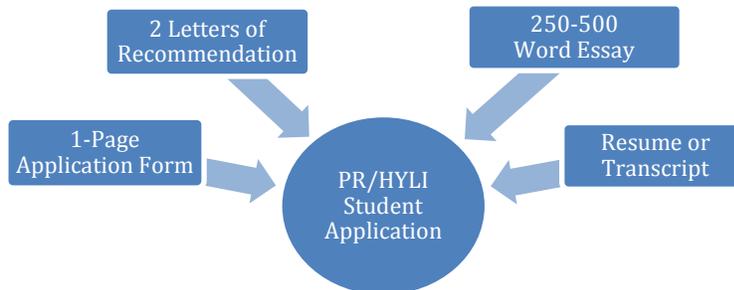
Source: 2016 Progress Report.

#### 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 250-500 word essay (written in either Spanish or English), two 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, this year’s acceptance rates varied across the delegations, with six of the eight delegations accepting all students who completed the application process. In addition, and as is also shown in the table, not all accepted students necessarily attend the 3-day Institute, ranging from 52% of students in the Capital District 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: 2016 PR/HYLI Student Acceptance Rates by Delegation

Delegation	# of Applications Received	Accepted		% of Accepted Who Attend PR/HYLI in Albany
		#	%	
Monroe	7	7	100.0%	100.0%
Syracuse	24	24	100.0%	83.3%
Nassau	20	20	100.0%	70.0%
Hudson Valley	54	54	100.0%	63.0%
Suffolk	47	47	100.0%	53.2%
Capital District	25	25	100.0%	52.0%
New York City	150	110	73.3%	82.7%
Western NY	25	15	60.0%	80.0%

Source: 2016 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 preparation for the upcoming PR/HYLI. One was held in New York City in November 2015 and one in the Capital Region in December 2015, both led by Learner Centered Initiatives (LCI). Delegations were encouraged to send at least one individual to one of the sessions. In all, 25 individuals from all eight delegations attended. The sessions included a series of discussions and activities focused on understanding the concept of advocacy and how to help youth leaders become effective advocates (see Table III.3). The PR/HYLI manual, which provides a framework for the training delivered by each delegation, was enhanced by LCI this year in the area of advocacy, based in part on the work of the Foundation of Critical Thinking ([www.criticalthinking.org](http://www.criticalthinking.org)) and the Critical Thinking Standards and Elements.

### Types of Activities

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

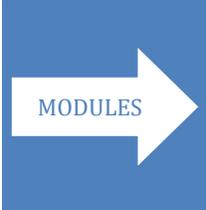
- Exploration of the definition of advocacy.
- Analysis of case study videos to learn effective and ineffective advocacy strategies.
- Discussion of the criteria for effective advocacy and situations that require self-advocacy.
- Review of the six steps to planning and implementing an advocacy initiative.
- Discussion of effective methods for supporting students in advocacy efforts.
- Discussion of how to use the Intellectual Standards to promote excellence.

Source: November and December 2015 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), 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

	• Team-building	• Culture
	• Leadership	• Community Issues
	• PR/HYLI History	• Scholarship Essay Writing
	• Communication and Public Speaking	• Debating/Forensics and Party Affiliations
	• How a Bill Becomes Law	• Specialty Roles and Practice Sessions
	• Parliamentary Procedures	• Decorum for the Institute
	• Analysis and Study of Bills	

Source: 2016 PR/HYLI Training Manual.

This year's regional training sessions were held between December 2015 and March 2016 at local schools, cultural centers and local colleges. Students were typically bused by their local school districts to the sessions. It is recommended that each student participate in 30 hours of training prior to attending the Institute, and as can be seen in Table III.5 on the next page, all eight delegations met or surpassed this threshold. Five delegations offered 30 hours of onsite training, while three delegations met the 30 hour threshold by offering a mix of onsite and online trainings.

Table III.5: 2016 Training in Regional Delegations

Delegation	Onsite Training			Online Hours	Total Hours
	Days of Week	# Days	# Hours		
New York City	Saturdays	5	40	--	40
Capital District	Wednesdays & Saturdays	9	39	--	39
Syracuse	Mondays, Fridays & Saturdays	5	34	--	34
Western New York	Fridays & Saturdays	5	31	--	31
Nassau	Thursdays & Fridays	3	19	12	31
Suffolk	Thursdays	3	19	12	31
Monroe	Saturdays	6	30	--	30
Hudson Valley	Mondays & Tuesdays	4	20	10	30

Note: The hours in the table represent the total number of hours offered to each student.  
Source: 2016 Progress Report.

### 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

 <p>CRITERIA</p>	<ul style="list-style-type: none"> <li>• Senior in High School in New York State</li> <li>• Attendance at the Youth Leadership Institute</li> <li>• Satisfactory Academic Standing (3.0 GPA)</li> <li>• Be of Hispanic Descent</li> </ul>	 <p>APPLY</p>	<ul style="list-style-type: none"> <li>• Scholarship application form</li> <li>• 2 letters of recommendation</li> <li>• 500- 525 word essay</li> <li>• Transcript</li> <li>• Student application checklist</li> </ul>
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Source: 2016 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 on the next page). 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"> <li>• Observations by the delegation leader and chaperones during training sessions to observe leadership skills, including willingness to collaborate, completion of assignments and willingness to debate. Selection of a student based on these observations, as well as each students' application package (i.e., resume, essay, letters of recommendation, previous years in PR/HYLI).</li> <li>• Selection by other student delegates through a voting process after a one-minute speech prepared by each delegate on why they should be selected and after students have had time to observe others' leadership skills.</li> <li>• Nomination of students for the role by other students and then a voting process in which students vote for the most deserving student based on a leadership rubric.</li> </ul>
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Source: 2016 Progress Report.

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 4 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 use their past experiences to implement and refine recruitment and selection processes that meet the unique needs of their region.*

The eight regional delegations were able to successfully recruit more than 200 students, meeting the Institute's pre-established participation target. The delegations discussed various successful “tweaks” they made to their 2016 PR/HYLI recruitment and selection processes. Examples included using an online application (i.e., a Google form) as an alternative to the paper-based form; conducting outreach to administrative, teaching and guidance staff in targeted districts earlier in the year; and expanding the selection committee to include partners outside of the RBE-RN, including a World Language teacher and a parent liaison. As delegations look forward to next year, they offered several ways in which they would like to continue to refine their current processes. Three delegations discussed developing a new, or more structured way for choosing delegates to attend the Institute in Albany in instances when more students have been accepted than can attend the three-day event; while four delegations mentioned broadening their recruitment efforts to include more school districts. Anticipated challenges for the latter included finding reliable leads in the new districts; securing transportation for these students to attend local training sessions; and needing to take away “seats” from districts that have traditionally been significant supporters and participants in the Institute.

*We plan to develop a new process next year in which districts nominate students to attend the training sessions but trainers choose the delegates who attend the Institute in Albany based on students' participation and performance.*

*~PR/HYLI Delegation Leader*

🌀 *The stories of the outstanding regional 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 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 “outspoken and passionate” to a “mature team player,” demonstrating that leadership can come in many different forms. When selecting students for this role, as well as for the PR/HYLI program in general, the delegation leaders discussed the importance of considering not only good academic performance but also students’ unique characteristics, such as their enthusiasm, dedication and attitude, noting that “soft skills” often play a critical role in students’ being able to “maximize” their PR/HYLI experience. A snapshot of two of the outstanding regional delegates are provided below to illustrate the different experiences and backgrounds of students who attend the PR/HYLI program.

Table III.8: Outstanding Regional Delegate Snapshot #1

Who He Is	He has lived in the United States his entire life. He attends a rigorous honors high school. His mother encouraged him to apply and continues to push him to work hard and be the best he can be. In addition to taking very difficult classes, he is involved in many extracurricular activities at school and in his community. This includes a Robotics club he co-founded, a science research program at the Roswell Cancer Institute, his school’s crew team, and a leadership program that includes volunteering at the Salvation Army.
Where He’s Headed	He is currently finishing his senior year and has applied to several schools, including Harvard and Yale. He will most likely major in nuclear engineering, but is also interested in law and languages. He plans to study abroad in Spain to improve his Spanish and would like to take Portuguese classes as well.
In His Own Words	<i>I am extremely open-minded. I always take other’s ideas into consideration. That is how you develop your ideas. As a leader you need to realize your limitations and listen to other’s advice. Also, I’m a risk taker so even if the odds aren’t in my favor, I will do the best I can.</i>
His Delegation Leader’s Perspective	The delegation leader and trainers chose him as their outstanding delegate because of his academic record, including his involvement in many extracurricular activities in school and in his community, as well as his willingness to participate in the regional training sessions. They were impressed with the leadership skills he exhibited throughout the sessions.
In His Delegation Leader’s Words	<i>He stepped in to prepare in the role of sponsor for one of the bills when another student had to drop out of the program due to illness. He was always prepared during training and did not hesitate to participate, as well as help other students.</i>

Table III.9: Outstanding Regional Delegate Snapshot #2

Who She Is	She was born in the Dominican Republic and moved to the United States when she was seven years old. Her parents divorced when she was in the seventh grade and her mother was left to raise her and her two sisters alone. Her mother struggled to find a job so she used her talents as a seamstress to find work in the upholstery industry. Her mother is now self-employed and has customers come to her house every day. Her mother has had the most impact on who she is today because she taught her that anything is possible and you should never let anything hold you back.
Where She’s Headed	She is involved in many extracurricular activities, including the JROTC military program, the speech and debate club, and the Youth Bureau. She plans to study marketing and economics at NYU or Barnard College, and wants to be an advocate for women.

*Table is continued on the next page.*

In Her Own Words	<i>I am a very sympathetic person and I always try to think of myself in other's shoes and understand where others are coming from. I listen to others and their input, and I think this makes others listen to me. I also think it helps them become a good leader because they feel they can speak up too.</i>
Her Delegation Leader's Perspective	The delegation leader and trainers chose her as their outstanding delegate after observing her leadership skills during the trainings, including how she collaborated with her fellow peers and the extent of her participation in the training activities. She was the only candidate that approached them to ask if she could be considered for the position, which they felt was an example of her internal drive and initiative.
In Her Delegation Leader's Words	<i>This candidate far exceeded our expectations. She showed incredible initiative and commitment. Her growth over the last two years has been remarkable.</i>

🌀 *Updates to the PR/HYLI training manual have provided a forum for ongoing conversations across the delegations, and have ensured the PR/HYLI program's curricula is keeping pace with the constantly changing educational landscape.*

This year's changes to the PR/HYLI manual, specifically an increased focus on advocacy in Module 9, were well received by delegation trainers. Many referred to the PR/HYLI manual as an asset, noting that it guided their regional training sessions and helped to ensure uniformity in implementation of the trainings across the eight delegations. The trainers appreciated ongoing efforts by statewide PR/HYLI leaders and LCI facilitators to make the modules more "practical" and "relevant," and felt the new advocacy activities provided a strong foundation for helping students learn how to advocate for themselves and for others. The PR/HYLI trainers also found the train-the-trainer session on the new module helpful and time well-spent. Everyone seemed to agree that the session was well-run, provided a good mix of activities, facilitated collaboration and discussion across the delegations, and helped participants gain a deeper understanding of the module, as well as the Elements of Thought and the Intellectual Standards of Critical Thinking. When asked to share ideas for additional support, a few trainers noted they would benefit from a follow-up discussion with other delegations on how each of them had been able to use the revised module in their trainings.

*It is great that we are focusing on advocacy. This, to me, is the essence of what the program is, and it needs to be at the forefront of the Institute.*

*The module provides appropriate scaffolds to be used with the students in identifying the key strategies needed to work with advocacy within a bill and within the community in general. I love it!*

*I think the structure of the module as well as the training manual gives us a solid foundation and excellent information that allows for successful implementation of the training sessions.*

~PR/HYLI Trainers

🌀 *Several delegations expanded the amount of regional training they offered this year, and for the first time in the four-year grant, all eight delegations met or surpassed the 30-hour guideline.*

All eight regional delegations increased the number of hours they offered for regional training this year, and all eight met the 30 hours recommended by the PR/HYLI program. Five of the delegations increased the face-to-face time offered, while three of the delegations added an online component with modules and required assignments. This was a notable accomplishment, and possibly helped students feel better prepared for Albany, with about 80% of this year's students indicating they were given the time they needed to feel prepared for Albany compared to roughly 75% of students to indicate such last year. When asked how their delegation's regional trainings could be improved, delegation leaders discussed finding ways to motivate students to complete homework between trainings, spacing out trainings to allow for more homework between

*The online training sessions were helpful. It helped to ensure that students were prepared for more in-depth work during the next session.*

~PR/HYLI Delegation Leader

sessions, and offering full-day Saturday sessions in place of after school sessions to facilitate more in-depth work. However, in all the delegation leaders seemed to agree that the students came to Albany this year ready to debate and participate in the three days of leadership events.

*☞ The delegations continued to incorporate engaging activities into their regional trainings to spark student interest, and remain reflective and open to content enhancements each year.*

The delegation leaders discussed several strengths of their regional trainings, including diverse team-building activities, “best practices” taken from the PR/HYLI manual, and opportunities to meet inspiring Hispanic/Latino leaders. Table III.10 provides examples of unique approaches taken by the various delegations and illustrates how delegation leaders continue to find ways to implement activities that are both educational and inspiring for PR/HYLI students.

Table III.10: Snapshot of Approaches to PR/HYLI Regional Training

Regional Approaches

- Holding trainings on a SUNY campus to expose students to the college environment, including eating lunch in the dining hall.
- Inviting the Chairman of the county legislature to speak about politics and a visiting a local elementary school to meet with the principal, a successful Latino who has been an advocate for change for the bilingual English-Spanish school.
- Holding the last training in the City Council Chambers, with a New York State Assembly member, a local councilwoman, and members of a local organization working to improve the lives of Hispanic/Latinos in attendance.
- Splitting the delegation into smaller groups so students receive one-on-one bill interaction with a team of teachers, as well as engaging students in multiple ice breakers, such as a marble game to encourage effective communication, teamwork, and networking.
- Providing individual support for the student chosen to serve in the Speaker of Assembly role, including the opportunity to meet with Speaker Carl E. Heastie and observe him conduct an actual session.
- Inviting a member of the largest grassroots immigrant-led organization in New York State and a New York State Assembly member to visit a training session and speak with students.

Source: 2016 Progress Report.

Delegation leaders also discussed ways they will continue to improve upon the organization and content of next year’s regional trainings. This included assembling a panel of successful Latinos to talk about leadership; scheduling visits from assembly members; encouraging students to reach out to the members they represent; providing more visual examples of what an assembly session entails; finding time to discuss the PR/HYLI scholarship process with seniors; and changing the process of how students are selected for specialty roles. One delegation leader also hoped the PR/HYLI program would announce next year’s bill earlier in order to give students more time to research and study them prior to the Albany event.

*☞ Students on the whole were very pleased with the regional training sessions and left the sessions feeling more confident in their leadership abilities.*

Overall, students were very satisfied with the regional trainings, with more than 90% of students giving the trainings a “4” or “5” on a five-point scale (where 5=excellent). Students most often discussed how they enjoyed networking and meeting new people; participating in team-building activities and icebreakers; and practicing how to build arguments and debate effectively. Several students also noted how helpful it was to learn in-depth about various bills and 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 how to develop an argument for or against a bill (see Figure III.B below). The vast majority of students also felt they learned a lot about how to be an effective advocate and how a bill becomes a law. When asked for suggestions, students most often indicated a desire to have even more trainings or longer training sessions so they could hone their skills before the Albany event.

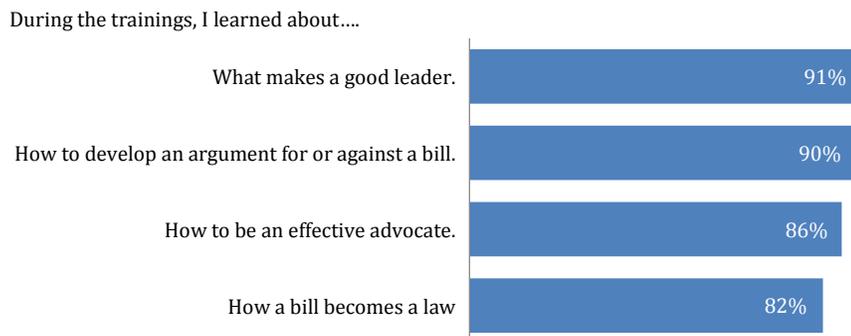
*What I have learned by being a part of PR/HYLI, I will be able to use not only in Albany, but in life. I have learned specific ways to work on my public speaking skills, as well as how to advocate.*

*Today, I'm proud to be a Latina and I will carry that in my heart for the rest of my life. I also have more knowledge of how the U.S. government works.*

*I've really learned how to speak up and voice valid opinions on issues that affect my community. I'll continue to advocate on anything I believe affects me and others beside myself.*

~PR/HYLI Students

Figure III.B: % of Respondents to Choose ‘I Learned a Lot’ (n=230)



**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 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 216 student delegates, accompanied by trainers and chaperones from eight local delegations, gathered in Albany for the PR/HYLI events from March 19, 2016 through March 21, 2016. New York City had the largest delegation at 91 students, while Monroe was the smallest delegation with 7 students. In total, the students came from approximately 95 high schools across the state. More than one-half (56.5%) of participants were in their senior year of high school and 19.0% were return participants (see Table IV.1).

Table IV.1: 2016 PR/HYLI Attendees by Delegation

Delegation	# of Attendees	% High School Seniors	% Return Participants
New York City	91	61.5%	18.7%
Hudson Valley	34	20.6%	5.9%
Suffolk	25	76.0%	8.0%
Syracuse	20	55.0%	40.0%
Nassau	14	71.4%	14.3%
Capital District	13	61.5%	23.1%
Western NY	12	50.0%	25.0%
Monroe	7	71.4%	57.1%
Total	216	56.5%	19.0%

Note: The percentage of high school seniors and return participants may have varied slightly due to last minute student absences and substitutions.  
Source: 2016 Progress Report.

**Day 1 of the Institute**

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

*Welcome Session and Keynote Speaker*

When students arrived 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 participated in a welcome session. The session was moderated by a student delegate from the Nassau delegation with opening remarks from a student delegate from the Western delegation. The conveners of the session included Dr. Betty A. Rosa, member of the Board of Regents for the Twelfth Judicial District; Beverly L. Ouderkirk, member of the Board of Regents for the Fourth Judicial District; Angelica Infante-Green, Deputy Commissioner, P-12 Instructional

Support, New York State Education Department; Lissette Colon-Collins, Associate Commissioner, Office of Bilingual Education and World Languages, New York State Education Department; Dr. Gladys I. Cruz, District Superintendent at Questar III BOCES; Matt Sloane, Deputy Superintendent at Questar III BOCES; and Lissette Lopez, PR/HYLI State Coordinator. Students also had the opportunity to hear from the keynote speaker, Mrs. Dolores Huerta, who spoke about advocacy and civic participation. Mrs. Huerta is an influential labor leader and civil rights activist, known for her efforts to secure better working conditions for farm workers as the co-founder of the National Farmworkers Association, later known as the United Farm Workers.

### *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 eight groups of approximately 28 students. A mix of students from different delegations comprised each group, and one to two PR/HYLI adults (i.e. chaperones, trainers, and delegation leaders) were assigned to each group to assist the LCI facilitators and support student learning. The focus of the team-building activities was global citizenship through social entrepreneurship, with students working in teams to create a business venture that could address an existing social issue.

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

 <p>Types of Activities</p>	<ul style="list-style-type: none"> <li>• Completing an ice breaker activity to help students learn more about themselves and others, and the importance of using each other’s strengths during group work.</li> <li>• Viewing videos in pairs to help students better understand social entrepreneurship.</li> <li>• Working with a partner to complete the <i>Criteria for a Social Venture Project Checklist</i> in order to assess the value of two ventures (i.e., Does it address a problem that causes the exclusion or marginalization of others? Is the solution innovative?).</li> <li>• Working in pre-assigned groups of 5-6 students to develop a sustainable solution to one of three existing social issues (human trafficking in America, girls’ education in Pakistan, or malaria in Nigeria) and creating a digital presentation of the venture.</li> <li>• Sharing projects with peers to solicit feedback and modifying projects based on this feedback.</li> <li>• Voting for the selection of the winning project by facilitators, students, and expert entrepreneurs.</li> </ul>
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Source: 2016 Learner-Centered Initiatives PR/HYLI Student Handout.

Students then participated in a student delegate networking reception prior to curfew. This included a talk by guest speaker Angy Rivera, who was recently featured in a PBS film called “Don’t Tell Anyone,” which told of her experiences as an undocumented immigrant in the United States. Angy also writes an advice column called “Ask Angy” to provide undocumented immigrants with information and support. The networking reception concluded with closing remarks from a student delegate from the Monroe delegation.

### *Representation of Youth at SOMOS Adult Gala Dinner*

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. In addition, this year the top six PR/HYLI scholarship winners were also given the opportunity to attend.

## 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 12:15 a.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 either the Republican or Democratic party caucus. The Republican caucus took place in the Speaker’s Room and the Democratic caucus in the Assembly Chambers. Students assigned to the roles of Majority Leader and Minority Leader oversaw their respective caucus and each was responsible for setting their party’s positions on the bills. The Majority Whip and the Minority Whip were responsible for maintaining order, keeping time, and serving as clerk. Following the caucuses, a mock assembly rehearsal was held for students to practice their arguments, including speaking confidently with the microphone. Students also heard from special guest speaker, Matt Fernandez Konigsberg, Special Counsel to the Secretary for ethics, risk and compliance at the Department of State, who is currently spearheading efforts to increase diversity in the New York State Executive Chamber.

### *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 the Honorable Marcos A. Crespo, Chair of the NYS Assembly/Senate Puerto Rican/Hispanic Task Force; the Honorable Phil Ramos, Deputy Majority Leader for the NYS Assembly, Executive Member of the Assembly/Senate Puerto Rican Hispanic Task Force, and Chair of the Angelo Del Toro PR/HYLI; the Honorable Paul D. Tonko, Congressman representing New York’s 20<sup>th</sup> Congressional District; and Beverly L. Ouderkirk, member of the Board of Regents for the Judicial District. Students debated bills currently under consideration before the New York State Assembly (see Table IV.3). Debate arguments were based on research and students argued the bills from the position of the Assembly Member they represented. The student assigned to the role of the Speaker of the Assembly facilitated the debate arguments, ensuring that a variety of students were chosen and that the rules of debate were followed. Before concluding the mock assembly, any students who had not been selected were allowed to informally present their prepared arguments.

Table IV.3: NYS Assembly Bills Debated at the 2016 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 the bill is to withdraw New York State from the Common Core and Race to the Top programs.
A06863	An act to amend the education law, in relation to Bilingual education or English as a second language for certain students.

*Table is continued on the next page.*

Table IV.3: NYS Assembly Bills Debated at the 2016 PR/HYLI

Bill	Description
A06572	An act to create a temporary state commission to examine and assess the use of excessive force by law enforcement in the state of New York, to make recommendations relative to the alleviation thereof; to amend the county law, in relation to providing for the appointment of a special prosecutor to investigate and prosecute charges of police misconduct and brutality.
A01468	Excludes illegal aliens from attending public post-secondary educational institutions; requires such educational institutions to verify the legal citizenship status of all students; requires such educational institutions to provide information regarding the attendance of suspected illegal aliens to the commissioner of education, the New York state attorney general and the United States immigration and naturalization service.

Source: <http://www.prhyli.org/bills.php>.

Many students also served in special roles for the day's events. In total, 61 students (roughly 28% of all students) representing 41 schools were assigned a special role across the three days of the Institute, with the majority of these roles occurring during the mock assembly (see Table IV.4). The color guard and national anthem required the most student participants (23 and 22 students, respectively). Special roles were assigned to students from all eight regional delegations.

Table IV.4: Special Roles of the 2016 PR/HYLI Institute

Types of Roles	# of Students
<ul style="list-style-type: none"> <li>▪ Opening Remarks</li> <li>▪ Closing Remarks</li> <li>▪ Moderators</li> <li>▪ Speaker of Assembly</li> <li>▪ Assistant Speakers of Assembly</li> <li>▪ Sergeant-At-Arms</li> <li>▪ Color Guard</li> <li>▪ Pledge of Allegiance</li> <li>▪ National Anthem</li> <li>▪ Invocation</li> <li>▪ Clerk</li> <li>▪ Bill Sponsor</li> <li>▪ Governor</li> <li>▪ Majority &amp; Minority Leader</li> <li>▪ Majority &amp; Minority Whip</li> </ul>	<ul style="list-style-type: none"> <li>▪ New York City: 23 students</li> <li>▪ Syracuse: 10 students</li> <li>▪ Suffolk: 7 students</li> <li>▪ Western NY: 5 students</li> <li>▪ Hudson Valley: 5 students</li> <li>▪ Monroe: 4 students</li> <li>▪ Nassau: 4 students</li> <li>▪ Capital District: 3 students</li> </ul>

Source: 2016 Institute Brochure.

### *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 7:00 p.m. to 11:30 p.m. Students were able to hear from, and meet, Hispanic/Latino leaders, such as the Honorable Marcos A. Crespo, Chair of the New York State Assembly/Senate Puerto Rican/Hispanic Task Force; the Honorable Phil Ramos, Deputy Majority Leader for the NYS Assembly, Executive Member of the NYS Assembly/Senate Puerto Rican/Hispanic Task Force and Chair of the Angelo Del Toro PR/HYLI; Paloma Hernandez, Chair of SOMOS Inc.; and Jose Paulino, Executive Director of SOMOS Inc.; as well as those in charge of implementing the PR/HYLI program. A few students had specific roles during the dinner, including providing opening and closing remarks, and serving as a moderator. The Angelo Del Toro Scholarships, the Outstanding 2016 Angelo Del Toro Student Delegate, and other special awards were also announced during the dinner.

### Student Scholarship Winners

Seniors were eligible to apply for the Angelo Del Toro Scholarship Award. Applicants were required to submit an application form, two letters of recommendation, an essay, a transcript, and an application checklist. This year’s essay was on the topic of advocacy and nonviolent measures to achieve social and political justice. A team of reviewers, led by the PR/HYLI coordinators, evaluated the submitted applications. Two reviewers scored each student’s essay according to a pre-determined rubric, and if the reviewers’ scores differed by more than three points, a third reviewer scored the essay as well. All scores were then averaged. The team considered the essay score, along with the other application components, to determine the scholarship winners and individual scholarship amounts. As can be seen in Table IV.5, a total of 88 applications were received and 74 of these included all of the required components. A total of 33 scholarships were awarded, with awards ranging from \$720 to \$3,000. Scholarships were awarded to students from all eight regional delegations.

Table IV.5: 2016 PR/HYLI Scholarships

Scholarship Details		Delegation	# of Awards
Number of applications received	88	New York City	12
Number of applications reviewed	74	Hudson Valley	6
Number of scholarships awarded	33	Western NY	4
Total amount of scholarships	\$40,000	Nassau	3
Range of scholarship awards	\$720-\$3,000	Capital District	3
		Syracuse	2
		Monroe	2
		Suffolk	1

Source: 2016 Scholarship Winners Excel Spreadsheet.

### Institute’s Outstanding Student 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, Anna Samaniego from the Capital District delegation was named the Institute’s Outstanding 2016 Angelo Del Toro Student Delegate and was awarded this honor at the student recognition dinner.

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

In Her Own Words	<i>I want to be that voice for the people who don’t know how to speak out for themselves and teach them that it is okay to fight for what they want.</i>
Outstanding Delegate Rubric	<i>Anna was the Speaker of the Assembly. She was very confident and well-spoken. She displayed many characteristics of a natural leader, including the ability to maintain order in the assembly and instinctively problem-solve when situations arose. She treated everyone with respect and was willing to listen and take advice from her peers. During her interview, she came across as a serious and mature young person who possesses both the work ethic and motivation needed to achieve great things in life. We feel Anna epitomizes the qualities of a leader and is an excellent choice for the Institute’s Outstanding Delegate.</i>

Source: 2016 Outstanding Student Delegate Evaluation Protocols.

## Day 3 of the Institute

The final day of the Institute included a two-hour workshop titled “Civic Participation and Advocacy – the 3 Keys to Character.” This workshop was led by Dr. Stephen “Bird” Birchak, who is a recognized author, professor and professional speaker. A separate workshop was held concurrently for high school seniors interested in learning more about college scholarships. This workshop was presented by two individuals from the College Board. The College Board is a not-for-profit organization that connects students to college success and opportunity. After the morning workshops, delegations were given the opportunity to arrange visits with their local legislators. Each delegation was 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 4 of the five-year grant. In some cases, supporting comments were included to illustrate and elaborate on the information provided in each theme.

*☞ Day 1 included some significant logistical challenges that created a less than ideal launch to the three-day events, and while the day was not as well-received as last year, in the end, everyone came together to ensure students still received a high-quality experience.*

This year’s Day 1 activities included several logistical challenges. First, the events could not be held on a college campus like last year because college-sponsored events were already taking place during the PR/HYLI weekend. While the hotel was a good alternative, PR/HYLI adults seemed to agree that a campus location would have been a more exciting and educational experience for the students. In addition, some mentioned that the hotel rooms were less than ideal for team-building activities – i.e. too small or in noisy locations – and that there was some confusion with room assignments. In all, when asked if the location of Saturday’s events was a good choice, PR/HYLI adults were about 24 percentage points less likely to agree this year (76%) than last year (100%).

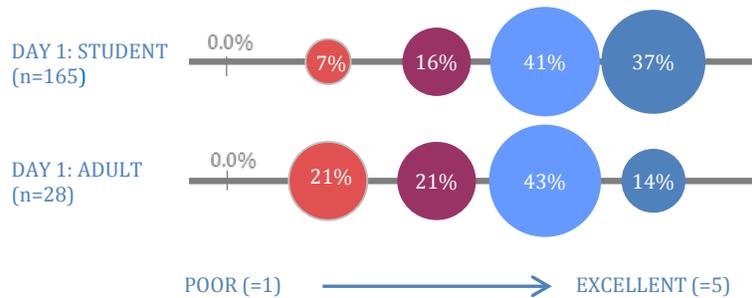
*“Probably Saturday’s venue was the weakest link in the weekend.”*

*“The schedule on Saturday was too behind (some things should have been removed). The final project was rushed for the students (too complex for the amount of time given).”*

*~PR/HYLI Adults*

The second challenge – which seemed to have the most impact on the day – was the late arrival of the largest PR/HYLI delegation due to unforeseen circumstances. Because almost one-half of the students were from this delegation, the events couldn’t officially “start” until their arrival. This meant that the time available for the team-building activities was much less than originally planned and this left some students feeling rushed to accomplish the task. Everyone did the best they could to work within the constraints of the day, and 78% of students and 57% of adults still rated the day’s events as a “4” or “5” on a five-point scale (see Figure IV.A on the next page). However, this was much lower than the 92% of students and 87% of adults to give the same rating to last year’s Day 1 events.

Figure IV.A Ratings of Day 1 on a Scale from 1 to 5



When asked to reflect on the specific strengths and weaknesses of Day 1, PR/HYLI students and adults often referred to the networking opportunities and the focus on advocacy as the strengths, and a need for more clarity and organization during the team-building activities as areas for improvement.

Most felt the topic of advocacy was interwoven perfectly throughout the day, with students able to hear from two advocates on different ends of the age spectrum (almost 60 years apart) and work with their peers to ‘advocate’ for solutions to existing social issues. More than 90% of students indicated that they enjoyed the talk on advocacy by Mrs. Dolores Huerta (97%) and Ms. Angy Rivera (98%), and enjoyed the team-building activities (91%). In their comments, students described feeling inspired by the speakers, and thankful for the opportunity to work with students from other delegations on a project that made them think more deeply about social issues. The vast majority (90% or more) of PR/HYLI adults also felt the two speeches were valuable for the students, and 93% agreed that the students were engaged in the team-building activities.

*My favorite part of the Institute was making the video and coming together with people I never met to create a project.*  
~PR/HYLI Student

*The students created beautiful presentations on Saturday and worked very well together. They also had the opportunity to meet students from all over the state and build life-long friends.*  
~PR/HYLI Adult

However, when asked if there were clear goals and expectations for the team-building activities, agreement levels were much lower (59% of adults agreed). Several adults and students expressed confusion regarding certain aspects of the activities, especially the technology component (e.g., how to use the Storehouse app), and while the adults seemed appreciative of LCI’s efforts to provide them with a Facilitator Guide in advance, a few felt it would have been helpful to have known more project-specific details beforehand. In all, 82% of adults agreed that they were satisfied with their role in Saturday’s activities compared to 97% of adults last year. Other Day 1 suggestions included offering more support for English Language Learners, ensuring each room has the presence of an adult well-versed in the technology, and allowing students an opportunity to interact more informally with the speakers.

*The presenters did not really communicate to the group leaders their clear objectives. There was no cohesion to the activities nor connections to the purpose for the students. Many of them were confused because we were confused.*  
*The presentation activity with the iPad was not organized at all. We can’t assume that all students have a cell phone or are actually familiar with the technology. The presenters during this activity needed to be more informed about how the app works.*  
~PR/HYLI Adults

🌀 *The mock assembly and the student recognition dinner on Day 2 continue to be hallmarks of the PR/HYLI experience.*

The chance for students to “be a member” of the NYS assembly for one afternoon continues to be an experience of a lifetime for participants. In open-ended comments, students and adults discussed various aspects of the mock assembly experience that were most valuable, including the opportunity to hear from “passionate and inspirational” speakers like Assemblyman Phil Ramos, and the unique opportunity for students to stand and deliver an argument on the assembly floor. Students and adults alike also discussed the value of the student recognition dinner, where students are able to meet and network with their peers and adult leaders, and see their peers honored with scholarships and awards. The adults expressed appreciation for the PR/HYL leaders’ efforts to continue to secure more scholarship funds each year. When asked to rate the day as a whole, 72% of students and 57% of adults gave Day 2 the highest possible rating – an “excellent” or “5” on the five-point scale (see Figure IV.B).

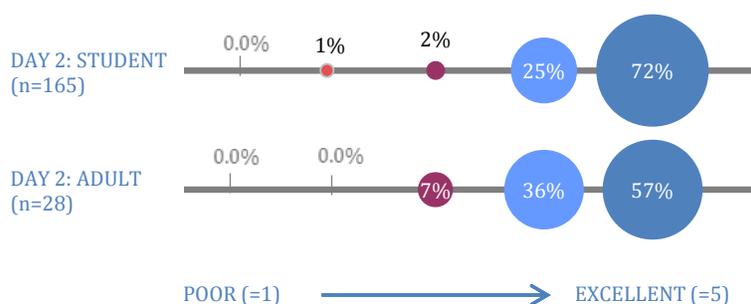
*The chance for students to debate and be present with 220 other Latinos in the State Assembly chamber is extremely powerful. Like many upstate schools, ours is one where Latinos are a very small minority and both staff and students can feel isolated. After PR/HYLI, we return energized, proud, and connected.*

~PR/HYLI Adult

*Being able to participate in the mock assembly was amazing. We were in the seats where real assemblymen debate. Once in a lifetime opportunity.*

~PR/HYLI Student

Figure IV.B Ratings of Day 2 on a Scale from 1 to 5

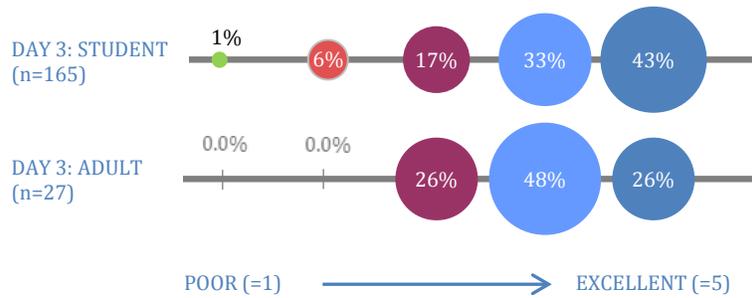


When asked to provide areas for improvement for Day 2, adults and students discussed a few suggestions. This included trying to limit the “points of information,” and “points of privilege” to prevent unnecessary delays, keeping better track of which students have spoken to ensure the same students aren’t repeatedly chosen, providing more support for English Language Learners, ensuring that a culture of respect is maintained throughout the Institute activities (both student to student interactions, as well as adult to student interactions), and implementing a new and improved debating protocol.

🌀 *With students often tired from two days of jam-packed activities, most considered the shorter day on Monday a good wrap-up to the three-day Institute.*

Almost 90% or more of PR/HYLI students and adults agreed that the morning session by Dr. Stephen Birchak on civic participation and advocacy was valuable, as well as the visits to legislators. Meanwhile, slightly fewer, but still the majority, felt the College Board workshop was helpful (84% of students and 74% of adults), with some mentioning that this workshop could have included more details on how students apply for college scholarships and financial aid. In all, 76% of students and 74% of adults rated the day a “4” or “5” on the five-point scale (see Figure IV.C on the next page).

Figure IV.C Ratings of Day 3 on a Scale from 1 to 5



*In all, there was consensus that the 2016 PR/HYLI successfully enhanced students' knowledge of the legislative process, developed their leadership skills, and created effective networking opportunities for students to interact with positive role models.*

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, the vast majority (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. However, it is perhaps students' and adults' written comments that best illustrate the impact of PR/HYLI on students (see Table IV.7). In comment after comment, participants described how the Institute provides students not only with an in-depth view of how government and politics work, but also empowers them to speak up and become leaders in their community.

Table IV.7 Student Learning at the Institute

In Adults Words...	In Students Words...
<i>The students learned the legislative process and how to debate bills. They learned that if you are passionate about something, you need to fight for it.</i>	<i>I learned that I have a strong and powerful voice and I am going to use it to advocate for myself and my Latino community.</i>
<i>I think the students gained awareness and exposure that was life changing. Phenomenal experience and well-planned opportunities to grow as leaders.</i>	<i>I learned I can influence other students from my school and be empowered and defend their opinion and their stance in society.</i>
<i>Every year it amazes me how many students gain confidence in themselves and realize that they truly are leaders or leaders in the making.</i>	<i>I will try to become a stronger advocate for my community. I will try to reach my goals and get farther in life with the leadership skills I learned.</i>
<i>They learned what it means to be Latino, to be proud, and to follow your dreams. They found their voice.</i>	<i>I am going to inspire people to advocate and achieve greatness.</i>
<i>They learned how to network and be advocates for themselves and others – the power that one person has to make change. They also learned about the legislative process, about self-confidence and poise, and how to listen and work with a team.</i>	<i>Honestly, I loved this experience and I don't think there is a way to make it better than what it already is. I wish I had the opportunity to be part of it more than once. This Institute has changed my life! Thank you so much and god bless you all.</i>

## 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 youth<sup>1</sup>.” 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, three 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 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 occurred in June 2016.

## FINDINGS

Key findings or “themes” related to Phase III are presented below. The findings are based on evaluative data collected during Year 4 of the five-year grant. In some cases, supporting comments were included to illustrate and elaborate on the information provided in each theme.

*While opportunities to participate in formal post-weekend events was limited across the delegations, informal opportunities seemed to exist for alumni interested and motivated to continue to develop their leadership skills.*

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 low, 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. One delegation also mentioned that districts do not have transportation funds for follow-up PR/HYLI events. However, delegation leaders described more informal ways in which they continue to generate growth opportunities for their PR/HYLI students. This has included connecting PR/HYLI students to other leadership organizations, such as Aspira of New York; working with PR/HYLI school contacts to find potential opportunities within the school for PR/HYLI alumni to showcase and build upon their leadership skills; and asking PR/HYLI alumni to return to the Institute as

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<sup>1</sup> 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>.

volunteers, chaperones, and trainers. In addition, PR/HYLI students reported using social media, such as Facebook and Twitter, to share and discuss leadership and networking opportunities.

*It is perhaps the students' personal stories that provide the best glimpse of the potential long-term impact of PR/HYLI, as students become agents of change in their communities and strive 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. For example, the young person described in Case Study 1 appears to be “well on her way,” with the PR/HYLI program serving as a stepping stone for her role as a future leader. Meanwhile, the young people described in Case Study 2 and Case Study 3 also appear to be natural born leaders but have had less exposure to different educational or career opportunities due to hardships in their life. These students left PR/HYLI feeling empowered and determined to pursue these new opportunities. 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 2015 and 2016 PR/HYLI Alum

Who She Is	She was born and raised in the United States and lives with her parents and her brother. They primarily speak Spanish in the home. Both of her parents were raised in Panama and attended college in Texas. Her parents have had a great influence on her life, teaching her to persevere and never give up on what she believes in. She attends a high school with a very small Hispanic/Latino population. She just completed her junior year. She is involved in many school activities, including cross-country, and track and field, and she's a peer tutor. She is also active in her community, where she works at the local library and volunteers at the food bank.
Her PR/HYLI Experience	She has always been interested in politics so her guidance counselor introduced her to the PR/HYLI program. She participated last year, and this year she was nominated to serve in an important “specialty role.” She felt this role really helped her to “step out of the shadows” and pushed her to improve her public speaking skills. She feels the PR/HYLI program has also equipped her with valuable knowledge and experience in how state government works, and has helped her better understand various issues affecting the Hispanic/Latino community. She was able to meet current members of the NYS Assembly, including the Speaker of the Assembly, and other Hispanic/Latino students from around the state, and found both to be very inspiring.
Where She's Headed	Since PR/HYLI, she has become involved in a nonprofit organization where she helps refugees and recent immigrants learn about the American culture and the English language. She feels she would not have sought out this opportunity if it was not for her involvement in PR/HYLI. After she graduates high school, she plans to double major in English and political science, and will most likely pursue a career either in politics or law. Her top college choice is Barnard College in New York City.
In Her Own Words	<i>PR/HYLI is an amazing program and something I wouldn't pass up if I had the opportunity to do it all over again. It immerses you in your culture and helps you advocate for your rights. It was a lot of work but I think it improved my public speaking a lot and has taught me so much. It pushed me.</i>

Table is continued on the next page.

Her Trainer's Perspective	Her trainer saw leadership qualities in her right from the start and feels PR/HYLI reinforced these traits. He noted that there was one situation during PR/HYLI that required her to stand up for herself, and she did so with composure and grace. He felt the other students respected her for this and were willing to follow her lead given her strong but humble nature. He noted that "when she talked, people listened" - but at the same time, she always gave others a chance to speak and never monopolized a conversation. He felt the PR/HYLI program was an incredible experience for her and showed her that she has the potential to do anything she puts her mind to.
In Her Trainer's Words	<i>She is the type of person that truly can do whatever she wants and she will be successful at it. I think PR/HYLI gave her another push. She is very self-motivated and driven, and I think PR/HYLI reinforced the fact that she can do anything. It left her with a lasting impression that whatever comes in front of her, she will be able to handle it - it definitely gave her a sense that nothing is unachievable.</i>

Table V.2: Case Study 2: A 2016 PR/HYLI Alum

Who She Is	Born to a teen mother, she was raised by her mother and uncle in Honduras until her mother left in search of a better life for them in the United States. She remained in Honduras in the care of her uncle until he tragically passed away. Left without a guardian, her mother sent for her to come to the United States. Upon arriving in the U.S., she lived with her mother until her mother decided to move to another state to start a new family. At this time, she chose to stay in New York State by herself. She works afterschool to support herself and lives in her own apartment. She has lived in the United States for two years now and has already become fluent in English.
Her PR/HYLI Experience	This was her first year participating in the PR/HYLI program. She is grateful for PR/HYLI because it has showed her that a person's life circumstances do not have to define who they are or what they can achieve. She is determined to make a good life for herself and also wants to help others in her community in difficult situations. PR/HYLI has showed her that everyone has opportunities and that you just need to look for them and work hard to achieve them.
Where She's Headed	She just completed her senior year of high school and will turn 21 this year. During this past year, she also had the opportunity to enroll in a vocational physical therapy assistant program. She chose to attend the vocational program so she will be able to support herself while attending college. She plans to attend a local community college to save money and then transfer to a four-year institution. She is unsure if she will continue with physical therapy or if she will explore other majors. She enjoys physical therapy, but also likes finance, sociology and history.
In Her Own Words	<i>I have been working since I came to the United States and I live by myself - you have to control your life and you can't let people think you are less than them because you are by yourself. I am my own leader in my life. I work hard to have what I have and to be where I am.</i>
Her Trainer's Perspective	Her trainer felt she exemplifies how strong PR/HYLI students can be, noting that her determination and perseverance to beat the odds is nothing short of amazing. She witnessed her work ethic during the trainings and because of this, she was chosen to represent their delegation in Albany as their Outstanding Student Delegate.
In Her Trainer's Words	<i>Her story is one of perseverance and overcoming hardship. Her situation could have sent her down a path of self-destruction and poor choices but she chose differently...every year there is that one student, with their confidence and poise, who defies everything you expect from high-school age students. This year, she is that student.</i>

Table V.3: Case Study 3: A 2016 PR/HYLI Alum

Who He Is	He was born in the Dominican Republic and came to the United States three years ago to live with his aunt while his parents stayed in his home country. He did not know any English when he arrived but has worked hard to learn the language. Since arriving in the United States, he has been eager to continue his education. Even though he missed one year of school while transitioning to the U.S., and many suggested that he “should just get his GED,” he still enrolled himself in high school. He is 19 years old and just finished his junior year.
His PR/HYLI Experience	This was his first year participating in PR/HYLI. An ESOL teacher in his school told him about the program and he immediately wanted to go, but did not have transportation to the regional trainings located almost two hours away. When he could not find anyone to take him, the only option left was to take a bus that left at 4:00 in the morning. Each training day he would get up at 3:00 a.m., arrive at the training at 5:30 a.m., and wait until the training started at 9:30 a.m. He felt it was “all worth it” because PR/HYLI gave him the opportunity to hear the stories of other Hispanic/Latinos who have overcome challenges and have accomplished great things in life. PR/HYLI showed him that with hard work and determination “he can do it too!”
Where He’s Headed	Since returning from PR/HYLI, he has worked hard to advocate for others, including ensuring recent immigrants in his community have the information they need to make informed decisions about things such as health care and education. He will be a senior next year and then hopes to attend college to prepare for a career in advocacy. He made many friends at PR/HYLI, as well as connections with adults who have offered to help him find an internship in the future. He hopes to stay involved with the PR/HYLI program after he graduates from high school.
In His Own Words	<i>When I see anybody that needs help I don’t think about it and I don’t ask, I just go and help them. That is part of being a leader – you don’t think, you just do it. You help anybody who needs help.</i>
His Chaperone’s Perspective	His PR/HYLI chaperone was amazed by his determination to participate in the PR/HYLI program. Even though he had to leave so early in the morning to attend the regional trainings, she noted that he never once missed a training and never complained about being tired. Instead, he welcomed everyone when they arrived to the training, and made everyone feel comfortable and accepted. While she felt he was a strong leader even before PR/HYLI, she thinks PR/HYLI helped him to enhance these skills, including his networking and advocacy skills.
In His Chaperone’s Words	<i>Any time he was in the training sessions, he took a leadership role. He is very outgoing and makes an attempt to make everyone feel comfortable. He welcomed everybody like it was his own house.</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 2016, 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 2016 event was unquestioned by adults and students alike, with story after story told 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
<b>PROCESS EVALUATION – FIDELITY</b>	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 Institute being implemented as intended?	# students to attend the PR/HYLI Institute, # and type of activities offered, # scholarships awarded	Attendance data from Questar; brochure from PR/HYLI Institute; 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
<b>PROCESS EVALUATION – SATISFACTION</b>	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 PR/HYLI Institute?	Students and adults level of agreement with items on evaluation form	PR/HYLI Institute 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 PR/HYLI Institute increase students’ leadership skills and legislative understanding?	Student self-report of changes in leadership skills	Outstanding Delegate Rubric and Interview; PR/HYLI Institute 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 Institute 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 | PR/HYLI Statewide Training Summary**

**LCI Statewide Training for PR/HYLI Delegation Leaders and Trainers  
November 21 and December 17, 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. In all, 25 individuals from all eight delegations attended. The sessions included a series of discussions and activities focused on understanding the concept of advocacy and how to help youth leaders become effective advocates. A total of 20 individuals completed an evaluation form following the session. A brief summary of responses is provided below.

**Written Comments**

**1. What is your overall impression of the revised version of Module 9? Explain.**

- *The module guides the students step by step on how they can be a self-advocate and in the long run, advocate for other people.*
- *Overall impression is that it provides great guidance for delegates to know what to do with the skills they've developed through the institute.*
- *Overall it was better than last year. Clear thoughts on what is needed.*
- *Excellent tool to implement in training students effectively.*
- *It is great that we are focusing on advocacy. This, to me is the essence of what the program is and needs to be at the forefront of the institute.*
- *Excellent training.*
- *It is good and helpful.*
- *The overall revision makes the module more practical and relevant to use and present to the student.*
- *Today's PD helped me to try and level the playing field so that all students understand what constitutes excellence during the process.*
- *The module provides appropriate scaffolds to be used with the students in identifying the key strategies needed to work with advocacy within a bill and within the community in general. I love it!*
- *I like how it is set up and that it goes in depth for the students to be able to get a full understanding for everything.*
- *I like the breakdown and/or scaffolding.*
- *It is extensive and thorough. I am impressed with the rubric, especially.*
- *Since this is my first year going through the process in its entirety, I really don't have a frame of reference to which I can compare it, but the new process seems to have good structure.*
- *I like the structure because it allows for individuals to be creative, yet follow a program that facilitates total engagement, critical thought, and excellent results.*
- *Clearer, I appreciate the flexibility.*
- *I think it is a good way to put into context the studying and work around the bills and in that way it brings coherence to the training, whose final goal is to promote social leadership.*
- *I like the advocacy, there is a lot to it. To really do it justice you would only have to focus on this module. But I think it's something that will really get students thinking.*
- *Rigorous! Modular and adaptable. Strong preparation for the culminating experience.*
- *Very Common Core aligned. Advocacy/especially self-advocacy is a topic that our students need to touch on.*

**2. What did you do or learn today that will help you to facilitate the module?**

- *The module encourages more student participation and engagement – ownership.*
- *This module really assists in the development of arguments for bills and strategies for action after the PR/HYLI weekend.*
- *That as teachers we advocate for the students and how we can make or get our students to get to a point in which they advocate for others.*
- *Preparing for meaningful and effective advocacy. Everything that is included in the facilitator's and student's handbook.*
- *I learned about the elements/concepts and standards that students should be comfortable/know in order to successfully complete the module and master the content.*
- *Guiding students on preparing strong arguments.*
- *Rubric and prompts.*

- *The activity and the use of the module we are building to assist with collaboration.*
- *I learned that by providing activities throughout the training will promote a culture of cooperation.*
- *I learned ways to infuse the critical thinking elements across my training sessions.*
- *It's important to use stories and examples for the rubric!*
- *Steps/keywords on how to initiate discussion and student involvement.*
- *To allow students to express themselves in multiple modes.*
- *I was able to discuss with my team how we are going to incorporate this information into our current training sessions.*
- *Working through the examples in the different areas gives a visual that clarifies how to go about presenting information that allows for participant interaction and input, as well as facilitation of intellectual thought.*
- *The tools are useful in the module and having the prompts organized helped fuel new thoughts.*
- *Focus training on standard-based questions and activities.*
- *I liked the morning session where we participated in the activities because it gave the feel of what the expectations are for the students.*
- *Much. For example, activities to focus on and clarify critical thinking.*
- *The modules can be aligned to the bills. Use of visual aids.*

### 3. What, if any, additional support do you feel you might need?

- *It would be great to know how other delegations mobilized or created advocacy initiatives.*
- *Video of past assemblies.*
- *All parts were presented very well and in a clear way for us to be able to utilize this module successfully.*
- *Additional Elements of Thought and/or Standards of Critical Thinking.*
- *A follow-up discussion on how the new module was used by the various delegations.*
- *Checking in for any questions here and there.*
- *Access to online work/forms which were given. Thanks.*
- *The files that were shared with us will be very helpful. Thank you!*
- *I think the structure of the module as well as the training manual gives us a solid foundation and excellent information that allows for successful implementation of the training sessions.*
- *An after training session to debrief.*
- *Prompt access to bills so we can align this piece of the training to the weekend's mock assembly preparation and work.*
- *Incorporating it into the other lessons.*

### 4. What new insights into the Elements of Thought and The Intellectual Standards of Critical Thinking have you gained as a result of today's session?

- *I was familiar with the Elements of Thought but not the Intellectual Standards of Critical Thinking, so it was helpful to see how they are infused into the modules and gain a deeper understanding of the concepts.*
- *How they can cross many areas of life including personal, professional, and academic. The implications of its value to all teachers cannot be emphasized enough.*
- *How to structure an argument considering the many elements.*
- *Students are guided to move forward from having an issue that will be driven by a purpose.*
- *This module really emphasizes purpose!*
- *What do you think? How can I present? What am I going to do? Who is the audience? Issue, think, search, evidence, voice.*
- *The connection of the elements/standards to everything we have been doing and the clarity they provide within that framework. I suggest to limit the number of handouts or differentiate them enough so there is no confusion to which handout packet we are working with.*
- *Great job!*
- *The vision was clearer for the teachers' deliverance of the module.*
- *Defining advocacy, team effort to give and receive help, facilitating the learning process more, student driven ideals to teach, and practicality and relevance.*
- *The modules do make it clearer for me to focus for depth and breadth.*
- *How to use everyone else's ideas to support my own and to work together to come to a consensus.*
- *Strategies that make advocacy activities effective!*
- *This is an effective way of organizing materials.*
- *More precision regarding approach. Prompts, questions, and options are clearer.*
- *Need more time to ponder this.*
- *For the most part, this was a helpful way of organizing these cognitive/linguistic processes.*
- *The use of the modules with the bill to help facilitate more student involvement.*

## **APPENDIX C | Regional Training Overall Summary**

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

## Regional Training Summary

2015-2016

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ALBANY, NY 12207



## Introduction

During Phase I of the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI), regional delegations are expected to conduct up to six intensive training sessions for a total of 30 hours to prepare students for the PR/HYLI event 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 230 evaluation forms were received across the eight delegations.

Table 1: Number of Student Evaluation Forms

Delegation	# of Completed Forms
Capital District	22
Hudson Valley	31
Monroe	7
Nassau	17
NYC	82
Suffolk	41
Syracuse	18
Western NY	12
<b>TOTAL:</b>	<b>230</b>

## 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=126) indicated they were a senior in high school and approximately one-quarter (21%, n=47) reported they had participated in PR/HYLI last year.

Figure 1: Number of Students by Demographics

Grade Level		Participated Last Year	
Senior	126	No	178
Junior	72	Yes	47
Sophomore	19		
Freshman	4		

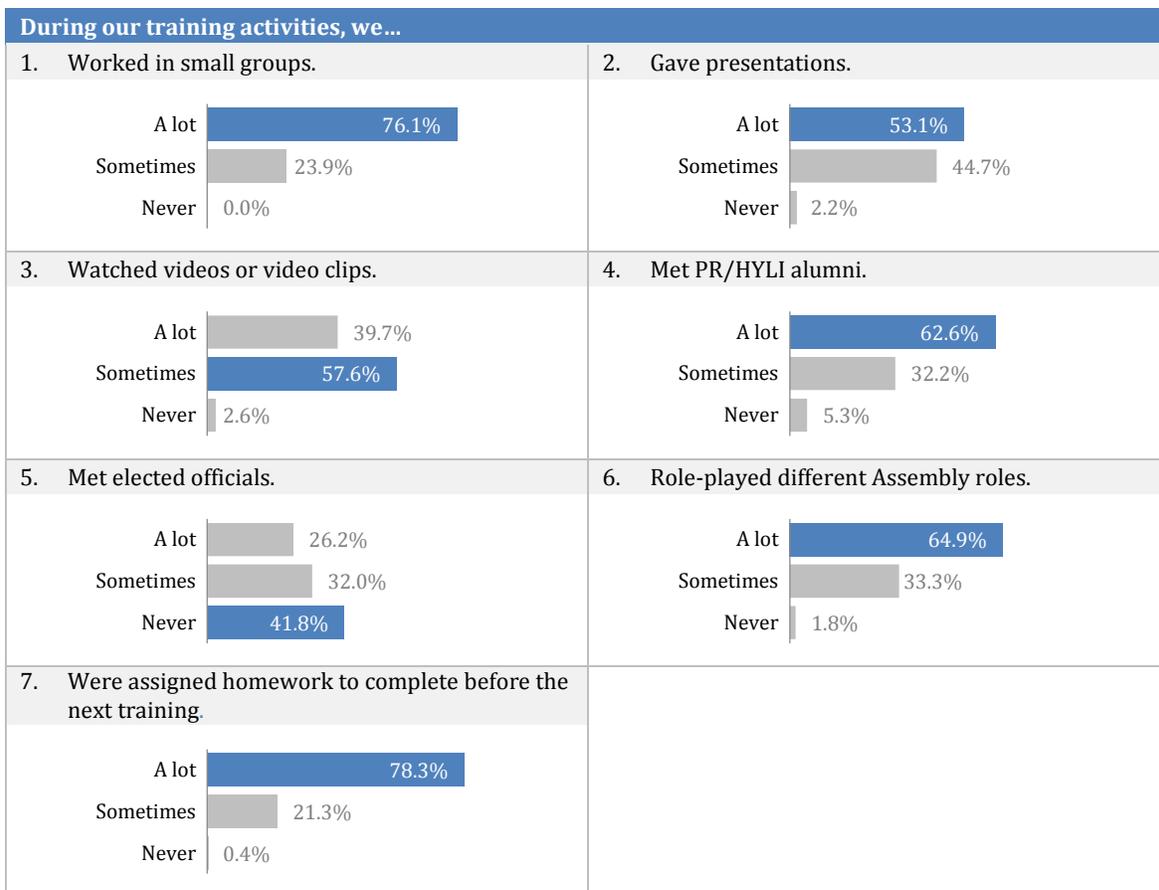
## Evaluation Response

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

### Section I: 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 PR/HYLI event in Albany. 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



## Section II: 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, 91.3% of students felt they learned a lot about what makes a good leader [Q11] and 90.4% of students felt they learned a lot about how to develop an argument for or against a bill [Q16]. The vast majority of students also felt they learned a lot about being an effective advocate (86.0%)[Q21] and how a bill becomes a law (81.7%)[Q8].

Figure 3: My Learning

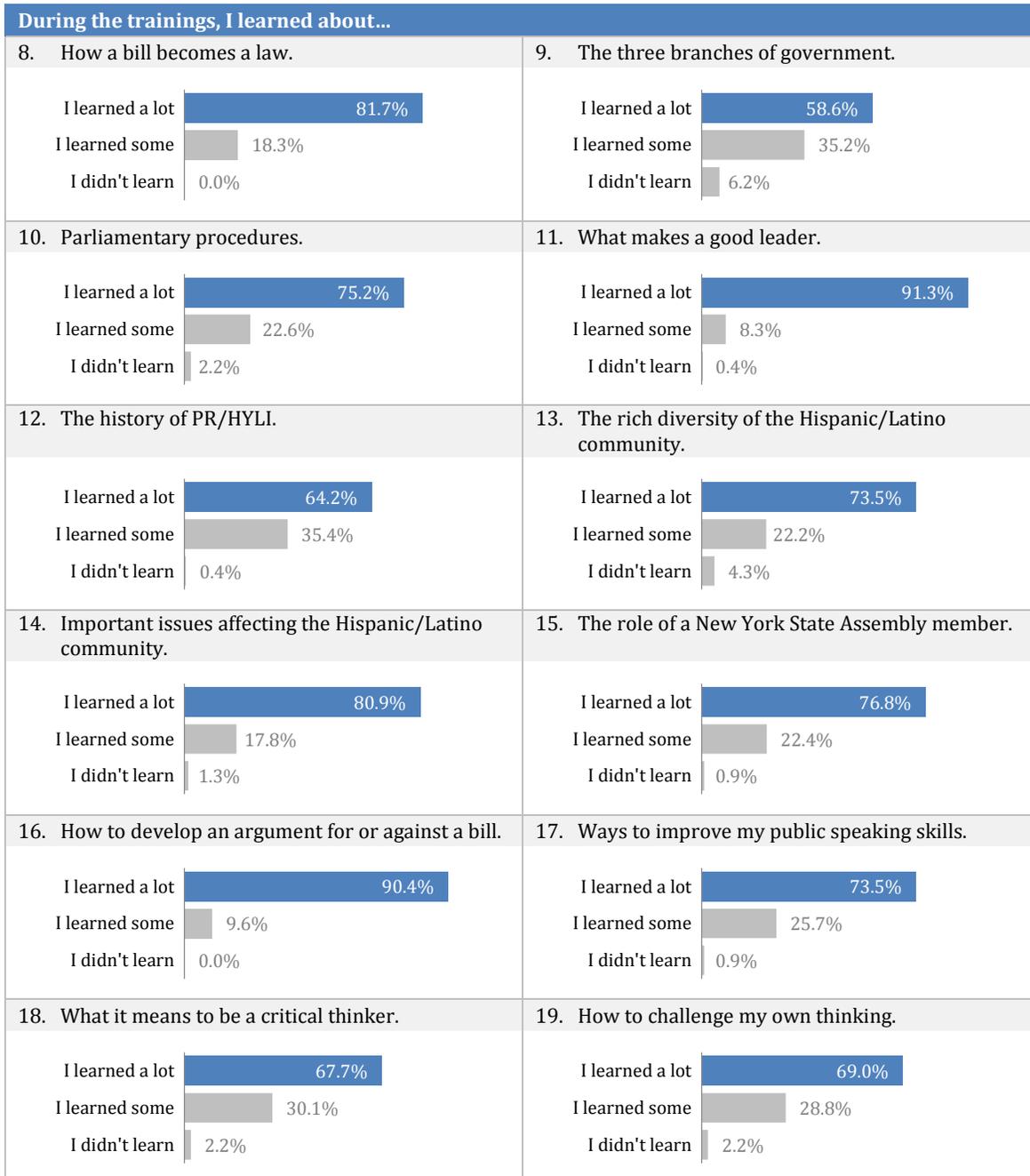
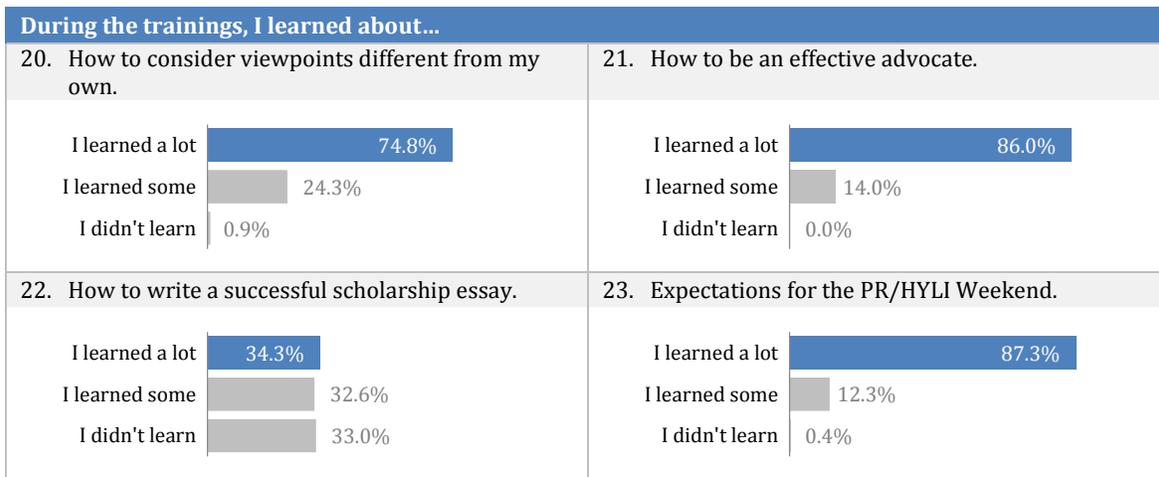


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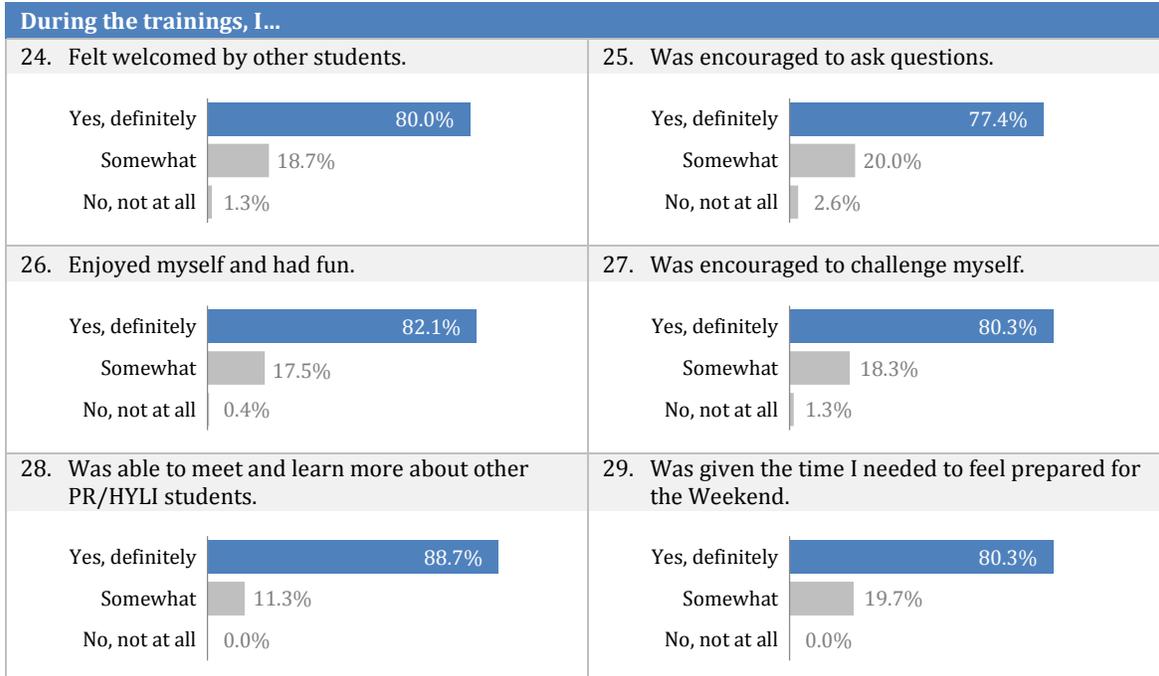
Figure 3: My Learning (continued)



### Section III: 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 77.4% that indicated they definitely were encouraged to ask questions [Q25] to 88.7% that indicated they definitely were able to meet and learn more about other PR/HYLI students [Q28].

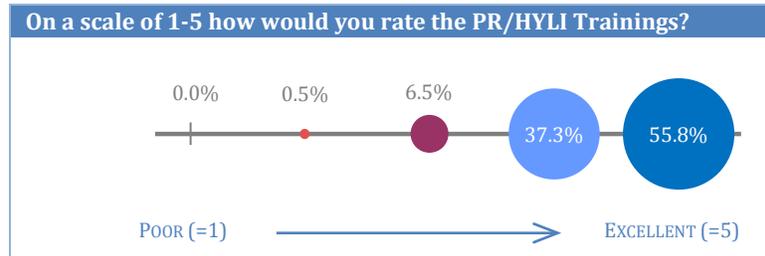
Figure 4: General Questions



## Section IV: 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), more than one-half (55.8%) of students gave the trainings a “5” or “excellent” rating.

Figure 5: Overall Rating



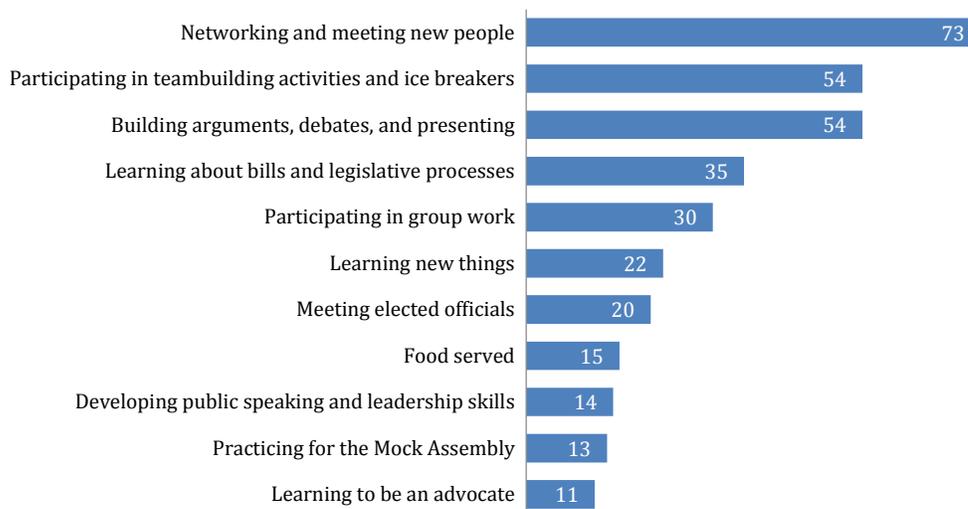
## Section V: Written Comments

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.

### 👍 What was your favorite part of the training sessions?

A total of 230 students commented on their favorite part of the training sessions. Students most often discussed how much they enjoyed networking and meeting new people; participating in team building activities and icebreakers; and practicing how to build arguments and debate effectively. Several students also noted they enjoyed learning about various bills and the legislative process.

Figure 6: Most Favorite Comment Codes by Number of Students



## Examples of Comments:

- *We got to meet different people from various Hispanic backgrounds. I like how we debated bills and learned different points of views.*
- *Debating, working together, and teambuilding.*
- *My favorite part of the training sessions was meeting new friends and being able to learn their views on the bills we discussed.*
- *My favorite part of the training sessions was using interactive games to learn larger lessons that will help us during our mock assembly. It was a fundamental strategy, in which we used a game to learn a life lesson.*
- *The marble game was my favorite part because it showed me how much of a challenge it is for a bill to become a law. It was a good teambuilding exercise.*
- *My favorite part of my training sessions was the debate section. I like to hear both the opposing and supporting side of a topic. Then, I like to choose a side that I am most supportive of and convince others of my perspective.*
- *I liked working in groups because it gave me the opportunity to meet new kids from different schools. It also gave me the chance to hear different opinions from different places.*
- *Overall, everything. It was a great way to meet new people and learn something new. I wouldn't have looked more into how bills were discussed/passed if it wasn't for this experience.*
- *Getting to make arguments for the bills and the teambuilding.*
- *My favorite part of the training sessions was when my group got together and talked about whatever bill we had to talk about that day. My group was small so everyone's questions got answered and we got to practice what we would say in Albany. We got time to think about the pros and cons of that bill and I liked that. I like working in groups.*
- *Learning about the bills and how they become laws, and debating.*
- *My favorite part was the mock debates.*
- *My favorite part was interacting with new people because it helped my communication skills.*
- *Learning more about local and state politics, and preparation for the weekend.*
- *When assembly members and leaders came: Walter Barrientos and Philip Ramos. They inspired me that we, as Latinos, can do anything, no matter what.*
- *Communicating and meeting with different students from other schools and areas. Also, practicing for the mock assembly.*
- *The small groups were my favorite. We got to discuss the bills thoroughly. We were able to give our opinions and to learn from each other.*
- *My favorite part of the training sessions was working in small groups to advocate.*
- *My favorite part of the sessions was learning about parliamentary procedures and how to develop arguments against bills I disagree with.*
- *Meeting new individuals and becoming more open-minded to others' beliefs and thoughts.*
- *Learning about each other and what each person thought and believed in. Watching kids be passionate about big issues we don't hear about in school.*
- *My favorite part of the training session was the small group discussions about each bill so we could make a better argument.*
- *Having the opportunity to role play as different roles of the assembly.*
- *Latino/Latina proud. How much power a Latino can have. Being challenged.*
- *The reflections of what we learned at the end of each training.*
- *Getting to do a lot and learn a lot with new and old friends.*
- *My favorite part was the fact that I felt welcomed by fellow students.*
- *My favorite part was interacting with new people, feeling welcomed, and learning many things.*

## What did you like the least about the training sessions?

Fewer students (n=170) 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 so they could feel more confident about the upcoming event in Albany. Some students commented on certain instructional practices they didn't like (e.g., requiring all students to speak, voting for special roles, lack of guest speakers); while others discussed a need for better time management or organization. A few students also gave specific examples of training activities that were their least favorite (e.g., the videos, presentations, writing essays).

Figure 7: Least Favorite Comment Codes by Number of Students



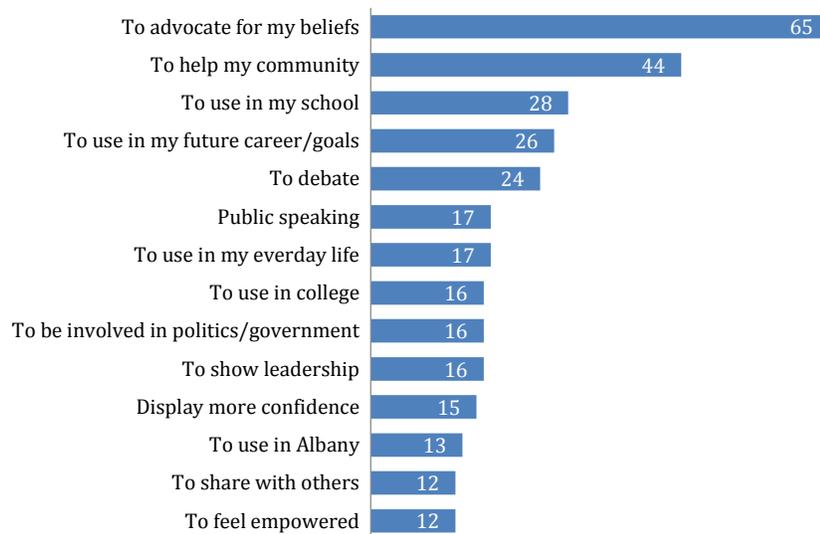
### Examples of Comments:

- *I disliked the amount of time we had together. I believe that if I had one more training session, I would have been able to accomplish more.*
- *I didn't like how they didn't help us change or fix our arguments. I think if we had another day with the group, we could have split up into teams, and helped one another fix our speeches and arguments.*
- *I felt that there was a lack of communication between the students and their assigned teachers. I would have liked students to share their research more freely.*
- *The day training could have been more organized. The advocacy talk was good but went on for too long.*
- *The lack of group meetings/ice breakers to unite the group.*
- *I disliked the small group work a bit because I felt secluded from everyone else, and usually in smaller groups, people seemed to be more shy or hesitant to speak to one another.*
- *The amount of time spent watching informational videos and then speaking directly amongst each other.*
- *I didn't like that it was unorganized. Time wasn't used wisely. A lot of things weren't covered because of time management. Also, I felt excluded because I was an alternate and wouldn't be able to do the whole program.*
- *Little continuity of ideas and activities between each session.*
- *No assemblymen attended our trainings.*
- *All the homework. They didn't really train us to properly debate and come up with good arguments.*
- *I was confused a lot at the beginning because I knew nothing about it and didn't feel like there was really any introduction, but as time passed it got better.*
- *The homework and excessive amount of time on advocacy.*
- *Disorganization within the flow of the trainings. Often times I found us sitting and waiting for the staff to move towards the next items on the agenda. In addition to the disorganization of things planned, every time we found that we "ran out of time." The same thing happened last year as well. I also disliked missing 4 days of school in total.*
- *The documents we got by the trainers were not relevant sources. Too much useless/irrelevant procedures, homework, etc.*
- *The part that I disliked about the training session was that the location was a bit too far to reach. The places chosen were good and fun; however, it took too long to arrive.*
- *Some of the teambuilding exercises.*
- *I did not like the early mornings, however, they were manageable.*
- *The short length of our meetings caused each training to seem rushed. Time management is a major issue because it leaves the end of every meeting in bad taste. This being my first year, I hoped we would get into the swing of things much sooner when it came to planning for Albany.*
- *Going up to the front because I'm nervous.*
- *The elections because it was a popularity contest.*
- *The fact that we needed more people speaking Spanish.*
- *I believe that some of the voting systems were very biased - I think new systems of voting should be implemented.*
- *I didn't like how some returning students weren't interested in debating and questioning. I felt as if they should have been more of a role model.*
- *Speaking in front of many people, but it also helped me to be prepared for how I need to speak at mock assembly.*
- *Having bills that were similar to last years. I would have loved to be introduced to new issues U.S.'s minorities face.*

## ★ 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 in advocating for their beliefs and in helping their community. Several students also felt the information they learned was going to help them in their schoolwork and in their future career. Some students were also excited to use their new skills in upcoming debates. A total of 222 students provided comments on what they learned.

Figure 8: Learn Comment Codes by Number of Students



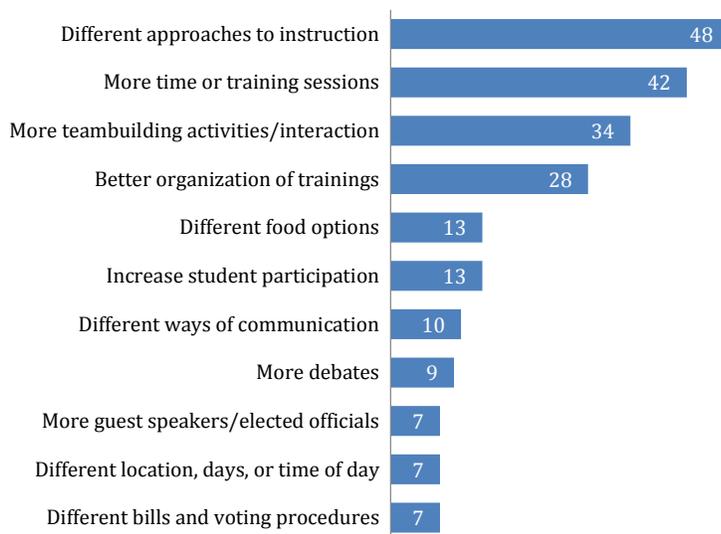
### Examples of Comments:

- *I am going to become a better advocate by researching more to become a better speaker and leader. I will lead peers and fellow colleagues in my community.*
- *Be an advocate for what I think is right and what I believe in.*
- *Taking the things I learned about leadership, motivating others, and becoming a better speaker. I'm not as nervous speaking in front of people.*
- *Take more debate courses, public speaking, and afterschool clubs to utilize my new skills.*
- *Promote change within my school district.*
- *In college I am going to join student government and join local politics.*
- *I am better prepared to be a public speaker, which I think will help in all aspects of my academic career.*
- *To better participate in my local government.*
- *What I have learned by being a part of PRHYLI, I will be able to use not only in Albany, but in life. I have learned specific ways to work on my public speaking skills, as well as how to advocate.*
- *Be an advocate for the Latino community. I want to become a lawyer and then a public servant.*
- *Today I'm proud to be a Latina and I will carry that in my heart for the rest of my life. I also have more knowledge of how the government from the U.S. works.*
- *I will be able to give presentations much easier and will feel comfortable in front of an audience.*
- *I am going to advocate for my school. I am going to use my pen and write letters. I am going to create change and fight for what I think is right.*
- *I will use it to move forward and always believe that I can do it because "somos uno." I know that we all, in different communities, can make the changes in America and make the future better.*
- *I've really learned how to speak up and voice valid opinions on issues that affect my community. I'll continue to advocate on anything I believe affects me and others besides myself.*
- *How to use my voice as a Latino and help the community. I will also use speaking, debating, and analytical skills when needed.*
- *Apply leadership skills in certain school/activities and later on in life. Advocate for what I'm passionate about.*
- *Since joining PRHYLI last year, I have grown a keen interest in the law making process. Policy making is something I want to focus on in higher education.*
- *I will advocate for others, and if I see something in my school or in my community, I will say something; not only say something, but write a letter, because the pen has power.*

## ★ 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 182 students provided ideas. Students suggested different approaches to instruction, such as incorporating more public speaking practice and more discussion of the bills. Other suggestions included adding more training sessions, more teambuilding activities, and making the trainings more organized.

Figure 9: Idea Comment Codes by Number of Students



### Examples of Comments:

- *I think there should be more time for everyone to interact. More games and more hours for the program.*
- *Needed some help with writing the essay. Someone could have viewed and commented on it.*
- *I think we should work more on our arguments and let students pick the bills they want and feel most comfortable with, and more practice on the mock assembly. Also, a variety of lunch and breakfast.*
- *Possibly do more hands-on activities and have more practice being in a mock assembly, as if it were the real thing.*
- *Maybe have a quick session where returning students would somewhat mentor the new students, that way they feel more comfortable.*
- *Adding in breaks. Organize better (all of the arguments/articles should be in order in binders and all binders should look the same).*
- *Practice speaking more. A bigger lesson on law making.*
- *Work more on being stronger speakers and getting our point across.*
- *I think that it would help to play more videos about the mock assembly in order to better understand the roles.*
- *Learn how to write an argument. Focus more on the bills or other "make believe" bills to be better prepared.*
- *A little more time explaining things at the beginning. I felt like I walked in blind and didn't get anything cleared up.*
- *Make the meetings just a little longer to make sure we have ample time to understand everything we have to.*
- *The thing to make the training better is to have groups of students, before we go to Albany, that want to do the same bill so they can help each other out, and so they all know what to say.*
- *Perhaps more time for training. Skeleton notes which students can fill out and get a better understanding of what to do. Also, make it more educational so students learn more about the government than advocacy.*
- *Have trainings throughout the school year in order to be more prepared for the mock assembly.*
- *Make them more organized. Assign specific positions for/against a certain bill in order to increase productivity of a debate.*
- *We should debate different bills – otherwise, if you have been in the program for two years, it can feel redundant.*
- *I think there should be some type of way for students to communicate not only during Saturday meetings, but also during the week. We are a great delegation as is, imagine how much better we could get if we were closer.*
- *I think speak more Spanish.*
- *They should help students, especially the students who are quiet to voice themselves.*
- *Give a fair chance to everyone to earn a special job.*
- *We should have 5 trainings in total to prepare for the weekend in Albany. We had 4 but one more would make students feel much more comfortable with the weekend.*
- *More time to discuss bills in class. Reach out to elected officials.*
- *More activities that include getting to know other students.*

## APPENDIX D | Progress Report Form

**PROGRESS REPORT  
2015-16**

Instructions: Please complete the following progress report and email it to Glen Martin Associates ([khinsdale@glenmartinassociates.com](mailto:khinsdale@glenmartinassociates.com)) by March 15, 2016. 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 2015-16 recruitment and selection data for your delegation.

# PR/HYLI Applications Received	# Students Accepted into Training	# Students Expected to Attend the PR/HYLI Institute 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.

<b>Recruitment Process</b>	<i>Please describe the process of how students from your delegation were recruited to apply to the 2016 PR/HYLI.</i>
<b>Selection Process</b>	<i>Please describe how students were selected from the pool of applicants (criteria, methods).</i>
<b>Reflection</b>	<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.

<b>Selection of Outstanding Delegate</b>	<i>Please discuss how you chose your outstanding delegate (i.e. criteria, selection).</i>
<b>Outstanding Delegate Story</b>	<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*.

<b>Regional Training Reflection</b>	
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**SECTION III: POST-PR/HYLI FOLLOW-UP**

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

<b>Post- PR/HYLI Follow-Up</b>	
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**SECTION IV: PHONE INTERVIEWS** (Please note: Only Syracuse, Suffolk, and Capital Region 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 contact information for a student that can speak to the impact of PR/HYLI and for an adult that can discuss the impact of PR/HYLI on this particular student. Please provide an alternate student-adult pair. If possible, please do not provide the outstanding delegate since this student will be interviewed during the Institute.

**Student-Adult Pair #1**

	Student	Adult
Name		
Email Address (or phone # if email is not available)		
Role (i.e. 2016 delegate, parent, teacher, etc.)		

**Student-Adult Pair #2 (Alternate)**

	Student	Adult
Name		
Email Address (or phone # if email is not available)		
Role (i.e. 2016 delegate, parent, teacher, etc.)		

**SECTION V: ADDITIONAL COMMENTS**

5a) Please provide any other comments.

<b>Additional Comments</b>	
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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 10 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 Hispanic/Latino community you want to try to address?
6. What are your future college or career plans?

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

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

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

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

## Evaluation Summary

2016 Institute

*"I definitely have a better sense of the Latino community and how powerful we are. I will now advocate more for my community."*

*~2016 Student Delegate*

*"The students learned the legislative process and how to debate bills. They learned that if you are passionate about something, you need to fight for it."*

*~2016 Staff Volunteer*



## Introduction

In March 2016, 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 approximately 200 junior and senior high school students across eight delegations: 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 to develop a greater understanding of the New York State legislative process.

## Institute Events

The Institute took place from Saturday, March 19<sup>th</sup> through Monday, March 21<sup>st</sup>, and included a variety of events, such as teambuilding activities, guest speakers, student networking, a legislative mock assembly, and visits to individual legislators. A brief outline of the Institute's events is displayed in the table below.

Time	Event	Presenter
DAY 1		
12:00 pm – 1:00 pm	Lunch and Informal Networking	Student-led
1:00 pm – 1:30 pm	Welcome Remarks	PR/HYLI and NYSED Leaders
1:30 pm – 2:30 pm	Keynote Speaker Presentation	Ms. Dolores Huerta
2:30 pm – 2:40 pm	Information Session	Learner-Centered Initiatives, Ltd.
2:45 pm – 9:30 pm	Leadership Teambuilding Activities	Learner-Centered Initiatives, Ltd.
9:30 pm – 11:00 pm	Networking Reception	Ms. Angy Rivera
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 & Guest Speaker	Student-led/Mr. Matt Fernandez Konigsberg
1:00 pm – 1:30 pm	Welcome and Greetings	Guests and NYS Political Leaders
1:30 pm – 5:00 pm	Legislative Mock Assembly	Student-led
7:00 pm – 11:45 pm	Student Delegate Recognition Dinner	Various Presenters
DAY 3		
8:30 am – 10:30 am	Presentation	Dr. Stephen Birchak
8:30 am – 10:30 am	Scholarship Workshop	College Board
10:40 am – 2:00 pm	Visit to Legislators	Determined by Individual Delegations

## Evaluation Methodology

The Institute was 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. 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 on pages 2-9, followed by the responses of the staff and volunteers on pages 10-17.

## Student Respondents

Approximately 218 students attended the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) in Albany. As can be seen in the table, 188 students completed an evaluation form after the events, representing a response rate of roughly 86%. Approximately three in five (60.5%, n=107) student respondents were seniors in high school and more than three-quarters (79.1%, n=140) indicated it was their first year of participation (see Figure 1).

Table 1: Respondents by Delegation

Delegation	# of Respondents
Capital District	13
Hudson Valley	32
Monroe	7
Nassau	11
NYC	75
Suffolk	25
Syracuse	13
Western NY	12
<b>TOTAL</b>	<b>188</b>

Figure 1: Respondents by Demographics (n=177)

Grade Level		Participated Last Year	
Senior	107	No	140
Junior	55	Yes	37
Other	15		

Note: "Other" includes freshman (n=3) and sophomore (n=12).

## Evaluation Response by Day

The evaluation form included a total of 24 statements focused on specific activities offered during the three days of the Institute. This included eleven statements about Day 1 events, ten statements about Day 2 events, and three 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.

### 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 86.5% to 98.9%. Almost all students (98.9%) indicated that the presentations by other students were well-done [Q9]. In addition, the vast majority of students agreed that they enjoyed the talk by Angy Rivera during the networking reception [Q11] and the talk on advocacy and civic participation by Dolores Huerta [Q2] (97.8% and 97.3%, respectively).

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.	187	48.7%	46.0%	94.7%
2. I enjoyed the talk on advocacy and civic participation by Ms. Dolores Huerta.	188	22.9%	74.5%	97.3%
3. I liked the teambuilding activities my group was asked to complete.	179	43.0%	47.5%	90.5%
4. My group worked well together.	182	32.4%	63.2%	95.6%
5. I was satisfied with my involvement in the group activities.	183	31.1%	65.0%	96.2%
6. I was satisfied with what my group accomplished.	182	37.4%	54.4%	91.8%
7. It was helpful to have time to rehearse and improve our presentation.	179	42.5%	49.7%	92.2%
8. I was pleased with how our presentation turned out.	181	44.2%	46.4%	90.6%
9. The presentations by other students were well-done.	179	46.9%	52.0%	98.9%
10. The networking reception before curfew was a good opportunity to meet other students.	178	43.8%	42.7%	86.5%
11. I enjoyed the talk by Angy Rivera during the networking reception.	180	42.8%	55.0%	97.8%

Day 2: Sunday's Activities

When asked about Day 2 activities, students' level of agreement was also very high, ranging from 89.3% to 99.5%. Almost all (99.5%) students indicated that they now better understand what occurs during an assembly session [Q16] and a similar percentage (98.4%) agreed that the student recognition dinner helped them to reflect on and celebrate the Institute [Q19].

Table 3: Sunday's Activities

Sunday's Activities	n	Agree	Strongly Agree	Total Agree
12. I better understand what occurs during a party caucus.	185	31.9%	65.9%	97.8%
13. I was satisfied with my role in the party caucus.	186	39.2%	53.2%	92.5%
14. The time we had to rehearse before the mock assembly was helpful.	188	39.4%	58.0%	97.3%
15. I enjoyed the speeches given by Assembly/Senate members and guests.	188	29.8%	68.1%	97.9%
16. I better understand what occurs during an assembly session.	188	27.1%	72.3%	99.5%
17. I was satisfied with my role in the mock assembly.	187	34.8%	54.5%	89.3%
18. The mock assembly was a success.	185	31.4%	65.9%	97.3%
19. The student recognition dinner helped me to reflect on and celebrate the Institute.	187	28.9%	69.5%	98.4%

Table continues on the next page.

Table 3: Sunday's Activities (continued)

Sunday's Activities	n	Agree	Strongly Agree	Total Agree
20. There were opportunities to interact with other students during the dinner.	187	24.6%	73.3%	97.9%
21. There were opportunities to interact with educators, appointed officials or business leaders during the dinner.	185	36.8%	54.6%	91.4%

### Day 3: Monday's Activities

Lastly, when asked about Monday's activities, 95.9% of students agreed they enjoyed the talk by Dr. Stephen Birchak [Q22], while slightly less (84.2%), but still the majority agreed the College Board workshop provided helpful information [Q23]. The majority (89.0%) of students also enjoyed the opportunity to visit legislators after the morning session.

Table 4: Monday's Activities

Monday's Activities	n	Agree	Strongly Agree	Total Agree
22. I enjoyed the talk on civic participation and advocacy by Dr. Stephen "Bird" Birchak.	170	42.4%	53.5%	95.9%
23. The College Board workshop provided helpful information.	158	44.3%	39.9%	84.2%
24. I enjoyed the opportunity to visit legislators after the morning session.	154	36.4%	52.6%	89.0%

### 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 weekend.

### General Statements

Overall, students were very positive about the Institute with agreement levels ranging from a low of 91.9% to a high of 100.0%. All (100%) students agreed that they enjoyed working with students from other parts of the state [Q26] and that they would encourage others to participate in the Institute if they had the opportunity [Q31].

Table 5: General Statements

General Statements	n	Agree	Strongly Agree	Total Agree
25. I felt welcomed by other students.	188	26.6%	70.7%	97.3%
26. I enjoyed working with students from other parts of the state.	187	20.9%	79.1%	100.0%
27. I was satisfied with my involvement in the Institute.	187	27.8%	71.7%	99.5%

Table continues on the next page.

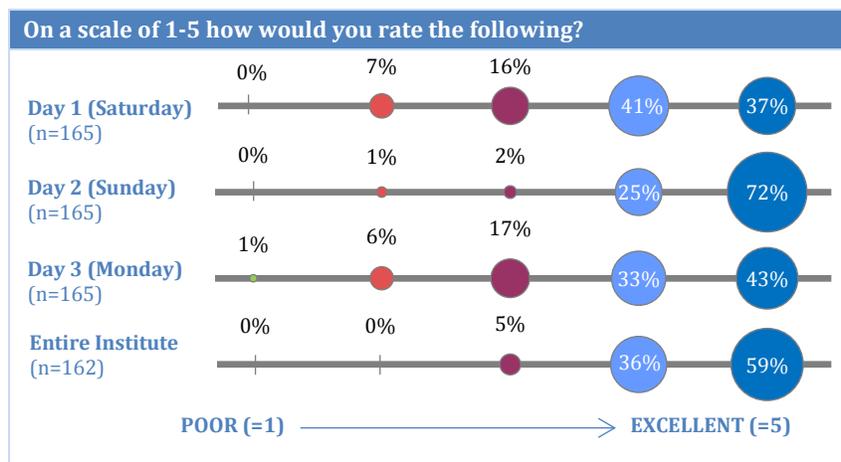
Table 5: General Statements (continued)

General Statements	n	Agree	Strongly Agree	Total Agree
28. There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	186	30.6%	66.7%	97.3%
29. The Institute helped me to better understand the legislative process.	188	25.5%	73.9%	99.5%
30. The Institute helped me to enhance my abilities, such as my communication skills.	188	32.4%	66.5%	98.9%
31. I would encourage others to participate in the Institute if they have the opportunity.	187	23.5%	76.5%	100.0%
32. I made connections that will help me achieve my college and career goals.	185	35.1%	56.8%	91.9%
33. I am glad that I participated in this year's Institute.	188	22.9%	76.6%	99.5%
34. The Institute was motivating and inspiring for me.	187	27.3%	72.2%	99.5%
35. I will be able to apply what I learned to my future goals.	188	26.6%	72.9%	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 72% of students choosing the excellent rating. Overall, the vast majority (95%) of students rated the entire Institute a “4” or “5”.

Figure 2: Overall Rating



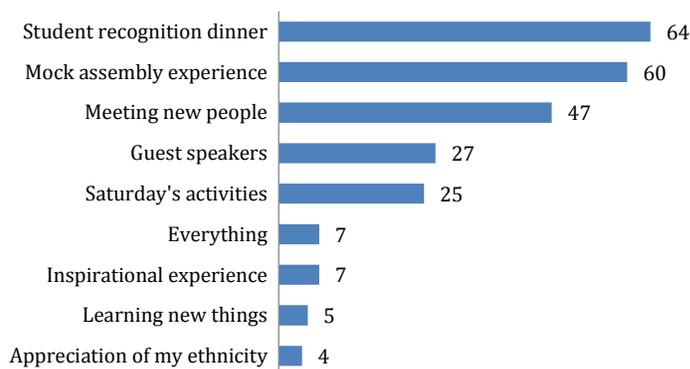
### Written Comments

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 the Institute?

When asked about their favorite part of the PR/HYLI Institute, most students discussed the student recognition dinner and the mock assembly experience. Students also remarked on the numerous opportunities they had to meet new people from all over New York State.

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



### Examples of “Favorite” Comments

- *The recognition dinner, as well as meeting people from all over New York.*
- *My favorite part was the dinner. It was so much fun. I got a lot closer to the different delegations and made new friends.*
- *The mock assembly. All students showed their hard work preparing for this day.*
- *My favorite part of the Institute was how we got to speak in the mock assembly and how we got to work in groups with other delegations.*
- *The mock assembly was very eye opening. However, the banquet after the assembly was fun as well.*
- *My favorite part was the mock assembly. I enjoyed watching what occurred. I also liked the banquet after, connecting with my peers.*
- *Being able to participate in the mock assembly was amazing. We were in the seats where real assemblymen debate. Once in a lifetime opportunity.*
- *The mock assembly. I also liked hearing Phil Ramos speak - he's so passionate and inspirational.*
- *Interacting with students from my delegation and others to create new bonds.*
- *Meeting other students from all around and realizing that the world holds people with common interests more than I thought.*
- *My favorite part was being able to meet fellow Hispanics from around the state. We all shared the same passions.*
- *Meeting new people and feeling welcomed by everyone no matter where we were from.*
- *My favorite part of the Institute is that I learned how to work in teams and also I learned more about politics.*
- *Being inspired by the speakers.*
- *The speeches from assemblymen Ramos and Crespo. They really inspire us to become better leaders. “We fight injustice with the truths” – that phrase by Mr. Ramos will always be marked on my life. Mr. Ramos is able to motivate us with such a power.*
- *My favorite part of the Institute was being able to meet and listen to Dolores Huerta.*
- *Being able to create solutions to social problems and bounce ideas back and forth with people from different delegations.*
- *When Dr. Stephen came and talked to us.*
- *The activity on Saturday. Interacting with students from other parts of the state. The celebration.*
- *My favorite part of the Institute would be the group project that took place on Saturday.*
- *My favorite part was making the video and coming together with people I never met to create a project.*
- *I loved how they separated us into groups with other delegations and I loved the Sunday dinner.*
- *The assembly was exciting and very interesting. I liked all the programs.*
- *There was a lot of motivation and inspiration for the future. Meeting people from all over the state.*

## 👉 What did you like the least?

When asked what they liked the least about the Institute, several students mentioned that they would have liked more sleep so they could have been more alert during the events. Others commented on Saturday's activities, including the delay to get started and the organization of the teambuilding activities.

Figure 4: "Least" Comment Codes by Number of Students (n=135)



### Examples of "Least Favorite" Comments

- *Only getting hours of sleep every night and being rushed a lot.*
- *More time needed for breaks. Would like more ice breakers and social activities to meet others.*
- *Delegations arriving late. Not enough time to sleep.*
- *The long wait on Saturday during lunch.*
- *I didn't enjoy waiting almost 2 hours before taking off on Saturday morning.*
- *When my delegation didn't know what room to go to for the group activities. Valuable time was wasted.*
- *When we had very little time to work on our presentations.*
- *The presentations weren't explained correctly so we had to keep going back to understand it better.*
- *To be honest, I didn't like the little voting session we had on Saturday but only because the site didn't work for me and I wasn't able to see what the students came up with in their videos.*
- *The restrictions (no pool, no arcade, etc.).*
- *I would have liked more integration time with other delegations because I felt at every point I was surrounded by people I recognized and knew from my delegation.*
- *The fact that I did not get to speak at the mock assembly. I waited in line twice and had arguments prepared only to not have my voice heard.*
- *Not everybody got the chance to speak in the mock assembly when they really wanted to.*
- *Some of the long redundant arguments in the mock assembly.*
- *Too many things on the agenda. Not enough sleep for 15-18 year olds.*
- *The constantly being rushed.*
- *The length of the weekend. I wish it was longer. I wish there was more free time in which you could hang out and meet new people.*
- *The weekend trip should be a bit longer. Maybe leave Friday afternoon to Monday would be nice.*
- *Food could be better.*
- *All the keynote speakers. I hate just sitting and listening to people speak. I fell asleep a couple of times.*
- *I think too many adults talked - after a while, it felt redundant. Last year, Wes Moore spoke and it was much more impactful. It wasn't good being interrupted during the mock assembly to hear speakers because students didn't have time to speak.*
- *Monday's workshop by the College Board since they did not talk about scholarships. Hopefully next year they will have a person to speak on the steps to apply for scholarships, financial aid and help with applying for colleges. Maybe talk a little bit about SAT and ACT scores needed to receive scholarships.*

## ☆ How are you going to use what you learned?

Many felt they will apply what they learned to make a difference in their community and in their everyday life, including in their school activities and college pursuits. Others discussed how they will advocate for themselves and others, continue to develop their leadership skills, and speak up and fight for justice.

Figure 5: “Learned” Comment Codes by Number of Students (n=177)



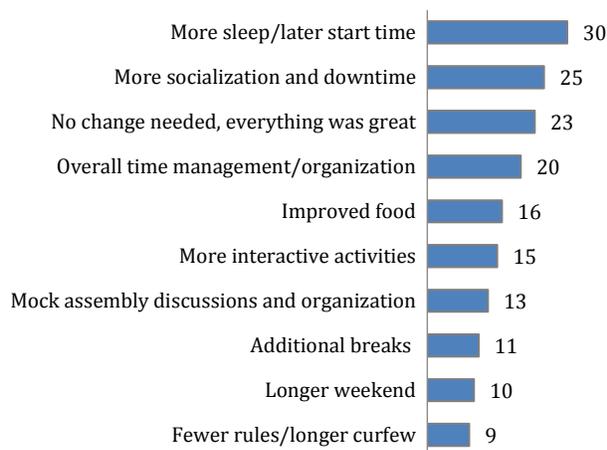
### Examples of “Learned” Comments

- *I will help make the Latino community better and be an active leader.*
- *I will be more aware of the social problems going on in the community because now I realize I have a voice.*
- *I am going to fight for justice for the Latino community now and even more when developing my career.*
- *I will try to help the Latino/Hispanic community at my school since we make up the majority of its population. I now know I can share with them helpful resources.*
- *I am going to inspire people to advocate and achieve greatness.*
- *Through advocacy, I hope to go forward with our plans to create a club that will help raise awareness about the constant problems faced by Latinos in our community. It also helped me to find a voice and helped me speak against discriminatory terms.*
- *I may rethink my career path to incorporate what I learned from the Institute.*
- *I'll try to apply everything I've learned to my life and with the people around me.*
- *I will apply it to my college skills and life in general.*
- *Use it in my everyday life and apply it to future leadership roles.*
- *I will use it to be an advocate for fellow peers.*
- *I will advocate and stand up for things I feel strongly for.*
- *I have a strong and powerful voice and I am going to use it to advocate for myself and my Latino community.*
- *By advocating for what I believe in and to become more politically aware.*
- *I am going to stand up for what I feel is right.*
- *Not being afraid to speak up.*
- *I can influence other students from my school to be empowered and defend their opinion and their stance in society.*
- *I am definitely more confident in my public speaking abilities. If I ever get nervous in front of a crowd, I'll think back to the mock assembly and remember how many people I spoke in front of that day.*
- *By improving my public speaking skills and teaching others how to be a good leader in their community.*
- *I will use my leadership skills in college.*
- *I am going to use it to teach other kids about what I learned.*
- *To approach people and make friends, to help others, and to be a leader. Give back to the community.*
- *I am president of clubs at my school and I want to be a lawyer and public servant so I'll utilize the skills I learned here.*
- *To help my family and make them proud of me when I graduate from college.*
- *I definitely have a better sense of the Latino community and how powerful we are. I will now advocate more for my community.*
- *Public speaking is an important skill to have. It helps us become more involved with our community, government and politics, which can help us in our future.*
- *I will try to become a stronger advocate for my community. I will try to reach my goals and get farther in life with the leadership skills I learned.*

## ✍ What ideas do you have to make the Institute 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 dedicated to sleep, socialization and downtime, and changes to the overall time management and organization of the Institute. Also mentioned as possible areas for enhancement were improving the food selections and having more interactive activities.

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



### Example of “Ideas” Comments

- *More sleep time because we are better focused when well rested.*
- *More activities and less lectures.*
- *Even though I liked the speakers, I believe that they took a lot of time at the assembly. I would like less speakers so I can get to speak.*
- *Possibly more chances to work and do activities with more groups to meet more people.*
- *Maybe one day longer and incorporate more events. It was great.*
- *Try being a little more organized. Keep technology but have it prepped and ready so that nothing goes wrong/no wasting time.*
- *More time to interact with students. More student bonding activities.*
- *More ice breakers.*
- *They should provide Caribbean food.*
- *More activities on Monday.*
- *Make sure students take this seriously because this is a great opportunity.*
- *Create more group activities to create more interactions.*
- *Let every student speak. They are there to speak.*
- *Students felt too tired and rushed to enjoy this year. Maybe invest money in getting everyone here on Friday so Saturday goes smoothly.*
- *Allow more relax time because we're drained every day.*
- *We should focus more on the actual mock assembly and have more time to discuss the bills.*
- *Not have so many speakers/guests during assembly. Have a better information session about scholarships.*
- *Too many calls of point of personal preference and point of Information during the mock assembly. The alien discussion was ridiculous.*
- *When doing a project using a certain application, students should be taught how to use it, or be able to be familiar with it.*
- *Honestly, I loved this experience I don't think there is a way to make it better than what it already is. I wish I had the opportunity to be part of it more than once. This Institute has changed my life! Thank you so much and god bless you all.*
- *The idea I have is to have bills divided evenly among the students. Most students were on one side of a bill and one or two were debating the other side.*
- *It would have been nice if we had time after the speakers' presentations to have an informal group discussion with each speaker. I want to give back to my community and become an effective leader, and I would have appreciated the opportunity to get to know them and make a connection.*

## Staff and Volunteer Respondents

A total of 29 staff and volunteers completed an evaluation form after the PR/HYLI events in Albany (see Table 1). As part of the evaluation form, the staff and volunteers were asked to indicate whether they had participated in the Institute in prior years. Of those that answered the question (n=22), approximately three-quarters (75.9%) indicated they were a return participant.

Table 1: Respondents by Delegation

Delegation	# of Respondents
Capital District	1
Hudson Valley	2
Monroe	3
Nassau & Suffolk	8
NYC	5
Syracuse	5
Western NY	5
TOTAL	29

## Evaluation Response by Day

The evaluation form included a total of 27 statements focused on specific activities offered during the three days of the Institute. This included twelve statements about Day 1 events, twelve statements about Day 2 events, and three 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 on the following pages 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.

### 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 58.6% to a high of 100.0%. All (100%) respondents agreed that the talk on advocacy and civic participation by Dolores Huerta was valuable for students [Q2] and all respondents agreed that the student presentations were well-done [Q8]. Additionally, the majority (96.3%) of respondents felt the welcome session helped to generate enthusiasm and set the tone for the Institute [Q1]. Respondents were the least positive about whether there had been clear goals and expectations for Saturday’s group work [Q6].

Table 2: Saturday’s Activities

Saturday’s Activities	n	Agree	Strongly Agree	Total Agree
1. The welcome session helped to generate enthusiasm and set the tone for the Institute.	27	59.3%	37.0%	96.3%
2. The talk on advocacy and civic participation by Ms. Dolores Huerta was valuable for students.	28	42.9%	57.1%	100.0%
3. The team-building activities were effective in helping to form a single cohesive group.	28	53.6%	32.1%	85.7%

Table continues on the next page.

Table 2: Saturday's Activities (continued)

Saturday's Activities	n	Agree	Strongly Agree	Total Agree
4. Students were engaged in the team-building activities.	29	41.4%	51.7%	93.1%
5. Group members worked well together.	29	62.1%	31.0%	93.1%
6. There were clear goals and expectations for group work.	29	34.5%	24.1%	58.6%
7. It was helpful for students to have time to rehearse and improve their presentations.	26	34.6%	42.3%	76.9%
8. The student presentations were well-done.	26	46.2%	53.8%	100.0%
9. The networking reception was a good opportunity for students to interact with each other.	25	44.0%	32.0%	76.0%
10. The talk by Angy Rivera during the networking reception was valuable for students.	28	46.4%	46.4%	92.9%
11. I was satisfied with my role in Saturday's activities.	28	39.3%	42.9%	82.1%
12. The location of Saturday's events was a good choice.	29	27.6%	48.3%	75.9%

## Day 2: Sunday's Activities

The agreement levels for Day 2 activities were very high, ranging from a low of 82.8% to a high of 100.0%. All respondents agreed with 5 of the 12 statements about Sunday's activities. This included all respondents to agree that the mock assembly helped students learn about what occurs during an assembly session [Q17] and all to agree that students had the opportunity to interact with each other during the dinner [Q22]. Three-quarters (75.0%) of respondents chose the "strongly agree" rating for these two statements.

Table 3: Sunday's Activities

Sunday's Activities	n	Agree	Strongly Agree	Total Agree
13. The party caucus helped students learn about what occurs during this process.	26	34.6%	53.8%	88.5%
14. Students were engaged during the party caucus.	26	42.3%	46.2%	88.5%
15. The time to rehearse before the mock assembly was helpful for students.	29	31.0%	69.0%	100.0%
16. The speeches given by Assembly/Senate members and guests were relevant and interesting to the students.	29	31.0%	69.0%	100.0%
17. The mock assembly helped students learn about what occurs during an assembly session.	28	25.0%	75.0%	100.0%
18. Students were engaged during the mock assembly.	28	32.1%	67.9%	100.0%
19. Students in specialty roles were adequately prepared.	28	46.4%	39.3%	85.7%
20. The mock assembly was a success.	29	27.6%	65.5%	93.1%

Table continues on the next page.

Table 3: Sunday's Activities (continued)

Sunday's Activities	n	Agree Strongly Agree	Total Agree
21. The student recognition dinner helped students to reflect on and celebrate the Institute.	29	 37.9% 55.2%	93.1%
22. Students had the opportunity to interact with each other during the dinner.	28	 25.0% 75.0%	100.0%
23. Students had the opportunity to interact with educators, appointed officials or business leaders during the dinner.	29	 44.8% 37.9%	82.8%
24. I was satisfied with my role in Sunday's activities.	28	 28.6% 64.3%	92.9%

### Day 3: Monday's Activities

Lastly, when asked about Monday's activities all (100.0%) of the staff and volunteers agreed that Dr. Stephen Birchak's talk was valuable for students [Q25] and 90.0% agreed that it was valuable for students to visit legislators [Q27]. Slightly fewer, but still the majority (73.7%), agreed that the College Board workshop had been informative for students [Q26].

Table 4: Monday's Activities

Monday's Activities	n	Agree Strongly Agree	Total Agree
25. The talk on civic participation and advocacy by Dr. Stephen Birchak was valuable for students.	28	 46.4% 53.6%	100.0%
26. The College Board workshop was informative for students.	19	 52.6% 21.1%	73.7%
27. Our students found it valuable to visit legislators after the morning session.	20	 45.0% 45.0%	90.0%

### 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 weekend.

### General Statements

Overall, respondents were very positive regarding the Institute with agreement levels for these statements ranging from a low of 75.0% to a high of 100.0%. All (100%) respondents agreed with 8 of the 13 statements. This included all respondents to agree that the Institute helped students better understand the legislative process [Q30], develop or enhance their abilities, such as their communication skills [Q31], and learn skills they will be able to apply to their future goals [Q38]. The lowest rated item referred to whether there was adequate support provided for students with limited English [Q32], but the majority (75.0%) still agreed with this statement.

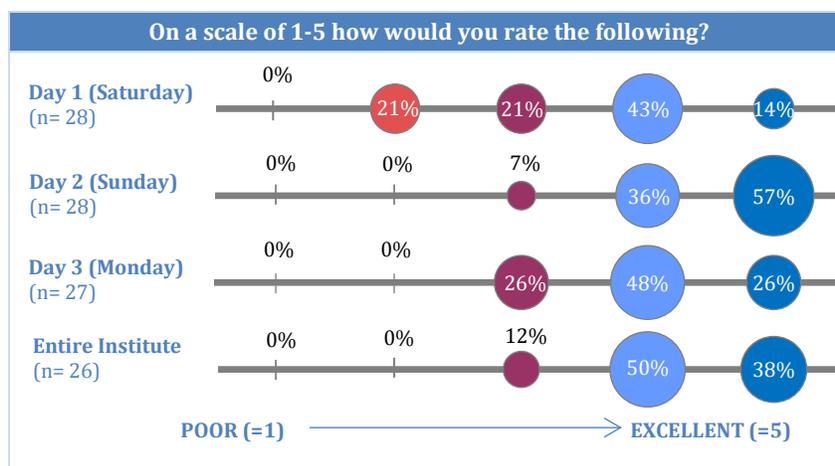
Table 5: General Statements

General Statements	n	Agree	Strongly Agree	Total Agree
28. The Institute was well-organized.	28	42.9%	42.9%	85.7%
29. I was satisfied with my involvement in the Institute.	29	37.9%	51.7%	89.7%
30. The Institute helped students better understand the legislative process.	29	27.6%	72.4%	100.0%
31. The Institute helped students develop or enhance their abilities, such as their communication skills.	29	27.6%	72.4%	100.0%
32. Adequate support was provided for students with limited English.	28	28.6%	46.4%	75.0%
33. There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	29	34.5%	44.8%	79.3%
34. I am glad that I participated in this year's Institute.	29	27.6%	72.4%	100.0%
35. I would encourage other staff and volunteers to participate in the Institute.	29	24.1%	75.9%	100.0%
36. I think the students are glad they participated in this year's Institute	29	17.2%	82.8%	100.0%
37. I think the students made connections at the Institute that will help them achieve their college and career goals.	29	34.5%	62.1%	96.6%
38. Students will be able to apply what they learned to their future goals.	29	27.6%	72.4%	100.0%
39. The Institute was motivating and inspiring for students.	29	20.7%	79.3%	100.0%
40. The Institute was motivating and inspiring for me.	29	27.6%	72.4%	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 one-half (57%) rating it as excellent. Overall, 88% of respondents rated the entire three-day Institute a “4” or “5”.

Figure 1: Overall Rating



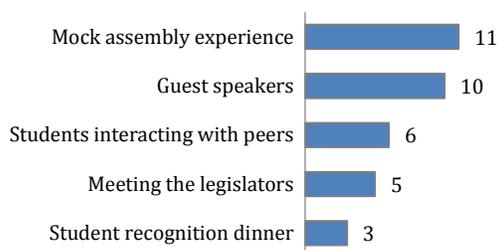
## Written Comments

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 and the speeches given by the guest speakers, including Dolores Huerta, Assemblyman Phil Ramos and Assemblyman Marcos Crespo.

Figure 2: “Most Effective” Comment Codes by Number of Staff (n=25)



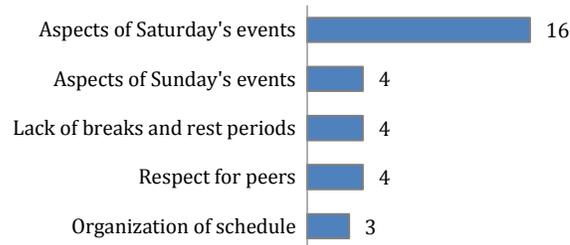
### Examples of “Most Effective” Comments

- *The opportunity to be on the assembly floor, meet members of the assembly, and connect with their peers.*
- *The chance for students to debate and be present with 220 other Latinos in the State Assembly chamber is extremely powerful. Like many upstate schools, ours is one where Latinos are a very small minority and both staff and students can feel isolated. After PR/HYLI, we return energized, proud, and connected.*
- *The mock assembly experience. Students meeting others from New York State. The students were more confident understanding Roberts Rules. The speaker was poised, focused, and respectful. The generous contributors to PR/HYLI scholarships.*
- *The chance for students to connect with peers from across the state and motivate each other.*
- *The students created beautiful presentations on Saturday and worked very well together. They also had the opportunity to meet students from all over the state and build life-long friends. I believe the most memorable part was meeting the assembly members.*
- *The hands on experience. The students got to learn the state legislative process during the mock assembly.*
- *The assembly experience, banquet, scholarship presentation, and elected officials (speakers).*
- *Relationship building and uniting students as a Hispanic community.*
- *Caucus party.*
- *Assemblyman Ramos and Dolores Huerta. Information regarding what undocumented students can do to go to college.*
- *Sunday's activities and the visits with the Assembly members.*
- *All the teachers and chaperones were helping.*
- *The most effective portion of the Institute was actually holding an assembly session in the actual building. The team building technology piece was highly effective as far as collaborating and exposure to social justice issues.*
- *The opportunity to experience the government process concretely.*
- *The preparation with those in specialty roles.*
- *Logistics to flow from one activity to the next. Guest speakers, legislators, participants, and speakers.*
- *Marcos Crespo's speech and Phil Ramos's speech. Republican caucus was very organized. Mock assembly. Dolores Huerta was so inspirational but too bad students didn't have an opportunity to interact with her.*
- *The project idea was great. We always appreciate the extra effort made for our delegation's early arrival.*
- *Speakers were motivational and empowering. Holding all student conferences at hotel.*

## 👉 What was least effective?

When asked to discuss the least effective aspects, most of the comments focused on various aspects of Saturday's activities. This included the technology component and the overall organization of the teambuilding activities.

Figure 3: "Least Effective" Comment Codes by Number of Staff (n=23)



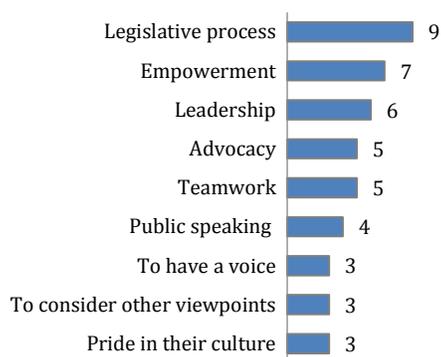
### Examples of "Least Effective" Comments

- *Plan for iPad. Prepare chaperones a little ahead of time on what the project will require them to do. Present all projects to whole group or be ready to do so if people don't have phones/minutes or if downloads don't work.*
- *There was a great deal of miscommunication with regards to the work session on Saturday night. Our room was changed without our knowledge and the presenters did not really communicate to the group leaders their clear objectives. There was no cohesion to the activities nor connections to the purpose for the students. Many of them were confused, because we were confused.*
- *A few too many speeches that students had to listen to. Long explanation of how scholarship essays were scored – unnecessary and boring for students. Day 1 activities extremely disorganized, unclear, and at the end lots of wasted time. Needs to be better organized. Student moderators need more support/time limits.*
- *Small groups on Saturday needed to be in relatively quiet rooms. Pool side was not a good choice for location. Students spend too much time sitting on Saturday. Think of ways to engage them (getting them up and moving around) while working on meaningful projects. Although the NYC bus was not in PR/HYLI's control, it threw the entire Saturday events off by a couple of hours.*
- *The Saturday activities where students were challenged to create a social entrepreneurial project was educational, but the technical requirements did not measure up to the task.*
- *When an adult told the NYC students to sit-down (during the mock practice) from the podium because they were prepared and this practice was for everybody else, the inference was the upstate delegations were not prepared. This was troublesome to some of our students who for a moment doubted themselves.*
- *ELLs had no language support during the teambuilding activities. All student presentations should have been displayed at the networking event. Trainers for the teambuilding activities were not adequately prepared, nor versed in the technology. Many students did not have the opportunity to speak at all during the mock assembly. Students in special roles during the assembly did not always speak respectfully to their peers.*
- *The schedule on Saturday was too behind (some things should have been removed). The final project was rushed for the students (too complex for the amount of time given). Not all students were able to speak at the assembly.*
- *The presenters/trainers on Saturday were very disorganized and did not know how to use the app needed for the presentation. If you are encouraging all ELLs to come to this Institute, you must make sure the trainers know Spanish, and are able to communicate with the students. Additionally, all student presentations should have been shown on the screen. They put in a lot of time and effort and they should have been rewarded for it. The mock assembly needed more adult supervision. The students were very rude to each other. Also, every student should have had the opportunity to speak and not be interrupted. There needs to be more respect from peers.*
- *The kids were pretty exhausted but that is normal for PR/HYLI weekend. Probably Saturday's venue was the weakest link in the weekend.*
- *The LCI activity was great but the paperwork needs to be simplified and modified. The criteria was excellent but the roll out needs a bit of streamlining. Trainer and student packets should be given to trainers.*
- *The ice breaker activity – too formal to actually get students out of their shy zone. The presentation activity with the iPad was not organized at all. We can't assume that all students have a cellphone or are actually familiar with technology. The presenters during this activity needed to be more informed about how the app works.*

## ☆ What do you think students learned during the Institute?

Several staff and volunteers indicated that the Institute has given students a better understanding of the legislative process and has empowered students to be an agent of change. Others felt the Institute has given students more leadership and advocacy skills, and has strengthened their ability to work as part of a team.

Figure 4: “Students Learned” Comment Codes by Number of Staff (n=24)



### Examples of “Learned” Comments

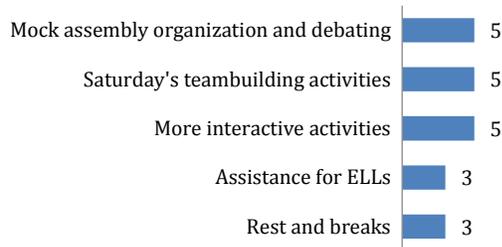
- *Power of advocacy. Importance of serving their community.*
- *What it means to be Latino. To be proud and follow your dreams. They found their voice.*
- *The students learned the legislative process and how to debate bills. They learned that if you are passionate about something, you need to fight for it.*
- *I think the students gained awareness and exposure that was life changing. Phenomenal experience and well planned opportunities to grow as leaders.*
- *They found their voices! They learned leadership, public speaking, and responsibility.*
- *Power of advocacy. Importance of serving their community.*
- *Every year it amazes me how many students gain confidence in themselves and realize that they truly are leaders or leaders in the making.*
- *Teamwork. How to work with new teammates to achieve a goal in a set time. To adapt to a new environment. They learned about strengths and talents they didn't know they had.*
- *Students learned the value of participating in government and using their voice.*
- *How to network and be advocates for themselves and others. The power one person has to make change. The legislative process. Self-confidence, poise and how to listen and work with a team.*
- *Communication skills. The power of their opinion. That there are people having the same obstacles as they have, and still fighting for a better future. The importance of education.*
- *To get involved (taking on an issue and coming up with solutions), collaboration and working in groups, and using technology.*
- *That the Assemblymen/women represent them and are willing and eager to hear their ideas and experiences. That there are other Latinos across NYS facing the same challenges as they have and they have the power and ability to stand, be heard and be an active participant in government. That they can shape legislation.*
- *Importance of legislative process and the importance of voting. Leadership rules, better public speaking, and teambuilding. Giving back to community. That it only takes one to make a difference. Education is valuable. Don't give up!*
- *Advocate for what is right.*
- *Community involvement, Hispanic self-identity, self-efficacy, legislative process, effective advocacy.*
- *Students were able to learn more about the legislative process. They were able to gain networking and public speaking skills.*

## ✍ 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, they discussed aspects of the mock assembly and Saturday’s teambuilding activities. This included

finding ways to let more students speak during the mock assembly, tweaking the student teambuilding activities so that students and staff better understand what is required, and providing more support for English language learners.

Figure 5: "Ideas" Comment Codes by Number of Staff (n=23)



### Examples of "Ideas" Comments

- *Mock assembly time was wasted on trying to handle students "point of information" and "point of personal privilege." This should be limited in some way. Perhaps instructions to the speaker on how to handle this issue ASAP. For Saturday, a computer tech needs to meet with staff before the session, so staff understands the technology beforehand. Also, instructions need to be written down for students to follow. The instructions that students received changed and or were added to throughout the day. Students were flexible, but stressed and frustrated (e.g., the time frame for video products vs. services focus). Video clips needed to be presented full screen so all can see, cell phones were cumbersome.*
- *The chaperones felt that even having the Saturday session's facilitator guide ahead of time did not give them information regarding the project itself. Knowing what the students were expected to develop would help the chaperones prepare better. All adults should have guidance as to appropriate behaviors when speaking with students from other delegations. Everyone needs to understand we have one common goal and that is to collectively have a successful mock assembly. It should never be inferred that this process is one against the other.*
- *The facilitators need more training and must know in detail about what they are teaching. End the presentations earlier, they were way too long.*
- *Let the students sleep more. Create more specific instructions for workshop activities. More activities during Monday morning sessions.*
- *More time for debating. Better structure for debating. New/improved protocol. Don't say all kids will have a chance to speak and then cut them off. They work hard for debating.*
- *Please try to get other delegations to arrive early if possible. The location is too small and maybe a bigger location to hold all students.*
- *Better language support for ESL students, better scaffolds.*
- *Would like to see a better prepared teambuilding activity time. Those of us who were helping needed more guidance to be better equipped to help students focus on projects. Also, clear rubric for assessing projects.*
- *The semi-finalist of the project could have been shown on the screen instead of viewing them online. Many had no phone and had difficulty viewing the videos to be able to vote correctly.*
- *Everything needs to be translated into Spanish, just so the newcomers don't feel intimidated by the language. This will allow them to express their full potential.*
- *Students should have the chance to mingle and network with each other.*
- *Give out scholarships starting from lowest amounts to top amounts to help build excitement. More support in Spanish/speeches in Spanish. All documents/homework/activities should be translated for students who are ELL.*
- *Change Saturday's venue. Otherwise great.*
- *Meeting with legislators in Albany before weekend session.*
- *Have a college application/finding scholarships sessions.*
- *Perhaps consider having students go home Monday morning. They had a difficult time focusing on the exceptional workshops on Monday.*
- *Having activities be shorter (the days are very long for students). Activities that are better aligned for the students.*
- *Get bills earlier in December so students can review and research before we start training with students.*
- *Create a protocol for having students line up to speak when time is running short. Can seniors have priority, who haven't spoken yet? It would have been better not to subject students to negative comments from adults regarding their preparedness for the assembly or any comments for that matter.*
- *The scholarship essay checklist was unclear. Keep track of students who have already spoken during the assembly so all who wish to speak have an opportunity.*

## **APPENDIX G | Mini-Case Study Interview Protocols**

**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?*
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?