



Spring 2020

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

Evaluation Report

Prepared for

*The New York State Education Department
Office of Bilingual Education and World Languages*

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INCORPORATED**

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

Evaluation Report

Submitted October 2020

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Executive Summary

Program Overview

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) is a collaborative effort of the New York State Legislature’s Puerto Rican/Hispanic Task Force, the annual Somos El Futuro conference, the New York State Education Department’s Office of Bilingual Education and World Languages (OBEWL), the New York City Department of Education, and the Questar III Board of Cooperative Educational Services (BOCES). This initiative, first established in 1990 with State funding secured through the advocacy of the Honorable Assemblyman Angelo Del Toro, is designed to empower Hispanic/Latinx students through a program that provides the opportunity to experience and learn firsthand about New York State’s legislative process.

The goals of the Angelo Del Toro PR/HYLI program include:

- developing students’ leadership skills;
- creating opportunities for Hispanic/Latinx students to interact with positive adult role models;
- creating partnerships and conversations among educators, business leaders, and students; and
- developing Hispanic/Latinx students’ understanding of the NYS legislative process.

Following a fall train-the-trainer session where Questar III BOCES staff trains the delegation leaders, the annual Institute is rolled out in three phases:

Phase I: training in regional delegations,

Phase II: a three-day institute at the State legislature, and

Phase III: follow-up activities.

Each year, high school students representing seven regional delegations located throughout the state participate in the Institute.

Key Findings - Phase I: Training in Regional Delegations

- Delegations used a variety of recruitment strategies to reach as many potential candidates as possible. The most commonly used strategies were reaching out to district and school staff, and reaching out to past PR/HYLI alumni. Staff involved in recruitment found the strategies used to be generally successful.

- Suggestions for further improvement of recruitment included reaching out to non-conventional schools and programs; increasing the involvement of responding schools; and providing a video presentation.
- Varied selection criteria also contributed to inclusivity, while helping ensure the qualifications of participants. The most commonly employed criteria were grade level, GPA, an application essay, staff recommendations, existing leadership skills, and parent consent. Delegation leaders agreed that the criteria used were successful.
- This year, all seven delegations admitted large majorities of applicants, further confirming the success of the recruitment process, while also emphasizing inclusivity.
- Training topics reported by instructional staff demonstrate that all delegations were following the expectations defined in the training manual.
- Overall, substantial to large majorities of students reported that they learned “a lot” about all of the topics addressed in Phase I training. Almost all respondents said they learned “a lot” about how to develop an argument for or against a bill.
- Instructional staff felt that most aspects of the delegation training phase worked well, owing to well-prepared trainers, the benefits of positive role models, parental involvement, online learning and organizational tools, and selection of bills for research that were of interest to students.

Recommendations for Phase I

- The biggest reported challenges to Phase I training were related to time constraints and scheduling. In the past, some delegation leaders had suggested starting Phase I earlier in the year. Where possible, this strategy could help address both of those challenges.
- As suggested by some of the staff comments:
 - Carefully consider the trade-offs between dedicating training time to guest speakers versus interactive student activities.
 - Improve inter-delegation communications to help standardize training and share best practices.
 - Create a virtual network to amplify students’ voices, and to enable students to interact with peers outside their district.

Key Findings - Phase II: PR/HYLI Three-Day Institute in Albany

- Additional selection criteria used to determine which students could attend the institute included giving priority to seniors, interest in the process, attendance rates, engagement, work ethic during Phase I, and completion of an application. Selections were determined collaboratively by all trainers within each delegation.
- In some cases, staff were able to facilitate students' ability to attend through individual coaching, or helping with costs for obtaining appropriate attire. All delegations also provided transportation to Albany.
- As in past years, responses on the survey indicated that almost two-thirds (65%) of this year's staff had also participated in PR/HYLI last year. This pattern underscores staff's and volunteers' loyalty to the program and their perception of its desirability.
- More than half of the Phase I students were selected to attend the institute, providing a group of participants that exceeded the statewide contractual goal for the number of institute participation by 25%.
- A vast majority of students agreed that they enjoyed and were inspired by the Institute. They also felt that they had learned and gained a lot from most of the activities and their overall experience.
- An overwhelming majority of Institute participants expressed overall satisfaction and a sense of accomplishment with the skills that they had developed and the goals achieved through the Institute.
- Among staff and volunteers who were at the Institute, even larger proportions rated many of the activities offered throughout the weekend as very valuable for students and also for themselves.
- Accomplishments of the Networking and Cultural Reception held before curfew on day 1 demonstrated great improvement over the prior year. Whereas prior year comments had described the event as un-engaging for students, this year the large majority of students, and an even larger majority of staff, considered it a good opportunity for students to network.

Recommendation for Phase II

The primary recommendation that emerged for the Albany Institute was that both staff and student survey respondents continue to request more time for students for rest, socializing and relaxation, including sufficient time for sleep.

Key Findings - Phase III: PR/HYLI Follow-Up Activities

- Six of the seven delegations planned to offer a follow-up event this year, despite obstacles such as scheduling and transportation. However, these plans were severely hampered by the pandemic. Nevertheless, at least three delegations did succeed in facilitating a virtual reunion.

Recommendations for Phase III

- Although reunion events were severely hampered this year by the pandemic, for future programs, staff should bear in mind the opportunities available through reunions to help reinforce program benefits for students that did not continue to Phase II.
- The use of virtual reunions that was necessitated this year by the pandemic, could also help facilitate some of the more typical obstacles to convening reunions that are encountered every year, including issues of scheduling at the end of the school year, transportation and budget. Along these lines, the same recommendations that were offered last year remain relevant, including:
 - online platforms that would allow for a continuous connection between participants;
 - offering post-program support in traditional areas (such as advocacy, volunteering, or college applications) through online resources; and
 - fostering virtual social and reunion activities.

Key Findings – Alumni Survey for Seniors

A survey was administered to all participants of any part of the PR/HYLI program (Phase I and/or Phase II) who were seniors in 2019-20. This survey was designed to provide additional insight into the program’s continuing impact on its participants. Unfortunately, again due to the disruptions of the 2020 pandemic, response rates to this survey were too low to be interpretable. Among those that did respond, however, the over-representation of students who had attended the institute compared to those who did not means that the latter group’s voices were even less reflected in these responses.¹ To obtain a better understanding of the benefits obtained by those participants who do not attend the institute, it is important to continue to explore strategies to obtain response rates that are more representative of both sub-groups.

¹ Specifically, 85% of survey respondents had attended the institute, even though only about half of all Phase I participants had been expected to do so.

Conclusion

The activities provided through the PR/HYLI Regional Delegation Trainings, Albany Institute, and follow-up activities and reunions strongly reflected the program's goals² of developing students' leadership skills; creating opportunities for students to interact with positive adult role models; creating partnerships and conversations among educators, business leaders, and students; and developing students' knowledge of the New York State legislative process.

Survey ratings and comments continue to consistently underscore participants' high levels of satisfaction with the program's outcomes, including the scope and depth of content that was learned and applied in experiences, and in their skills, aspirations, attitudes and their prospects for future opportunities.

The inability for most delegations to conduct follow-up activities, and the poor survey response rate from Alumni, were both caused primarily by the corona virus pandemic. As a result, we do not know how successful the delegations may have been in maximizing the engagement of, and benefits for, all participants, including those who do not go to Albany. We hope that all PR/HYLI delegations will remain vigilant in future years in ensuring the greatest impact for both groups. Some recommended strategies to accomplish this can be found in the 2019 report.

² Source:

Introduction

As stated on the website for the Angelo del Toro Puerto Rican Hispanic Youth Leadership Initiative (PR/HYLI)³, the New York State Assembly’s Puerto Rican/Hispanic Task Force annual Legislative Conference (also known as the Somos El Futuro conference) – established in 1987 – is the largest gathering of Puerto Rican/Hispanic civic and political leaders in the state. This conference has become a formidable public policy vehicle that allows for important policy and legislative initiatives of concern to Hispanic communities to be discussed and addressed at the state level. Through workshops, seminars and policy institutes, the conference also serves as a stage to acknowledge the significant contribution of Hispanics living in New York State.

PR/HYLI was the vision of the late Assemblyman Angelo del Toro, for whom it was named after his passing in 1994. In his life and work, Assemblyman del Toro captured the ideals and determination that bring together Hispanic/Latinx students, teachers, legislators and community leaders in Albany each year. The institute works to empower these youth to advocate for their interests, and they can look to Angelo del Toro’s life as an example of what is possible for those who believe in themselves and their potential.

Evaluations of the annual Institutes have been conducted by an independent evaluator each year since 2013. Due to a change in the funding structure beginning in the 2017-18 school year, at the request of the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED), Measurement Incorporated (MI) assumed the mantle of external evaluator for the PR/HYLI program as of spring 2018. This report presents the findings of MI’s 2019-20 evaluation.

³ PRHYLI.org

Program Overview

Background

In 1988, the New York State Legislature’s Puerto Rican/Hispanic Task Force sponsored the first Somos el Futuro legislative conference (“SOMOS”) to spread awareness and advocate for legislation, programs and services supporting the Hispanic/Latinx 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 hoped the Institute would help improve Hispanic youth’s understanding of 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/Latinx students from across New York State the opportunity to travel to Albany and experience the state’s legislative process firsthand.

It must be noted that the spring 2020 PR/HYLI program took place in the face of great challenges resulting from the worldwide COVID-19 pandemic. The first cases in the United States were diagnosed in January 2020, while the Phase I trainings (see Program Phases below) were in full swing, and the Albany Institute took place in March, only days before Governor Cuomo ordered the closing of all schools and most businesses. While the traumas of these extreme circumstances put a damper on survey response rates, they appear, based on evaluation findings discussed below, to have had little if any negative impact on the participation rates or quality of activities.

Program Goals

Today, PR/HYLI is a joint effort of the New York State Legislature’s Puerto Rican/Hispanic Task Force; the New York State Education Department’s (NYSED) Office of Bilingual Education and World Languages (OBEWL); Questar III BOCES; Somos el Futuro, Inc.; and the New York City Department of Education (NYC DOE). The overarching purpose of the Institute remains the same: to empower the state’s Hispanic/Latinx student population. To this end, the Institute has the following four major goals:

- To develop the leadership skills of Hispanic/Latinx students;
- To create opportunities for Hispanic/Latinx students to interact with positive role models, such as Puerto Rican/Latinx elected officials, educators, and business leaders;

- To create partnerships and conversations among educators, business leaders, and Hispanic/Latinx students; and
- To develop Hispanic/Latinx students' understanding of the NYS legislative process.

Program Participants

Each year, several hundred high school students are selected from amongst a pool of applicants, and receive training at one of seven PR/HYLI delegations representing different regions of New York State. Selection criteria are largely based on program expectations, but are also individualized by each delegation's delegation leader and trainers to align with their particular population. Selection criteria to participate in PR/HYLI training activities at the seven local delegations include written essays and letters of recommendation, as well as available space (more details about selection criteria are discussed as part of the presentation of the Phase I Staff Survey results below). Among these local student delegates, approximately 200 are selected to attend a three-day weekend Institute at the State Capital in Albany, which follows the initial delegation training phase. These students attend the institute along with adult trainers, chaperones and volunteers. Although the PR/HYLI contract supports institute attendance for 200 students, in recent years, the program has been able to accommodate considerably more than that. This past spring, across all seven delegations, over 250 students were reported to have attended.

Awards and Recognition

During the regional student training, each delegation elects one Outstanding Delegate based on locally determined criteria such as student and staff recommendations, and program attendance and participation. Participating seniors also have the opportunity to apply for Angelo Del Toro College Scholarships, which are sponsored by Somos el Futuro, Inc., with essays scored by a scholarship committee. Outstanding Delegates and scholarship winners are recognized at an awards dinner during the Albany Institute.

Other opportunities for students to highlight their aptitudes are provided through roles that they assume during a mock assembly, such as speaker of the assembly, the minority and majority leaders, and the governor. PR/HYLI coordinators work with the delegations to determine which roles will be filled by each region, and the delegations then select and train students to assume these roles when they arrive in Albany.

Program Phases

The annual cycle of the PR/HYLI program includes a "train-the-trainers" session, followed by three distinct phases for students: Phase I: Training in Regional Delegations, Phase II: PR/HYLI

three-day Albany Institute, and Phase III: PR/HYLI Follow-up Activities. Activities conducted during each of these phases are summarized below.

Train the Trainers.

To prepare for the delegation trainings and annual Institute, staff from The Leadership Program of New York City provides a full-day leadership training for RBERN staff from all regions to serve as delegation leaders and instructors. This training, which was offered both in Albany, NY and in New York City (in October, 2019 and November, 2019, respectively) prepares staff to train student delegates. The Train the Trainers sessions are centered on the *PR/HYLI Training Manual*, created by Questar III, which was updated this year to bring it in alignment with the Next Generation Learning Standards for ELA.⁴ The manual provides a detailed outline of 13 modules in five student training sessions, addressing topics such as teambuilding, leadership, how a bill becomes law, advocacy, debating techniques and decorum for the weekend in Albany.

Highlights of the Train the Trainer sessions included the following (see Appendix I for the program and activity overview):

- Discussion of best practices and continuity among delegations;
- Defining leadership;
- Expected components of each lesson, including strategies to stimulate critical thinking, integrate the theme of leadership, and differentiating the lesson; and
- Development and sharing of sample lessons for selected modules from the training manual.

Phase I.

Students apply and are selected to participate in a series of trainings in their local delegation, which typically take place two months ahead of the PR/HYLI event in Albany. According to the program's training manual, students are required to receive a total of 30 hours of training, which is designed to increase their knowledge of the legislative process and develop their public speaking, teamwork, and leadership skills.

⁴ The most recent training manual can be found at <https://PRHYLI.org/wp-content/uploads/2019/11/PRHYLIManual2019-20.pdf>.

Phase II.

For Phase II, students head to Albany for a three-day institute where they have the opportunity to apply what they learned during their delegation's regional trainings. The first day of the 2020 Albany Institute included a keynote speaker; leadership workshops with The Leadership Program of New York City, SUNY Buffalo, Vassar College, and Adelante Student Voices; guest speakers; and a networking dinner. On Day 2, students participated in party caucuses, a briefing on the legislative process, a mock assembly session and a student recognition dinner. The third and final day included a guest speaker, a panel of PRHYLI alumni and visits with legislators.

Phase III.

For some delegations, the final phase of the PR/HYLI program includes a follow-up activity such as a delegation reunion. These reunions involve activities and events where the new PR/HYLI alumni can continue to develop their leadership potential.

Activities in all three phases are aligned with the NYS Common Core Learning Standards (CCLS) and the Next Generation Learning Standards (NGLS), and are designed to help prepare students to be college and career ready.

Overview of the Evaluation

To maintain comparability of results across years, this year's evaluation focused on the same research questions and, for the most part, reproduced the same surveys and feedback forms that had been used in prior years to get feedback on program quality (formative evaluation) and impacts (summative). While the essential research questions remained the same, however, some data collection procedures were modified in order to obtain deeper insights into program success. These included the following:

- In lieu of the original Phase I "Progress Report," more detail was obtained through a full Phase I staff survey, which was administered before the end of Phase I to all delegation leaders, trainers and other delegation staff with any role in Phase I training. In addition to descriptions of the training (numbers of applicants, numbers of participants, focus of training, *etc.*), this survey explored details of the recruitment strategies and selection criteria used and how effective respondents felt these strategies were, as well as how successful they felt different aspects of training were.
- For the Alumni Survey, as in the prior year evaluation, the evaluator again requested that the survey be targeted to a more representative sample, including all participating 12th graders just before they graduated high school, regardless of whether or not they attended Phase II. To improve response rates, this survey was streamlined somewhat from the prior year,⁵ but still focused on the same basic themes: parents' education, participants' own college and career aspirations, and their perceptions of the program's impact on their own skills and perspectives.

Methodology

Data Sources

In addition to background information on the PR/HYLI website, conversations with PR/HYLI's Statewide Coordinator, and reviews of documentation provided by Questar III, the following sources of data were used to provide information about program operations and evidence about outcomes.

⁵ It should be noted that response rates for the Alumni survey may have been suppressed due to the COVID-19 pandemic and associated school closures, which added a great deal of stress to many families' lives.

Train the Trainers.

Information about the purpose and content of the train-the-trainers process was obtained primarily from the *PR/HYLI Training Manual*, which serves as a training guide for facilitators/trainers for pre-institute delegation trainings, as well as a review of other documentation (training agenda and description) provided by Questar III, and conversations with Questar III staff. This training is designed to provide all delegations with a set of objectives and resources to prepare student delegates who attend the yearly institute.

Phase I Staff Survey (see Appendix II).

At the end of the training in the delegations and prior to the Albany Institute, each delegation leader, and all other delegation staff involved in each of the PR/HYLI Phase I trainings (as identified by the delegation leaders) were asked to complete a survey regarding their delegation's recruitment, selection, and training activities, as well as details on the selection of their Outstanding Delegate. These surveys also elicited ratings and reflections on what worked well in each of these areas and what could be improved, and plans for reunion events or other post-institute follow-up. Surveys were received from 28 delegation staff representing all seven delegations, including all delegation leaders. However, because the delegation leader for Monroe was new to the role this year, she was unable to answer many of the survey questions; and unfortunately due to disruptions from the COVID-19 pandemic, other staff from the Monroe delegation were unable to return the Phase I surveys.

Phase I Student Survey (see Appendix III).

At the last session of the regional training phase, participating students were asked to complete an evaluation form, through which they reported on the content and format of their training sessions' activities, how much they felt they learned about different topics, and their perceptions of their experience in the training. Students were also asked to comment on how they expected to use what they learned, and whether they had any suggestions for improving the trainings.

All 497 students who attended the program⁶ were asked to complete the Phase I surveys. Surveys were received from 255 students, for an overall response rate of 51%, as shown in Table 1 below. About half of respondents (53%) were in 12th grade, while almost all of the rest were in 11th grade. A fourth of survey respondents (26%) reported that they had also participated in the program the previous year (spring 2019).

⁶ According to delegation leaders' reports.

**Table 1. Phase I Student Survey:
Response Rates by Delegation**

Delegation	Reported # of Regional Training Participants	# of Survey Responses	Response Rate
Capital	56	31	55%
Hudson Valley	82	30	37%
Long Island	77	36	47%
Monroe	11	10	91%
New York City	200	99	50%
Syracuse	43	31	72%
Western New York	28	18	64%
Total	497	255	51%

Phase II Staff/Volunteer Survey (see Appendix IV).

At the conclusion of the Albany Institute, attending staff and volunteers were asked to complete an institute evaluation form. This survey asked respondents to rate and comment on whether they agreed about various indicators of program quality for each of the three days of the institute, including specific activities and keynote speakers, as well as their perceptions of the institute as a whole. Respondents also commented on what aspects of the institute they felt were most and least effective for students and what they felt students learned from it, as well as any recommendations for improvement. Finally, the respondents were asked to use a 5-point scale to rate the overall quality of the institute.

Delegation leaders reported that there were a total of 42 staff across all delegations.⁷ These surveys, which were addressed to both staff and adult volunteers, were received from a total of 43 respondents; however, since the delegations did not document the exact number of volunteers, response rates are reported in terms of regular staff, which included a total of 29 respondents, or 69% of the 42 regular staff. Other statistics from the survey responses are based on all respondents – two-thirds (68%) of whom had attended the institute last year. Details are summarized in the table below.

⁷ In New York City, the number of regular trainers present per training session, as reported on the Phase I survey from the Delegation Leader, was substantially higher than the total number of regular staff that was reported for the contacts sheet.

**Table 2. Phase II Staff/Volunteer Survey:
Response Rates by Delegation**

Delegation	# of Staff per Delegation ^(a)	# of Responses	Response Rate
Capital	6	4	67%
Hudson Valley	5	5	100%
Long Island	4	6	100% ^(b)
Monroe	5	2	40%
New York City	9	16	100% ^(b)
Syracuse	6	4	67%
Western New York	7	6	86%
Total	42	29^(b)	69%^(b)

^(a) As reported by delegation leaders

^(b) Figures include regular staff only. The response rates of 100% from the Long Island and NYC delegations include volunteers and chaperones. Because such staff were not included in the counts of staff provided by each delegation, they are not included in calculations of response rates.

Phase II Student Survey (see Appendix V).

Students completed a similar institute evaluation form which asked for their rating of the same quality indicators that staff and volunteers responded to, as well as additional ratings relevant to the students' perspective of the institute. Students were also asked to comment on what they liked the most and least about the institute, how they expected to use what they learned, and for any suggestions for improving future institutes. Surveys were received from 191 students, for an overall response rate of 75%, as shown in Table 3 below. The percentage of participants from each grade level was similar to that found in the Phase I survey, although 12th graders were slightly over-represented in the Phase II survey (61% vs. 53%). The percentage of returning participants was virtually identical on the two surveys, at 26%.

**Table 3. Phase II Student Survey:
Response Rates by Delegation**

Delegation	# "Expected" to Attend Institute ^(a)	# of Survey Responses	Response Rate
Capital	12	13	108% ^(b)
Hudson Valley	45	34	76%
Long Island	46	46	100%
Monroe	11	10	91%
New York City	99	44	44%
Syracuse	22	21	95%
Western New York	18	23	128% ^(b)
Total	253	191	75%

^(b) Based on delegation leaders' Phase I Staff Survey responses.

^(b) For the Capital and Western New York delegations, response rates greater than 100% were likely the result of decisions to accept more students to the Albany Institute than originally projected.

Observations of the Albany Institute.

A member of the evaluation team from Measurement Incorporated observed the second day of activities at the Albany Institute. Informal interviews of students and PR/HYLI staff were also conducted at this time.

Observations were conducted of the following activities:

- 9:20 AM - 11:00 AM Party Caucuses
- 11:00 AM - 11:45 AM Rehearsal/Briefing on Legislative Process
- 12:00 PM - 12:45 PM Networking Lunch
- 1:00 PM - 1:30 PM Greetings - Members of the NYS Assembly/Senate, and Guests
- 1:30 PM - 4:45 PM Opening Legislative Mock Assembly
- 4:50 PM - 4:55 PM Speaker of the House Closing Remarks

For each observed activity, the evaluator focused on what took place during the activity that would be expected to help contribute to the major program goals, namely:

- development of leadership skills;
- opportunities to interact with positive role models;

- partnerships and conversations among educators, business leaders and students; and
- development of in-depth knowledge of the state legislative process.

These observations were guided by a semi-structured protocol, presented in Appendix VI.

Spring/Summer Reunion Plans.

In their comments on the Phase I Staff survey, all delegations but one indicated plans to conduct post-institute reunion and follow-up activities. The planned focus for these events included celebrating student accomplishments, strengthening ties with the PR/HYLI community, and providing students with contacts and information that would support their continuing education and career aspirations upon graduation. The one delegation that was not planning a reunion indicated that, across their large delegation, transportation and scheduling had proven too great an obstacle for both students and staff in prior years.

Regrettably, by the time any of the delegations would have held their reunions, the pandemic had disrupted lives so deeply that Questar III staff requested that the Phase III reunion survey not be administered this year. Nevertheless, at least three delegations did conduct follow-up activities, as discussed in the Findings section, below.

Alumni Survey for Seniors (see Appendix VII).

An alumni survey for seniors, administered shortly before their graduation, was developed by the evaluator to obtain feedback from those who had participated in the 2019-20 PR/HYLI program.⁸ The purpose of this survey was to learn about respondents' current plans for further education, employment and/or volunteering post-high school and their long-term career goals, as well as to solicit their perceptions of the program's impact on those plans.

This survey was made available by the evaluator through an online web link, and each delegation leader was instructed by the Questar III Program Coordinator to forward this link via email to all 12th grade PR/HYLI participants who were graduating – regardless of whether or not they had attended the Albany Institute.

Completed surveys were received from a total of 101 participating seniors, representing approximately 33 percent of the estimated original group of 302 seniors, as shown in Table 4 below.

⁸ A small number of respondents in 11th grade who were not graduating were removed from the database before analyses.

**Table 4. Alumni Survey for Seniors:
Response Rates by Delegation**

Delegation	Total # of Seniors ^(a)	# of Survey Responses	Response Rate
Capital	42	6	14%
Hudson Valley	46	17	37%
Long Island	50	25	50%
Monroe	7	5	71%
New York City	121	32	26%
Syracuse	22	7	32%
Western New York	14	9	64%
Total	302	101	33%

^(a) Based on extrapolating the percent of students that each delegation leader expected to attend Phase II who were seniors (ranging from 50% to 75%), to the total number of Phase I participants in each delegation (see Table 1).

Although delegation leaders reported that almost half (49%) of Phase I participants were not expected to go to Albany, institute participants made up the large majority (84%) of Alumni Survey respondents. While this survey was administered earlier this year, in early May, in an effort to prevent the distractions of graduation from interfering with response rates, the much greater disruption of school closures and other stressors from the pandemic clearly had a severe impact on the response rate. Nevertheless, even despite these circumstances, the response rate of 34 percent was higher than the prior year. Because of the low response rate, however, survey results cannot be assumed to be representative of all participating seniors.

Research Questions

Following is a summary of the research questions that continue to guide the evaluation of the PR/HYLI program (see Tables 5 and 6).

Table 5. Research Questions – Formative Evaluation

Research Questions	Data Sources						
	Legacy and Extant Data & Documentation	Phase I Staff Survey	Phase I Student Survey	Phase II Staff/Volunteer Survey	Phase II Student Survey	Phase III Progress Reports ^(a)	Alumni Survey
Are local delegations recruiting and selecting their intended population?	✓	✓					
Are local delegations providing sufficient regional training?		✓	✓				✓
Are the activities of the Albany Institute being implemented as intended?	✓			✓	✓		
Does the PR/HYLI program offer students and adults opportunities to reflect on the successes and challenges of the program following the Albany Institute?		✓					✓
What activities are delegations pursuing to continue the development of student participants?		✓					
Are student participants satisfied with the training in their regional delegations?			✓				✓
Are delegation leaders satisfied with the pre-institute process?		✓					
Do students and adults enjoy the Albany Institute?				✓	✓		
Do students and adults find the activities during the institute meaningful and relevant?				✓	✓		✓

^(a) This survey was not conducted this year due to disruptions from the COVID-19 pandemic.

Table 6. Research Questions – Summative Evaluation

Research Questions	Data Sources					
	Phase I Staff Survey	Phase I Student Survey	Phase II Staff/Volunteer Survey	Phase II Student Survey	Phase III Progress Reports ^(a)	Alumni Survey
Does the training in regional delegations and the PR/HYLI institute increase students' leadership skills? [Phase I and Phase II] ^(b)		✓	✓	✓		✓
Does the training in regional delegations and the PR/HYLI institute increase students' understanding of the NYS legislative process? [Phase I and Phase II] ^(b)		✓	✓	✓		✓
Do students have opportunities to network with positive role models? [Phases I, II and III] ^(b)	✓	✓	✓	✓		
Does the PR/HYLI program help create partnerships among educators, business leaders and students? ^(b)						
Does the PR/HYLI program enhance academic achievement for Hispanic/Latinx youth?		✓	✓			✓
Does the PR/HYLI influence the educational opportunities available to participating students and the choices they make for their future?			✓			✓
How do students influence their schools and communities following their participation?						✓

^(a) This survey was not conducted this year due to disruptions from the COVID-19 pandemic.

^(b) Reflects one of the four major goals for participating students, as established in the Request for Proposals from organizations to act as delegations.

Data Analysis

The following analyses have been used to extract highlights from the above data sources.

Quantitative data from staff and student surveys:

- Major trends in the overall response rates to each survey and in responses to individual survey items were identified using descriptive statistics (frequency distributions, means, and cross-tabulations).

Qualitative data from staff and student surveys and institute observations:

- Comments in student and staff surveys, as well as trends that arose from observations of the institute were reviewed for themes and examples that provide insights into the trends in the quantitative data.

Strengths and Limitations of the Research Methodology

The validity of findings from this study was strengthened by the use of a mixed-methods approach combining quantitative and qualitative data sources, which provided perspectives from a variety of groups that participate in or run the program. In addition to quantifiable data from the surveys, the open ended items in each of the surveys, observations of the Albany Institute, and comments from institute participants were reviewed and analyzed to reveal distinct thematic categories.

Insights from delegation leaders and student participants were essential for providing a deeper understanding of the program's impacts; however, it should be noted that the findings of this evaluation are limited to participants' perceptions and self-report.

Finally, it is important to reiterate that most of this year's program, and virtually all of the evaluation activity, took place amidst a global pandemic that undoubtedly contributed to lower response rates in some cases, and may also have also impacted respondents' perspectives.

Program Activities and Outcomes⁹

Phase I: Training in Regional Delegations

Student training at the seven regional delegations took place, for the most part, during the two months preceding the March 2020 Albany Institute. Following is a summary of these training activities from the seven delegations.

Recruitment of Potential Participants

The delegations used a variety of participant recruitment strategies. This year’s expanded Phase I Staff Survey asked all staff to report on what strategies they used and how successful they found each strategy to be. Following is a summary of the strategies used by at least one of the staff respondents from each delegation.

**Table 7. Phase I Staff Survey:
Participant Recruitment Strategies Used, by Delegation**

Delegation	Strategy Used?					
	assistance from districts/schools	assistance from PR/HYLI alumni	assistance from governmental agencies	assistance from community or family organizations	Online recruitment tools	Other recruitment strategies
Capital	Yes	Yes	No	--	Yes	No
Hudson Valley	Yes	Yes	No	--	Yes	No
Long Island	Yes	Yes	Yes	Yes	Yes	Yes
Monroe	--	--	--	--	--	--
New York City	Yes	Yes	Yes	Yes	Yes	Yes
Syracuse	Yes	Yes	Yes	Yes	No	Yes
Western New York	Yes	Yes	No	--	No	No

Among the six delegations that were able to respond¹⁰, all delegations reached out to large districts and schools through those institutions’ staff. In contrast to the previous year, when only two of the delegations reported using past alumni to appeal to potential applicants, this year all six of the reporting delegations reported having done so. Online recruitment tools were

⁹ Because of delays in initialization of Measurement Incorporated’s renewed contract with OBEWL, this year’s evaluation did not focus on the Train the Trainers activities. However, information about these trainings was obtained from Questar III staff.

¹⁰ As discussed under Data Sources above, Monroe was unable to respond to the Phase I survey due to staff turnover and the pandemic.

used by four of the six, and assistance from government agencies and community or family organizations were used by three delegations.

Other recruitment strategies mentioned by survey respondents included the following:

- Reaching out to a personal network of colleagues
- Visiting schools and speaking directly with students
- Reach out to parents
- Word of mouth
- Begin recruiting in September
- Involving ASPIRA staff

Those staff at each delegation who reported having participated in the recruitment process were also asked how successful they found each recruitment strategy to be. Since most delegations had more than one staff involved in recruitment, success ratings were averaged among all implementing staff within each delegation. These results are shown in Table 8 below.

**Table 8. Phase I Staff Survey:
Ratings of Success of Recruitment Strategies by Those Who Used Them
Mean Ratings by Delegation
(1= Did not work; 2= Needs improvement; 3=Worked well)**

Delegation	Strategy Used?					
	assistance from districts/schools	assistance from PR/HYLI alumni	assistance from governmental agencies	assistance from community or family organizations	Online recruitment tools	Other recruitment strategies
Capital	3.0	3.0	--	--	3.0	--
Hudson Valley	3.0	3.0	--	--	3.0	--
Long Island	3.0	2.0	3.0	3.0	3.0	3.0
Monroe	--	--	--	--	--	--
New York City	2.4	2.5	2.0	3.0	2.8	3.0
Syracuse	3.0	3.0	2.0	3.0	--	3.0
Western New York	--	3.0	--	--	--	--
ALL DELEGATIONS	2.8	2.7	2.3	3.0	2.9	3.0

As the above table shows, among the delegations that were able to respond, the large majority of staff found the recruitment methods they were using to be successful in the majority of delegations using them.

Challenges in recruitment efforts

While most of the above recruitment efforts were found to be successful, there were some approaches that respondents felt needed improvement – although they did not always offer recommendations about *how* to improve them. The most notable exceptions were efforts on Long Island – and to a lesser extent, in NYC – to obtain assistance from PRHLYI alumni; seeking assistance from government agencies in NYC and Syracuse; and seeking assistance from schools and districts in NYC.

Comments from trainers in New York City helped illuminate the challenges they encountered with obtaining assistance from schools and districts. Respondents cited the need for increasing the number of schools involved (including more “non-conventional” schools and programs such as transfer schools, high school equivalency programs, *etc.*); and for increasing the level of involvement by schools that were contacted. Providing program notifications that go directly to all schools was also recommended.

Other suggestions to enhance recruitment

Additional suggestions were offered in the Phase I Staff Survey comments, that reflected other strategies beyond those included in the closed-ended survey ratings. These included the following

- *Provide a video presentation that appeals to teens*
- *Provide more funds to support candidates’ transportation¹¹*
- *Clarify the applicant essay instructions*

Selection of Participants

The Capital district reported that they accept all applicants, and so did not apply any selection criteria. All of the remaining five delegations that were able to respond to the question reported that there was a formal selection process that included at least some criteria, as shown in Table 9 below.¹²

¹¹ Funds for student transportation are already provided to the delegations. I might be that this staff member felt that additional funds were needed.

¹² Western New York applied several selection criteria, but based on these criteria, also wound up accepting all applicants (as shown in Table 11 on page 23).

**Table 9. Phase I Staff Survey:
Phase I Participant Selection Criteria Used, by Delegation**

Criterion	Delegation						
	Capital	Hudson Valley	Long Island	Monroe	New York City	Syracuse	Western New York
Current Grade	No	Yes	Yes	--	Yes	Yes	Yes
GPA	No	No	Yes	--	--	Yes	Yes
Application essay	No	Yes	Yes	--	Yes	Yes	Yes
Staff recommendations	No	Yes	Yes	--	Yes	Yes	Yes
Community recommendations	No	Yes	Yes	--	Yes	Yes	No
Leadership skills	No	Yes	Yes	--	Yes	Yes	Yes
Interest in policy making	No	Yes	Yes	--	Yes	No	No
English proficiency	No	No	Yes	--	--	--	No
Spanish proficiency	No	No	Yes	--	--	--	No
Parent consent	No	Yes	Yes	--	Yes	Yes	Yes
Target # of participants	No	No	--	--	Yes	--	Yes
Other selection criteria	No	No	Yes	--	--	Yes	Yes
No criteria - we accept all applicants	Yes	No	--	--	--	--	No

There was considerable variation in the selection criteria used to admit applicants for Phase I training. As the above table shows, all of the above criteria were used by at least one of the five reporting delegations that employed selection criteria. The most commonly employed criteria, which were used by all five of these delegations, were current grade, review of an application essay, staff recommendations, assessment of existing leadership skills, and parent consent. Only one delegation considered language proficiencies (in either English or Spanish) as a selection criterion. Several delegations also reported using additional selection criteria that were not included in the survey. These included the following:

- Thoroughness of application,
- Specifically targeting the big 5 city in their region, and
- Engagement in school.

In each delegation (with the exception of the Capital region), a committee of stakeholders such as teachers, guidance counselors and RBERN resource specialists, as well as the delegation director, used these criteria and rubrics to assess applicants.

Those staff at each delegation who reported having been involved in the selection process were also asked how successful they found each selection criterion to be. As with recruitment, since

most delegations had more than one staff involved in selection, success ratings were averaged among all implementing staff within each delegation. These results are shown in Table 10 below.

**Table 10. Phase I Staff Survey:
Ratings of Success of Selection Criteria by Those Involved in the Process
Means by Delegation
(1= Did not work; 2= Needs improvement; 3=Worked well)**

Criterion	Delegation							
	Capital	Hudson Valley	Long Island	Monroe	New York City	Syracuse	Western New York	ALL DELEGATIONS
Current Grade	--	3.0	3.0	--	3.0	3.0	3.0	3.0
GPA	--	--	2.7	--	--	3.0	3.0	2.9
Application essay	--	3.0	3.0	--	2.3	3.0	3.0	2.8
Staff recommendations	--	3.0	3.0	--	2.5	3.0	2.0	2.7
Community recommendations	--	3.0	3.0	--	2.0	3.0	--	2.8
Leadership skills	--	3.0	3.0	--	2.7	3.0	3.0	2.9
Interest in policy making	--	3.0	3.0	--	3.0	--	--	3.0
English proficiency	--	--	3.0	--	--	--	--	3.0
Spanish proficiency	--	--	3.0	--	--	--	--	3.0
Parent consent	--	3.0	3.0	--	3.0	3.0	3.0	3.0
Target # of participants	--	--	--	--	2.5	--	3.0	2.8
Other selection criteria	--	--	3.0	--	--	3.0	--	3.0
No criteria - we accept all applicants	--	--	--	--	--	--	--	--

As shown above, the Capital Region did not provide an assessment of the success of accepting all applicants. Among the five remaining delegations that were able to respond to the question, the large majority of staff involved in the selection of participants found the criteria they were using in their delegations to be successful.

Survey respondents' comments about recruitment efforts help illuminate some of these patterns. They noted that having an established and tested system for applicant selection, which was implemented collaboratively by the delegation training team, contributed to the success of the process. Others also emphasized the importance of inclusivity that resulted by using a broad variety of criteria.

Challenges in selection criteria

While most of the above selection criteria were found to be successful, there were a few exceptions noted by some delegations. The most notable of these were the use of staff recommendations in Western New York; and in NYC, the use of community recommendations, staff recommendations and the application essay; all of which were found by at least some respondents to be in need of improvement.

There were suggestions for further improvement to the process, although they did not address all of the above challenges. One respondent noted that meeting the simultaneous demands of working as an RBERN employee and implementing PR/HYLI made implementation of the selection process more challenging, and that having more resources to accomplish both would be helpful.

Another suggested putting more weight on recommendations from people, such as family members, who know a candidate personally and can speak to their character and attitudes demonstrated outside of the school environment.

Results of the selection process

One respondent from the Capital District, which had the most inclusive selection process, noted, "It was great to accept [all of these] applicants because those who may not thrive in the classroom... tended to thrive in the program. They enjoy[ed] the setting and the peers. It's very inclusive." Some respondents noted that the selected participants' engagement during training and performance during the Mock Assembly provided evidence that the selection was effective.

The use of criteria, such as GPA or essays, that identify students with pre-existing academic and leadership skills (as one trainer observed), versus others that emphasize inclusivity, highlight possible differences in philosophy among the different delegations. On the one hand, they emphasize the value of providing less successful students with opportunities to shine, while on the other, they emphasize strategies that help ensure the selection of students with "reliability and commitment to the program." These two goals are not mutually exclusive, however. Inclusivity is clearly desirable, but inclusion of students who are not committed to the program could derail its value to others. Hence, these goals define a continuum that requires each delegation to determine where they want their recruitment to focus.

The numbers and proportions of applicants who were accepted for Phase I training are shown in Table 11 below.

**Table 11. Phase I Staff Survey:
Proportions of Applicants Accepted to Phase I Training**

Delegation	# of Applications	# (%) Accepted
Capital	56	56 (100%)
Hudson Valley	113	82 (73%)
Long Island	82	77 (94%)
Monroe	11	11 (100%)
New York City	220	200 (91%)
Syracuse	47	43 (91%)
Western New York	28	28 (100%)
Total	557	497 (89%)

As these numbers show, the initial selection process accepted more than 90% of all applicants for Phase I Training in all delegations except one, which accepted 73%. All delegations reportedly accommodated as many students as they could, and all accepted the majority of applicants. These results – acceptance of the large majority of applicants, and the quality of their performance during the program (discussed further below) – lead to several likely conclusions:

- The programs did focus on inclusivity during the Phase I selection.
- At the same time, the initial recruitment procedures may have resulted in a sometimes substantial degree of self-selection among applicants.
- The combination of recruitment and selection processes resulted in a committed group of participants.

Focus of Phase I Training

The longest phase of the program is the training in the regional delegations, which is expected to provide a total of at least 30 hours of training. The main goal of this activity is to prepare the delegates for the Institute Weekend in Albany. The training is led by delegation leaders and other teachers, facilitators and translators who participated in the “Train the Trainer” workshops conducted by The Leadership Program.

Most of this year’s regional training sessions were held between January and March of 2020. The Phase I Staff Surveys show that sessions lasted between 5.5 and 7.0 hours each, and all delegations provided students with at least 30 hours, averaging over 39 hours total per delegation. Across all sessions, the average student: staff ration ranged from about 2:1 in Hudson Valley, Monroe and West New York, to 11:1 in NYC.

As in all years, the content of the workshops was drawn mostly from the most recent *PR/HYLI Training Manual*. Delegation leaders reported the topics they covered in the Phase I survey, as summarized in Table 12 below.

**Table 12. Phase I Staff Survey:
Topics Focused on During Phase I Trainings, by Delegation**

Topic	Delegation						
	Capital	Hudson Valley	Long Island	Monroe	New York City	Syracuse	Western New York
Developing leadership skills	Yes	Yes	Yes	--	Yes	Yes	Yes
Developing public speaking	Yes	Yes	Yes	--	Yes	Yes	Yes
Reviewing state legislative system	Yes	Yes	Yes	--	Yes	Yes	Yes
Reviewing state legislation	Yes	Yes	Yes	--	Yes	Yes	Yes
Reviewing community issues	Yes	Yes	No	--	Yes	Yes	Yes
Meeting with role models	Yes	Yes	Yes	--	Yes	Yes	Yes
Team building	Yes	Yes	Yes	--	Yes	Yes	Yes
Developing critical thinking	Yes	Yes	Yes	--	Yes	Yes	Yes
Essay writing	Yes	Yes	Yes	--	Yes	Yes	Yes

It is notable that all delegations who were able to complete the activities matrix on the Phase I Staff survey reported that their training focused on almost all of these topics, which are identified in the training manual. The only exception was that the Long Island delegation did not report reviewing community issues.

Other training topics – most of which are also derived from the training manual – that delegation staff mentioned in survey comments and/or phone interviews included the following:

- Background on Angelo del Toro and PR/HYLI (all delegations)
- Setting expectations for delegation training
- Providing language support and translations
- Overview of the program
- Research skills

- Argument and debating skills
- Advocacy
- Scholarships
- Cultural identity
- Self-reflection with rubrics on content and skills learned
- Peer review and feedback
- The Mock Assembly
- Expectations for Albany

Additional comments from staff at some delegations about training content that was not derived from the training manual included ranking students' performance through rubric-based trainer assessments; field trips to the council chambers for a 'dress rehearsal' for the Mock Assembly; and a special last training session (*e.g.* inviting parents and/or guest speakers) to celebrate students' achievements in the delegation.

Additional detail about the activities included in the regional trainings was provided by students' responses to the Phase I Student Survey. Activity categories on this survey were defined somewhat more broadly than on the staff survey. Student responses are shown in Table 13 below.

**Table 13. Phase I Student Survey:
Focus of Activities During Regional Trainings**

During our training activities, we...		#	%
...worked in small groups.	A lot	154	76.6%
	Sometimes	47	23.4%
	Never	0	.0%
	Total	201	100.0%
...gave presentations.	A lot	126	63.3%
	Sometimes	67	33.7%
	Never	6	3.0%
	Total	199	100.0%
...watched videos.	A lot	97	48.3%
	Sometimes	96	47.8%
	Never	8	4.0%
	Total	201	100.0%
...met PR/HYLI alumni.	A lot	143	71.1%
	Sometimes	53	26.4%
	Never	5	2.5%
	Total	201	100.0%
...met elected officials.	A lot	94	48.7%
	Sometimes	70	36.3%
	Never	29	15.0%
	Total	193	100.0%
...role-played Assembly roles.	A lot	155	77.1%
	Sometimes	44	21.9%
	Never	2	1.0%
	Total	201	100.0%
...completed homework assignments.	A lot	158	79.0%
	Sometimes	40	20.0%
	Never	2	1.0%
	Total	200	100.0%

According to a large majority of respondents, across all delegations, the most frequent activities, which happened *a lot* according to more than two-thirds of respondents, were completing homework assignments (79%), role-playing Assembly roles (77%), working in small groups (77%), and meeting PR/HYLI alumni (71%).

Perceived Successes and Challenges in the Phase I Training Process.

Perceptions of the effectiveness of the training process were obtained from both staff and student survey comments, as well as explicit ratings of the success of each topic from the staff who implemented them. Staff ratings from the Phase I Survey are presented in Table 14 below.

**Table 14. Phase I Staff Survey:
Ratings of Success of Phase I Training Topics by Those Conducting Training
Means by Delegation
(1= Did not work; 2= Needs improvement; 3=Worked well)**

Topic	Delegation							
	Capital	Hudson Valley	Long Island	Monroe	New York City	Syracuse	Western New York	ALL DELEGATIONS
Developing leadership skills	3.0	3.0	2.0	--	3.0	3.0	3.0	2.9
Developing public speaking	3.0	3.0	2.0	--	2.4	3.0	3.0	2.7
Reviewing state legislative system	3.0	3.0	3.0	--	2.8	3.0	3.0	2.9
Reviewing state legislation	3.0	3.0	3.0	--	2.8	3.0	3.0	2.9
Reviewing community issues	2.7	3.0	--	--	2.8	3.0	--	2.8
Meeting with role models	3.0	3.0	3.0	--	3.0	3.0	2.0	2.9
Team building	3.0	3.0	3.0	--	2.6	3.0	3.0	2.9
Developing critical thinking	3.0	3.0	3.0	--	2.6	3.0	3.0	2.9
Essay writing	3.0	2.5	3.0	--	2.4	2.0	3.0	2.6

It can be seen in the table above that, among the six delegations that were able to respond to this question, the large majority of trainers in all delegations agreed that most of the training topics “worked well” (with an average rating near 3.0). The Capital and Hudson Valley delegations had the highest ratings overall. New York City had the lowest, but most of the ratings nevertheless indicated a perception of successful training.

In their comments on the Phase I Staff Survey, trainers also cited several successful characteristics of the delegation trainings. These included the following:

- Experienced, well-prepared trainers and alumni;
- Positive role models increased students’ enthusiasm and confidence;
- Involving parents in the PRYHLI community helped to enhance the impact on students;
- Online learning tools helped organize feedback and information and helped promote flipped learning and learning in general;

- Selection of bills which touched on students’ personal experiences enhanced students’ level of engagement;

Other aspects of training that staff specifically cited as successful included involving alumni, providing translations of training content, and support from chaperones.

On the Phase I Student Survey, students were also asked to rate how much they felt they learned about various topics of training, and how they felt about the training process as a whole. Their ratings of how much they felt they learned are presented in Table 15, below.

**Table 15. Phase I Student Survey
Students’ Perceptions of How Much They Learned
During Regional Trainings**

During the trainings, I learned about...		#	%
How a bill becomes a law.	I learned A Lot About This	171	85.1%
	I Learned Some About This	29	14.4%
	I Didn’t Learn About This	1	.5%
	Total	201	100.0%
The three branches of government.	I learned A Lot About This	129	64.2%
	I Learned Some About This	65	32.3%
	I Didn’t Learn About This	7	3.5%
	Total	201	100.0%
Parliamentary procedures.	I learned A Lot About This	143	71.1%
	I Learned Some About This	51	25.4%
	I Didn’t Learn About This	7	3.5%
	Total	201	100.0%
What makes a good leader.	I learned A Lot About This	185	93.0%
	I Learned Some About This	12	6.0%
	I Didn’t Learn About This	2	1.0%
	Total	199	100.0%
The history of PR/HYLI.	I learned A Lot About This	159	79.9%
	I Learned Some About This	35	17.6%
	I Didn’t Learn About This	5	2.5%
	Total	199	100.0%
The rich diversity of the Hispanic/Latino community.	I learned A Lot About This	173	86.5%
	I Learned Some About This	24	12.0%
	I Didn’t Learn About This	3	1.5%
	Total	200	100.0%
Important issues affecting the Hispanic/Latino community.	I learned A Lot About This	173	86.5%
	I Learned Some About This	26	13.0%
	I Didn’t Learn About This	1	.5%
	Total	200	100.0%

**Table 15 (continued). Phase I Student Survey
Students' Perceptions of How Much They Learned
During Regional Trainings**

During the trainings, I learned about...		#	%
The role of a New York State Assembly member.	I learned A Lot About This	165	82.1%
	I Learned Some About This	29	14.4%
	I Didn't Learn About This	7	3.5%
	Total	201	100.0%
How to develop an argument for or against a bill.	I learned A Lot About This	191	95.5%
	I Learned Some About This	8	4.0%
	I Didn't Learn About This	1	.5%
	Total	200	100.0%
Ways to improve my public speaking skills.	I learned A Lot About This	176	87.6%
	I Learned Some About This	21	10.4%
	I Didn't Learn About This	4	2.0%
	Total	201	100.0%
What it means to be a critical thinker.	I learned A Lot About This	165	82.5%
	I Learned Some About This	34	17.0%
	I Didn't Learn About This	1	.5%
	Total	200	100.0%
How to challenge my own thinking.	I learned A Lot About This	166	83.0%
	I Learned Some About This	30	15.0%
	I Didn't Learn About This	4	2.0%
	Total	200	100.0%
How to consider viewpoints different from my own.	I learned A Lot About This	176	87.6%
	I Learned Some About This	21	10.4%
	I Didn't Learn About This	4	2.0%
	Total	201	100.0%
How to be an effective advocate.	I learned A Lot About This	167	83.5%
	I Learned Some About This	28	14.0%
	I Didn't Learn About This	5	2.5%
	Total	200	100.0%
Expectations for the PR/HYLI Weekend.	I learned A Lot About This	183	91.0%
	I Learned Some About This	16	8.0%
	I Didn't Learn About This	2	1.0%
	Total	201	100.0%

Overall, substantial to large majorities of students reported that they learned “a lot” about all of these topics. Most notably, almost all respondents (96%) said they learned “a lot” about how to develop an argument for or against a bill. In addition, 85 percent or more of respondents reported that they learned “a lot” about the following:

- What makes a good leader,
- Expectations for the PR/HYLI weekend,

- How to consider viewpoints different from their own,
- Ways to improve their public speaking skills,
- The rich diversity of the Hispanic/Latino community and important issues affecting it, and
- How a bill becomes a law.

Students’ responses about their general perceptions of the delegation training are presented in Table 16, below.

**Table 16. Phase I Student Survey:
Students’ General Perceptions of Regional Trainings**

At the training phase, I...		#	%
Felt welcomed by other students.	Yes, Definitely	179	89.1%
	Somewhat	19	9.5%
	No, Not At All	3	1.5%
	Total	201	100.0%
Was encouraged to ask questions.	Yes, Definitely	169	84.9%
	Somewhat	27	13.6%
	No, Not At All	3	1.5%
	Total	199	100.0%
Enjoyed myself and had fun.	Yes, Definitely	180	90.0%
	Somewhat	20	10.0%
	No, Not At All	0	.0%
	Total	200	100.0%
Felt that the program requirements for selecting students to attend the Albany Institute were explained clearly.	Yes, Definitely	175	87.1%
	Somewhat	23	11.4%
	No, Not At All	3	1.5%
	Total	201	100.0%
Felt that the program requirements for selecting students to attend the Albany Institute were fair.	Yes, Definitely	174	86.6%
	Somewhat	24	11.9%
	No, Not At All	3	1.5%
	Total	201	100.0%
Was given the training and support I needed to feel prepared for the Weekend.	Yes, Definitely	181	90.0%
	Somewhat	18	9.0%
	No, Not At All	2	1.0%
	Total	201	100.0%
Was encouraged to challenge myself.	Yes, Definitely	180	90.0%
	Somewhat	18	9.0%
	No, Not At All	2	1.0%
	Total	200	100.0%

**Table 16 (continued). Phase I Student Survey
Students' General Perceptions of Regional Trainings**

At the training phase, I...		#	%
Was able to meet and learn more about other PR/HYLI students.	Yes, Definitely	177	88.1%
	Somewhat	24	11.9%
	No, Not At All	0	.0%
	Total	201	100.0%
Felt like I was a part of my PR/HYLI Delegation's training community.	Yes, Definitely	177	88.5%
	Somewhat	21	10.5%
	No, Not At All	2	1.0%
	Total	200	100.0%

Large majorities of students were strongly positive about their perceptions of the Phase I training sessions. In particular, about nine in ten (89% or more) said that they were encouraged to challenge themselves, were given the training and support needed to feel prepared for the Weekend, enjoyed themselves, and that they felt welcomed by other students.

Additional insights into the successes of the Phase I delegation trainings are provided by students' comments on their favorite part of the sessions. These comments are shown verbatim in Appendix VIII.

Challenges to the Training Process.

Comments from both staff and students also shed light on circumstances that created challenges for the delegation trainings. The most notable exceptions among staff ratings of training topics – where at least one of the trainers felt that a topic needed improvement, resulting in a delegation-wide average substantially below 3.0 (see Table 14 above) – included the following:

- Developing public speaking skills (Long Island and NYC);
- Developing leadership skills (Long Island);
- Meeting with role models (Western NY); and
- Essay writing (Syracuse, NYC and Hudson Valley).

Unfortunately, these respondents did not elaborate in their comments on the types of improvements needed for these specific topics. However, staff comments obtained from the Phase I Staff Surveys and interviews did identify several concerns about the training process in general, including the following:

- Time constraints resulted in the need to Compress the training content;
- Scheduling training sessions that accommodate all participants was often difficult;
- At some delegations, presentations from guest speakers occupied too much training time that the respondents felt would have been better used for interactive activities;
- One respondent felt a need for delegations to work on bills that address more diverse topics;
- Another respondent wanted students to have opportunities to network with peers beyond their district, and a forum where they can voice their concerns and interests; and
- Lack of communication among delegations resulted in a limitation of standardization in institute preparation, which could have helped all delegations feel equally prepared.

Additional insights into some of the challenges to the Phase I delegation trainings were provided by students' comments on what they liked the least about the training sessions. These comments are shown verbatim in Appendix VIII.

Phase II: Three-Day Institute in Albany

This year's Albany Institute took place from Saturday, March 7 through Monday, March 9, 2020. Information about program activities were provided from the institute calendar obtained from Questar III, as well as observations conducted by the evaluator on Sunday.

Key activities and ratings of this year's institute are summarized below.

Selection of Institute Participants

All of the delegations applied additional selection criteria to determine which Phase I training participants would attend the Albany Institute. As described in delegation leaders' and Trainers' comments on the Phase I Staff Survey, criteria for this additional selection process included the following:

- Giving priority to seniors
- Genuine interest and curiosity in the process; "demeanor"
- Attendance at Phase I
- Willingness to participate, collaborate, support and engage with others in class
- Research on and preparation for defending bills

- Completion of homework
- Completion of application

There was a broad consensus that having a defined list of criteria and a clear process for assessing students on those criteria was very effective. A few delegations reported using a formal rubric to assess these criteria, and several noted that they made sure that all trainers worked with all students during Phase I so that selections for the Institute Weekend could be done collaboratively. A few respondents indicated that they also took students’ votes and/or self-assessments into consideration.

Several respondents also pointed out that additional supports were provided, as needed, to students who wanted to attend the institute, to make sure they were able to do so. These included individual coaching where needed (*e.g.* on debating skills or writing), facilitating transportation, and providing snacks and appropriate clothing that would be needed for the Institute Weekend events.

By delegation, the proportions of Phase I participants who were selected to attend the institute ranged from 21% to 100%, with an overall acceptance rate of 51%. While it is the intention of the program to bring the most qualified students, it is also clear that efforts were made to involve as many as possible, as demonstrated by the fact that, across all seven delegations, over 250 students were chosen to continue to Phase II – more than 25% above the goal of 200 participants established by Questar III’s contract with OBEWL. Data on acceptance rates by delegation are shown in Table 17 below.

**Table 17. Phase I Staff Survey:
Proportions of Participants Accepted to Phase II**

Delegation	# of Phase I Participants	# (%) Accepted to Phase II
Capital	56	12 (21%)
Hudson Valley	82	45 (55%)
Long Island	77	46 (60%)
Monroe	11	11 (100%)
New York City	200	99 (50%)
Syracuse	43	22 (51%)
Western New York	28	18 (64%)
Total	497	253 (51%)

By grade level, the proportions of students accepted to Phase II – 61 percent seniors and 38 percent juniors – reflected a slightly higher proportion of upper classmen than the distributions participating in Phase I (53% and 40%, respectively).¹³ The proportion of students accepted to Phase II who had participated in past years was the same as the proportion in Phase I (26%). The small difference in the proportion of upper classmen was consistent with delegations’ policy to give seniors priority. Otherwise, the similarities between these two groups seem to indicate that any preferences for student characteristics that were built into the program were to a large extent already achieved through the Phase I recruitment and selection process; and that other criteria used for Phase II selection did not introduce any notable bias beyond the intentional participation qualifications.

Findings for Phase II

A detailed agenda of the weekend Albany Institute, which took place Saturday March 7 through Monday March 9, 2020, can be found in Appendix IX. Following are brief summaries of each day’s activities, followed by findings about the quality of activities based on student surveys, staff surveys, and the evaluator’s observations. Verbatim comments from both staff and student surveys can be found in Appendices X and XI.

Day 1 of the Institute - Focus of Activities

Students were welcomed to the institute with greetings from guest speakers, which included opening remarks by Yaide Valdez from Young Women’s College Prep in the Monroe Delegation. Additional welcoming remarks were offered by Dr. Havidán Rodríguez, President of SUNY Albany; Dr. Gladys I. Cruz, District Superintendent for Questar III BOCES; and Diana Vázquez, PR/HYLI Statewide Coordinator at Questar III BOCES. Welcoming remarks were followed by a keynote address on leadership, diversity, and community building given by Juana Bordas, President of Mestiza Leadership International, author, and community activist.

Following the speakers, students participated in leadership workshops. A total of nine workshops were offered, including six facilitated by The Leadership Program of New York City, and one each facilitated by Drs. Jevon Hunter and Gliset Colón of SUNY Buffalo, Gabriela Quintanilla of Adelante Student Voices, and Carlos E. Espina, President of the Vassar College Student Association.

Following a networking dinner, students had an opportunity to rehearse their presentations before formally presenting them in the University of Albany auditorium. A networking and cultural reception was held later that evening at the Desmond Hotel, with brief closing remarks

¹³ Based on student responses to the Phase I and Phase II surveys, respectively.

by Kydian Quiñones-Suárez from the Eugenio María de Hostos Charter School in the Monroe Delegation.

Findings for Day 1 of the Institute: Student Perceptions

All students attending the March 2020 Albany Institute were asked to complete a survey asking them to rate and comment about their perceptions of the experience. Their ratings for Day 1 are shown in Table 18, below.

**Table 18. Phase II Student Survey:
Perceptions of Albany Institute Day 1**

Statement	Rating	Count	%
1. The guest speakers at the beginning made me feel excited for the rest of the institute.	Strongly Disagree	4	2.1%
	Disagree	2	1.1%
	Agree	58	30.5%
	Strongly Agree	126	66.3%
	Total	190	100.0%
2. I liked the Leadership Activities in the workshop that I attended.	Strongly Disagree	3	1.6%
	Disagree	3	1.6%
	Agree	42	22.0%
	Strongly Agree	143	74.9%
	Total	191	100.0%
3. My group worked well together.	Strongly Disagree	3	1.6%
	Disagree	0	.0%
	Agree	50	26.5%
	Strongly Agree	136	72.0%
	Total	189	100.0%
4. I was satisfied with my involvement in the group activities.	Strongly Disagree	3	1.6%
	Disagree	4	2.1%
	Agree	53	27.7%
	Strongly Agree	131	68.6%
	Total	191	100.0%
5. I was satisfied with what my group accomplished.	Strongly Disagree	3	1.6%
	Disagree	5	2.6%
	Agree	45	23.6%
	Strongly Agree	138	72.3%
	Total	191	100.0%
6. It was helpful to have time to rehearse and improve our presentation.	Strongly Disagree	3	1.6%
	Disagree	2	1.1%
	Agree	46	24.2%
	Strongly Agree	139	73.2%
	Total	190	100.0%

**Table 18 (continued). Phase II Student Survey:
Perceptions of Albany Institute Day 1**

Statement	Rating	Count	%
7. I was pleased with how our presentation turned out.	Strongly Disagree	3	1.6%
	Disagree	4	2.1%
	Agree	50	26.2%
	Strongly Agree	134	70.2%
	Total	191	100.0%
8. The presentations by other students were well done.	Strongly Disagree	3	1.6%
	Disagree	0	.0%
	Agree	35	18.4%
	Strongly Agree	152	80.0%
	Total	190	100.0%
9. I enjoyed the talk by Keynote Speaker Juana Bordas.	Strongly Disagree	4	2.1%
	Disagree	2	1.1%
	Agree	35	18.5%
	Strongly Agree	148	78.3%
	Total	189	100.0%
10. The Networking and Cultural Reception before curfew was a good opportunity to meet other students.	Strongly Disagree	6	3.2%
	Disagree	13	7.0%
	Agree	55	29.4%
	Strongly Agree	113	60.4%
	Total	187	100.0%

As shown in the above data, virtually all students (more than 95%) agreed with almost all of the positive statements about Day 1 on the Student survey. Students showed the strongest assent about the following statements, with which three-fourths (75%) or more “strongly” agreed:

- “The presentations by other students were well done.”
- “I enjoyed the talk by Keynote Speaker Juana Bordas.”
- “I liked the Leadership Activities in the workshop that I attended.”

Although the Networking and Cultural Reception was the only component of Day 1 that received fewer than 95% of respondents agreeing about its value, it still had a large majority (89%) who agreed that it was a good opportunity to meet other students. This represented a major improvement over students’ ratings from 2019, when almost half disagreed about the value of the event. Indeed, three-fifths (60%) of respondents *strongly* agreed that the 2020 reception was a good opportunity.

Findings for Day 1 of the Institute: Staff Perceptions

A similar survey, exploring parallel questions about the first day of the institute, was also administered to all attending PR/HYLI staff and adult volunteers. Results are shown in Table 19, below.

**Table 19. Phase II Staff Survey:
Perceptions of Albany Institute Day 1**

Statement	Rating	Count	%
1. The welcoming remarks helped to generate enthusiasm and set the tone for the institute.	Strongly Disagree	1	2.4%
	Disagree	0	.0%
	Agree	17	40.5%
	Strongly Agree	24	57.1%
	Total	42	100.0%
2. The talk by keynote speaker Juana Bordas was valuable for students	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	9	22.0%
	Strongly Agree	32	78.0%
	Total	41	100.0%
3. The Leadership Activities were effective in helping to form a single cohesive group.	Strongly Disagree	0	.0%
	Disagree	1	2.3%
	Agree	11	25.6%
	Strongly Agree	31	72.1%
	Total	43	100.0%
4. Students were engaged in the Leadership Activities.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	13	30.2%
	Strongly Agree	30	69.8%
	Total	43	100.0%
5. Group members worked well together.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	11	25.6%
	Strongly Agree	32	74.4%
	Total	43	100.0%
6. There were clear goals and expectations for group work.	Strongly Disagree	0	.0%
	Disagree	1	2.4%
	Agree	8	19.5%
	Strongly Agree	32	78.0%
	Total	41	100.0%
7. It was helpful for students to have time to rehearse and improve their presentations.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	8	18.6%
	Strongly Agree	35	81.4%
	Total	43	100.0%

**Table 19 (Continued). Phase II Staff Survey:
Perceptions of Albany Institute Day 1**

Statement	Rating	Count	%
8. The presentations were well done.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	9	20.9%
	Strongly Agree	34	79.1%
	Total	43	100.0%
9. The Networking and Cultural Reception Event was a good opportunity for students to interact with each other.	Strongly Disagree	0	.0%
	Disagree	2	4.7%
	Agree	13	30.2%
	Strongly Agree	28	65.1%
	Total	43	100.0%
10. I was satisfied with my role in Saturday's activities.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	9	20.9%
	Strongly Agree	34	79.1%
	Total	43	100.0%
11. The location of Saturday's events was a good choice.	Strongly Disagree	0	.0%
	Disagree	1	2.3%
	Agree	5	11.6%
	Strongly Agree	37	86.0%
	Total	43	100.0%

Adults were similarly enthusiastic about the first day as were the students: the vast majority of respondents (95% or more) agreed about the value and quality of all aspects of Day 1. The activities that were most strongly favored, with 78% or more saying they “strongly agree,” included:

- “The location of Saturday’s events was a good choice,”
- “It was helpful for students to have time to rehearse and improve their presentations,”
- “The presentations were well done,”
- “I was satisfied with my role in Saturday’s activities,”
- “The talk by keynote speaker Juana Bordas was valuable for students,” and
- “There were clear goals and expectations for group work.”

As with the students’ responses, staff ratings also indicated a major improvement in the Networking and Cultural Reception compared with last year. Almost all (95%) agreed, and almost two thirds (65%) strongly agreed, that the reception “was a good opportunity for students to interact with each other.” This compares highly favorably to the ratings from 2019, when almost four-fifths of staff (78%) *disagreed* that the reception provided a good opportunity for interaction.

Day 2 of the Institute – Focus of Activities

The Mock Assembly session constituted the primary focus of the second day of the institute. At this session, students presented, discussed, debated and voted to pass or defeat the bills they had studied during the Phase I regional training. Following the Assembly general session, the day started with the meetings of the students’ Democrat and Republican party caucuses and a rehearsal and briefing on the legislative process.

After lunch, the session continued with greetings from members of the NYS Assembly and Senate and other special guests. These guests included: Dr. Betty Rosa, (then) Chancellor of the Board Of Regents ¹⁴; Shannon Tahoe, Interim Commissioner, NYSED; Elisa Álvarez, Associate Commissioner for OBEWL; Dr. Gladys Cruz, District Superintendent for Questar III BOCES; Congressman Paul D. Tonko; and Hon. Phil Ramos, Deputy Majority Leader for the NYS Assembly.

Following the greetings, students conducted the Mock Assembly, taking on roles of key political actors such as Governor, Sergeant-at-Arms, Speaker of the House, Color Guard, Clerk, Majority Leader, Minority Leader, Majority Whip, Minority Whip, and individual sponsors of the bills. The students’ introduction and debate on the different bills continued until the closing remarks at the end of the day in the chambers. The bills that were debated during this year’s institute are summarized in Table 20 below.

Table 20. New York State Assembly Bills Debated at the 2020 Institute^(a)

Bill	Description
A5307/ S2322	Prohibits a consumer reporting agency or lender from using an individual's internet use or internet viewing history to determine such individual's credit worthiness.
A8355/ S5808	Establishes a task force on educator diversity in New York state to study the presence of educator diversity.
A06827/ --	Establishes the "domestic violence registration act" defining domestic violence offenses and offenders and requiring such offenders to register with the division of criminal justice services.
A5184/ S5063/	Relates to implementing equal employment opportunity and affirmative action for classified civil service positions in the service of the state.

^(a) Summary received from Diana Vazquez, PR/HYLI Statewide Coordinator, 8/31/20

Following the Mock Assembly, the day ended with the Student Recognition Dinner. This event included the presentation of the Angelo del Toro scholarships and other awards, and presentations by guests who had worked hand-in-hand with Angelo Del Toro developing the program – including representatives of the Puerto Rican/Hispanic Task Force and SOMOS, Inc.,

¹⁴ Dr. Rosa was appointed Interim Commissioner of the New York State Education Department and President of the University of the State of New York in August 2020.

as well as Carmen Perez-Hogan. The Angelo Del Toro Scholarships and other awards were presented, and a presentation by guest speaker Gabriella Quintanilla, PR/HYLI Alumna and founder and director of Adelante Student Voices.

Findings for Day 2 of the Institute: Student Perceptions

Student and staff perceptions of the second day of the institute were also obtained through ratings and comments on their respective surveys. The Student survey ratings for Day 2 are shown in Table 21, below.

**Table 21. Phase II Student Survey:
Perceptions of Albany Institute Day 2**

Statement ^(a)	Rating	Count	%
11. I better understand what occurs during a Party Caucus.	Strongly Disagree	2	1.1%
	Disagree	3	1.6%
	Agree	51	27.1%
	Strongly Agree	132	70.2%
	Total	188	100.0%
12. I was satisfied with my role in the Party Caucus.	Strongly Disagree	2	1.1%
	Disagree	12	6.5%
	Agree	68	36.6%
	Strongly Agree	104	55.9%
	Total	186	100.0%
13. The rehearsal before the Mock Assembly was helpful.	Strongly Disagree	3	1.6%
	Disagree	2	1.1%
	Agree	50	26.9%
	Strongly Agree	131	70.4%
	Total	186	100.0%
14. I enjoyed the greetings given by Assembly/Senate members and guests.	Strongly Disagree	4	2.1%
	Disagree	4	2.1%
	Agree	34	18.2%
	Strongly Agree	145	77.5%
	Total	187	100.0%
15. I better understand what occurs during an assembly session.	Strongly Disagree	2	1.1%
	Disagree	1	.5%
	Agree	28	14.9%
	Strongly Agree	157	83.5%
	Total	188	100.0%
16. I was satisfied with my role in the Mock Assembly.	Strongly Disagree	7	3.7%
	Disagree	12	6.4%
	Agree	58	31.0%
	Strongly Agree	110	58.8%
	Total	187	100.0%

**Table 21 (continued). Phase II Student Survey:
Perceptions of Albany Institute Day 2**

	Rating	Count	%
17. The Mock Assembly was a success.	Strongly Disagree	3	1.6%
	Disagree	4	2.2%
	Agree	36	19.7%
	Strongly Agree	140	76.5%
	Total	183	100.0%
18. The Student Delegate Recognition dinner helped me to reflect on and celebrate the institute.	Strongly Disagree	3	1.6%
	Disagree	6	3.2%
	Agree	41	21.9%
	Strongly Agree	137	73.3%
	Total	187	100.0%
19. There were opportunities to interact with other students during the dinner.	Strongly Disagree	3	1.6%
	Disagree	6	3.2%
	Agree	42	22.6%
	Strongly Agree	135	72.6%
	Total	186	100.0%
20. There were opportunities to interact with educators, appointed officials or business leaders during the dinner.	Strongly Disagree	4	2.2%
	Disagree	17	9.2%
	Agree	57	31.0%
	Strongly Agree	106	57.6%
	Total	184	100.0%

^(a) Statement numbering reflects a continuation of the Phase II Student survey from Table 18, above.

Students’ ratings of Day 2 continued to be very positive, with 88 to 97 percent of respondents agreeing with all of the statements about the day’s events. Indeed, the only statement that was agreed to by fewer than 90% of respondents – “There were opportunities to interact with educators, appointed officials or business leaders during the dinner” – was affirmed by the vast majority of 88%. The vast majority (85%) also *strongly* agreed that they “better understand what occurs during an assembly session.”

Findings for Day 2 of the Institute: Staff Perceptions

Staff perceptions about the Day 2 activities were also extremely positive, as shown in Table 22 below.

**Table 22. Phase II Staff Survey:
Perceptions of Albany Institute Day 2**

Statement ^(a)	Rating	Count	%
12. The party caucuses helped students learn about what occurs during this process.	Strongly Disagree	0	.0%
	Disagree	1	2.4%
	Agree	10	23.8%
	Strongly Agree	31	73.8%
	Total	42	100.0%
13. Students were engaged during the party caucuses.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	18	43.9%
	Strongly Agree	23	56.1%
	Total	41	100.0%
14. The rehearsal before the Mock Assembly was helpful for students.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	10	23.8%
	Strongly Agree	32	76.2%
	Total	42	100.0%
15. The greetings by Assembly/Senate members and guests were relevant and interesting to students.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	17	40.5%
	Strongly Agree	25	59.5%
	Total	42	100.0%
16. The Mock Assembly helped students learn what occurs during an assembly session.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	8	19.0%
	Strongly Agree	34	81.0%
	Total	42	100.0%
17. Students were engaged during the Mock Assembly.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	14	33.3%
	Strongly Agree	28	66.7%
	Total	42	100.0%
18. Students in specialty roles were adequately prepared.	Strongly Disagree	0	.0%
	Disagree	3	7.1%
	Agree	10	23.8%
	Strongly Agree	29	69.0%
	Total	42	100.0%
19. The Mock Assembly was a success.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	10	23.8%
	Strongly Agree	32	76.2%
	Total	42	100.0%

**Table 22 (continued). Phase II Staff Survey:
Perceptions of Albany Institute Day 2**

Statement ^(a)	Rating	Count	%
20. The Student Delegate Recognition dinner helped students to reflect on and celebrate the Institution.	Strongly Disagree	0	.0%
	Disagree	2	4.8%
	Agree	10	23.8%
	Strongly Agree	30	71.4%
	Total	42	100.0%
21. Students had the opportunity to interact with each other during the dinner.	Strongly Disagree	0	.0%
	Disagree	2	4.8%
	Agree	10	23.8%
	Strongly Agree	30	71.4%
	Total	42	100.0%
22. Students had the opportunity to interact with educators, appointed officials or business leaders during the dinner.	Strongly Disagree	1	2.4%
	Disagree	3	7.1%
	Agree	16	38.1%
	Strongly Agree	22	52.4%
	Total	42	100.0%
23. I was satisfied with my role in Sunday's activities.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	13	31.7%
	Strongly Agree	28	68.3%
	Total	41	100.0%

^(a) Statement numbering reflects a continuation of the Phase II Staff survey from Table 19, above.

As the table above shows, similarly large proportions of responding staff (91% or more) also agreed about the value and quality of all aspects of Day 2. The activities that were most strongly favored, with 76% or more saying they “strongly agree,” were all related to the Mock Assembly. These included the following:

- “The Mock Assembly helped students learn what occurs during an assembly session,”
- “The rehearsal before the Mock Assembly was helpful for students,” and
- “The Mock Assembly was a success.”

Findings for Day 2 of the Institute: Evaluator Observations

The evaluator from Measurement Incorporated observed all institute activities that took place on Sunday, March 8, 2020. Following are highlights of these observations.

Generally, activities in the Assembly chamber flowed seamlessly, and each student successfully inhabited their assigned roles as Assembly members throughout the day. All activities (except for the debriefing that followed the rehearsal, lunch and guest speakers) were effectively facilitated by students, who filled all Assembly member roles, while PR/HYLI staff and guests

observed from the sidelines. Staff did however provide feedback to students about their performance between activities. The students' demeanor was generally professional and polished, and their formal attire and eloquence contributed to a strong sense of their empowerment, leadership, and competence.

The day was further enhanced by the ongoing presence of approximately 15 past PR/HYLI alumni who came back to support the program, playing active roles as trainers and/or assistants to the staff. In speaking to or about these alumni, current PR/HYLI students and staff were full of awe and respect.

Party Caucuses

Students joined the caucus for the party to which they had chosen to affiliate. The evaluator observed the Democratic Party caucus. Students sat in small groups and discussed their proposed bills and rehearsed their speeches. This activity helped strengthen students' knowledge of the legislative process and reinforced their skills for leadership through reasoned argument and public speaking.

Rehearsal/Briefing on Legislative Process

During this activity students held a brief rehearsal of the mock assembly script, with the exception of the student speeches, and PR/HYLI staff and peers provided feedback about the rehearsal. Each party then reported on their caucus meetings, and students finalized the scheduling of the mock assembly's agenda with resolutions and requests for proposing bills. As in the party caucuses, this activity helped strengthen students' knowledge of the legislative process, while the authority they were given to plan the agenda contributed substantially to their leadership skills. The process of receiving and discussing feedback from staff offered an important opportunity for meaningful interaction with role models, and forming partnerships with staff that went far beyond more traditional, passive student learning.

Networking Lunch

During lunch, there was a mix of students and adults from different backgrounds at each table. This arrangement made it possible for students to interact with each other as well as with past alumni and with staff from multiple delegations. The evaluator observed one table closely, around which conversations among students and staff from 3 different delegations included discussions of the training phase in their respective delegations. Students showed sincere interest in these discussions and interacted cordially.

Mock Assembly

The Mock Assembly started with the ceremonious script and sequence of calling in the color guard, the pledge of allegiance, the U.S. national anthem, and Puerto Rico's national anthem, La Borinqueña ("The Puerto Rican"), followed by an invocation conducted by two students from the Capital delegation. Official greetings to the student assembly members and guests were given by the students in the roles of majority leader, sergeant-at-arms, the governor, the clerk, and the speaker. Students' knowledge of the legislative process and preparedness for their roles were evident. The atmosphere was charged, as was evident in people's responses: there was wild and also polite applause, cheering, hugging, wiping a tear away, and heartfelt singing of the national anthems. Staff and students' visible excitement spoke to their genuine pride, and to the authenticity of the partnerships established among staff and students. Ceremonies concluded with alumni from past years being called to the stage to be acknowledged and honored, which was done with great enthusiasm.

After the ceremonies, the following guest speakers were invited to the stage one by one to address the audience:

- Dr. Betty A. Rosa, (then) Chancellor, NYS Board of Regents;
- Shannon Tahoe, Interim Commissioner, NYSED;
- Elisa Álvarez, Associate Commissioner, OBEWL, NYSED;
- U.S. Representative Paul Tonko; and
- Phil Ramos, Assemblyman and Deputy Majority Leader for the NYS Assembly.

These speeches provided students with meaningful additional connections with positive role models from leaders and elected officials, while strengthening students' self-identity. Speeches, some of which were delivered in Spanish, with references to the speaker's own Latinx roots and commitment to the community, created moving moments in which students could see a mirror of themselves and their potential future. Each one of the speakers emphasized the significance and power of networking and connecting in the Latinx and PR/HYLI communities as an expression of the communities' unity, and as a practical way for students to receive assistance on the road to achieving success in their education and careers. Excerpts from their speeches that exemplify these themes included the following:

*Our future is in your hands. Stay committed to your family and to your community and achieve your path to success. ...This program helps you create a plan for your dreams, and connections [with] mentors.*¹⁵ –Dr. Betty A. Rosa

*I am Dominican! And I am from Washington Heights! I am proud to represent the Latino community always in all that I do. ...Listen well! You are the light for your families. They sacrificed for you!*¹⁵ –Elisa Álvarez

Civic engagement is everything! Continue to make a difference in our state! –Shannon Tahoe

We wanted more... We are resilient fighters... Your family came here to the USA and they are here fighting for a better life. Obama said “Yes we can”-- “Sí, se puede”. I say that too; say it with me: Sí, se puede! [The audience chants back loudly, “Sí, se puede!!”]. I am Puerto Rican and I became the deputy majority leader. So Sí, se puede! [“Sí, se puede!!”] –Phil Ramos

These speakers clearly made a strong connection with the audience. Students responded warmly to the speeches, listening attentively and applauding enthusiastically, with some students approaching them to speak in person.

After the speeches, students in the roles of speaker, majority leader and clerk opened the legislative mock assembly by presenting the agenda of resolutions and requests for proposing bills. The mock assembly continued to be run entirely by the students, as each bill was introduced to the floor, and the student sponsors were called to defend it and to respond to any questions from the floor. The speaker then put the bill to a vote among the student assembly members. Throughout this process, students continued to demonstrate confidence and knowledge of their bills from the content and delivery of their presentations and engagement in questions and answers, although a few were visibly shaking with excitement and nerves—not a surprising response from blossoming young leaders who may never before have spoken in front of a large audience. In speaking, students referred often to their Latinx identity, to relevant personal stories, and to Latinx leadership with conviction and pride. Their presentations included compelling claims and evidence supported by citation of sources.

It is notable as well that, when some students chose to speak in Spanish, the decision was well received with applause and cheering. There was a clear consensus in the room that the choice to speak in Spanish was perceived as an act of empowerment.

¹⁵ Comments translated from speeches in Spanish or Spanish and English.

Day 3 of the Institute – Focus of Activities

The final day of the institute launched with a presentation by guest speaker Gabriela Quintanilla, founder and Director of Adelante Student Voices, an organization that provides a safe space for and helps project the voices of undocumented youth. Her speech focused on themes such as self-advocacy, art for justice, college choice, and legal options.

Following the guest speaker, three panels of four PR/HYLI alumni each, with alumni rotating to each of the three panels, were convened. Collectively, the 12 alumni represented all seven delegations, and included educators and administrators at the high school and college levels; professionals in finance, law and healthcare; a child advocate; a professional interpreter; and the director of Adelante Student Voices. These panelists acted as role models for current students, facilitating question and answer sessions focused on their experiences as a PR/HYLI student, the impact that PR/HYLI had on them and their future, and their experiences as Hispanic leaders.

After a late morning dismissal, participants had the opportunity to visit and speak with their legislators.

Findings for Day 3 of the Institute: Student Perceptions

Enthusiasm remained unabated for the third day of the institute, as demonstrated by survey responses. The Student Survey ratings for Day 3 are shown in Table 23, below.

**Table 23. Phase II Student Survey:
Perceptions of Albany Institute Day 3**

Statement ^(a)	Rating	Count	%
21. I enjoyed the talk by alumna Gabriela Quintanilla.	Strongly Disagree	2	1.1%
	Disagree	5	2.7%
	Agree	43	22.9%
	Strongly Agree	138	73.4%
	Total	188	100.0%
22. I enjoyed the PR/HYLI Alumni Panel.	Strongly Disagree	4	2.1%
	Disagree	11	5.9%
	Agree	55	29.3%
	Strongly Agree	118	62.8%
	Total	188	100.0%
23. I enjoyed the opportunity to visit legislators after the morning session.	Strongly Disagree	3	1.9%
	Disagree	10	6.2%
	Agree	46	28.4%
	Strongly Agree	103	63.6%
	Total	162	100.0%

^(a) Statement numbering reflects a continuation of the Phase II Student survey from Table 21, above.

As shown above, more than 90 percent of responding students agreed with all three statements about Day 3, agreeing that they enjoyed the talk by Gabriela Quintanilla, enjoyed the Alumni Panel, and enjoyed the opportunity to visit legislators after the morning session. It is notable, however, that substantially fewer students responded to the question about visiting legislators compared with most of the other survey items. This pattern may indicate that these non-respondents did not visit their legislators. Students were most enthusiastic about the talk by Ms. Quintanilla, which almost three-fourths (73%) *strongly* agreed that it was enjoyable.

Findings for Day 3 of the Institute: Staff Perceptions

Staff ratings of the third day are presented in Table 24, below.

**Table 24. Phase II Staff Survey:
Perceptions of Albany Institute Day 3**

Statement ^(a)	Rating	Count	%
24. The talk by alumna Gabriela Quintanilla was valuable for students.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	11	26.2%
	Strongly Agree	31	73.8%
	Total	42	100.0%
25. The PR/HYLI Alumni Panel was valuable for students.	Strongly Disagree	0	.0%
	Disagree	2	4.9%
	Agree	11	26.8%
	Strongly Agree	28	68.3%
	Total	41	100.0%
26. Our students found it valuable to visit legislators after the morning session.	Strongly Disagree	2	6.5%
	Disagree	3	9.7%
	Agree	5	16.1%
	Strongly Agree	21	67.7%
	Total	31	100.0%

^(a) Statement numbering reflects a continuation of the Phase II Staff Survey from Table 22, above.

On two of the three items rated for Day 3, staff were even more enthusiastic than the students. All responding staff agreed that the talk by Ms. Quintanilla was valuable for students, including three fourths (74%) who strongly agreed. And almost all (95%) agreed that the Alumni panel was valuable. Regarding the opportunity to visit legislators, a strong majority (84%) agreed that it was valuable for students, but there were several respondents who disagreed. It is possible that some of the latter staff came from delegations whose students do not have the opportunity to visit their legislators because they live farther away and need to leave the institute earlier.

Overall Findings for Phase II

In addition to their feedback on specific events on each day of the Albany Institute, survey ratings and comments from both students and staff also provided insights into their perceptions of the institute as a whole. This feedback is summarized in the sections that follow.

Student Perceptions

Students' perceptions of the institute as a whole were obtained from the Phase II Survey. Their ratings of specific aspects of the institute are presented in Table 25, below. Their verbatim comments are reproduced in Appendix X.

**Table 25. Phase II Student Survey:
General Questions about the Institute**

Statement ^(a)	Rating	Count	%
24. I felt welcomed by other students.	Strongly Disagree	3	1.6%
	Disagree	2	1.1%
	Agree	53	28.2%
	Strongly Agree	130	69.1%
	Total	188	100.0%
25. I enjoyed working with students from other parts of the state.	Strongly Disagree	2	1.1%
	Disagree	0	.0%
	Agree	28	14.9%
	Strongly Agree	158	84.0%
	Total	188	100.0%
26. I was satisfied with my involvement in the institute.	Strongly Disagree	2	1.1%
	Disagree	5	2.7%
	Agree	40	21.3%
	Strongly Agree	141	75.0%
	Total	188	100.0%
27. There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	Strongly Disagree	2	1.1%
	Disagree	2	1.1%
	Agree	32	17.1%
	Strongly Agree	151	80.7%
	Total	187	100.0%
28. The institute helped me to better understand the legislative process.	Strongly Disagree	2	1.1%
	Disagree	2	1.1%
	Agree	26	13.8%
	Strongly Agree	158	84.0%
	Total	188	100.0%
29. The institute helped me to enhance my communication skills.	Strongly Disagree	2	1.1%
	Disagree	4	2.1%
	Agree	41	21.9%
	Strongly Agree	140	74.9%
	Total	187	100.0%

**Table 25 (continued). Phase II Student Survey:
General Questions about the Institute**

Statement ^(a)	Rating	Count	%
30. I would encourage others to participate in the institute if they have the opportunity.	Strongly Disagree	2	1.1%
	Disagree	0	.0%
	Agree	15	8.0%
	Strongly Agree	171	91.0%
	Total	188	100.0%
31. I made connections that will help me achieve my college and career goals.	Strongly Disagree	4	2.1%
	Disagree	10	5.3%
	Agree	52	27.7%
	Strongly Agree	122	64.9%
	Total	188	100.0%
32. I am glad that I participated in this year's institute.	Strongly Disagree	2	1.1%
	Disagree	0	.0%
	Agree	19	10.1%
	Strongly Agree	167	88.8%
	Total	188	100.0%
33. The institute was motivating and inspiring for me.	Strongly Disagree	2	1.1%
	Disagree	1	.5%
	Agree	27	14.4%
	Strongly Agree	157	84.0%
	Total	187	100.0%
34. I will be able to apply what I learned to my future goals.	Strongly Disagree	3	1.6%
	Disagree	1	.5%
	Agree	25	13.4%
	Strongly Agree	157	84.4%
	Total	186	100.0%

^(a) Statement numbering reflects a continuation of the Phase II Student Survey from Table 23, above.

Overall, student delegates perceived their experience to be extremely positive. The vast majority of respondents (more than 90%) agreed with all of the positive, general statements about the institute, and over 90% *strongly* agreed that they would “encourage others to participate in the institute if they have the opportunity.” Their comments about what they liked the most (Appendix X) reflected themes such as opportunities to network; opportunities to play a substantive role in the process; and specific events, particularly the Mock Assembly, the Alumni Panel and particular presentations.

As evidence of their confidence, students were also not shy about making suggestions for improvement. Themes included suggestions for better preparation for, and clarifications/communications about, various roles and activities; allowing more time (e.g. an extra day) and opportunities for interaction (with legislators, with each other) and speaking;

and more evenly distributed representation of the different delegations.¹⁶ However, one of the most common themes in response to this question was that they did not think that anything needed improvement.

The last part of the survey simply asked students to rate each day of the institute, as well as the institute as a whole, on a 5-point scale ranging from 1 (poor) to 5 (excellent). Results are presented in Table 26, below.

**Table 26. Phase II Student Survey:
Overall Ratings of the Institute**

Institute Component	Rating	Count	%
Day 1 of the PR/HYLI Institute (Saturday)	1 Poor	0	.0%
	2	2	1.1%
	3	9	5.0%
	4	40	22.3%
	5 Excellent	128	71.5%
	Total	179	100.0%
Day 2 of the PR/HYLI Institute (Sunday)	1 Poor	0	.0%
	2	0	.0%
	3	6	3.3%
	4	33	18.3%
	5 Excellent	141	78.3%
	Total	180	100.0%
Day 3 of the PR/HYLI Institute (Monday)	1 Poor	1	.6%
	2	5	2.8%
	3	16	8.9%
	4	56	31.1%
	5 Excellent	102	56.7%
	Total	180	100.0%
The entire PR/HYLI Institute Weekend	1 Poor	0	.0%
	2	0	.0%
	3	3	1.7%
	4	32	18.0%
	5 Excellent	143	80.3%
	Total	178	100.0%

As shown above, on a 5-point scale, very large majorities of respondents (88% or more) rated each day of the institute very positively, as a 4 or 5, while almost all of them (98%) rated “the entire weekend” as a 4 or 5.

Their comments about how they plan to use what they learned during the institute

¹⁶ This was not explicitly stated, but because the NYC delegation is so much larger than the others, it may appear to other delegations that they are overrepresented in institute roles as well as in the award of scholarships.

demonstrated that these high ratings reflected thoughtful consideration. One of the most common themes was from students stating that they felt they had found new advocacy, public speaking, leadership and other skills, and planned to use them in their careers and their lives, including “to speak up when I need to.” Some students talked about “dreaming big” and getting more involved in politics, while others talked about more strongly “embracing” their culture and feeling better able to advocate for their community (including their Latinx community as well as PR/HYLI) and to advocate for particular ideas. As one student put it,

I feel more empowered as a leader and as a Latina. That weekend was like proteins that nourished my roots as it helped me re-establish my goals and set myself to work more diligently.

Staff Perceptions

Staff and adult volunteers were even more enthusiastic about the institute than the students. Their feedback was also obtained through ratings and comments on their Phase II surveys. Their ratings of specific aspects of the institute are presented in Table 27, below. Their verbatim comments are reproduced in Appendix XI.

**Table 27. Phase II Staff Survey:
General Questions about the Institute**

Statement	Rating	Count	%
27. The institute was well-organized.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	11	26.8%
	Strongly Agree	30	73.2%
	Total	41	100.0%
28. I was satisfied with my involvement in the institute.	Strongly Disagree	0	.0%
	Disagree	1	2.4%
	Agree	8	19.5%
	Strongly Agree	32	78.0%
	Total	41	100.0%
29. The institute helped students better understand the legislative process.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	8	20.0%
	Strongly Agree	32	80.0%
	Total	40	100.0%
30. The institute helped students develop or enhance their communication skills.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	12	29.3%
	Strongly Agree	29	70.7%
	Total	41	100.0%

**Table 27 (continued). Phase II Staff Survey:
General Questions about the Institute**

Statement	Rating	Count	%
31. Adequate support was provided for students with limited English.	Strongly Disagree	0	.0%
	Disagree	3	7.5%
	Agree	15	37.5%
	Strongly Agree	22	55.0%
	Total	40	100.0%
32. There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	19	47.5%
	Strongly Agree	21	52.5%
	Total	40	100.0%
33. I am glad that I participated in this year's institute.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	7	16.7%
	Strongly Agree	35	83.3%
	Total	42	100.0%
34. I would encourage other staff and volunteers to participate in the institute.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	6	14.3%
	Strongly Agree	36	85.7%
	Total	42	100.0%
35. Students will be able to apply what they learned to their future goals.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	8	19.0%
	Strongly Agree	34	81.0%
	Total	42	100.0%
36. The institute was motivating and inspiring for me.	Strongly Disagree	0	.0%
	Disagree	0	.0%
	Agree	7	16.7%
	Strongly Agree	35	83.3%
	Total	42	100.0%

As the table above shows, the vast majority of respondents (93% or more) agreed with all of the general statements about the Albany Institute, and indeed *all* staff agreed with all but two of the statements. The strongest enthusiasm, with 80% or more *strongly* agreeing, was with the following statements:

- “I would encourage other staff and volunteers to participate in the institute.”
- “I am glad that I participated in this year’s institute.”
- “The institute was motivating and inspiring for me.”

- “Students will be able to apply what they learned to their future goals.”
- “The institute helped students better understand the legislative process.”

As in the student survey, the last part of the Phase II Staff Survey asked respondents to rate each day of the institute, as well as the institute as a whole, on a 5-point scale ranging from 1 (poor) to 5 (excellent). Results are presented in Table 28, below.

**Table 28. Phase II Staff Survey:
Overall Ratings of the Institute**

Institute Component	Rating	Count	%
Day 1 of the PR/HYLI Albany Institute (Saturday)	1 (Poor)	0	.0%
	2	0	.0%
	3	0	.0%
	4	11	26.8%
	5 (Excellent)	30	73.2%
	Total	41	100.0%
Day 2 of the PR/HYLI Albany Institute (Sunday)	1 (Poor)	0	.0%
	2	0	.0%
	3	0	.0%
	4	9	22.0%
	5 (Excellent)	32	78.0%
	Total	41	100.0%
Day 3 of the PR/HYLI Albany Institute (Monday)	1 (Poor)	0	.0%
	2	0	.0%
	3	3	7.3%
	4	10	24.4%
	5 (Excellent)	28	68.3%
	Total	41	100.0%
The entire PR/HYLI Albany Institute Weekend	1 (Poor)	0	.0%
	2	0	.0%
	3	0	.0%
	4	14	34.1%
	5 (Excellent)	27	65.9%
	Total	41	100.0%

On a 5-point scale, almost all staff (93% or more) rated each day of the institute, as well as the institute overall, as a 4 or 5. Day 2 of the institute—the day when the Mock Assembly was conducted—received the highest ratings, with 78% rating it as a 5.

In their comments, the aspects of the institute that staff cited as most effective included several specific activities such as the Mock Assembly, the Saturday workshops, and the Sunday gala; as well as more abstract characteristics such as interactiveness, collaboration and coordination among delegations; confidence building and cultivation of student voices; and the cohesiveness of the various activities.

Staff presented a wide variety of suggestions for improving the institute. Because suggestions were so varied, few larger themes emerged. Perhaps one exception is that quite a few respondents made suggestions for improving time management, providing more breaks in the schedule, and allowing students more time to sleep. A few respondents also felt that there was too much time dedicated to speakers and presentations, or that some presentations went on too long or were not sufficiently engaging.

Phase III: PR/HYLI Follow-Up Activities

According to delegation leaders' comments in the Phase I Staff Surveys, all delegations but one had planned to hold a spring reunion event. The delegation that was not planning a reunion indicated that, for a geographically large region, transportation and scheduling presented too great a challenge for many students and staff.

Five of the remaining six delegations already had detailed plans for their spring reunion, with the intention of inviting 2019-20 PR/HYLI participants, participants' parents, and special guest speakers. Their goals for the reunion included celebrating students' accomplishments, strengthening ties with the PR/HYLI community and with alumni to encourage greater participation and assistance next year, and connecting current year participants to contacts and information that could continue to support them in pursuing higher education and a career path. When asked who they intended to invite to the reunion, all five delegations that had made specific plans reported that they would invite students who attended this year's Albany institute, while four of the five also intended to invite students who participated in Phase I but did not attend this year's institute. Three of them planned to invite students who had participated in the institute in prior years, while only two delegations said they would invite prior year PR/HYLI students who had participated in Phase I but had not attended the institute.

Regrettably, the unprecedented disruptions resulting from the COVID-19 pandemic, which first began escalating in late winter of 2020, ultimately resulted in school closures and skyrocketing unemployment in addition to the health crisis. All of this hit low income communities and communities of color the hardest. Unsurprisingly, these circumstances also forced major changes to the reunion plans, as well as to the evaluator's ability to conduct follow-up interviews to obtain details about the reunions. Nevertheless, PR/HYLI leadership at Questar III BOCES reported that *at least* three of the delegations did manage to convene a virtual reunion in spite of these extraordinary challenges.

SOMOS Scholarships

The college scholarship competition financed and coordinated by SOMOS, Inc. helped to finance the college aspirations for the most motivated PR/HYLI participants. This year, among approximately 302 seniors who participated in at least the delegation training phase¹⁷, 125 (41%) had applied for a scholarship, and 37 (30% of the applicants) were awarded scholarships. Scholarship winners included students from all seven delegations, who were awarded scholarships ranging in value from \$770 to over \$3,000 each, for a total distribution of over \$50,000 in scholarships.

Alumni Survey for Graduating Seniors

Alumni surveys were distributed to all 12th grade 2020 PR/HYLI participants who were expecting to graduate. As previously discussed, because of the severe disruptions from the COVID-19 pandemic, only 101 responses were received. While these responses did represent all seven delegations, they represented a response rate of only 33 percent of the estimated 302 seniors attending at least the first phase of training.¹⁸

Although the Alumni Survey was intended for all seniors participating in PR/HYLI, however, responses seem to indicate that institute participants were substantially overrepresented. These data are shown in the following table.

**Table 29. Alumni Survey:
Representation of Students Attending Each Phase of Training**

Population	All Students	All Seniors	Alumni Survey Respondents
All Phase I Participants	497	302 ^(a)	101
Phase I Participants Expected to Attend/Attending Albany Institute	253 ^(b)	151 ^(b)	85 ^(c)
% of Part 1 Participants Expected to Attend/Attending Albany Institute	51% ^(b)	50% ^(b)	84% ^(c)

^(a) This figure is based on extrapolating the percent of students that each delegation leader expected to attend Phase II who were seniors (ranging from 50% to 75%), to the total number of Phase I participants in each delegation (see Table 1).

^(b) Expected to attend, based on Phase I Staff Survey.

^(c) Actually attending, based on Alumni Survey responses.

¹⁷ Estimate of total participation among seniors was based on extrapolating the percent of students that each delegation leader expected to attend Phase II who were seniors (ranging from 50% to 75%), to the total number of Phase I participants in each delegation (see Table 1).

¹⁸ Actual grade distributions were not provided for students participating in Phase I; this figure is based on extrapolating the percent of students that delegation leaders expected to attend Phase II who were seniors (60% seniors), to the total number of students participating in Phase I (497 total participants).

As shown in the above table, according to delegation leaders, about half (51%) of all students participating in Phase I were expected to also attend the Albany Institute. Among seniors (for whom the Alumni Survey was intended), about the same proportion of Phase I participants were expected to go to Albany. However, actual institute participants represented 84% of the seniors who responded to the Alumni Survey. Although response patterns were undoubtedly impacted by the pandemic, these discrepancies might indicate that the surveys were delivered disproportionately to institute participants, and/or that institute participants were simply more motivated to respond.

Unfortunately, because of the very low overall response rate, the survey findings cannot be assumed to be representative of all participating seniors, and are therefore not reported here.

Conclusions

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute was first established in 1990, with the goal of providing students with the tools and knowledge that will allow them to become leaders and active advocates for their communities. The process included setting these students up with opportunities to learn firsthand about New York State’s legislative process. In 2020, even in spite of disruptions from a worldwide pandemic, the program exceeded its formal goal of training 200 participants in Phase II by an even greater margin than the prior year, enrolling a total of 253 students in the Albany Institute.¹⁹ The data obtained through self-reports from participating students and staff, as well as direct evaluator observations of activities during the institute, testify to the success of the program in achieving its’ stated goals of developing students’ leadership skills; creating opportunities for students to interact with positive adult role models; creating partnerships and conversations among educators, business leaders, and students; and developing in-depth knowledge of the State’s legislative process.

Activities to strengthen leadership and public speaking skills, and to help students find their voice and power, were woven into the whole process, from the application stage through the training activities in the delegations, and the experience of the Albany Institute. In addition to program activities, various program awards and opportunities for recognition, including the naming of outstanding delegates, selecting students for the different legislative roles during the mock assembly, and the SOMOS scholarship awards, also all contributed to developing students’ leadership skills, self-realization and empowerment.

Working together as a community and a team were dominant themes throughout the process. Aside from learning skills of leadership and teamwork in small groups, there were numerous opportunities for interactions with adult trainers and past alumni throughout the program phases. The majority of students reported having had opportunities to meet elected officials during the delegate training. At the institute, the many opportunities for participants to learn from and interact with positive adult role models included working with leaders from the delegations and from SUNY Buffalo, Vassar College, The Leadership Program of New York City, and Adelante Student Voices; meeting with legislators; and hearing from notable speakers from Congress, the New York State Legislature, the New York City Department of Education, and Questar III BOCES. Students were inspired by presentations from social justice advocates who shared their work and personal stories.

¹⁹ According to delegation leader projections.

The PR/HYLI program included many different elements to provide students with an in-depth education about New York State’s legislative process and its origins. This pillar of the program was brought to the students through historical content and practical contexts both during the delegation training and during the Albany Institute. In Phase I, students learned and practiced debating, writing, leading, working together and assuming assembly roles. During the institute, students put these skills into practice through the mock assembly and by filling their assigned roles throughout the weekend.

Challenges and Solutions

The ratings and comments from both student participants and staff celebrate the effectiveness and success of the PR/HYLI program. However, no program is without its challenges. While there were a few suggestions for improvement that were offered by staff and students, there were also examples of improvements on issues that posed a challenge in the prior year.

Most notably, in contrast to 2019 when the Sunday cultural event received a considerable amount of criticism, this year’s student recognition dinner and gala received consistently high ratings from both students and staff, and was even cited as being among the most effective aspects of the institute in some staff’s comments.

Another challenge that staff had previously raised concerns about, but appeared to be more successful this year, was with the selection process at each phase. Previously, some staff had expressed concern about needing to strike a better balance between being more inclusive, while still being selective enough to ensure the success of the institute. The delegations appear to have struck a good balance this year. The Phase I selection process was highly inclusive: every delegation accepted a substantial majority of applicants, accepting a total of 89% of all applicants across delegations. At the same time, the more selective process for Phase II – for which about half of all Phase I participants were selected – resulted in a strong group of institute participants, as evidenced by the evaluator’s observations and by the high survey ratings of the weekend.

Similar to last year, however, concerns were again expressed in the staff comments about the intensity of the schedule, time management, and students needing more time to sleep. If possible, this challenge might be addressed by adding half a day so the schedule can be spread out more. Alternatively, while there are activities that are clearly central to the goals of the program, the possibility of reducing the number of speakers or reducing the amount of time that some of them are given to speak – as suggested by one of the staff survey respondents – and/or shortening the duration of some activities, could help make room for more breaks and earlier dismissals to make the overall agenda less tiring. Nevertheless, it is noteworthy that in

her observations of Sunday's activities, the evaluator found students to be highly energized and engaged.

The findings discussed throughout this report strongly point to evidence of a program that excels in achieving its goals for those students who continue through Phase II. There is a benefit to the two-phase selection process that admits more students to the delegation training than there is room for at the Albany Institute. With this structure, a large number of students who may not be appropriate candidates for the institute can still benefit from the 30 plus hours of training during Phase 1.

Unfortunately, there remains little information about how the program impacts those students who only experience Phase I. As explained in the 2019 report, a reliable comparison between the perceptions of this group against those who do go on to Phase II cannot be obtained from the Phase I survey because, at the time they complete the survey, many students do not yet know whether they were accepted. Because the Alumni Survey is intended to be administered to seniors from both groups, though – well after the Albany Institute has ended – it can provide a good opportunity to obtain reflections from both groups on how their experience has impacted their plans for the future. This year, however, PR/HYLI participants who did not go to Albany were severely under-represented in the Alumni Survey responses, and the overall response rate was very low due to the COVID pandemic. On the plus side, though, delegation leaders reported that they were more consistent about distributing this survey to both groups. In the future, without the disruption of the pandemic, we hope to get larger and more representative response rates, and will be able to compare the responses of these two groups of alumni.

Overall Success of the Program

Despite these challenges and suggestions for improvements, the overall success of the program was apparent from students' and staff's enthusiasm in their ratings and from their comments on every component of the program, as well as on their overall experience. The program's success in reaching its' goals and beyond in the numbers of participants that were trained, in the content coverage and in the added value to participants' skills and attitudes was apparent in the strong ratings from survey respondents, which were further validated by the evaluator's observations of Day 2 of the institute.

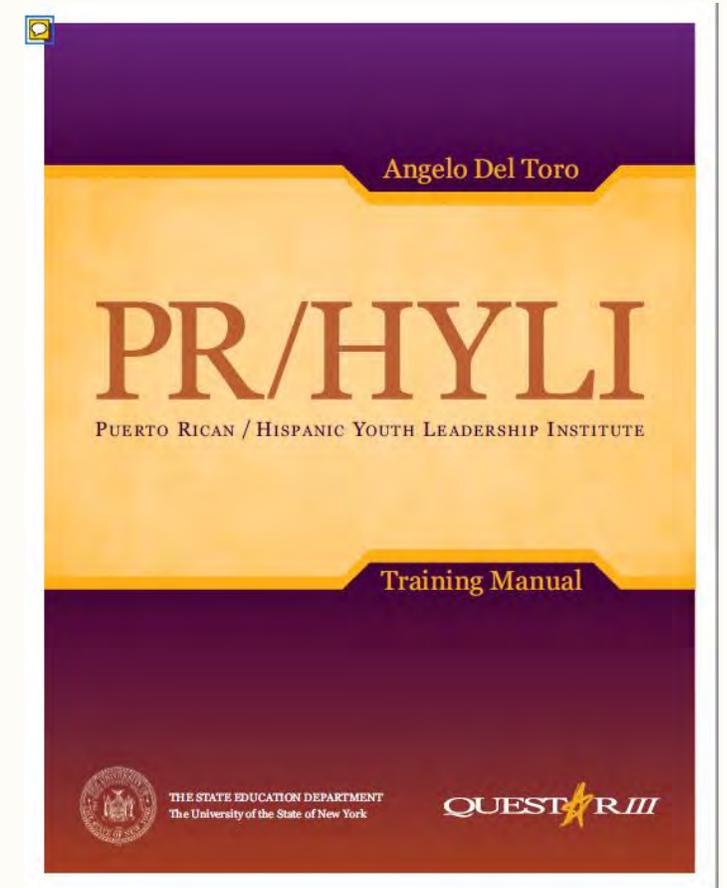
Appendices

Appendix I:

Train the Trainer Overview

Angelo Del Toro PR/HYLI TRAINING

Program and Activity Overview
and Tools



PR/HLI Overview

– The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute training manual serves as a guide to all facilitators/trainers who prepare the delegations that make up this Institute. The purpose of this training manual is to provide each delegation with a clear set of objectives and resources that will serve as a unifying element among all delegates who will attend and participate in the Institute. The manual assumes six five-hour training sessions, but can easily be broken down into more or combined into fewer if necessary. The total of 30 hours of training should be adhered to by all delegations.

Circle of Hands



-
- Trace the outline of your hand next to your peers.
 - Inside your hand, write what you bring to this group

Best Practices and Continuity

Show me whatcha got!





What is Leadership?

EI PODER ES MÍO
THE POWER IS MINE

Each lesson should have



Objective



Vocabulary



Quotes



Fun component



**Discussion
Questions**



**Essential
Question or Aim**



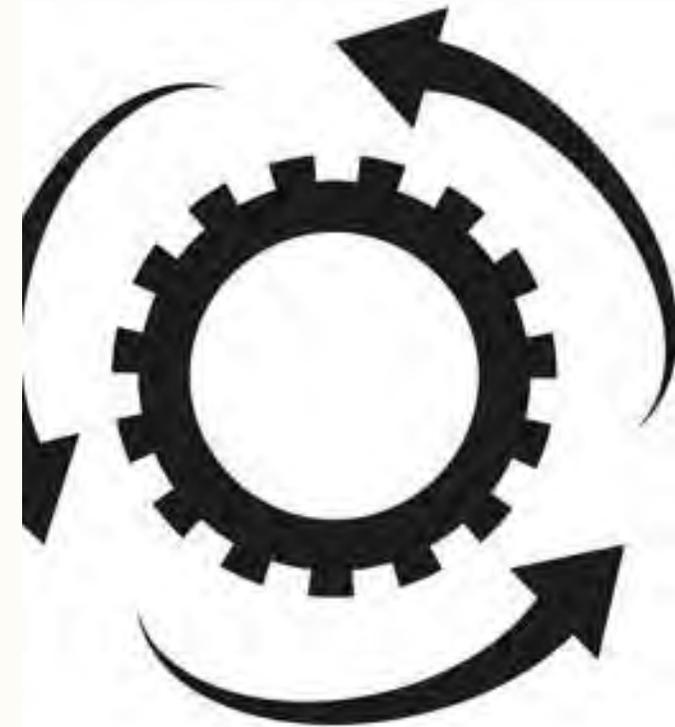
Things to think about

- ❖ How are you stimulating critical thinking?
- ❖ How are you integrating the theme of Leadership into every lesson?
- ❖ How are you differentiating this lesson?
Accounting for different learning styles and levels

LIDERAZGO

Parameters of Lesson

- ❖ Utilize the Internet if you need to
- ❖ Utilize any part of the office
- ❖ Make sure your lesson is written out on chart paper
- ❖ Each lesson should be 90 to 120 minutes
- ❖ Consult the manual (I have copies)



Bonus!



THE EXTRA MILE

Create a short whip around or 5-minute activity that you can demo with this group. Facilitate that activity when you present your lesson.



SIGN UP

Sign your
name on one of
the posters

Choose a
module that
you rock!





You will have 90 minutes
to complete your lesson

SESSION 1

Modules 1-4

Teambuilding

Leadership

Angelo Del Toro PR/HYLI History

Communication and Public Speaking

SESSION 2

Modules 5-7

How a Bill Becomes Law
Mock Assembly Procedures
Analysis & Study of Bills

SESSION 3

Modules 8-10

Culture

Advocacy, Identifying Community Issues

Writing a Winning Essay

SESSION 4

Modules 11&12

Debating – Party Affiliation
Specialty Roles & Practice Sessions

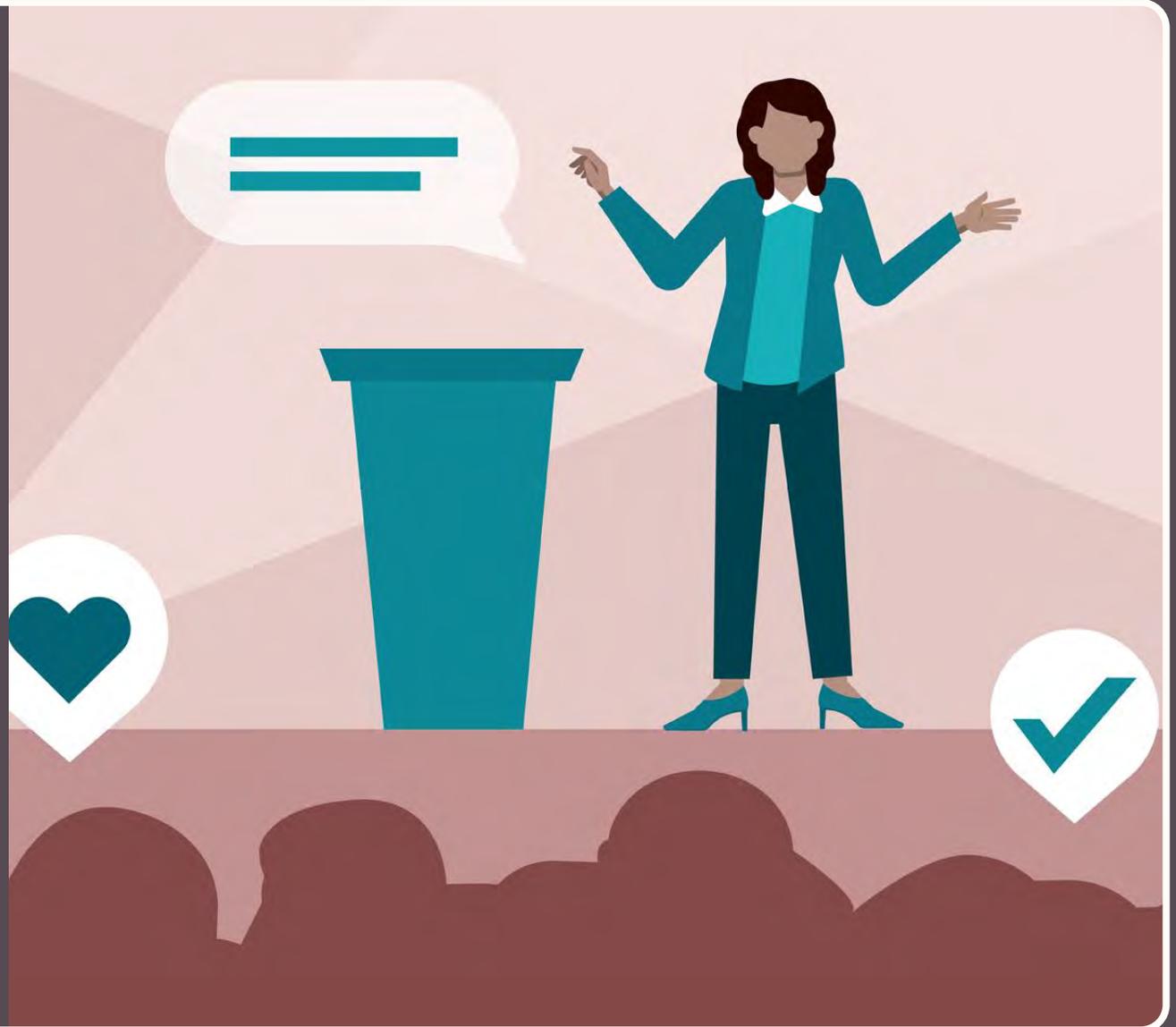
SESSION 5

Module 13

Decorum for the PR/HYLI Weekend

Share

Each group has 15 min. to share



Are all these components here?

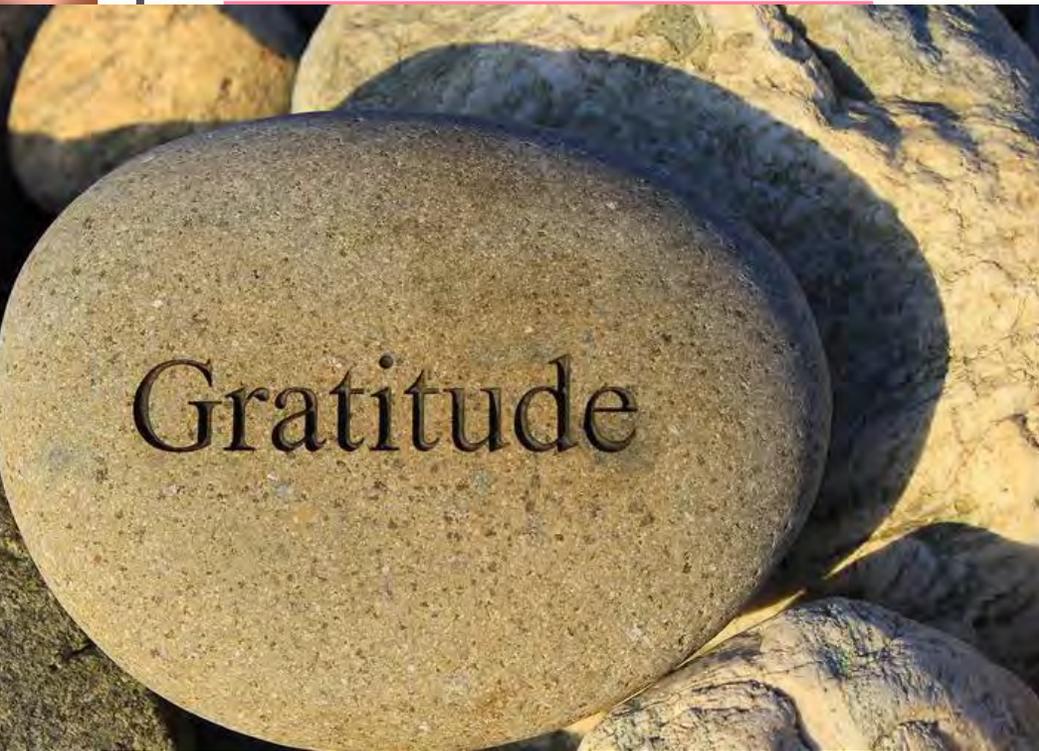
- *Objective*
- *Quote*
- *Vocabulary*
- *Fun Component*
- *Discussion Questions*
- *Essential Question or Aim*

Sharing Parameters

- ❖ Each group shares for 15 minutes. You will have 5 minutes to facilitate a quick activity with the group based on your module. Groups will be timed.
- ❖ Groups will support presenters with a rousing applause (practice now)
- ❖ After watching presentations we will outline:
 - *Parts that were great*
 - *Clarifying questions (not veiled suggestions)*
 - *Taking this to the next level*



Love Pockets



Appendix II:

Phase I Staff Survey

PR/HYLI Phase 1 Staff Survey 2019-20

Dear PR/HYLI Staff Member:

Thank you for participating in PR/HYLI's Phase 1 Regional Training 2019-20. Measurement Incorporated, a national evaluation and measurement firm, has been contracted by the Office of Bilingual Education and World Languages in the New York State Education Department to provide an independent evaluation of PR/HYLI activities taking place this year.

Your feedback provides important information for this evaluation. Your thoughtful responses will be combined with those of your colleagues to help us understand where project activities are working well and what challenges are encountered. Rest assured that responses will remain confidential and are never attributed to an individual.

Please complete the attached survey about your Phase 1 Training activities — it should take no more than 15 minutes to complete. You may complete the survey by clicking on one of the links below. The first link is in PDF version that you may print and scan or mail back. The second link leads to the word version that can be saved and completed on your computer and emailed back. If you use the word version please highlight boxes that you wish to check and replace them with an X.

If you have a role in more than one delegation please provide the information for each delegation in a separate survey.

Please return your completed survey by email or U.S. mail to the address below, **no later than March 7th 2020**. Do not hesitate to contact me by email or phone if you have any questions about the survey or would like to discuss any aspect of the evaluation.

Thank you in advance for your participation!



Tami Schoen
Project Manager

Measurement Incorporated
34 South Broadway, Suite 601
White Plains, NY 10601
tschoen@measinc.com
Tel. 914 682-1969 ext. 310

PR/HYLI Phase 1 Staff Survey 2019-20

BACKGROUND

1. Delegation (required):

[Please note that we need to identify delegations so we can analyze variations between Delegations. Remember that individual responses will nevertheless remain strictly confidential and will only be reported in the aggregate.]

2. Are you the Regional Delegation Leader ?

- Yes – continue with Question [3] below
- No – skip to Question [4]

3. Please use the questions and table below to describe your delegation this year.

- a. # PR/HYLI Applications Received _____
- b. # Students Accepted into Phase 1 Training _____
- c. # Students Expected to Attend the PR/HYLI Institute Weekend _____
- d. Of those expected to attend the Institute Weekend, # that are:
Sophomores: _____ Juniors: _____ Seniors: _____
Returning Participants: _____

e. Please provide the following information about the Phase 1 training sessions. Please add rows or use the back of the page as needed:

Training session	Training dates [mm/dd/yy]	Length of Training [hrs/session]	# Students attending this session	# Trainer(s) attending this session	# Chaperone(s) attending this session	Description of topic/activities in this session	Name(s), Position(s) of Trainers/ Chaperones in this session
Session #1							
Session #2							
Session #3							
Session #4							
Session #5							
Session #6							

4. What [other] role(s) do you hold in the PRHYLI program (if applicable)? [Select ALL that apply.]

- Regional Director
- Phase 1 Trainer/Teacher/Leader (other than Regional Delegation Leader)
- Other professional staff (e.g., translator, guidance counselor, etc.)
- Student Volunteer
- Chaperone
- Other (explain) _____

RECRUITMENT and SELECTION

5. Did your role involve recruiting students for the PRHYLI Phase 1 training this year?

- Yes – continue with Question [6] below
- No – skip to Question [7]

6. Recruitment Strategies

6a. Please use the table below to indicate which strategies were used this year to recruit students for Phase 1 training, and how well those strategies worked.

Recruitment Strategies	Use of Strategies			Success of Strategies			
	Our delegation did not use his strategy	We used this strategy but I did not use it personally	I used this strategy	Worked Well	Needs Improvement	Did not Work At All	Don't Know
a. Obtaining assistance from our district(s)/school(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Obtaining assistance from PR/HYLI alumni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Obtaining assistance from other governmental agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Obtaining assistance from private community or family organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Online recruitment tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other recruitment strategy(ies) that <i>you</i> used (please describe in Question 6b below)	--	--	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6b. What other recruitment strategies, if any, did you use as part of your own role?

6c. For any recruitment strategies that you indicated could be improved in the table above, please suggest how they might be improved.

7. Did your role involve selecting applicants for the Phase 1 Training this year?

- Yes – continue with Question [8] below
- No – skip to Question [9]

8. Selection Criteria

Please share your experiences assisting your delegation with selecting students **for the Phase 1 Training** this year.

8a. Use the table below to indicate which selection criteria your delegation used this year, and how well they worked.

Selection Criteria	Check if Used	Success of Criteria			
		Worked Well	Needs Improvement	Didn't Work At All	Don't Know
a. Currently in 11 th or 12 th Grade	<input type="checkbox"/>				
b. Applicant's GPA	<input type="checkbox"/>				
c. Applicant Essay	<input type="checkbox"/>				
d. Recommendations from teachers/guidance counselors	<input type="checkbox"/>				
e. Recommendations from community members	<input type="checkbox"/>				
f. Demonstrated leadership skills	<input type="checkbox"/>				
g. Interest in government policy making	<input type="checkbox"/>				
h. Proficiency in English	<input type="checkbox"/>				
i. Proficiency in Spanish	<input type="checkbox"/>				
j. Parent/Guardian consent	<input type="checkbox"/>				
k. Achieving a target number of participating students in Phase 1	<input type="checkbox"/>				
l. Other (please specify in Question 8b below)	<input type="checkbox"/>				
m. None of the above - we accept everyone who applies	<input type="checkbox"/>				

8b. What other selection criteria, if any, did your delegation use?

8c. How well did this selection system work overall? How might it be improved?

TRAINING SESSIONS

9. Did your role include training students at the Phase 1 training sessions this year?

- Yes – continue with Question [10] below
- No – skip to Question [11]

10. Please use the table and questions below to share your experiences facilitating training sessions this year.

10a. Use the table below to indicate which training activities you used this year and the how well they worked.

Training Focus	Trainings Topics that I Focused On			Success of Trainings		
	Our delegation did not focus on this	Our delegation focused on this but I did not do so personally	I focused on this	This Went Well	Needs Improvement	Didn't Work At All
a. Developing leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing public speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The NYS legislative system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Selected bills in the State legislature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Important issues affecting the Hispanic/Latino community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing opportunities for students to meet with positive Puerto Rican/Latinx role models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Team building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. What it means to be a critical thinker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. How to write a successful scholarship essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10b. Please describe what worked well this year in Phase 1 training, and what could be improved.

--

SELECTION OF STUDENTS FOR THE INSTITUTE WEEKEND

11. Did your role include selecting students to go to the Institute Weekend this year?

- Yes – continue with Question [12] below
- No – skip to Question [13]

12. Please discuss how your delegation selected students for the Institute Weekend, and how well the selection process worked.

Summarize your delegation's criteria for selecting Students for the Institute Weekend	
---	--

<p>What worked well in selecting Students for the Institute Weekend and what could be improved?</p>	
---	--

OUTSTANDING DELEGATE

13. Did your role include selecting the Outstanding Delegate for your Delegation this year?

Yes – continue with Question [14] below

No – skip to Question [15]

14. Please discuss how your delegation selected your outstanding delegate, and how well the selection process worked.

<p>Criteria for selecting your Outstanding Delegate</p>	
---	--

<p>What worked well in selecting the Outstanding Delegate, and what could be improved?</p>	
--	--

POST-PR/HYLI FOLLOW-UP

15. Did your role include planning follow-up activities for after the Institute Weekend for your Delegation this year?

- Yes – continue with Question [16] below
- No – **You are done with this survey.** Thank you for your time and collaboration!

16. Use the questions below to discuss any plans you have for this year’s follow-up activities after the Institute Weekend.

16a. Who will be invited to attend the follow-up activities? (Select all that apply)

- Students who attend the Albany Institute this year
- Students who attended this year’s Phase 1 training but were not invited to Albany this year
- Students who attend the Albany Institute in prior year(s)
- Students who attended prior years’ Phase 1 training but were not invited to Albany

16b. 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.

<p>Post PR/HYLI Follow-Up</p>	
--------------------------------------	--

Thank you for your time and collaboration!

Appendix IIIa:

Phase I Student Survey (English)

Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute	PR/HYLI Regional Training Student Evaluation Form 2020
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My School is:	My Grade is:	I Participated in PR/HYLI Last year: <input type="radio"/> Yes <input type="radio"/> No
---------------	--------------	---

My Delegation is <<must respond>>: _____

RECRUITMENT AND SELECTION TO THE TRAINING PHASE:

How were you recruited to apply to PRHYLI? [select ALL that apply]

- 1. By a school teacher or administrator
- 2. By PR/HYLI Staff
- 3. Attended last year
- 4. By a former PR/HYLI participant
- 5. Other source (explain)

During the recruitment and selection process, I...	Yes, Definitely	Somewhat	No, Not At All	Does not apply to my experience
6. Understood what I had to do to apply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Found the PRHYLI staff I met or communicated with to be friendly and helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Was given all of the details of program requirements and felt I understood them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Felt satisfied with the selection process (reasons for accepting/declining applications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

10. Please share any suggestions you may have on how to improve the processes for **recruitment and application** to the Training Phase.

11. Please share any suggestions you may have on how to improve the process for **selecting students** for the Training Phase

TRAINING ACTIVITIES: Below are some activities that you may have participated in during your PR/HYLI trainings.

For each question, please fill in the circle that most applies.

During our training activities, we...	We Did This A Lot	We Sometimes Did This	We Never Did this
12. Worked in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Gave presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Watched videos or video clips.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Met PR/HYLI alumni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Met elected officials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Role-played different Assembly roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Were assigned homework to complete before the next training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MY LEARNING: Below are some things you might have learned about during your PR/HYLI trainings. For each question, please fill in the circle that most applies.

During the trainings, I learned about...	I learned A Lot About This	I Learned Some About This	I Didn't Learn About This
19. How a bill becomes a law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The three branches of government.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Parliamentary procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. What makes a good leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The history of PR/HYLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The rich diversity of the Hispanic/Latino community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Important issues affecting the Hispanic/Latino community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The role of a New York State Assembly member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. How to develop an argument for or against a bill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Ways to improve my public speaking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. What it means to be a critical thinker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. How to challenge my own thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. How to consider viewpoints different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. How to be an effective advocate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. How to write a successful scholarship essay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Expectations for the PR/HYLI Weekend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL QUESTIONS: Below are some general questions about your PR/HYLI experience during the Training Phase. For each question, please fill in the circle that most applies.

At the Training Phase, I...	Yes, Definitely	Somewhat	No, Not At All
35. Felt welcomed by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Was encouraged to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Enjoyed myself and had fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Felt that the program requirements for selecting students to attend the Albany Institute were explained clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Felt that the program requirements regarding the selection for the Institute Weekend were fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Was given the training and support I needed to feel prepared for the _Weekend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Was encouraged to challenge myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Was able to meet and learn more about other PR/HYLI students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Felt like I was a part of my PR/HYLI Delegation's training community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Were you selected to participate in the Albany Institute in March 2020?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know yet
---	------------------------------	-----------------------------	---

45. Please share any suggestions you may have on how to improve the process of **selecting students** for the Institute Weekend.

Appendix IIIb:

Phase I Student Survey (Spanish)

Angelo Del Toro Instituto de Liderazgo para Jóvenes Puertorriqueños e Hispanos	Formulario de 1ra Fase de Entrenamiento para Alumnos 2020
--	---

Mi escuela es:	Mi calificación es:	Participé en PR/HYLI El año pasado: <input type="radio"/> Sí <input type="radio"/> No
----------------	---------------------	---

Mi delegación es: <<must respond>> _____

RECLUTAMIENTO Y SELECCIÓN DE LA FASE DE ENTRENAMIENTO:

¿Cómo se enteró de PR/HYLI? [seleccione TODOS los que correspondan]

- 1. De mi escuela (maestro, consejero, etc.)
- 2. De Personal de PR/HYLI
- 3. Participó el año pasado
- 4. De un ex participante de PR/HYLI
- 5. Otra fuente (explique)

Durante el proceso de reclutamiento y selección, yo...	Sí, definitivamente	Un poco	No, en absoluto	No aplica a mi experiencia
6. Entendí lo que tenía que hacer para presentar una solicitud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Encontré al personal de PR/HYLI con el que me reuní o me comuniqué para ser amable y servicial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Me dieron todo los detalles de los requisitos del programa y sentí que los entendía	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Me sentí satisfecho con el proceso de selección (razones para aceptar / rechazar solicitudes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

10. Comparta cualquier sugerencia que pueda tener sobre cómo mejorar los procesos de **reclutamiento y aplicación** a la primera Fase de entrenamiento.

11. Comparta cualquier sugerencia que pueda tener sobre cómo mejorar el proceso de **selección de estudiantes** para la primera Fase de entrenamiento.

ACTIVIDADES DE ENTRENAMIENTO: A continuación se presentan algunas actividades en las que puede haber participado durante sus entrenamientos de PR/HYLI. Para cada pregunta, complete el círculo que más se aplica.

Durante nuestras actividades de capacitación, nosotros ...	Hicimos esto muchas veces	A veces hicimos esto	Nunca hicimos esto
12. Trabajamos en grupos pequeños.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Dio presentaciones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Vió videos o videoclips.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Se reunió con ex alumnos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Conoció a los funcionarios electos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Desempeñamos diferentes roles de la Asamblea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Se les asignó tarea para completar antes de la próxima capacitación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MI APRENDIZAJE: A continuación hay algunas cosas que quizás haya aprendido durante sus entrenamientos de PR/HYLI. Para cada pregunta, complete el círculo que más se aplica.

Durante los entrenamientos, aprendí sobre ...	Aprendí mucho sobre esto	Aprendí algo sobre esto	No aprendí sobre esto
19. Cómo un proyecto de ley se convierte en ley.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Las tres ramas del gobierno.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Procedimientos parlamentarios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Lo que hace un buen líder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. La historia de PR/HYLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. La rica diversidad de la comunidad hispana/latina.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Asuntos importantes que afectan a la comunidad hispana/latina.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. El papel de un miembro de la Asamblea del Estado de Nueva York.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Cómo desarrollar un argumento a favor o en contra de un proyecto de ley.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Formas de mejorar mis habilidades para hablar en público.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Lo que significa ser un pensador crítico.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Cómo desafiar mi propio pensamiento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Cómo considerar puntos de vista diferentes a los míos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Cómo ser un defensor efectivo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Cómo escribir un ensayo de beca exitoso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Expectativas para el fin de semana PR/HYLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREGUNTAS GENERALES: A continuación se presentan algunas preguntas generales sobre su experiencia PR/HYLI durante la Fase de Entrenamiento. Para cada pregunta, complete el círculo que más se aplica.

En la Fase de Entrenamiento, yo...	Sí, definitivamente	Un poco	No, para nada
35. Me sentí bienvenido por otros estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Se le animó a hacer preguntas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Disfruté y me divertí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Sentí que los requisitos del programa para seleccionar estudiantes para asistir al Albany Institute se explicaron claramente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Sentía que los requisitos del programa con respecto a la selección para el Instituto de Albany eran justos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Me dieron la capacitación y el apoyo que necesitaba para sentirme preparado para Instituto el fin de semana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Me animaron a desafiarme a mí mismo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Pude conocer y aprender más sobre otros estudiantes de PR/HYLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Me sentí parte de la comunidad de capacitación de mi delegación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. ¿Fue seleccionado para participar en el Instituto Albany en marzo de 2020?	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> Todavía no lo sé
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Appendix IV:

Phase II Staff/Volunteer Survey



Evaluation and School Improvement Services

34 South Broadway, Suite 601
White Plains, NY 10601
(914) 682-1969
Fax: (914) 682-1760

41 State Street, Suite 403
Albany, NY 12207
(518) 427-9840
Fax: (518) 462-1728

Memorandum

To: PR/HYLI Delegation Leaders
From: Tami Schoen
Date: March 2, 2020
Re: Phase II Staff/Volunteers Surveys

Enclosed you will find copies of the PR/HYLI Phase II Surveys for Staff and Volunteers. Please distribute one copy to each participating staff member or volunteer *after* the Albany Institute is over. Please complete the surveys as soon as possible after the Institute. (In the past, many delegations have chosen to complete these surveys on the bus on the way back home from the Institute.) Note that it is *not* necessary to complete the forms in pencil. To ensure that your delegation's paper surveys are included in the statewide report, please send them in so that they arrive on or before March 20th 2020.

They should not require more than 10 minutes to complete.

Please encourage staff and volunteers to answer honestly, and assure them that their responses will not be shared with anyone outside of Measurement Incorporated, they will not be identified when responses are summarized, and their responses will in no way affect performance reviews, nor anyone's participation in future PR/HYLI activities. The completed evaluation forms will provide valuable information about the Albany Institute, including areas of strength and any areas for improvement.

Once completed, please scan and email or mail the evaluation forms to:

Tami Schoen
Measurement Incorporated
34 South Broadway, Suite 601
White Plains, NY 10601
tschoen@measinc.com

Thank you in advance for your assistance.

PR/HYLI Albany Institute Staff/Volunteer Survey 2020

My Delegation _____

I Attended the Institute Last Year: Yes No

Below are a few questions regarding the Institute. SKIP any questions you feel you can't answer.

DAY 1: SATURDAY		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	The welcoming remarks helped to generate enthusiasm and set the tone for the Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	The talk by keynote speaker Juana Bordas was valuable for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The Leadership Activities were effective in helping to form a single cohesive group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Students were engaged in the Leadership Activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Group members worked well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	There were clear goals and expectations for group work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	It was helpful for students to have time to rehearse and improve their presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	The presentations were well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	The Networking and Cultural Reception Event was a good opportunity for students to interact with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	I was satisfied with my role in Saturday's activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	The location of Saturday's events was a good choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DAY 2: SUNDAY		Strongly Disagree	Disagree	Agree	Strongly Agree
12.	The party caucuses helped students learn about what occurs during this process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Students were engaged during the party caucuses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	The rehearsal and briefing on the legislative process was helpful for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	The greetings by Assembly/Senate members and guests were relevant and interesting to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	The Mock Assembly helped students learn what occurs during an assembly session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Students were engaged during the Mock Assembly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Students in specialty roles were adequately prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	The Mock Assembly was a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	The Student Delegate Recognition dinner helped students to reflect on and celebrate the Institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Students had the opportunity to interact with each other during the dinner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Students had the opportunity to interact with educators, appointed officials or business leaders during the dinner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	I was satisfied with my role in Sunday's activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DAY 3: MONDAY		Strongly Disagree	Disagree	Agree	Strongly Agree
24.	The talk by alumna Gabriela Quintanilla was valuable for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	The PR/HYLI Alumni Panel was valuable for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Our students found it valuable to visit legislators after the morning session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GENERAL QUESTIONS		Strongly Disagree	Disagree	Agree	Strongly Agree
27.	The Institute was well-organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	I was satisfied with my involvement in the Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	The Institute helped students better understand the legislative process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	The Institute helped students develop or enhance their communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL QUESTIONS		Strongly Disagree	Disagree	Agree	Strongly Agree
31.	Adequate support was provided for students with limited English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32.	There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33.	I am glad that I participated in this year's Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34.	I would encourage other staff and volunteers to participate in the Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35.	Students will be able to apply what they learned to their future goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36.	The Institute was motivating and inspiring for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. What was most effective about the PR/HYLI Albany Institute?

38. What was least effective about the PR/HYLI Albany Institute?

39. What do you think students learned during the PR/HYLI Albany Institute?

40. What ideas do you have to make the Albany Institute better?

On a scale from 1 (Poor) to 5 (excellent) how would you rate the following?	Poor					Excellent
	1	2	3	4	5	
Day 1 of the PR/HYLI Albany Institute (Saturday)	<input type="radio"/>					
Day 2 of the PR/HYLI Albany Institute (Sunday)	<input type="radio"/>					
Day 3 of the PR/HYLI Albany Institute (Monday)	<input type="radio"/>					
The entire PR/HYLI Albany Institute Weekend	<input type="radio"/>					

Thank you!

Appendix V:

Phase II Student Survey

PR/HYLI Albany Institute Student Survey 2020

My School is:	My Grade is:	I Attended the Institute Last Year: <input type="radio"/> Yes <input type="radio"/> No
---------------	--------------	--

My Delegation is _____

Below are a few questions regarding the Institute. SKIP any questions you feel you can't answer.

DAY 1: SATURDAY		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	The guest speakers at the beginning made me feel excited for the rest of the Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	I liked the Leadership Activities in the workshop that I attended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	My group worked well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	I was satisfied with my involvement in the group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I was satisfied with what my group accomplished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	It was helpful to have time to rehearse and improve our presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	I was pleased with how our presentation turned out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	The presentations by other students were well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	I enjoyed the talk by Keynote Speaker Juana Bordas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	The Networking and Cultural Reception before curfew was a good opportunity to meet other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DAY 2: SUNDAY		Strongly Disagree	Disagree	Agree	Strongly Agree
11.	I better understand what occurs during a Party Caucus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	I was satisfied with my role in the Party Caucus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	The rehearsal and briefing on the legislative process before the Mock Assembly was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	I enjoyed the greetings given by Assembly/Senate members and guests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	I better understand what occurs during an assembly session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	I was satisfied with my role in the Mock Assembly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	The Mock Assembly was a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	The Student Delegate Recognition dinner helped me to reflect on and celebrate the Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	There were opportunities to interact with other students during the dinner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	There were opportunities to interact with educators, appointed officials or business leaders during the dinner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DAY 3: MONDAY		Strongly Disagree	Disagree	Agree	Strongly Agree
21.	I enjoyed the talk by alumna Gabriela Quintanilla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	I enjoyed the PR/HYLI Alumni Panel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	I enjoyed the opportunity to visit legislators after the morning session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GENERAL QUESTIONS		Strongly Disagree	Disagree	Agree	Strongly Agree
24.	I felt welcomed by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	I enjoyed working with students from other parts of the state.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	I was satisfied with my involvement in the Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	There were enough opportunities to discuss concerns and issues facing the Hispanic/Latino community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	The Institute helped me to better understand the legislative process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL QUESTIONS		Strongly Disagree	Disagree	Agree	Strongly Agree
29.	The Institute helped me to enhance my communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	I would encourage others to participate in the Institute if they have the opportunity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31.	I made connections that will help me achieve my college and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32.	I am glad that I participated in this year's Institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33.	The Institute was motivating and inspiring for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34.	I will be able to apply what I learned to my future goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. What was your favorite part of the PR/HYLI Albany Institute?

36. What did you like the least about the PR/HYLI Albany Institute?

37. How are you going to use what you've learned during the PR/HYLI Albany Institute?

38. What ideas do you have to make the Albany Institute better?

On a scale from 1 (Poor) to 5 (excellent) how would you rate the following?	Poor					Excellent
	1	2	3	4	5	
Day 1 of the PR/HYLI Albany Institute (Saturday)	<input type="radio"/>					
Day 2 of the PR/HYLI Albany Institute (Sunday)	<input type="radio"/>					
Day 3 of the PR/HYLI Albany Institute (Monday)	<input type="radio"/>					
The entire PR/HYLI Albany Institute Weekend	<input type="radio"/>					

Thank you!

Appendix VI:

Albany Institute Observation Protocol

Observation Protocol for PR/HYLI Albany Institute, March 2020

1. **Brief overview of what you observed, and how these different elements related to each other.**
2. **For each observed element (see list below), provide:**
 - a. Brief description of the activity (1-2 lines).
 - b. Your impressions of anything you saw or heard that helped develop any of the four major program goals for participants. Note that not every activity is necessarily expected to support every goal – be real about what was useful. The discussion should be organized by the program goals, namely (as applicable):
 - i. development of leadership skills
 - ii. opportunities to interact with positive role models (elected officials, educators, business leaders)
 - iii. partnerships and conversations among educators, business leaders and students
 - iv. development of in-depth knowledge of the state legislative process

Outline:

1. **Summary of observation process/focus**
2. **Findings for how each observed activity helped contribute to program goals¹**
 - a. **9:00 AM - 9:15 AM Assembly General Session**
 - i. development of student leadership skills
 - ii. student interactions role models
 - iii. students' partnerships and conversations
 - iv. development of student knowledge of the state legislative process
 - b. **9:20 AM - 11:00 AM Party Caucuses: Republicans/Democrats**
 - i. Impact on goals i-iv
 - c. **11:00 AM - 11:45 AM Rehearsal/Briefing on Legislative Process**
 - i. Impact on goals i-iv
 - d. **12:00 PM - 12:45 PM Networking Lunch Prime @ Plaza**
 - i. Impact on goals i-iv
 - e. **1:00 PM - 1:30 PM Greetings - Members of the NYS Assembly/Senate, and Guests**
 - i. Impact on goals i-iv
 - f. **1:30 PM - 4:45 PM Opening Legislative Mock Assembly**
 - i. Impact on goals i-iv
 - g. **4:50 PM - 4:55 PM Speaker of the House Closing Remarks**
 - h. [any other observed activities that contributed to these goals? (If there are any additional items on the agenda, include them in the original order)]
 - i. Impact on goals i-iv

¹ If there are any of these activities that you do not observe, or for which you do not see anything that contributed meaningfully to the major goals, you can omit them. However, the boldface events seem the most important.

Appendix VIIa:

Alumni Survey for Seniors (English)

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

High School Seniors Alumni Survey 2020

Dear PR/HYLI alumnus/a,

This survey is being administered to all high school seniors who participated in PR/HYLI during the 2019-20 school year. The survey is being administered by Measurement Incorporated (MI) on behalf of the New York State Education Department's Office of Bilingual Education and World Languages (OBE-WL) as part of an independent evaluation of the PR/HYLI program.

Now that you are looking towards the next major phase of your life, your responses about your educational and/or employment plans are an important part of the statewide evaluation.

Important: Although these surveys were sent to you by PR/HYLI leadership, be assured that the information you provide will be treated confidentially. Surveys will be analyzed by the independent evaluator (MI), and individual responses will not be visible to State, PR/HYLI, Delegation or school staff, so please answer candidly. You can skip any questions you do not wish to answer.

Please respond as soon as possible; the survey will remain open **until May 22, 2020**. For questions about this survey, please email PRHYLIsurveys@measinc.com

Thank you in advance for your participation!

Please click on the blue button below to begin the survey.

NOTE: We will not receive your survey until you click the SUBMIT button at the end.

BACKGROUND INFORMATION

1. Gender

Male Female Other **[If 'Other' is checked]** please specify _____

2. What grade are you currently in?*

9th 10th 11th 12th

3. With which delegation did you participate in the PR/HYLI program during spring 2020?*

<input type="checkbox"/> Capital Region	<input type="checkbox"/> New York City
<input type="checkbox"/> Hudson Valley	<input type="checkbox"/> Syracuse
<input type="checkbox"/> Long Island	<input type="checkbox"/> Western New York
<input type="checkbox"/> Monroe	

4. During which year(s) have you participated in any part of the PR/HYLI program? (Check all that apply)*

2017 2018 2019 2020

5. Did you attend the Albany Institute weekend (Phase 2) this year (March 2020)?

Yes
 No

6. Did you ever attend the Albany Institute weekend (Phase 2) before this year?

Yes
 No

7. There are many scholarships specifically available to Puerto Rican and Hispanic students which can be accessed at PRHYLI.org. These include the *Angelo Del Toro Scholarship for High School Seniors*, *Ernesto Malave Scholarship for the Arts*, the *Comité Noviembre Scholarship*, and the *Richie Perez Scholarship Award*, among many.

Have you ever received or applied for one or more of these scholarships?

I already **received** one or more of these scholarship(s)
 I **applied** or **plan to apply** for one or more of these scholarship(s) but have not heard yet **[Skip to Q9]**
 I have **not applied** for any of these scholarships **[Skip to Q9]**

8. If you have **already received** any of these scholarships, please indicate the year(s) which you received your scholarship(s) (Check all that apply):

2017 2018 2019 2020

FAMILY & EDUCATION BACKGROUND

9. What was the highest education level obtained by each of your parents?

Education Level	Mother	Father
Less than a high school degree	<input type="checkbox"/>	<input type="checkbox"/>
High school degree or GED	<input type="checkbox"/>	<input type="checkbox"/>
Vocational or certificate degree	<input type="checkbox"/>	<input type="checkbox"/>
2-year college degree	<input type="checkbox"/>	<input type="checkbox"/>
4-year college degree	<input type="checkbox"/>	<input type="checkbox"/>
Master's degree or greater	<input type="checkbox"/>	<input type="checkbox"/>
Unsure	<input type="checkbox"/>	<input type="checkbox"/>

10. What is the *highest* level of education you plan or expect to achieve?

- Less than a high school degree [*skip to Question 15*]
- High school degree [*skip to Question 15*]
- 2-year associate, vocational or technical degree
- 4-year college degree
- Master's degree
- Doctoral degree

11. Have you been accepted to a 2-year or 4-year college for next year?

- I have not applied yet
- I have applied but have not been accepted yet [*skip to Question 13*]
- Yes, I was accepted to a 2-year program [*skip to Question 13*]
- Yes, I was accepted to a 4-year program [*skip to Question 13*]

12. If you have not yet applied to a 2-year or 4-year program, when do you expect to apply? _____
 [*skip to Question 15*]

13. How do you plan to enroll?

- Full time
- Part time

14. What major(s) are you considering?

EMPLOYMENT, VOLUNTEER and CAREER INFORMATION

15. Aside from any educational plans, what are your job, career or volunteer plans for the next year? (Check all that apply)

- I do not expect to work
- Look for **full time paid** employment (please specify below)
- Look for, or continue current work in, **part time paid** employment (please specify below)
- Look for **full time volunteer** work (please specify below)
- Look for or continue doing **part time volunteer** work (please specify below)

16. If you are looking for full time or part time **paid employment**, please specify the kind of work you are looking for:

17. If you are looking for full time or part time **volunteer work**, please specify the kind(s) of organization(s) you hope to volunteer with? (Check all that apply)

- Community-based
- Educational
- Environmental
- Faith-based
- Advocacy (advocating for or educating others about a cause)
- Political (helping with an election campaign or working directly for an elected official)
- Other (specify): _____

18. Do you have a long-term work or career goal beyond next year?

- Yes (please specify): _____
- Undecided

IMPACT of YOUR EXPERIENCE IN PR/HYLI

19. Thinking about your future education and employment/career goals, use the table below to rate whether your experience in the PR/HYLI program has had an impact on your skills and perspectives relevant to those goals.

Skills and Perspectives	Impact of PR/HYLI program			
	no impact	slight positive impact	moderate positive impact	strong positive impact
Public speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pride in your Hispanic/Latino heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in civic engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in the legislative process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Considering the entire experience, how would you rate the PR/HYLI program overall?

Poor	—————→								Excellent
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

21. Comments

Thank you for completing this survey!

Appendix VIIb:

Alumni Survey for Seniors (Spanish)

Instituto Puertorriqueño e Hispano de Liderazgo Juvenil

Formulario Para Alumnos de 12º Grado 2020

Querido/a PR/HYLI participante,

Este formulario esta siendo administrado para alumnos 12º grado de escuela secundaria que participaron de PR/HYLI 2019-20. El formulario se administra de parte de Measurement Incorporated (MI) en nombre de la Oficina de Educación Bilingüe e Idiomas del Mundo del Departamento de Educación del Estado de Nueva York (OBE-WL) como parte de una evaluación independiente del programa PR/HYLI.

Ahora que está mirando hacia la próxima fase importante de tu vida, tus respuestas sobre tus planes educativos y/o de empleo son una parte importante de la evaluación estatal.

Aunque los formularios fueron enviados por tu líder de PR/HYLI, mantén la seguridad de que la información que proporciones será tratada de manera confidencial. Los formularios serán analizados por el evaluador independiente (MI), y las respuestas individuales no serán visibles para nadie en el Estado, en PR/HYLI, ni la delegación o por el personal de la escuela, por lo tanto, responde con franqueza. Puedes saltar cualquier pregunta que no desees responder.

Por favor responde lo antes posible; la encuesta estará abierta **hasta el 22 de mayo de 2020**. Para comunicarse con preguntas sobre el mismo, favor de utilizar PRHYLIsurveys@measinc.com

¡Gracias por su participación!

NOTA: No recibiremos su formulario hasta que haga clic en el botón ENVIAR al final.

HISTORIAL DE INFORMACIÓN

1. género

Masculino Femenino Otro **[If 'Otro' chosen then]** favor de especificar _____

2. ¿En qué grado estás actualmente? **[Internal MI note- make this item required]**

9º 10º 11º 12º

3. ¿Con cuál delegación participaste en el programa PR/HYLI durante la primavera de 2020? **[Internal MI note- make this item required]**

Región Capital Ciudad de Nueva York

Hudson Valley Syracuse

Long Island Western New York

Monroe

4. ¿Durante qué año(s) ha participado en alguna parte del programa PR/HYLI? (Marca todo lo que aplique) **[Internal MI note- make this item required]**

2017 2018 2019 2020

5. ¿Participaste del fin de semana del Instituto en Albany (Fase 2) este año (marzo de 2020)?

Sí

No

6. ¿Participaste del fin de semana del Instituto Albany (Fase 2) antes de este año?

Sí

No

7. Hay muchas becas disponibles para estudiantes puertorriqueños e hispanos a las que se puede acceder en prhyli.org. Éstas incluyen la beca Ángelo Del Toro para estudiantes de último año de secundaria, la beca Ernesto Malave para las artes, la beca Comité Noviembre y el premio de la beca Richie Pérez, entre otras.

¿Alguna vez recibiste o solicitaste una o más de estas becas?

Ya recibí una o más de estas becas

Solicité o planeo solicitar una o más de estas becas, pero aún no me han contestado **[Internal MI note Skip to Q9]**

No he solicitado ninguna de estas becas **[Internal MI note Skip to Q9]**

8. Si ya has recibido alguna de estas becas, indique el año(s) en que recibió su(s) beca(s) (marque todas las que apliquen):

___ 2017 ___ 2018 ___ 2019 ___ 2020

FAMILIA E HISTORIAL DE EDUCACIÓN

9. ¿Cuál fue el nivel educativo más alto obtenido por cada uno de tus padres?

Nivel de Educación	Madre	Padre
Menor a diploma de cuarto año	<input type="checkbox"/>	<input type="checkbox"/>
Diploma de cuarto año o su equivalente	<input type="checkbox"/>	<input type="checkbox"/>
Grado de certificación o certificación vocacional	<input type="checkbox"/>	<input type="checkbox"/>
2 años de Universidad (Asociado)	<input type="checkbox"/>	<input type="checkbox"/>
4 años de Universidad (Bachillerato)	<input type="checkbox"/>	<input type="checkbox"/>
Maestría o mayor	<input type="checkbox"/>	<input type="checkbox"/>
No estoy seguro	<input type="checkbox"/>	<input type="checkbox"/>

10. ¿Cuál es el nivel más alto de educación que planeas o esperas lograr?

___ Menos de un título de secundaria **[Internal MI note Skip to Q15]**

___ Diploma de escuela secundaria **[Internal MI note Skip to Q15]**

___ Grado asociado, vocacional o técnico de 2 años.

___ Título universitario de 4 años

___ Maestría

___ Doctorado

11. ¿Has sido aceptado en una universidad de 2 o 4 años para el próximo año?

___ Todavía no he solicitado

___ He solicitado, pero aún no he sido aceptado **[Internal MI note Skip to Q13]**

___ Sí, fui aceptado en un programa de 2 años **[Internal MI note Skip to Q13]**

___ Sí, fui aceptado en un programa de 4 años **[Internal MI note Skip to Q13]**

12. Si aún no has solicitado un programa de 2 o 4 años, ¿cuándo espera hacerlo? _____ [*Internal MI note Skip to Q15*]

13. ¿Cómo planea matricularte?

___ Tiempo completo

___ A tiempo parcial

14. ¿Qué especialidades estás considerando?

INFORMACIÓN DE EMPLEO, TRABAJO VOLUNTARIO Y CARRERA

15. Además de cualquier plan educativo, ¿cuáles son tus planes de trabajo, carrera o trabajo voluntariado para el próximo año? (Marque todas las que apliquen)

___ No espero trabajar

___ Busco empleo con paga a tiempo completo (especifique a continuación)

___ Busco o continúo el trabajo actual en un empleo con paga a tiempo parcial (especifique a continuación)

___ Busco trabajo voluntario a tiempo completo (especifique a continuación)

___ Busco o continúe haciendo trabajo voluntario a tiempo parcial (especifique a continuación)

16. Si estás buscando un empleo con paga a tiempo completo o parcial, especifica el tipo de trabajo que estás buscando:

17. Si estás buscando trabajo voluntario a tiempo completo o parcial, por favor especifica el tipo(s) de organización(es) con las que espera ser voluntario. (Marca todas las que apliquen)

___ Basado en la comunidad

___ Educativo

___ Ambiental

___ Basada en la fe

___ Abogacía (abogando o educando a otros sobre una causa)

___ Político (ayudar con una campaña electoral o trabajar directamente para un funcionario electo)

___ Otro (especificar): _____

18. ¿Tienes una meta laboral o profesional a largo plazo más allá del próximo año?

___ Sí (especifique): _____

___ Indeciso

IMPACTO DE TU EXPERIENCIA EN PR/HYLI

19. Pensando en tus futuros objetivos de educación y empleo/carrera, utiliza la tabla a continuación para evaluar si tu experiencia en el programa PR/HYLI ha tenido un impacto en tus habilidades y perspectivas relevantes para esos objetivos.

Destrezas y Perspectivas	Impacto del programa PR/HYLI			
	no impacto	impacto positivo ligero	impacto positivo moderado	fuerte impacto positivo
Destrezas al hablar en público	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destrezas de liderazgo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confianza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orgullo por tu herencia hispana/latina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aspiraciones educativas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destrezas de pensamiento crítico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aspiraciones profesionales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destrezas de interacción (networking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interés en el compromiso civil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interés en el proceso legislativo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Considerando toda la experiencia, ¿cómo calificaría el programa PR/HYLI en general?

Pobre										Excelente									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>																			

21. Comentarios

¡Gracias por completar este formulario!

Appendix VIII:

Phase I Student Survey Comments

PR/HYLI 2020 Phase 1 Student Survey – Comments

<i>Suggestions for Improvement of Recruitment Process</i>	<i>p.1</i>
<i>Suggestions for Improvement of Phase I Selection Process</i>	<i>p.5</i>
<i>Suggestions for Improvement of Phase II Selection Process</i>	<i>p.9</i>
<i>Favorite Part of Phase I Training</i>	<i>p.12</i>
<i>What Did You Like the Least?</i>	<i>p.19</i>
<i>Plans to Use What You Learned</i>	<i>p.24</i>

Please share any suggestions you may have on how to improve the processes for recruitment and application to the Training Phase.

Delegation 1

- Maybe visit new schools further from [redacted]!
- Maybe you guys could run radio ads on popular stations in the morning when kids go to school to spread the word or short TV ads?
- Have the trainer come and talk about the program.
- I know PR/HYL I tried but there are more Latinos in [redacted] that weren't included including my cousin who is a sophomore.
- It's not PR/HYLI's fault, but my school invited Latino kids at random. Not all Latino students were made aware of this program.
- Say more about the program
- Emphasize the amount of commitment that is needed.
- Make sure to include that there will be a big amount of research for the bills.
- Give more before the program start to apply.
- Have the essays due before training starts
- Essay before joining
- I think it was very self-explanatory
- Going to more schools to recruit
- My school had no clue what this was they told me it was only one Saturday and made me do more to apply and I was never truly informed that I got in.
- Go into schools and giving in people to talk about the program.
- Nothing
- Since I'm the only one in my school district I really don't know when it starts and where to get the papers.
- Emphasize the amount of research that needs to be done outside of PR/HYLI.
- More info for students!
- I definitely think we should emphasize what the training is for. AKA the weekend.
- Everything was great

Delegation 2

- Make this program is more noticeable/known
- No suggestions. The application was very well thorough, and reasonable.
- Doing the same things.
- More workshop or work with programs/activities/presentations
- The recruitment was good and fair, nothing to change
- I don't think you should change anything or improve in the recruitment and application.
- Introduce the benefits upfront
- Try to reach out to school announcements more maybe even an introductory video to play showing what PR/HYLI is.
- Find more ways to broadcast the program, such as an ad or a commercial
- A suggestion would be for those interested to make a session before applying to have an idea of how it's going to be

- Make the prompt visible at all times! (Like update it on the websites) After I filled out my application the entry essay prompt was nearly visible. After that there was no clear way to find the prompt (Due to this I only wrote 250 words instead of 500)
- Different essays in which people can talk about experiences.
- Maybe increase the word count on the essay to 850 because I found I had to cut some of my thoughts short.
- Allow more sophomores to apply
- Making more propaganda about PR/HYLI for more students to know about
- Try using the Remind app for messages.
- A few technical issues but may send the homework and other forms of work in a google classroom rather a document.
- The google form was confusing.
- Seeing more photos about what PR/HYL is about could help. I didn't know what to expect.
- I think that at least in my school personally People of Color and the entire student should be made aware of this institution and not simply recommended by a teacher, but informed and aware of PR/HYLI.
- In the processes for recruitment, students should also be given a questioner of some sort to show that these students actually want to be here and not just forced by teachers or parents.
- There isn't anything I think should be changed, I found the application process good.
- I think there should be an essay where the students get to share their accomplishments and additional that it is like a getting to know you.
- I think the application process is quite simple and straight forward and I have yet to experience an issue with it. I do prefer mailing in applications.
- Make the essay part more clear.
- Picking more interesting subjects or topics for essay.
- All was fantastic

Delegation 3

- I don't have any suggestion I think what they're doing is right
- Applications shouldn't be mixed in Spanish and English, they should be separated to have a better organization
- When recruiting applicants, it would be helpful to know ahead of time what the program was about in detail and what is expected.
- What I would suggest on how to improve the process for recruitment and application to the training phase is to notify student a month before the deadline to apply. I had less than a week to gather recommendations and write an essay because I wasn't told about it ahead of time.
- I think that there should be more communication with the student chosen and those in charge of the PR/HYLI training phase in regards to applying.
- Additional team building/bonding games to develop chemistry and confidentiality amongst the students.
- The essay about a Hispanic leader is a great idea but maybe you should use other theme for the essay like searching for PR/HYLI information and write an essay say what that student should be choose to go to the training phase.
- Irresponsible people who did not deliver the tasks at the due date of delivery did not participate

- I think that the google doc that is on the application needs to be fixed because in my personal experience I couldn't access it from any of my devices, and that was why I didn't have a name on folder during the first session because my information couldn't be collected. But the problem was fixed, beside that everything was good.
- No suggestion
- Everything was good and perfect
- For the recruiters to question the trainers going to PR/HYLI and additional bonding time for the trainees to build chemistry.
- More, critical thinking in order to develop stronger arguments.
- Have alumni students of PR/HYLI talk to the students of each district, this in order to have students who are inspired know about this and maybe participate.
- By letting more students from the school know about the program. Sending a letter to more Hispanic students personally
- I think the program is pretty good.
- Recruiting students that are really interested in things related to law or politics
- more activities where students can directly demonstrate their interest
- Give more information to the students how the program works and will be interesting.
- Make program more known. Give a summary of assembly norms in application
- No suggestions
- Try to let the youth community within schools, more aware about this beautiful and great program.
- I do not have any suggestions as to how to improve the selection criteria since I either wasn't taught said knowledge (sic) or have forgotten it due to this being my second year.
- NONE
- Suggestions for improvements I don't really have. It was a great way to interact, do homework assignments that were interesting, and the people who were at the training were excellent.
- More info on how to apply and how to do HW assignments.
- I believe there should be applications and when recruiting give an assignment and community service requirement.
- Make sure to explain the essay well and that they can email it, I did the essay wrong and didn't know it until the 1st training.
- To improve the process for recruitment and application to the training phase. I think maybe would be best if by the end of each session write how you felt?
- Give more information to all Hispanic students about this program so they decide if they want to get involved

Delegation 4

- Advertise more to schools
- Do more advertising
- Set aside a portion to thoroughly review all portion of the application and scholarship.
- More organization
- Advertise more
- Earlier date to hand out the application

Delegation 5

- N/A
- En mi opinión creo que hicieron todo muy bien organizado y específico para que todo el mundo entendieron deberían seguir así al transcurso del tiempo .
In my opinion I think that everything was very well organized and detailed so that it was understood by all. They should continue like this over time.
- Ninguna
Nothing
- Muchos estudiantes con problemas de asistencia fueron aceptados
Many students with attendance problems were accepted
- None
- Be more organized
- Que deberíamos tener más tiempo para poder conocer a otras delegaciones
If possible allow more time for getting to know the other delegations
- None
- Individual conversations with students.
- N/A
- More group activities
- N/A
- Students should get to know each other more
- All looks perfect
- Tener mas cuidado cuando le entreguen las forms
Be more careful when you are given the forms
- I don't have any suggestions.
- The word count for the essay should be more than 700 because sometimes we want to write interesting and strongly details, but the word count is sometimes very few.
- Make it clear who has to submit the essay and where to upload it. In terms of recruitment, make PR/HYLI more well-known so that we have a wider range of students.
- N/A
- No suggestions
- Everything is great! I love the program!
- Outreach in other schools, especially in [Redacted].
- Honestly, the application process was pretty simple. I would probably suggest a more clear or automatic response conforming that my application had went through.
- N/A
- In order to improve the recruitment and application process a letter of recommendation should be submitted by all applicants. This will help the [Redacted] Delegation get a sense of the commitment that the participants will have in order to have the best experience in Albany.
- Some suggestions are to bring more awareness to students about this program and teachers introduce this opportunity to their students.
- None
- It was not bad, I think though that on the application there should be a brief description of what the program is, and on the website.
- Have out work packets for evidences for us to support our claim.
- Share the information with ESL teachers so Spanish-speaking students can have a way to know the programs available for them.

- I have no suggestions.

Delegation 6

- I myself would have liked to hear what the PR/HYLI thought about my essay
- I believe that the application/recruitment process is perfect the way it is.
- This program is sufficiently stable for students to understand the process of PR/HYLI
- Baby steps and allowing people to get a good handling on the material.
- More selective process; some students here seemingly have "better things to do".
- I would have liked to know the reasons for being accepted.
- The application timing and scheduling could have been a bit more organized.
- There should be more information about the program
- Maybe provide none info on the program for all schools.
- I would like to know why one gets accepted, like have someone go over your application with you.
- Nothing, same requirements.
- None
- Flyers would be nice
- There should be one excuse day for a student was not able to attend due to school purposes.
- Promote it more around.
- I think that must be better that when we are going to write the essay can better write about our own story not about other topic.

Delegation 7

- Make more teachers apart of PR/HYLI to tell students.
- Make something easy for kids to be able to apply.
- Have more training days.
- For the essay part I feel there should be more information that explains what should be on the essay and how to do it.
- Grades
- Interview the participants
- I would say an improvement would be to explain the meaning of a delegate vs. an alternate more next year.
- Having an interview with people who want to join
- One suggestion would be to incorporate more Spanish staff, for people to feel more comfortable on applying, because it encourages more people to apply.

Please share any suggestions you may have on how to improve the process for selecting students for the Training Phase

Delegation 1

- Maybe have a more competitive selection process.
- I would be really helpful if they let us know whether or not we were accepted earlier because I had to take time off work.
- Make sure they can commit to all of the dates.
- Make sure they show qualities or a self-directed student but also a good communicator.

- No, you did great.
- Not sure
- I don't think [our delegation's selection system] was great because some think too highly or low and some do the work and some don't
- Try to go to ESL classrooms and recruit them
- Make everyone that applies this is a Hispanic program (Spain and Brazil are not a part of Hispanic community)
- One Improvement is setting up fliers and on the announcements.
- Nothing
- None
- I do think that there were many who deserved to be here.
- No complaints

Delegation 2

- None
- Try and make it more fun, try and not to talk so much in the beginning, because it made me lose my attention.
- Focusing on kids that like to talk about the subject, outstanding people.
- I don't know
- I don't know
- Choosing students that are Hispanic and are fully interested in doing so.
- Give a higher word cap for the essay
- A suggestion I have would be to also ask the other students who they thought would be best to do the roles and go to Albany.
- It is fair
- Doing more work by talking in groups with each other.
- Ask teachers/administrators if they have student who show good leadership qualities.
- Wider presence and more available to freshmen.
- I think there are a lot of students who want to be a part of something that they can be themselves and meet new people and I feel like this program gives us just that. Everyone is writing to learn, they just need a chance to show it.
- I have very limited knowledge on the selection process for the training phase and have no comment.

Delegation 3

- One suggestion I can give is that they don't remove a student who misses a session, give them a second chance
- You should make sure that students have good grades in school.
- I have no suggestions
- I have no suggestions.
- I agree with the process for selecting students for the training phase
- I think that the process for selecting students for the training phase was fair and well administered.
- If a student is selected by a teacher, they should have a good work ethic and be passionate and committed.

- Counselors should choose around six students to go and make them write an essay saying why they should go to PR/HYLI and choose the three best responses.
- Responsible people who delivered all the tasks on time and were participating
- No suggestion
- I don't have any suggestions.
- The student should have a good work ethic and be passionate as well as committed to PR/HYLI. By grades or level of intelligence shown in the meetings.
- When selecting students besides asking why they should be selected, also ask why they're passionate about the parties.
- Based on homework, showing up prepared and effort. They [unreadable word] on the sections
- Select students that will like to do this because some students are chosen and they don't do the work.
- Put attention to the curriculum of each students, extracurricular activities, etc.
- I believe that the best way to select the students is through selecting the students are through their sharing and interest.
- Make sure that the students are going to be responsible with training sessions.
- Give "extra credit" to see which kids would go above and beyond.
- No suggestions
- I believe that the training phase of this program is sufficient and very preparing of the selection of students.
- I do not have any suggestions.
- Every student should be selected based on how responsible he/she was
- Suggestions to selecting students would be students who are very involved in anything at school. Being good, participated in speaking in front of others. Every student doing their homework's correctly as instructed.
- Student who display leadership skills.
- In order to get the best possible candidates, maybe a list of Hispanic students with highest GPA's can be given to the recruiters.
- No suggestion. I think the way it's currently being done is perfect.
- Maybe all students should do a video why they should be selected for Albany.
- I think attendance and the motivation that the students show is the most important thing for this.

Delegation 4

- Make sure the students are actually interested in the program.
- Not sure
- If they aren't trying, don't have them continue.
- Pick students that are really motivated.

Delegation 5

- I don't have any suggestions.
- The students that are interested in participating in the program should demonstrate it by attending all the training days.
- Grade level is an important factor; upperclassmen are given priority.
- Interviews

- No suggestions
- Everything is great! I love the program! I think the selection process is very fair!
- Look at character, not so much at grades.
- N/A
- N/A
- I think students should continue being selected by grade.
- None
- Are there requirements for being in the program?
- Always finish the bills on the time.
- I have no suggestions.
- Select base on arguments they have created
- N/A
- N/A
- Ninguna
None
- None
- None
- Be more organized
- N/A
- Todo perfecto
Everything was perfect
- Tiene que dar los paples dar mas rapido
Make the forms available earlier

Delegation 6

- Make sure to look at student's attendance to confirm their presence at the meetings.
I also believe the selection process is good, maybe find a way to see who is actually passionate about the program.
- None
- A fair picking is all I can say, just being fair.
- Look at grades, past involvement, etc.
- They could be selected on the skill and accuracy of the essay.
- Test and evaluate the students individually to figure out their performance.
- Maybe with student that you may be on the fence about, you should have an on the phone interview or an in person interview.
- Have more students apply
- Tell Spanish teachers to ask students who they think will represent the Spanish community proudly and maturely
- Have them talk about how their Hispanic side helps contribute with their life.
- Give more options on what to do, add submitting a presentation and not an essay

Delegation 7

- Attendance in school, grade, participating and behavior.
- Have more opportunities
- I feel the essay should not have a limit and if so they to expand it more.

- Interview them
- None
- Be more vivid/inclusive
- Evaluate each student carefully
- None.
- Make sure they are committed to the process.

Please share any suggestions you may have on how to improve the process of selecting students for the Institute Weekend.

Delegation 1

- Maybe you guys could also allow students who didn't get a chance to speak for some of the debates to submit their argument online (for some leadership points)
- I really hope the [redacted] district will have more spots for the weekend as we grow as a delegation.
- I believe it is a solid good process as is.
- The same thing you already do.
- [our delegation's selection system] I don't think helped. The more you participate I think those should be selected.
- During [our delegation's selection system] students do work hard when they [redacted, relates to "our delegation's selection system"] but then do not get into the weekend even though they did everything asked. I understand seniors get the spots but if [redacted, relates to "our delegation's selection system"] they should not get into the weekend [just] because they are seniors. Our district is fair.
- Look at the quality of argument and Presentation in selection process rather than quantity.
- Do not share [our delegation's selection system] w/students.
- Don't tell students [our delegation's selection system]!! Created a kind of strange negative environment sometimes.
- This [our delegation's selection system] was very weird and not well explained.

Delegation 2

- None
- I have none
- State exactly what kids need to do so they can go to Albany.
- I think that the process of the selection is good
- I don't have suggestions.
- State exactly what the need to do in order to get to Albany.
- Asking other students who they think is fit to go to Albany and ask them who they believe is good to represent the Hispanic community
- I would actually suggest that we could possible wait until the second to last session to select positions. I unfortunately had to attend a funeral during the 3rd session and due to that I was overlooked for special rules. I wouldn't want anyone else to become victims of circumstances.
- Maybe make the requirements more clear.
- Looking for students who actually enjoyed the trainings.
- Don't know yet

- If it's about the experience, will students who are shy be selected?
- Personally, I am better with coming up with questions but sometimes I don't feel confident or feel unsure about whether or not to ask questions. I think when selecting students, it's been fair, but I feel like people can come out of their shell if you believe in them, and give them the opportunity.
- I think that the selection process is fine.
- No suggestions.
- All this fantastic

Delegation 3

- I would recommend allowing students unable to attend a training session to [unreadable] makeup [unreadable] allowing them to not be disqualified immediately.
- I have no suggestions to improve the process of selecting students for the Institute weekend. I agree with the requirements to be eligible to attend.
- I think that the selecting process for students eligible to go to me institute weekend should involve all aspects of the student, such as work ethic, communication, and character. Overall, I believe that the process is fair and well conducted/administered.
- Maybe you should create small groups and make them debate each other to have the opportunity to see everyone's potential.
- Perhaps grade the HW handed into classroom for automatic feedback to the student.
- See which students do homework and are responsible.
- No suggestions
- I believe the current form of selecting students. It could be improved by using score sheets if that is not done already.
- Just by doing their homework and assisting on training days is good enough.
- I have no suggestions

Delegation 4

- To provide a more fair trial, provide all information for the selecting process and allow enough time to get everything in order.
- Working with students who are new to the program

Delegation 5

- None to comment.
- Mirar lo que hagan no el grado en el que esten.
Watch what they do, not which grade they're in.
- Have a list of the students selected to Albany on the last day of training in order for it to be more clear who is going.
- The students that has to be selected are those who always came to all the training and participated by demonstrating that they were interesting in attending to the program
- The most vocal students should be given priority, sometimes even over the upperclassmen.
- Essay
- No suggestions
- I wish the students would know if they will attend Albany Mock Assembly sooner! I'm glad I'm attending!

- Let students discuss about potential bills and what they would do.
- We should allow qualifying sophomores to attend as well.
- N/A
- In order to select the students going to Albany, there should be a small test given out to all students where they can list out different arguments for the bills and parliamentary procedure.
- I think students should continue be selected by grade.
- None
- To always be prepared for anything when talking about the bills.
- I believe that the process of selecting student to go to Albany was fair but I really hope that the Role of Speaker of the house should have more diversity. I don't know who was the Speaker of the house 3 years ago but I know that this year and last year there were only females which is absolutely awesome to have but favoritism is not something that, In my opinion, should take place neither for one sex or the other.
- I have no suggestions
- Readiness in form of documents, permission slips. Give the people who are ready a slight higher chance to go to Albany.
- Should consider sophomores
- N/A
- Allowing students to choose who they would like to dorm with
- Yo sugirió que deberían elegir a todos los que asistieron a las mayorías de reuniones y decirle en el último entrenamiento quien va para albany y quien no
I suggest choosing everyone who attended the majority of meetings and tell them in the last training session who is going to Albany and who is not.
- Ninguna
None

Delegation 6

- None, I am satisfied with the selection process.
- None
- Keep it simple and fair. I wish I could go to Albany if we are not selected. Hope they chose me next year.
- Don't select the last year students, and give opportunities to other students!!
- I feel the students we're chosen wisely; focus on participation/attentiveness
- The selection process requirements were pretty clear.
- I feel like the way they have it set is okay.
- Have all students go to the meeting taking about the Albany trip and then select who will go.
- None
- See their manners and their attitude and dress style.
- To be able to select kids who have good arguments and not only the kids who spoken all the time.
- Give the opportunity to participate to people that are new to the program so they can learn better.

Delegation 7

- I have no suggestions.

- Give the opportunity to senior students to have the jobs of the Mock Assembly because juniors will have the opportunity to participate next year.
- Don't choose them because of their grades
- Have them train more.
- Based on effort and enthusiasm.
- Based on their work.
- How they start a debate
- None. I believe the application and selection process was fair.
- Have a final interview about their experience.
- None

Overall, what was your favorite part of the Training Sessions?

Delegation 1

- I loved meeting new people and making new friends.
- Learning new skills and learning how and what debating is.
- Meeting new friends
- I got to meet wonderful people who make me smile, laugh and welcomed
- My favorite part was seeing my peers grow and make wonderful progress.
- All of the interactions we had w/each other, as well as the debates.
- My favorite part was being able to work and relate to my peers when I normally wouldn't be able to have in school.
- Meeting new people with similar cultures and being able to bond over these cultures and being able to be proud of my culture.
- My favorite part of the training sessions was observing and participating in the debates because I got to listen to different people's perspectives and learn from their public speaking skills. I also liked how we were taught about the extent of the prominent lack of diversity.
- The food.
- Meeting kids from same ethnicity
- Learning about different cultures not just my own.
- Group work. Getting to know other people
- Group activity
- When we worked in groups and shared personal stories which make us brave.
- The food
- Meeting new people
- The people I met and the debates
- Being able to listen and debate. Many of the students make great debates along with adding personal experiences to make them stronger.
- Meeting other Latinos and public speaking
- All of it
- Meeting new people
- We talked about things no one would and when someone did we comfort them.
- Meeting new people
- Debating
- Meeting new people and the food

- The joke cracking in between debates.

Delegation 2

- Getting to debate about things that I feel passionate about
- The food for one, and also talking about or Hispanic community
- Meeting new people, learning about people, learning about laws, and the food.
- The food was really good, the debate and the guess was the best part.
- The food was good and the people too.
- I liked almost everything
- Debating and the food
- I really enjoyed being able to meet people from other places, including from towns I had never even heard of. I loved being able to hear the struggles other people go through where they are from. I also enjoyed hearing stories from other people and things they personally went through. Also, the food was always delicious.
- Food and checking in with people from my past communities.
- Debating was the most enjoyable part of the training sessions. They truly made me critically think about my argument and opposing counter arguments. This forces me to challenge myself to come up with the best possible point and refutes.
- My favorite part of the training sessions was when guest speakers would come and say/show what they have done.
- I love all of the general information about government; it really drives me to become a politician.
- The part about meeting new people and connecting with more students from the Hispanic community.
- The debates. I loved hearing different perspectives, and even thinking about things from a view. I don't typically have.
- Speaking to several students and relating to them a way I don't relate to at my school.
- The food
- Sharing personal experience
- The food. The presence and attitude of the trainers and vibrant energy in the room.
- The food and starting to do the caucuses. I really started to understand the bills.
- Meeting new people and hearing their stories and their point of views was really cool.
- Meeting new people and making friends that I could relate to and improving my public speaking/Spanish speaking skills and understanding.
- My favorite part about the training session was meeting different people with similar but different cultures.
- I personally enjoyed the debates and working in groups by table and of course the food!
- The cultural aspect and feeling like a part of something. The debating.
- Meeting new participants and hearing opinions on the bills we debated I also thought the bills this year were challenging and represented issues in the Latino community.
- Getting to work on public speaking and got to meet different people.
- When we got into groups, I felt that we got to know each other better.
- My favorite part was the debate

Delegation 3

- When I made new friends and worked together sharing our ideas.
- Overall, my favorite part of the training session was doing the ice breakers which allowed us to get to know each other and opened doors for new friendships to begin.
- My favorite part of the training sessions were discussing the bills and what we believed it meant and how it would be interpreted. I enjoyed this because I was able to understand both sides of the parties through the different viewpoint each other had.
- Overall my favorite part of the training sessions was getting to work on various engaging activities with wonderful students. I learned new aspects of people with different backgrounds and aspirations.
- Definitely, meeting [Redacted name of a guest speaker]! I enjoyed asking him questions and listening to his opinions. Hearing his story was inspiring. Also, the food was amazing!
- My favorite part was to meet new students from other school and learning more about how to become a leader for my community.
- when we did dynamic in groups or games in groups
- What I enjoyed the most was the icebreakers and the activities that involved group work because it created an ambient where I felt comfortable asking questions and explaining my points of view.
- My favorite part was meeting students similar to me but very different at the same time since Hispanic culture in itself is a melting pot. I was able to build new friendships.
- Group discussions
- I had liked to speak about the bills.
- I enjoyed everything so I wouldn't be able to pin point a single event/part, but it probably would have been meeting [Redacted name of a guest speaker]
- Working in groups. Discussing the bills
- My favorite part was the group. It provided new points of view and I meet new people as well.
- Getting to talk to [Redacted name of a guest speaker]
- The debates between Democrats and Republicans
- Learning new things and being able to challenge myself to understand and try to look for what's better for the community
- My favorite part was to be working in groups because I had the opportunity to interact with more students.
- I liked the food, but in all seriousness I liked feeling as a community and about learning bills.
- The moment where we made the activities, we had fun, we smiled and we could develop our thinking.
- Learning how to create and assess bills was very amusing and interesting to me. Not only this, but going upstate and seeing the bills be debated the assembly man and fellow peers was very insightful.
- Getting to know the different PR/HYLI students and their stories.
- My favorite part of the training was working with other people. This helped to be more social with others and interact with other people
- My overall favorite part do the training session was when [Redacted name of a guest speaker] went in to speak about how he became a [Redacted] for the point from high school to today. It was very interesting to know what made him become the person he is now. Also, [Redacted] said that Latinos are to fight nowadays into anything now that we have leadership
- I enjoyed meeting other intelligent passionate students

- My favorite part of the training sessions was working with students from all around [Redacted] and arguing and debating bills.
- My favorite part of the training sessions was the role play. This definitely helped me be more outspoken. I learned how to argue before I was just louder.
- My favorite part of the training sessions was when [Redacted name of a guest speaker] came in and gave us a motivational speech about Latino Community.
- Learning and using the characteristics of a good leader by the games and activities used in groups.
- I liked everything

Delegation 4

- Meeting other students
- Interacting with other students and having a mock trial.
- Prepping and delivering our arguments.
- Meeting new people
- Everything honestly, it's a good way to learn.
- Arguing
- Getting to meet new people and definitely arguing.
- Presenting arguments
- Challenging myself

Delegation 5

- When we argued about laws and how everyone look out for solutions.
- Overall, my favorite part of the training was that every Saturday we learn something new.
- My favorite part was when we did [redacted] activity. It made me become closer with other people at the PR/HYLI.
- Las oportunidades para expresar nuestros puntos de vista.
The opportunities to express our points of view.
- I love the discussion about the bill or law prepositions.
- I didn't have a favorite part because since the first time I went to the program I felt grateful and motivated to be part of a great program which helps you to understand how the assembly members of the United States has a powerful role towards us. I liked so much how the trainers and classmates interacted with each other. We felt we were a family and learning about important stuff that in the future we will use. Our decisions made in those training sessions about the cases will make a difference in the future.
- The activities that we played during training. And the environment between students and instructors was amazing. Everyone was very supportive and wanted to be there.
- Reading the bills
- The presentations from different groups because that way we could explore new perspectives about different topics.
- Debating different points of view when talking about the bills
- The environment and learning about the bills! Also the teachers and staff members are amazing!
- I enjoyed the times we did mock assembly.
- When we presented in the auditorium about our assigned bill
- Game sessions. Ice breaking activities.

- Overall my favorite part of the training sessions was being able to present our assignments to our fellow peers. This allowed me to work on my public speaking skills which are what mainly wanted to work on during these training sessions.
- My favorite part was working in groups and doing activities that allowed each of us to know each other better.
- The community building.
- Just meeting people who kind and very helpful
- My favorite part was the workshops. I was able to meet many people from all around the world. In the school that I attend, kids are Americanized are rarely express their origins.
- My favorite part of the training sessions was how we do activity warm ups with ALL students and make a big circle and involve everyone. I also like how we broke into groups meeting new people and being able to embrace all of our ideas as a family.
- My favorite part was working together and creating mini presentations about the bills
- My favorite part was being in a room full of Latinos my age. It was a bit of a culture shock, well...I have been in places with only Latinos but the ages varied between a large range, here they were all high schoolers and I loved that. But I also truly enjoyed going over the bills and developing my standpoint.
- having another year reuniting of with the returning students, and meeting new PR/HYLI students
- Meeting new diverse people.
- My favorite part of the training was the way that PH/HYLI showed that we should be proud that we are part of this program and Latino or Hispanic.
- My favorite part would definitely be being able to present the things we worked on over the bills in each session.
- My favorite part of the Training Session was when students went up to the stage and began dancing while others were playing the drums.
- My favorite part was when my group was eagerly trying to pass a bill during an activity. This activity showed that we had depended on one another in order to make something happen.
- The fact of communicating with others Latinos and learning their ideologies over my ideologies.
- All the ice breakers that we did with one another.
- Having the time to collaborate with each other
- Meeting new people who in the end became like family. I really enjoy the unity and love that emits from everyone in the program.
- My favorite part of the training sessions were the icebreakers we did as a group. We were all able to interact and work together to complete certain tasks.
- My favorite part of the Training Sessions was all the times that we did icebreakers to ensure that we could feel like a community. Also, the seriousness in which we prepared ourselves for the Mock Assemblies.
- The discussions
- When we “met” each other cultures
- Learning how to work as a team
- My favorite part of the training was when we were singing [redacted]
- Discussing the different bills and doing research
- Doing research.
- Meeting new people

- The Ice Breakers
- My favorite part was when we were doing the game of passing the bill and when the trainer [redacted] was asking us questions to get to know each other.
- I enjoy learning about new bills and meeting new people.
- My favorite parts of the training sessions were the community building activities and getting to form debates about the proposed bills.
- The group games
- Auditions to give a speech
- The activities which were topic related to the bills
- When we got to present in the [redacted] our point of views
- The ability to present in front of others.
- Breaking down the bills to understand them
- My favorite part of the Training Sessions was meeting new people and the way I was encouraged to express myself.
- The feeling of community.
- Learn about a new bill that I did not know existed.
- Learning how to be a leader in my community
- Working with everyone
- Conocer un poco a gente de otros estados
Get to know people from other states a little
- Mi parte favorita era cuando ensayábamos y estudiábamos las propuestas de ley
My favorite part was when we rehearsed and studied proposed laws/bills.
- Los juegos
The games
- Cuando debatíamos las propuestas de leyes
When we debated proposed laws/bills.
- Todo fue divertido, fue una experiencia unica
It was all fun, it was a unique experience.
- Las dinamicas para aprender sobre las propuestas de ley.
The dynamics to learn about the proposed laws/bills.
- Compartir y interactuar con todos
To share and interact with everyone.
- Mi parte favorita fue cuando practicábamos lo de la asamblea
My favorite part was when we practiced the Assembly.
- Aprender más sobres las leyes y saber cuales son mi derechos como persona en este país, también a que me enseñó como hablar mejor en público.
To learn more about the laws and know what my rights are as a person in this country, also it taught me how to speak better in public.
- Mi parte favorita fue aprender como es el proceso de una propuesta de ley.
My favorite part was learning about the process of a bill.
- La parte que mas me gusto fue cuando todos teniamos la libertad de expresarnos , presentar nuestros argumentos durante las practicas
The part that I liked the most was when we had the freedom to express ourselves and present our arguments during practices
- Cuando hacíamos las dinámicas al inicio de cada sesión.

When we did [group] dynamics[/team building activities] at the beginning of each session

- Aprender sobre los bill
Learning about bills

Delegation 6

- All the opportunities it opened up for me that will be helpful once I graduate. (Seal of Illiteracy)
- Getting to talk to everyone in the area that shared my passions.
- Publicly sharing our thoughts/working together in groups and making friends.
- The group discussions where everybody had their opinions voiced properly
- The lunch part!!!
- A LOT!! PR/HYLI truly is a remarkable well-rounded program.
- Being able to learn how you may respond during the assembly roles.
- Debating with other people from other places and the food.
- My favorite part was the new connections that I've made because of this program.
- Group work and getting to know new people
- Getting to get out of my comfort zone a little more.
- Coming here. Food/snacks. The activities.
- The motivational speaker
- I enjoyed working and meeting new people, as well as getting out of my comfort zone.
- I loved being able to talk and make connections to other Latinos in my community. I really appreciated sharing and listening to everyone's point of view to learn about other people
- My favorite part was being able to connect and network with other Latinos
- The debating
- Getting to work with others and seeing their different opinions on things.
- When I get to work with my friends and the lunch part.
- I liked everything a lot!

Delegation 7

- My favorite part was role playing the assembly roles.
- Getting to meet new people and be able to keep friendships with them.
- Learning how to speak in public and learned how to debate
- Meeting new people.
- My favorite part was the group activities.
- The group work
- Meeting new people and learn about bills.
- Working together and being able practice what we will do in March.
- Learning the procedures and debating
- Meeting other delegates and learn about them.
- Getting in group, working with others.
- Debating over bills and speaking publicly because it helped me for when I'm actually in front of everyone.
- My favorite part was getting to know new students and be around a community that is like me.
- Getting out of my comfort zone a speaking out loud.
- My favorite part of training was the group activities.

- Meeting new people
- Group activities

Overall, what did you like the least?

Delegation 1

- Researching in the moment
- I wonder if next time the under classmen could save scholarship essays in order to receive feedback for our essays.
- Doing research was a bit boring.
- For underclassmen, we didn't really talk much about the essay
- I'm on the bus for about 2 hours every day which really sucks, but I'm glad I at least had transportation.
- The essay being in the middle of the institute because I couldn't focus on it with my school work.
- What I like the least about the trainings was that I felt there was a lack of discussion (back and forth). I felt and we could have discussed some of the bills before actually debating them so we could have more perspective before researching them.
- Presenting, talking
- Lack of explaining things at the beginning
- Having a little homework.
- [our delegation's selection system] (freshmen got discouraged)
- [our delegation's selection system]
- [our delegation's selection system]
- I loved everything
- Although we learned a lot about the bills, I think adding more information on how the legislative judicial and executive branches work together.
- I didn't like sometimes the amount of time we would on things that should only last 5 minutes.
- The debate b/c it took forever
- The homework
- None.
- I don't know
- [our delegation's selection system]. Late speakers. Speakers that expanded over an hour.
- [our delegation's selection system] and speakers
- The unnecessary guest talks that took hours. They seemed like amazing people but it also felt like we were wasting too much time.

Delegation 2

- I wish that there was a meeting where we could have gotten to know each other better.
- How we had to make this Hispanic/black community, to bills and social studies (sic)
- Nothing really, everything was fun.
- A lot of homework
- I feel that it is too long
- Everything was good, the presentations I didn't like
- Group work when not debating

- We were sitting down a lot; I would've liked to get up for even a second at times just to stretch. Also, lunch was sometimes given really late.
- Didn't really get to personally talk with others outside of activities.
- The training sessions being so far apart made it difficult to remember content in previous sessions.
- I liked everything. There really wasn't anything I didn't (sic)
- How late lunch is and "working lunches", I would like the lunch period to remain a break period.
- That I didn't know how I didn't explain my ideas. This is a personal thing.
- I wished we learned more about what we (sic) do at Albany.
- How long the sessions are
- At first, speaking loud in front of everyone.
- Having to do research (I understand it was necessary)
- Waiting for lunch. Sometimes it can be boring when you guys are just talking a lot.
- I'm a shy person. Trying to speak up and having to speak out loud is something I liked the least.
- I didn't like learning and waiting for food.
- There aren't a lot of breaks
- I didn't really like the working lunches because we all need a little break.
- I feel like sometimes some conversations should have been cut short.
- I wish that we had more time to go to the bathroom; more breaks would have kept me more engaged.
- Mostly spoken in English

Delegation 3

- We had to be sitting almost all the time.
- My least favorite part of the training session was the length of the presentations. I would have preferred for them to be broken up into smaller parts with activities in between to help me keep focus.
- What I liked the least was when other students were not listening to the lecture or did not do the homework and had nothing to contribute to the discussion. I was a bit annoyed when we reviewed parliamentary terms and some didn't know what it was when we had a study break and we had just been lectured about it a few minutes before.
- Overall, what I least enjoyed was the amount of homework. Despite the homework being relatively simple, I constantly found myself having no time to complete it because my AP classes always assign homework that takes up a lot of time. Sometimes I was uninformed as to what I had to complete.
- I did not like re-watching videos excessively. I thought watching the videos two times was enough.
- There are so many students that sometime there is not enough time for answer the students' questions.
- when we had to watch videos was slavery for me
- I have no complaints.
- I didn't like the rubric activities for the essay because we didn't get to read essay examples that won the scholarships. We were just told to read some in classroom give it a random grade. In which I didn't know it, I was being too harsh or lenient.
- No breaks besides lunch

- None, because everything was wonderful.
- I didn't like having a lot of homework but I know it was important for the selection.
- Nothing, everything was great.
- The think I liked the least was that sometimes there were moments where we had little or short time to formulate an argument
- I loved everything but the homework which I couldn't get much help for because of [unreadable word] resources.
- The HW
- Some students didn't have good attitudes when it comes to homework
- I enjoyed everything
- The presentations videos I got bored having to watch them over again but it wasn't that big of a deal.
- I actually enjoyed everything. I have no complaints.
- I enjoyed the program throughout and do not believe that I have any negative feedback that I can supply. I believe that the program ran very well and smooth.
- I did not dislike anything in particular, everything seems to fit and flow together.
- I honestly liked everything about the training, I had a lot of fun and every activity and homework helped me a lot to understand things better and how everything works.
- An overall thing I liked the least was when I had a bill in my hands and had to read it numerous of times in order to get full information and be the main task. It took a long time but it's worth it because in the first rounds we may not get things.
- The short sessions
- My least favorite part was the initial switch of tables because it was a bit uncomfortable, however after the Ice Breaker I became good friends with my group.
- The last thing I like is that there was only 3 training sessions I wish there would have been more.
- The least I liked about the trainings was sometimes speaking because I would get nervous at first but then get over it.
- When they let us be ourselves

Delegation 4

- How spaced out the meetings are
- How we only had a few meetings
- The lack of organization and the [unreadable] input because it took away time from us.
- I would like a better explanation like one on one to help me understand more about politics and there should be examples of everything.
- Organization, I feel like it should be a little more organized there would be a lot more done in one sitting.
- Videos
- How expanded the meetings were.
- People not being open-minded. How late applications were given
- Feeling awkward with other delegates.

Delegation 5

- The skills that I developed.
- The lunch, except the last day.

- I didn't like the family session. It felt like it was a college class. (redacted)
- Que muchas personas que trabajaron duro no tendrán la oportunidad de ir.
That many people who worked hard will not have the opportunity to go.
- I was not a fan of waiting too long to get started the training.
- I liked everything about the program.
- It would have been helpful to have more access to tablets or laptops so that we can do research.
- Lunch
- Everything was fine.
- I feel like I could of done more
- Everything was amazing! Can't wait to apply next year!
- When we did research about the bills.
- When we stayed in the classrooms. I like moving around instead of sitting down to take notes
- There's nothing I can complain about honestly I had an amazing experience and look forward to it next year.
- I enjoyed all parts of the program.
- Waking up at 7AM on a Saturday.
- The travel, I'm in [redacted] so the trip was long and tiring
- I enjoyed the food the least; we constantly had [redacted name of food]. I am grateful though because there are a lot of students, so it would have been pretty expensive to purchase "actual food".
- I did not like staying a couple minutes later than usual.
- Nothing
- What I least liked? To be completely I had a love hate relationship to this program, but that's on my part because my plate has been very full this year and I have been feeling a bit overwhelmed, but each Saturday I arrived I was very happy I continued in this program. Actually now thinking about it I don't know, I liked it.
- The public speaking.
- At first I did not that much presentations but this made me learn a lot.
- Having to pick partners. Not a socially inclined person.
- Overall, I enjoyed every part of it.
- I did not like that at the beginning of the training I was told that we did not have the [role name redacted] and at the last training all of a sudden [this role] was present as part of our delegation.
- There was nothing that I didn't like. Everything was an amazing experience.
- probably the way that this year we didn't have to have a lot of activities
- Waking up early. However, the annoyance wears off once I start eating the AMAZING [redacted] breakfast provided.
- The commute to the school was a con but it was worth it overall as I enjoyed every session.
- I didn't feel as connected as I would have liked to be with the staff members and other PR/HYLI students.
- Seating
- Nothing
- The fact that sophomores can't go to Albany
- Creating argument.
- The [redacted name of food]

- Nothing
- There was a moment in class when the teachers were teaching us the bills and I couldn't understand very well, but then I got to ask questions to my partners and my struggle was resolved. Also I didn't like the fact that I couldn't stand up because of my lack of confidence but I will try my best to work on that.
- How long the program was but it was needed and still fun!
- What I least liked were the early times of the trainings.
- Attempting to discuss opposing perspectives because I hardly ever thought as the instructors tried to say we might've.
- Waking up early
- The classroom hours
- The large amount of students
- The dress code.
- Nothing
- I liked presenting the least, but that's because I am a quiet person. Overall I think this program helped me with that.
- The time we spent training for the assembly
- Morning hours
- Talking in front of everyone
- Que no nos dan tiempo para conocer bien a otras comunidades
That we weren't given time to get to know other communities well
- Que no dijeron en el último entrenamiento quienes si van para Albany
That they did not say in the last training session who is going to Albany
- Que estábamos súper capacitados para debatir entre nosotros mismo, y no aprovechamos la oportunidad.
That we were super capable of debating among ourselves, and we didn't seize the opportunity
- Lo que me gusto menos fue tener que levantarme temprano pero al final valio la pena
What I liked least was having to get up early however in the end it was worth it
- La [redacted, food we had]
The [redacted, food we had]
- No me gustó que fueron pocos sábados
I didn't like that there were few Saturdays
- Todo me encanto
I loved everything
- No hay nada que me haya disgustado
There wasn't anything that I didn't like
- Cuando la mayoría de alumnos llegaban tarde a las sesiones de entrenamiento.
When most of the students were late to the training sessions
- Estar a las 8
To be there at 8

Delegation 6

- Only the fact that I missed some school, but either way I am perfectly fine with missing school for PR/HYLI. The research could at times get a little boring, but it was fine.

- Nothing much to be honest
- I suppose all the information dropped on us was a little overwhelming and it was mostly that.
- For being a "leadership Institute", being placed in a room with individuals who don't care/didn't even pay attention. Missing school.
- When you have to represent but you're shy and nervous.
- The presentations (slideshows) were a little boring but overall it was informative
- My least favorite part was the aspect where I had to miss school during the week and having to catch up later.
- I wish there were more meetings.
- My favorite part was meeting students from other cultures.
- Having to present or talk in front of others.
- Speaking with the microphone
- Missing school
- I liked everything
- Just the research and bush work because it's busy work and can be time consuming.
- Assigned seats.
- Nothing
- I liked everything.
- When they separated me from my friends.

Delegation 7

- Small groups.
- We should've had more training sections.
- The selection of Bills
- Getting a bill last minute to debate on.
- My least favorite part at the beginning was the debating part but later on I liked it a little bit more.
- Some group work, presentation. The way they made the groups.
- Short time period of trying to cram a lot of information.
- The way the councilmen were chosen
- Working in groups.
- Learning about how a bill is made.
- Some selection of the Bills.
- The fact that we didn't have as many training meeting it would be better to meet more.
- Watching videos
- The roles of the Assembly, because/stutter under pressure.
- Homework LOL
- Critical thinking cause I just didn't understand it that well

How are you going to use what you've learned?

Delegation 1

- I plan to go to college for sociology and law, so I'll use it then
- I started a debate club at my school so I hope to implement what I learned at PR/HYLI in that.
- To help me get into college and earn scholarships.

- I'm going to use my new found confidence and public speak for presentations and talking to people
- I will take the world by storm just wait.
- Be proud that I am a Latino
- I'm going to use what I learned to push myself out of my comfort zone to learn, grow, and lead others.
- In school I can use these leadership skills when I present to my classes and I want to be a teacher so this will help me in my future career.
- In the future I will, based on what I learned in PR/HYLI. 1. Apply my culture to more of what I do 2. Take actions to increase cultural awareness and inclusiveness 3. Speak up about how I want to learn and try to apply those methods to teach others (be the teacher I want to have) apply the most effective way I learn to my/own studies.
- I will improve my taking and presenting skills for next year.
- Apply it to the real world
- I'm going to be more open when it comes to public speaking.
- I'm a shy person so the program really encouraged me to challenge myself and debate.
- Improve my public speaking and contribute in groups.
- Use it for public speaking- Join clubs. Not having fear. More outgoing
- I'll use my public speaking skills I've learned in class.
- I will apply to my everyday life
- I managed to improve at public speaking a bit, so I will use that to become less nervous when I present a project.
- I can use everything in school! Public speaking skills are better and debating is super natural.
- In speaking in front of a crowd
- IDK
- I am going to use my public speaking skills that I used for this program
- In college
- Public speaking= Life skills!!
- I will learn how to public speak and make connections.

Delegation 2

- I know to raise my voice. How to advocate. Not be afraid to say what I think
- Not sure yet, but hopefully in the future I would use this information.
- I'm going to start learning about the laws and what people have to do to pass them.
- I'm going to use what I learn in my school and my community
- I might need in the future.
- I'm going to use it while I'm in my US History class because this helped me a lot in my class it helped me understand clearly. Presentation to not be that scared while presenting.
- Learn to collaborate on debate
- I learned a lot from public speaking lessons.
- Literally take everything I learned here and use it for my participation in government class.
- These training sessions have sparked my interest in government debates. It has helped me fully understand what is going during these debates as well.
- From what I've learned I'll use it to make better presentation at school and improve my work. Make better decisions and different viewpoints.

- I would apply this information to my government classes.
- In speaking in public and helping people from my community.
- The public speaking skills I learned will help me as I continue my path as a leader.
- In my future I will argue for what I believe in.
- To use everything I have learn outside.
- To be a better public speaker
- I'm using the public speaking skills to build my confidence in all other places in my life.
- How to public speak better
- Knowing how bills are passed and that there is a person who will go through what I went through was great to learn.
- In class I can use public speaking to present and outside of school I can use my leadership skills to encourage others to be advocates.
- With what I learned I will be more confident in speaking when I want to.
- I am going to advocate more and not hold back what I want to say.
- I am going to advocate for the biliteracy clause at my school.
- The skills that I have learned from PR/HYLI are applicable in school, the workforce and everyday life. I plan to use what I learned about the advocacy and public speaking a lot in my everyday life.
- I'm going to use what I learned when arguing with my friends.
- Well I fell bolder in speaking up for what I believe in and I feel more educated in these areas. I will speak up and help others.
- I will try to advocate for the problems of health for the better of humanity

Delegation 3

- I'll apply it in future responsibilities, such as work and educative experiences.
- I plan on using what I've learned to help me when voting on my representatives based off their promise of changing and making laws.
- I am going to use what I've learned to make myself heard and understood in my local government. I am going to share the information I've learned to the people of my community about how our government and how they could have a stance like teaching them about where they could register to vote.
- I learned a lot about having a voice and projecting it. I learned that I can change unjust practices in the Hispanic community and make a difference in my community and even other communities. I will use what I learned to participate more in school, in my community and everywhere I go. I thank PR/HYLI for the amazing experience!
- I am for sure going to use all the tips for public speaking because they were helpful and I believe I can benefit from them in the long run. I'll use these tips in college and at my school not only to better myself but others as well.
- Well I really improve a lot in speaking in front of people so I'm going to try to participate more in classes to continue developing my public speaker skills.
- I know this would help me because I can put into practice what I learned at work, at school at home
- Before this experience I used to be really uncomfortable when having to express myself in front of people, but throughout the sessions I learned that even if I'm nervous and scared I should do it anyways and don't let those feeling take over me. I also learned a lot about the government,

roles and things that I was never exposed to them. They helped me understand more and I believe that it will be useful at my time to vote or even if I'm running for a position.

- I am going to further apply what I learned into my AP Gov. Class and share my experience with my teacher. Hopefully I can share with my classmates as well.
- When I go to Albany
- Practicing leadership with the people around me
- I will use the tip for public speaking to convey a more confident version of myself when going to college.
- I am going to apply it in my life, think more, improve my critical thinking, leadership skills, all of that will help me in my future actions.
- I plan to use what I have learned to debate and get my point across with respect and evidence this way I can educate those around me.
- By taking in count others point of view when I come across an argument.
- Help to speak out loud
- To encourage myself and others to make a change in our community, to share what I learned so that others are able to understand how important Latinos are in today's society.
- I'm more motivated to go to college; I am going to use this experience in my classroom and my work.
- I will connect my background with bills to my history class. I will also remember the small group activities because it showed me how to work well with others.
- I'm going to apply it to my former teammates and the next generation of players of football for my school. I will support them and talk to them even though I'm going to graduate, I will be joyful to help them.
- As an aspiring politician, being a part of this program accentuates my experience and potential of transforming me into potentially effective candidate in the future of my political career.
- I will try to detect "fake news" more often and try to be a critical thinker whenever I create my arguments.
- I'm going to use what I learned to help others and to become a better leader/person. This training motivated me to become someone better.
- Out of what I learned just from the training sessions is a lot of me. First of all to not be nervous to speak out loud in front of people. How to revise something if it's true or not. How bills are passed down in order to become law to a certain place. Last, I learned how to fight against a bill or be in favor of the bill with detailed information.
- I am going to be assertive and act like a leader.
- I'm definitely going to use my new speaking and debating skills in life to get a better life for myself and those around me.
- I'm going to use the characteristic of being a leader and speaking up for what I believe in, in my community. I'm going to remember to be proud of being Hispanic.
- I'm going to use what I've learned by putting more effort into being an advocate and leader.
- I'll find information to support my claim, and to try to defend it as well.
- I'm going to use it in general in my whole life because it was very important information that I didn't know

Delegation 4

- Apply the leadership skill I've learned to be a leader in my community

- This program helped me become a better public speaker.
- I will use the skills I've learned to be more active leader in my community to bring about change.
- I can think for myself when listening to things on the news about politics instead of going off of what other people tell me.
- Public speaking, maybe a career you never know.
- When I make it into congress I'll let you know.
- Not sure yet.
- When I go into the "world", I can use this when fighting for nights.

Delegation 5

- I can apply all the things that I learned on the college and professional and personal life.
- Make it the difference.
- I always wanted to go into the law. I wanted to be a lawyer/judge. I guess I'm going to use it in the future, where I have probably more experience than my colleges.
- En el momento xñde tomar una decisión le vere los pro y las contra
When it is time to make a decision I will see the pros and cons
- I will show that I am more than a "student of color" because I have the same capabilities as any other. And one day, I will make sure my actions have good impact on others.
- In the future I going to use the stuff that I learned in the program by making decision thinking about those people who are around me, because a decision made could not affect only me, it will affect all the people around me.
- I want to pursue a career in politics, so being able to develop strong arguments and stances will benefit me greatly.
- I am going to use the skills I gained of public speaking and apply it when in college.
- I will use what I learned not only academically but also in my personal progress in growing up.
- My eyes have been open to some social issues affecting my community so from now on I will be much aware to what's happening around me.
- I will put all my knowledge into college! Also, I will use this when I learn about more bills in school!
- I am going to see how issues affect me and others, try to advocate for the marginalized. I also learned more leadership skills.
- In the future I will use the knowledge I gained in this program to be successful in the college process. The development of many texts and organization of ideas are pretty similar. Building arguments to support bills will help me to have better performance in my academic life.
- I'm going to use my leadership skills that I've learned and apply them to my day to day in which I can continue to learn and grow both as a person and now also as a leader.
- I can now use what I have learned in college, with my family, and when I speak on topics relating to these bills and new and upcoming bills.
- I don't know yet.
- I learned public speaking skills. I will voice out my opinion when certain topics are being argued. It is important to create chaos because without it everyone will just settle.
- I'm going to use what I learned by embracing my viewpoints on things. I've developed strong leadership skills and have been more open minded to things. And it will contribute to my goal to pursue my psychology career to help the young generation deal with certain situations and contribute more to my community and people of different backgrounds.

- I will use what I've learned to help strengthen my arguments and my thinking
- I am not 100% sure, I feel like I knew what they were teaching, it was just good practice for me.
- I will take everything I learned in my business major, say that I am able to negotiate prices
- To be mindful on what changes can happen to us in the future.
- I will use this for the rest of my life because these are important leadership skills.
- I will apply the rules and the things they have taught us within the bills.
- I learned to not be afraid to talk and own my identity, so I think I will use that forever in everything I do.
- The many things that I have learned can benefit me because I can now speak more effectively to make my argument more clear.
- I'm going to use the skills that I developed in this training towards any professional interviews or school meetings that I have to do.
- how to have more speaking skills
- Now that I truly know what it means to be a leader, I will challenge myself in my day to day life and work to get to a place where I feel worthy of advising and impacting others.
- I would help my community and use the skills that I obtained from this program to spread awareness about all of the issues my community faces.
- I'm going to use the leadership skills that I have learned to get better at advocating for a change if I think something is unfair in my community.
- It could help me in future classes
- I am going to use it to do and not be afraid of raise my voice
- To encourage others to from my school to participate in the program.
- Inform other students and recruit them for next year. I also plan to attend other events and workshops involving law
- In college I'll be able to advocate.
- I want to become a history professor so this is a great experience
- I will execute the skills that I learn within my school community
- I will use it to develop my confidence and leadership.
- I'm going to use it to be an effective leader.
- Many of the things that I learned can be applied not only when working in politics but also through daily life and especially in school. For example, being able to form debates in favor and against bills will help whenever my beliefs and ideas are challenged. Additionally, the leadership skills will allow me to work as a leader to the best of my ability whether that is in school clubs/organizations or when in groups.
- I will take it into college and hopefully in the future to the senate
- To excel in AP Government and politics next year
- I will encourage others to understand the effects on how we as a Latino community don't acknowledge the problems that are being put in our future.
- I will use it in the future for my classes and also for next year in the program in Albany.
- I will use the people skills I've learned to become a great leader.
- I'm going to use them every day because I improved on my public speaking skills
- I've acquired new skills such as getting out of comfort zone and speaking up. Therefore I can use this at school to challenge myself and do better.
- I feel more comfortable when speaking out.
- By becoming a leader in my community

- I am going to use what I learn in my life because it help me realized what I want to study for college and it help me developed leadership skills.
- Para ser un mejor lider
In order to be a better leader
- En [name of location] dando mi punto de vista y mis evidencias con las propuestas de ley
Being in the [location] giving my point of view and my evidence with the proposals for laws/[bills]
- Empezaré a pensar como una líder y a ayudar a todos aquellos que se sienten atrapados a que su voz si cuenta.
I will begin to think like a leader and help all those who feel trapped, make their voice count.
- En el futuro para mejor conocimiento y desenvolvimiento en la sociedad y la profesión
In the future, for better knowledge and development in society and the profession.
- Usare lo aprendido para ayudar y ser un ejemplo para mis cono sidos y comunidad
Use what I have learned to help and to set an example to the people I know and in the community.
- Actuar en favor para los intereses de mi comunidad.
Act in the interests of my community
- Cuando tenga que expresarme con otras personas
When I have to talk to other people
- Voy a ser una buena líder y defender lo que digo
I'll be a good leader and stand up to what I say.
- En mi vida en general ya que no solo aprendí sobre leyes también desarrolle skills gracias a los entrenamientos y las personas que ha en parte de PR/HYLI .
In my life, in general, since not only did I learn about laws, I also developed skills thanks to the trainings and the people who have been part of PR/HYLI.
- Puedo influir a otras personas a que se interesen y se involucren en la politica, quiza no ocupando un papel importante, pero que sean concientes de que todas las leyes que sean aprovadas afectan a nuestra comunida
I can influence other people to become interested and involved in politics, perhaps not in an important role, but to be aware that all laws that are passed affect our community.
- Lo que aprendí lo usare para ayudar a mi comunidad de una manera positiva y enseñándoles las diferentes propuestas de leyes qué existen alrededor de Nueva York.
I will use what I've learned to help my community in positive ways and to educate about the different proposed laws [bills] that exist around us in New York.
- Conocer más del gobierno cómo pasar un bill
To learn more about the government and how to pass a bill.

Delegation 6

- I will apply the characteristics of a good leader when I enter the work force.
- I now know how to argue/create arguments well, as well as listening to the opposing view points.
- By setting an example to others for better leadership skills.
- Learn how to apply myself in situation involving my culture correctly.
- To be a leader

- When it comes to debates/arguments/discussions, use what I've learned to create better formulated and make credible positions that push my opinion forth.
- Practicing more to become better to be here next year.
- I'm going to use what I've learned by going outside my comfort zone and speaking out in subjects I'm passionate about.
- I'm going to be able to think on my feet and speak freely in public places.
- Be more productive in group work.
- I learned how to be a better leader and how to express myself better in Spanish and I will use this in the future career I chose.
- My future plans, now that I did PRYLHI, I feel like in the future , like college I won't be so shy to say what's on my mind.
- Applying it to my everyday life.
- By taking political classes in college to learn more.
- I've learned a lot about public speaking as well as leadership skills which will help me in other programs in school as well as church
- I'm going to use the leadership skills I learned to be more involved in my community and in different organizations at college and even after that.
- By implementing the training about being a leader into my daily habits and my future.
- I'll be more aware about what choices/bills are politics considering on passing and will create my own argument or agreement towards these choices that may impact me and thousands of others.
- Somehow try to change my community which needs improvement
- I'm going to keep it in mind for next year.
- So much! I am going to make my community better.

Delegation 7

- I will use it in college and arguments to show my circle.
- I want to use what I learned to help the Hispanic community in my town.
- my future career
- Have more people join PR/HYLI
- At voting time. To defending beliefs.
- I'm going to use it in my arguments.
- I can use the skills I've learned in PHYLI in the real world
- Learn how to speak properly which I can use throughout my lifetime.
- Apply it to my future work.
- Help me out going and confident
- Be a better leader, and think outside the box.
- I'm going to use it when I stand to debate about my Bills.
- I'm going to apply my understanding when I go to college.
- I am going to speak better in a group setting.
- I am going to think more critically about all aspects of life and use what I learned doing debates and arguments.
- I will get better at it and apply it in my everyday life.
- To strengthen arguments and critically think more

Appendix IX:

Albany Institute Agenda

PR/HYLI ALBANY INSTITUTE AGENDA MARCH 2020

WELCOME TO THE STATE UNIVERSITY OF NEW YORK AT ALBANY

SATURDAY, MARCH 7, 2020

12:00 PM **ARRIVAL AT STATE UNIVERSITY OF ALBANY**

12:00 PM **NETWORKING LUNCH AT SUNY ALBANY**

1:30 PM **MODERATOR**

SAMANTHA GONZÁLEZ, WALTER G O'CONNELL COPIAGUE HS, LONG ISLAND

DELEGATION

OPENING REMARKS

YAIDE VALDEZ, YOUNG WOMEN'S COLLEGE PREP, MONROE DELEGATION

PRESIDING

DR. HAVIDÁN RODRÍGUEZ, PRESIDENT, SUNY ALBANY

DR. BETTY A. ROSA, CHANCELLOR, NYS BOARD OF REGENTS

DR. GLADYS I. CRUZ, DISTRICT SUPERINTENDENT, QUESTAR III BOCES

DIANA VÁZQUEZ, PR/HYLI STATEWIDE COORDINATOR, QUESTAR III BOCES

2:30 PM **KEYNOTE SPEAKER AND BOOK SIGNING**

JUANA BORDAS, DYNAMIC NATIONAL SPEAKER AND TRAINER, LEADERSHIP, DIVERSITY, AND
COMMUNITY BUILDING

3:30 PM **LEADERSHIP ACTIVITIES:**

- THE LEADERSHIP PROGRAM
- DR. JEVON HUNTER, DR. GLISET COLÓN, STATE UNIVERSITY OF NEW YORK AT BUFFALO
- GABRIELA QUINTANILLA, ADELANTE STUDENT VOICES
- CARLOS E. ESPINA, VASSAR COLLEGE

6:00 PM **NETWORKING DINNER**

6:50 PM **REHEARSAL FOR STUDENT PRESENTATIONS**

7:45 PM **STUDENT PRESENTATIONS - AUDITORIUM**

8:45 PM **DISMISSAL TO THE DESMOND HOTEL**

9:00 PM **CHECK-IN FOR STUDENTS AND STAFF**

9:30 PM **NETWORKING CULTURAL RECEPTION - KING STREET BALLROOM**

10:55 PM **CLOSING REMARKS**

KYDIAN QUIÑÓNES-SUÁREZ, EUGENIO MARÍA DE HOSTOS CHARTER SCHOOL, MONROE

DELEGATION

11:00 PM **DISMISSAL AND CURFEW**

MOCK ASSEMBLY
SUNDAY, MARCH 8, 2020

7:30 AM **NETWORKING BREAKFAST AT THE DESMOND – KING STREET BALLROOM**

8:20 AM **TRAVEL TO THE NEW YORK STATE ASSEMBLY CAPITOL**

9:00 AM **GENERAL SESSION - ASSEMBLY CHAMBER**

9:20 AM **PARTY CAUCUSES**

- REPUBLICANS - SPEAKER'S ROOM
- DEMOCRATS - ASSEMBLY CHAMBER

11:00 AM **REHEARSAL/BRIEFING ON LEGISLATIVE PROCESS**

11:45 AM **ADJOURN TO LUNCH**

12:00 PM **NETWORKING LUNCH AT PRIME AT THE PLAZA**

1:00 PM **GREETINGS FROM MEMBERS OF THE NYS ASSEMBLY/SENATE**

BETTY ROSA, CHANCELLOR BOARD OF REGENTS, SHANNON TAHOE, INTERIM COMMISSIONER, NYSED, ELISA ÁLVAREZ, NYSED, OBEWL, GLADYS CRUZ, QIII BOCES, CONGRESSMAN PAUL D. TONKO, AND HON. PHIL RAMOS, DEPUTY MAJORITY LEADER FOR THE NYS ASSEMBLY

1:30 PM **OPENING OF THE LEGISLATIVE MOCK ASSEMBLY - ASSEMBLY CHAMBER**

PRESIDING

HON. MARITZA DÁVILA, CHAIR, NYS ASSEMBLY/SENATE PUERTO RICAN/HISPANIC TASK

FORCE

HON. PHIL RAMOS, DEPUTY MAJORITY LEADER FOR THE NYS ASSEMBLY, EXECUTIVE MEMBER OF THE ASSEMBLY/SENATE PUERTO RICAN HISPANIC TASK FORCE, HON. PAUL D. TONKO, CONGRESSMAN, UNITED STATES HOUSE OF REPRESENTATIVES HONORABLE MEMBERS OF THE ASSEMBLY/SENATE PUERTO RICAN/HISPANIC TASK

FORCE

SPEAKER OF THE ASSEMBLY

CHARITY DIKSON, NORTHLAND HIGH SCHOOL, HV DELEGATION

ASSISTANT SPEAKERS OF THE ASSEMBLY

FLAVIO VEGA, DUNKIRK SENIOR HIGH SCHOOL, WESTERN NY DELEGATION

JOSÉ FLORES-GONZÁLEZ, PAUL D. SCHREIBER HS, LONG ISLAND MONROE
DELEGATION

SERGEANT- AT- ARMS

NICOLE COLLADO, THOMAS R. PROCTOR HIGH SCHOOL, SYRACUSE DELEGATION

COLOR GUARD (UNDER THE DIRECTION OF HÉCTOR CRUZ)

KATHERINE M. QUEZADA, PEEKSKILL HS, HV DELEGATION

MELVIN ORTIZ, SOUTHOLD JR/SR HIGH SCHOOL, LONG ISLAND DELEGATION

SAÚL LOOR, F.D.R. HIGH SCHOOL, NYC DELEGATION

WILMER NARANJO, NEWTOWN HS, NYC DELEGATION

JOSHUA PÉREZ, SCHUYLerville HS, NYC DELEGATION

LAUREN ZAMORA, PACE HS, NYC DELEGATION

PLEDGE OF ALLEGIANCE

ERLYN FLORES-REYES, HUNTINGTON HS, LONG ISLAND DELEGATION

NATIONAL ANTHEMS (UNDER THE DIRECTION OF DR. JOSÉ M. MELÉNDEZ)

JAYLEEN GARCÍA, WALTER G O'CONNELL COPIAGUE HS, LONG ISLAND DELEGATION

ALANA MOY, VALLEY STREAM CENTRAL, LONG ISLAND DELEGATION

CHRISTINE SÁNCHEZ-ASTUPUMA, BROOKLYN TECH HS, NYC DELEGATION

INVOCATION

ASTRID DIMAS, AMSTERDAM HS, CAPITAL DISTRICT DELEGATION

ANA PÉREZ, SHENENDEHOWA HS, CAPITAL DISTRICT

REMEMBRANCE OF ÁNGELO DEL TORO

HANCELL DE SOSA, GREGORIO LUPERON HS, NYC DELEGATION

ILAN SOLANO, CAREERS IN SPORTS HS, NYC DELEGATION

CLERK

JEAN DE LA ROSA, BRONX COLLEGIATE ACADEMY HS, NYC DELEGATION

BILL SPONSOR(S)

THALÍA PLAZA-NEGRÓN, CORCORAN HS, SYRACUSE DELEGATION

ANA PÉREZ, SHENENDEHOWA HS, CAPITAL DISTRICT

TERESA PLAZA-NEGRÓN, CORCORAN HS, SYRACUSE DELEGATION

KIMBERLY RIVERA-COTTO, CHARLES W. BAKER HS, SYRACUSE DELEGATION

VANESSA VERGARA, CORCORAN HS, SYRACUSE DELEGATION

GOVERNOR

JAEDEN CORTÉS, WEBSTER SCHROEDER HS, MONROE DELEGATION

MINORITY LEADER

ANAYELI CRUZ, RENAISSANCE HS, NYC DELEGATION

MAJORITY LEADER

JOSÉ PÉREZ-MARIÑO, CHARLES W. BAKER HS, SYRACUSE DELEGATION

MINORITY WHIP

LESLIE GÓMEZ, ICHABOD CRANE HS, CAPITAL DISTRICT DELEGATION

MAJORITY WHIP

JOSHUA GÓMEZ-CRUZ, HARRISON HS, HUDSON VALLEY DELEGATION

INTRODUCTION OF BILLS AND DEBATE

4:50 PM **SPEAKER OF THE HOUSE CLOSING REMARKS**

4:55 PM **CLOSING REMARKS**

BREANNA DE JESÚS, MANHATTAN CENTER HS, NYC DELEGATION

OBRIAN ROSARIO, BROOKLYN TECH. HS, NYC DELEGATION

5:00 PM **DISMISSAL**

STUDENT RECOGNITION DINNER - THE DESMOND

SUNDAY, MARCH 8, 2020

7:00 PM **PRESIDING**

HON. MARITZA DÁVILA, CHAIR, NYS ASSEMBLY/SENATE PUERTO RICAN/HISPANIC TASK FORCE

HON. PHIL RAMOS, DEPUTY MAJORITY LEADER FOR THE NYS ASSEMBLY AND CHAIR OF

PR/HYLI

HONORABLE MEMBERS OF THE ASSEMBLY/SENATE PUERTO RICAN/HISPANIC TASK FORCE

ANDRÉS RIVERA, EXECUTIVE DIRECTOR, SOMOS, INC.

CONVENERS

DR. GLADYS I. CRUZ, DISTRICT SUPERINTENDENT, QUESTAR III BOCES
DIANA VÁZQUEZ, ÁNGELO DEL TORO PR/HYLI STATEWIDE COORDINATOR, QUESTAR III
BOCES

MODERATOR

ANNABELLE ALPAR, MONROE WOODBURY HS, HUDSON VALLEY DELEGATION

7:00 PM

OPENING REMARKS

SAMANTHA RAMOS, ICHABOD CRANE HS, CAPITAL DISTRICT DELEGATION

YASMIN TORRES, NISKAYUNA HS, CAPITAL DISTRICT DELEGATION

PRESENTATION OF SCHOLARSHIPS

DR. GLADYS I. CRUZ, DISTRICT SUPERINTENDENT, QUESTAR III BOCES

DIANA VÁZQUEZ, ÁNGELO DEL TORO PR/HYLI STATEWIDE COORDINATOR, QUESTAR III

BOCES

HON. MARITZA DÁVILA, CHAIR, NYS ASSEMBLY/SENATE PUERTO RICAN/HISPANIC TASK

FORCE

HON. PHIL RAMOS, DEPUTY MAJORITY LEADER FOR THE NYS ASSEMBLY

EXECUTIVE MEMBER OF THE NYS ASSEMBLY/SENATE PUERTO RICAN/HISPANIC TASK FORCE

ANDRÉS RIVERA, EXECUTIVE DIRECTOR, SOMOS, INC.

SOMOS BOARD MEMBERS

CLOSING REMARKS

PAOLA RODRÍGUEZ ORTIZ, DUNKIRK SENIOR HS, WESTERN NY DELEGATION

11:15 PM

DISMISSAL AND CURFEW

GUEST SPEAKER – GABRIELLA QUINTANILLA

**PRHYLI ALUMNA AND FOUNDER AND DIRECTOR OF ADELANTE STUDENT
VOICES**

MONDAY, MARCH 9, 2020

7:30 AM **ROOM INSPECTION/HOTEL CHECK-OUT**
DESMOND

THE

8:15 – 8:45 AM **NETWORKING BREAKFAST**
BALLROOM

KING STREET

9:00 - 9:30 AM **OPENING REMARKS AND PRESENTATION OF GUEST SPEAKER**

KING STREET

BALLROOM

CHRISTIAN MEDINA, BUFFALO PERFORMING HS, WESTERN NY DELEGATION

GUEST SPEAKER: GABRIELA QUINTANILLA, FOUNDER, AND DIRECTOR OF ADELANTE STUDENT

VOICES

9:40 - 11:10 AM **PRHYLI ALUMNI PANEL**

KING STREET

BALLROOM

PRHYLI ALUMNI:

JONATHAN D. HERNÁNDEZ, FINANCIAL ADVISOR, NORTHWESTERN MUTUAL, CAPITAL DISTRICT DELEGATION

CARMELITA CRUZ, SENIOR ATTORNEY, OFFICE OF ADDICTION SERVICES AND SUPPORTS, CAPITAL DISTRICT

ALEXANDRA BETANCOURT-PÉREZ, REGISTERED NURSE, ALBANY MED. CENTER - NICU, CAPITAL DISTRICT

DELEGATION

GABRIELA QUINTANILLA, FOUNDER AND DIRECTOR OF ADELANTE STUDENT VOICES, HV DELEGATION

KARLA BENÍTEZ, DIRECTOR OF CAMPUS CENTER MANAGEMENT, SUNY ALBANY, LONG ISLAND

DELEGATION

ANTHONY PLONCZYNSKI-FIGUEROA, DIRECTOR OF OPERATION, UNIV. OF ROCHESTER, MONROE

DELEGATION

HÉCTOR ARTILES, PRINCIPAL, LESARTI HOLDINGS, LLC, NYC DELEGATION

EDWIN BERROA, SOCIAL STUDIES TEACHER, SCHUYLERVILLE PREP. HS, NYC DELEGATION

JOSÉ R. RODRÍGUEZ, DIRECTOR OF COLLEGE COUNSELING, COLLEGE BOUND INITIATIVE, NYC

DELEGATION

SYDNEY VALERIO, WRITER & EDUCATOR, NORTH ROCKLAND CENTRAL SCHOOL DISTRICT, NYC

DELEGATION

KENNETH VREELAND, PROFESSIONAL INTERPRETER, EMPIRE INTERPRETING SERVICE, SYRACUSE

DELEGATION

PRECIOUS LUGO, FAMILIES' CHILD ADVOCACY NETWORK YOUTH PEER SUPERVISOR, WESTERN NY

DELEGATION

11:10 AM **CLOSING REMARKS**

CAROLINE BENÍTEZ, CENTRAL ISLIP HIGH SCHOOL, LONG ISLAND DELEGATION

11:15 AM **LUNCH BOXES**

KING STREET

BALLROOM

11:15 AM **DISMISSAL AND VISIT LEGISLATORS**

CAPITAL

BUILDING

2:00 PM **SAFE TRAVELS HOME - INSTITUTE EVALUATION**

Appendix X:

Phase II Student Survey Comments

PR/HYLI 2020 Phase 2 Student Survey – Comments

<i>Favorite Part of the Albany Institute</i>	<i>p.1</i>
<i>Liked Least About the Albany Institute</i>	<i>p.6</i>
<i>Plans to Use What You Learned at the Albany Institute</i>	<i>p.11</i>
<i>Ideas to Make the Albany Institute Better</i>	<i>p.17</i>

What was your favorite part of the PR/HYLI Albany Institute?

Delegation 1

- Speaking in the Mock debate
- Meeting new people and becoming a better public speaker.
- The Sunday reception dinner
- My favorite was spending time with the [Redacted] delegation and the staff from the [Redacted] delegation throughout the weekend.
- The dinner on Sunday
- Meeting new people and how fun it was and how many skills I've gained in this program.
- My favorite part was interacting with delegates from other parts or the staff.
- I loved the whole weekend
- The opportunity, community and hospitality
- Being able to meet other students
- Meeting new people
- Being able to visit around the Capital

Delegation 2

- My favorite part is meeting new people, making new memories by working together.
- Mock assembly
- Mock Assembly
- My favorite part was listening to the panels, and hearing what everyone had to say to people that were sitting where they once were.
- The party after the mock assembly
- My favorite part of the PR/HYLI Albany Institute was the interaction with the other delegations, as well as being able to learn about the struggles that as a minority group face every day.
- I enjoyed the Dinner and Party as well as the Workshops in UAlbany
- The workshop presentations
- The workshop was fun and the keynote speaker was a very empowering moment.
- I loved every single one of the speakers. From Juana Bordas to the Alumni Panels!
- Meet other students and connecting with my culture
- The sense of community
- My favorite part of the PR/HYLI Albany Institute was being able to work in groups for our presentation and enjoying the company and involvement of others.
- I loved the panel of alumni.
- The Sunday Dinner
- Todas las cosas
(Comment translated from Spanish:) Everything
- My favorite part of the Institute was the dinner with the presentation of scholarships and the dance!!! The food was excellent and the order of events at the dinner was really good but ultimately the. Mock assembly was the most entertaining, and learning experiences I've had.
- My favorite part was listen people like me talk about the issues of migrants and the skills you have to can reach what do you want in the future, because you can do it. Also, my favorite part

was the Assembly when the students talked about the different bills and when I could do it too. Also, I liked dinner. It was awesome.

- The Mock Assembly because we had the opportunity to express our opinions about the bills
- The Mock assembly and to see how everyone debated about the bills
- My favorite part was Sunday night's party
- Late night party
- I loved the weekend institute. My favorite part was being able to talk to and connect to other people from around the state. I truly feel like I've made lifelong friends through this institute. I was able to feel a connection with people because of our shared culture, something I'm not able to have with many people around me.
- The presentation of Juana Bordas. I felt like I was in the presence of a super hero. Going to the hotel for the first time.
- My favorite part of the institute was the talk on Sunday morning with Gabriella Quintanilla. Her story was amazing and motivating.
- Mock assembly
- Leadership workshops, it really helps to communicate with people and have more confidence, even though the Latino community never makes you feel like that.

Delegation 3

- The leadership activities and watching everyone present was one of my favorite parts. The banquet dinner was also one of my favorites.
- My favorite part was when they called (my) name in the Mock assembly, last year I didn't step up for it b/c I was so afraid, but I'm working to improve it.
- When we presented our workshops work to the rest of students. I really liked the student delegate recognition dinner.
- My favorite part of the trip would have to be the debate (the last 3 bills). I got inspired by the moving stories I heard and more open-minded as I heard the counter arguments.
- The debate
- Party after the debate in the Mock Assembly.
- I enjoyed the banquet due to having the most free time to talk and make more friends.
- The workshops, because I believe that that is the time you can interact more with other students from other delegations.
- I felt that my favorite part was Mock Assembly because it helped me to share my ideas in from of the other.
- When I was as an [special role name]. It was fun.
- When I took a workshop
- My favorite part of the PR/HYLI Albany Institute was the dinner and the awards. Everyone had a great time dancing.
- My favorite part of the PRHYL Albany Institute is being able to bond more with our delegation [unreadable word] also other delegation [unreadable word] dinner
- My favorite part was the events at Albany College
- The Mock Assembly

- The Mock Assembly because it had real arguments, emotional moments, and it related to the reality. And the recognition dinner because I enjoyed it with my delegation friends. What a perfect experience.
- The party we had toward the end.
- My favorite part was participating in the workshop. I think I was able to connect with many other students from different delegations.
- The assembly was really the most amazing time.
- The workshops at the beginning helped me connect with others and be more relaxed when presenting not only on Saturday, but in the Mock assembly.
- To interact and participate in different roles with our workshops and during the Mock Assembly
- My favorite part was when I was chosen to speak for my Bill I was really anxious and excited to stand up and talk in front of all.
- The most interesting part was the "behind the scene" and that all people talk without knowing them.
- My favorite part was the recognition dinner because it allowed me to step out of my comfort zone and meet new people.
- The workshops because we were able to make new friends and get to work with each other. But the dinner party was definitely my most favorite part because we got to hear other students' story and celebrate our community; we got to bond with other people that are just like us.
- The workshops, the assembly, the party.
- I liked the party we had Sunday night
- I liked the Recognition Dinner it was fun and well planned and making new friends
- My favorite part was the workshop and the Mock Assembly
- My favorite part was the leadership activities we did on the first day.
- The discussion or debate of the Bills.
- The workshops was my favorite part
- My favorite part of the PR/HYLI Albany Institute would have to be when we went to the Capital District building and got the tour! It was such a great opportunity to make connections with [Unreadable word] and others.
- Connecting with other students from all over NYS and hearing all their stories.
- I like how everyone was very welcoming.
- My favorite part was presenting our work after working in the workshops it helped all us become one.
- My favorite part was the Mock Assembly because it allowed everyone to truly display everything we worked on during trainings.
- My favorite part was meeting new people and debating bills.
- My favorite part was on Sunday at the Mock Assembly. Everyone has a chance to speak. I really enjoy the breakfast. Thank you.
- My favorite part was listening to the panel and being moved and motivated by their stories. I felt inspired and learned that if they could get so far in life I can do it too.
- The Mock assembly on the assembly of United States.
- The dinner party on Saturday
- Everything
- My favorite part of the PR/HYLI Albany Institute is the guest speaker Gabriella Quintanilla because her program has helped me so much in my community.

- The workshops on Saturday and the Mock Assembly

Delegation 4

- Latino people
- I got close with kids in my very own delegation
- Workshops, getting to know students and knowing we got similar visions is amazing.
- The workshops and the Sunday party
- Debating bills
- Mock assembly debates
- Sunday
- Feeling that warm welcome from hundreds of other Latinas/Latinos and getting to know who they are, where they come from etc.
- Gabriella Quintanilla's speech/story was amazing and doing opening remarks was good too.
- My favorite part was having the opportunity speak with leaders and alumni about issues and opportunities in the future.

Delegation 5

- Meeting new people and hearing the personal story everyone has to tell.
- My favorite part of the PR/HYLI Albany institute was the workshops on Saturday. [Name redacted] really got me out of my comfort zone to sing in front of people when I was afraid that I was not a good enough singer but she said my vocals are nice which will encourage me to keep singing. I will never forget this.
- Debating
- The workshop
- Workshop and mock assembly
- Workshops
- La fiesta del día domingo.
(Comment translated from Spanish:)The party on Sunday
- Saturday workshops
- The [unreadable word] Recognition
- La asamblea del domingo
(Comment translated from Spanish:)The Assembly on Sunday
- Getting together with a Hispanic community
- My favorite part of the PR/HYLI Albany Institute was the mock assembly. I was passionate about participating in the debates
- I have new friends and I learn many things about PR/HYLI
- Everything
- The activities on Saturday
- Saturday night
- The networking
- The party how everyone got along very well
- The Dinner

- My favorite part of the PR/HYLI Albany Institute was the key note speaker, she was very uplifting, encouraging and overall held such great energy.
- The workshops
- My favorite part of the PR/HYLI Institute was that after all we got together in the party and celebrated our cultures with music.
- I didn't have a favorite part of the PR/HYLI Albany Institute because I enjoyed every activity and event that took a place during this weekend, I am so grateful that I attended this year, my last one because I return with a lot of experiences and new friends
- It made me feel connected to my culture and others
- The Mock Assembly process that I loved so much due to the thoughts projected by the beautiful youth members of the Assembly.
- The workshops
- The workshops on Saturday
- My favorite part was the invited speakers on Sunday since it was very entertaining and inspirational
- That I got to connect to other students and learned to have a better communication.
- The Ceremony
- The Saturday workshops and speakers
- My favorite part of the institute was when it was my turn to speak in the assembly that I had the pleasure to argue about a bill.
- The mock assembly. Being in the leadership position as minority leader. Working with my peer delegates to have a successful mock assembly.
- When my group and I got the opportunity to present our thoughts and what we felt about a topic.
- The workshops
- The dinner.
- I liked the food, the workshops and the motivation of the speeches.
- The second day on the mock assembly and the dinner.
- The mock assembly and discussing bills.
- The workshops

Delegation 6

- Interacting with all the other students from other delegations and the Mock assembly.
- The workshops
- My favorite part was to be able to get out of a small city and travel to the Capital to be able to connect to others in the state.
- My favorite part was being able to hear other people's stories and being encouraged, motivated, and inspired to give back to my community and my people.
- Hearing people's stories
- Connecting with others who share the same interests and passion for their cultures and identity
- My favorite part was being with my people.
- The party after the Mock Assembly
- The workshops and performances
- Meeting all of the people and making many friends

- The alumni panel at the end
- Being able to open up, confide and boost my confidence and learn more about leadership.
- Meeting new people and hearing their stories
- Activities at the Albany University and dance.
- Talking about all of these issues with people that had different viewpoints.
- Meeting a lot of people especially from my country.
- The after party
- The Gala
- The part when we were doing our roles.
- The Mock assembly

Delegation 7

- Getting to meet everyone from around the state and acting as [role name].
- All of the speakers who shared incredible and emotional stories.
- My favorite part was the mural; we spoke and connected to each other through what we painted.
- My favorite part was being able to debate and make my thoughts to be heard.
- My favorite part would have been every activity we had on Sunday.
- Meeting new people
- The Mock Assembly because it helped me get rid of my fear of public speaking.
- My favorite part of PR/HYLI was hearing all of the guest speakers inform us about their stories and what they do to help the Latino community
- My favorite part of PR/HYLI is that it actually made figured out what I want to do in the future.
- Meeting other delegates from various places.
- The workshops and the assembly
- Connecting with other people in my community and learning about the legislative process.
- I liked the parties and the activities
- Talking in the assembly chambers
- Interacting with other delegations.
- Being a part of guest speaker Gabriela Quintanilla's group
- The gala
- Speakers
- My favorite part of the institute was the guest speaker Juana Bordas; she really made me feel proud of being a Latino.
- The workshop

What did you like the least about the PR/HYLI Albany Institute?

Delegation 1

- How some people didn't know the regulations/weren't prepared.
- I disliked the lack of communication that made it a bit confusing and even chaotic during the weekend and trainings

- I feel that we did not have enough time to make friends with other delegations. We had SUNY day and the two parties. But I felt like there was barely any time in between.
- Waking up early
- The lack of communication and how disorganized it was. I believed students could've participated more. Not have NYC, the speaker of the house every other year, give other delegations more opportunity.
- The speaker of the house could have been stricter and following protocol
- The speaker needed to be trained better. New York City delegation does not need to be speaker of the house every other year.
- There was an inconsistency with the information in between trainers.
- Disorganizations and stress for specialty roles during the Mock assembly
- The Caucus for the Democratic Party was unorganized. I do understand that it was a larger group; however figuring out a better solution will be great.

Delegation 2

- The food.
- N/a
- Everything felt rushed
- I would have liked to have more time to network with others.
- The fact that not everyone got to speak during the mock assembly
- There wasn't anything that I didn't like, the weekend was very enjoyable.
- That there wasn't enough time to do other things.
- There were too many guest speakers during the mock assembly
- Getting to wake up early
- The food. I felt very limited as a vegan.
- How short the weekend was! long nights and early mornings but I enjoyed every minute of it
- The thing I liked least was not being able to explore the hotel but of course I understand the precautions and responsibilities needed for that.
- The lack of sleep. I was physically drained
- El poco tiempo
(Comment translated from Spanish:) The short time
- I like the workshops and the speech of Bordas.
- How if one felt tired you didn't have the opportunity to go to your room early and rest
- Nothing, it was all great
- Leaving
- Although I was able to connect with other people from my delegation, I want to be able to do the same with people from other delegations. I don't believe we had much time to do that because people also tended to stick with people from their delegations.
- The lunch provided on Saturday.
- The part I like the least about the Institute was the Cultural Event on Saturday night.
- Nothing
- Going to sleep at almost 12 AM and waking up early.

Delegation 3

- The food could be better.
- I don't like pasta and more different food.
- I didn't like the snacks. I didn't like the multicultural event at the hotel.
- I did not feel prepared for all of the training sessions; there was a lack of communication with my advisor. I like knowing due dates, itinerary and etc.; I didn't feel like I had that at training sessions.
- The party was shorter. The food.
- Pizza on Friday, pizza was like sweet idk hahaha (sic)
- The food could have been a little better, but it was still good.
- In the party on Sunday students had a limited time to enjoy the party.
- The alumni panel because we were tired to listen too much speeches
- I did not like the attitude of one of one the Alumni Panel that attended.
- I liked everything
- What I liked least about the PR/HYLI Albany Institute was the long days and lack of sleep. Also there needs to be more food variations.
- I liked everything, nothing I disliked
- The food
- The lack of water at the hotel.
- The food wasn't food as I expected.
- The food situation
- My least favorite part was not having much time to rest.
- The food
- I wasn't called to address my argument during any of the Bills, even though I showed them evidence and clear meaning of it.
- Due to the trip what I liked the least was going home. I really enjoyed being in Albany, I would like to debate more and explore more!
- I didn't like the food for the dinner
- going to sleep so late but its ok
- That we had to rush a lot of things and everything was tight on scheduled.
- The alumni panel
- What I liked the least was the meeting we had Saturday night at the hotel because most of us were tired.
- What could have been better is the opening day, incorporate more time for us to wind down and relax
- I will say that I loved everything, but the only thing was that I slept a little bit.
- The party ended too early and the food wasn't really good.
- The keynote speaker. The food was terrible
- The food at the hotel wasn't the best!
- The workshops we had to attend because it didn't find one I enjoyed.
- The speakers were a little long but it didn't matter, also I would have like to know who I roomed with beforehand.
- The thing I liked least was not enough sleep.
- My least favorite part was the dinner because there was not a variety of music played
- The music at the party.

- Something that I like least is the food on Saturday.
- That not everyone gets a chance to speak at the debate.
- Food
- The food
- I love all the things that we did during this awesome trip. Just the food I didn't like it too much
- What I didn't like was the lunches. I don't like cold meat sandwiches and can't eat dairy.
- There's people who doesn't really care, they just want to have fun without work.

Delegation 4

- Lack of sleeping time
- Most of the food and more sleep. Food had no flavor, some did most didn't
- Monday, half of us were asleep and couldn't enjoy anything to the maximum.
- The Mock assembly (they weren't given people opportunities to debate and say their arguments)
- Having dinner at 9:00 pm every night
- Saturday
- Monday morning, nobody was attentive
- The big restrictions, ex curfew (way to light in the schedule basically saying that there isn't enough time for students to settle down and maybe even go to some certain place to meet people by their own will)
- Not having enough time to debate.
- It was much disorganized in comparison to last year. It showed through the leadership roles and part of it was because of a lack of preparation and guidance

Delegation 5

- The first meal of the day, it was ok but they run out of stuff fast and only a few things was left because they have the most of some food.
- I hated the fact that my own friends from school didn't invite me to sit with them, had a whole group chat without me, and was in contact the whole entire time. They made me feel so left out and I cried twice because of it. They even did a speech together without me. I talked to the other students from other delegations and mine, and they were so nice and understanding.
- The food
- Not anything
- Sleep to late
- Qué no había mucha agua en las diferentes actividades.
(Comment translated from Spanish:)There wasn't enough water at the activities
- I liked everything
- Nothing at all, everything was amazing
- We didn't get to know each other more
- Nothing. I loved everything about it.
- I met new people
- Wayyy (sic) too many speeches
- The food

- Saturday morning
- The pizza Saturday night
- Having to wake up early I need my beauty sleep
- That we didn't have a lot of time to have fun with the other people
- I truly enjoyed the weekend in its entirety and there was nothing I enjoyed less than the other things
- I think the part that I didn't like the most was the mock assembly because we didn't have too much time to argue about the laws, some people didn't talk at all and I think is important that everyone can participate and say their opinion. So is important the time provided because it helps students to argue better about their position.
- I liked everything other than the party was cut short
- I like the least the amount of speeches done along the Program. I'm a person of activities and doing something standing or on the floor; anything that keeps me active and focus is my type of activity.
- Sleeping so late
- Nothing
- I don't have a defined answer
- That I didn't get to talk everyone because we were separated.
- Food
- The food??
- The fact that we had to argue the bills TOO FAST! I felt that we were pressured with time and didn't prepare to sum up arguments.
- I don't have a least part, I enjoyed everything. It is an amazing experience.
- The workshop on Monday.
- I did not feel included in the Latino community. The events ended very late and those caused that we could not sleep well, since we must prepare for tomorrow, we must share the bathrooms (This does not bother me) but it spends a lot of time and, one ends up sleeping at 12:50
- The night from Saturday
- Too short.
- That people were talking too much and basically repeating everything all over again

Delegation 6

- The only thing I would say about the trip is about the events were planned too late because the next day we would have to wake up early.
- Nothing
- My least favorite part was the time change and how the time changed so we had less sleep
- Waking up early
- waking up early
- The chicken
- The Food was not that good, wish there would have been Hispanic food.
- The Monday opening
- The lack of sleep
- Not having some down time just to rest

- The fact that it's ONLY two days and a half.
- Nothing
- I loved everything
- The busy work/research part because it took a while and all the waiting due to procedure.
- I liked everything from the institute
- Trying not to fall asleep during part of the assembly.
- There was a little time for the party.
- Not much time to rest. I think it would be good if there were so many activities or talks on Monday. Also I didn't like that some speakers want you to think as, or support democrats.

Delegation 7

- Nothing really, maybe a bit less speaking but either way it was amazing
- Training days
- How in my section during the mock assembly less than 10 people got to speak. I stood up for every bill and did not get called.
- The food was not that good. When we got there on Friday I didn't like the menu. I wish we could have selected our menu.
- The least I liked was the food. :(
- New bill introduced last minute
- The food.
- I cannot say I liked something the least, I loved being at PR/HYLI
- What I least liked about PR/HYLI was that I didn't get enough sleep.
- The sandwiches
- What I liked the least was that in some occasions we couldn't really talk to people from other delegations.
- The hotel food....
- N/A
- Going to sleep so late
- Everything was great.
- Food
- The workshops at the end of the trip.
- Time management
- I enjoyed everything during that weekend.
- The food

How are you going to use what you've learned during the PR/HYLI Albany Institute?

Delegation 1

- To help me achieve my dreams of getting into West Point.
- I will be more of an advocate in my major.
- I am going to use my advocacy and public speaking skills in every other aspect of my life.

- I am going to use what I learned in my career. I want to be an animator for PIXAR animation studios. I'm ready tone day even become one of the higher ups for PIXAR, like the president or chief officer.
- To advocate for PR/HYLI in my school
- My communication skills for my job and school presentations.
- I look forward to become a teacher and advocate for the future.
- I am going to use my public skills to speak up when I need to.
- I will use the leadership characteristics I learned in PR/HYLI everyday
- Presentation skills and self-advocacy
- Public speaking in future careers/college
- PR/HYLI helped my communication skills to some degree and I was le to understand our culture to a degree.

Delegation 2

- To keep learning and focusing on my future. To learn more about bills, congress and laws.
- I'm going to teach students in my school how to speak up for themselves and their community's.
- Through communication skills and education
- I'm going to apply it to my personal life, as well as how I lead clubs.
- I will apply the communication and leadership skills to future jobs and real life situations
- I'm going to try to incorporate the way of advocacy to my school and community. Bringing the Hispanic minority together by participating in the Census 2020.
- I will further expand issues discussed during panels. As well as using leadership skills and connections to get where I want to be in the Business world.
- The skills learned from PR/HYLI can be used in anything in life and I will use them everyday
- I am going to continue to advocate for more cultural awareness and diversity in my community.
- Absolutely.
- I'm a much better speaker than I was before. I am able to be more confident in myself.
- Through everything. Definitely through public speaking and through ASPIRA
- I'm going to use my knowledge gained from PR/HYLI Albany Institute by showing my experience in my classrooms and not being scared to speak up.
- I will be able to speak in front of a crowd better and I will embrace my culture rather than feeling like an outside all the time.
- By advocating for different ideas in my career
- Quiero motivar a mis compañeros de clase
(Comment translated from Spanish:) I'd like to motivate my classmates.
- I will use the leadership and speaking skills I learned at the assembly when I'm speaking in public and in front of my class.
- I will be able to say what I think and be able to talk more openly in public.
- I will advocate for the rights of my community
- I am going to use it toward any other presentations I have in the future. How to be confident and project your thoughts and opinions with power.
- I am able to better understand how laws are passed and the hard work it takes to make this happen.
- I will inspire others

- This institute taught me so much about being a leader not just in the latinx community but in general.
- I feel more empowered as a leader and as a Latina. That weekend was like proteins that nourished my roots as it helped me re-establish my goals and set myself to work more diligently.
- I will use the leadership skills I learned to help individuals in my community and I will make the Latinx community proud!
- Inform those who do not know anything about the government such as my family.
- I would mention this program to any Latino in my school and encourage them to participate.

Delegation 3

- I definitely learned to not be afraid to speak in public so I will definitely benefit from that. I also learned to be more outgoing.
- I'll improve myself at school, work and my family.
- I'll use it in my daily life. Always trying to go forward and be better every time. Represent my roots, my culture.
- I am going to embrace my Latino Culture. I will ask my mom more about our roots so that I can fully appreciate and be even more motivated to do more and learn more about being a leader.
- I'm going to show it to another people, to inspire, it help me to be a better leader.
- To grow up and use my leadership skills for my benefit and others and keep learning.
- I'm going to continue to be as social and outgoing as I was.
- Being a leader, helping people more involved in politics and always trying to make a change.
- My US History class.
- In college, I will work as hard as I can
- I learned debate, also I learned give argument.
- I am going to use what I've learned doing the PR/HYLI Albany Institute in my community by empowering young Latinos as I have been encouraged to pursue greatness.
- This has motivated me to keep going on to meet my goals and be able to communicate with others when we need help.
- I will use it in my High School Club and in college.
- I know I have the ability to improve my skills. I'll be a better student and a professional in the future by being a leader and never being scare of trying new things.
- As an ENL student, I would like to encourage the other ENL students to make their thoughts "valid", Feel good with what they are and the most important thing. Make them feel proud of being part of the Latino Community.
- Become more active on my community
- I'll use what I have learned and new skills to help inspire and represent other. Being a leader for my community.
- I think the speeches that some people gave during the weekend were touching and aspiring and I think that motivated me a little bit more to be proud of my roots and fight for my dreams.
- I'll propose to my club "New World Club" to make something like what we've learn here, so they could awake their interest in politics.
- I will use it in numerous of ways. I will encourage all second English learners to tell their parents to vote. Have a conversation how Latinos should be represented, more involved.
- I might use it to encourage others to do it and also that I can use it in my future goals.

- Absolutely, because of PR/HYLI I have decided to change my future career and turn to a career in public service. PH/HYLI opened my eyes and help me soul search.
- I'm going to apply all the new skills into becoming a better leader in my community. I'm going to advocate for those that don't have a voice within our community.
- I will be able to apply what I learned to my future goals and I motivated more people. Also maybe I go ask to help in this program.
- I learned how to be confident during public speaking which will help me during my career of human services.
- I am more determined to be involved in politics. I am going to be action on elections and many things
- Every place I'll go, I'll speak about this great experience and how it turned out my life
- Speak up for others and help them. Learn our rights so we as a community don't have that knowledge.
- By influencing others to be proud of who they are and where they come from.
- I probably won't
- I'm going to use this by being a better advocate for myself.
- I am going to use it to push myself harder and I am going to apply it to future opportunities that are handed to me.
- Communicating with people I normally wouldn't
- I'm going to remember to embrace being a Latino make sure everything I do, I do it w/pride.
- I am going to continue to be a strong leader and use the skills I learned here throughout my life to find success.
- I want to use the communications skills I learned apply it to my career choice.
- This program PRHYL inspires me to fight for the right of my community. I will be making changes in a positive way, to inspire my people.
- I'm going to dream big and work hard to stand up for where I come from and for who I am. I hope to make a change not only in my life but everyone's
- Sure, I hope to come next year.
- Try to motivate other students and my school that we Hispanic people can do it and never give up.
- To motivate others that any goal they have in life they can achieve it. No matter what other people said because that's the only barrier that stops you from doing something is you.
- I'm going to use what we learned to help make the Latino voices of my community be heard in our district that is run by republicans
- To express myself and think critically, help my community.

Delegation 4

- Communication skill and knowing I got power as a Latina.
- I would be studying politics science and it helped me to apply for [redacted] college
- I plan to get into politics
- See who can inspire and use the skills that I got and use them in a future career.
- By getting involved in more politics.

- Next year I will be majoring in political science so this information works as a foundation. Additionally it has allowed me to network and expand my interest with people to work with/for in the near future.

Delegation 5

- It's going to push me to try hard on doing what I love and it makes me want to learn Spanish again for good and that it's ok to not feel like you don't fit in at first but then leave feeling so much wanted and welcome.
- I learned that, being a leader doesn't require you to do great things in love, it requires you to be influential in a way. That's all I'm going to say for this, I believe that says a lot about how I'm going to use what I've learned.
- To become a leader
- Help out the Latino and Latina students in my school.
- Talking with my friend about PR/HYLI and how power it's is
- Para ayudar a mi comunidad y hablarles a los jóvenes acerca de este maravilloso programa PR/HYLI.

(Comment translated from Spanish:)To help my community and talk to young people about this wonderful PR/HYLI program

- Help my community with issues we are facing, and come up with solutions
- Apply the skills that I learned and use them in school
- For be a better person in the future and help others
- I'll be proud about being a Hispanic
- I'm going to use what I have learned in other leadership purposes once I began my college journey.
- Find my voice and what I want in the future
- To learn how to get better connections with people for the future
- Using my voice more in places where I need to be heard
- Trying to implement it within my school, community, family and friends
- I'm not 100 percent sure yet
- I will use this to advocate for myself in situations where is needed
- I will apply what I've learned in the PR/HYLI Albany Institute towards my potential future in politics. It will also be useful in everyday life whether that be with communicating with others and expressing my opinions or in school debates.
- I feel like now I'm able to speak up and I'm more confident with sharing my opinion about certain things.
- I am going to use my skills that I develop by being able to speak with confidence in front of an audience.
- I going to use those experiences acknowledged during this weekend as a way to lead my goals forward and to understand better how we can do the change on our society
- Yes I will definitely, I've learned so much about empowering myself and those around me
- First of all, all this goes on my resume. Through this program, I had the opportunity to make strong connections with people and I will keep those for the rest of my life (I hope). I will use my now improved social and presenting skills to project my ideas on people. I will use my

experience to attract more people to this program so they can improve themselves as well. Over all, I will use my knowledge to give back to my community.

- I will be more confident in myself and speak out my mind
- I'm able to spread my leadership
- Trying to engage myself and others in how important little contributions can make a big impact
- To be open minded that your never alone.
- Speak for myself
- The public speaking skills that I have learned from PR/HYLI will help me get my voice out there and make change.
- Thanks to PR/HYLI I lost panic speaking in public, so now I am going use my voice to spread in my school how awesome this program was and become a better leader so I can let my Latino friends know to never forget where they came from.
- I am going to use it in a way where I will help my Latino community. Specifically people/youth my age so they understand the type of society/state they live in. And how the state decides and determines its' citizens' future.
- I will be more confident and I'm thinking to share stories of people from my school who are Hispanics but didn't attend to this amazing program.
- I'm going to use what I learned in PR/HYLI to make more activities for my club.
- I'm going implement it in my daily life and or in my future career.
- I learned that one should not be guided by feelings and I have to advocate to myself.
- Create my own pathway and help others a take the best way on their goals
- I'm going to use the communication skills I gained to advocate for my values and people in college.
- To be more secure

Delegation 6

- I will use my new skills move forward and accomplish my academics.
- Help myself achieve goals and my community
- I'm going to advocate for myself as well as embrace the fact that I belong to the Latin Community.
- I'm going to use it by learning more about my roots and start getting involved.
- I will seek further information about my heritage and culture.
- I'm going to work hard to be a better person, leader, friend, sister and daughter. I'm confident enough to fight for my dreams. Become a better spokesperson.
- I am going to use what I learned in my everyday life.
- I'm going to be a better leader and example for my Hispanic community
- To help better communicate my items, and learn to make claims in front of the big groups.
- Embrace my Hispanic heritage
- My future is all about leadership, and being able to represent Hispanics. This program made me have a VOICE.
- At School
- I'll use my leadership skills once I enter the work force.
- By participating in other Latino and leadership organizations in college.
- By helping the Hispanic community and setting examples for others.

- I now feel more comfortable communicating hopefully I can apply that to some groups I'm in.
- The confidence I've gained in myself will help me to make more competing with people
- Make better choices and give my opinion.
- I'll try to use these skills after college graduation, by participating in politics.

Delegation 7

- I will use what I learned in college, school and life to find different viewpoints and be confident
- I will use my understanding of bills and laws and apply it to my everyday life
- I'm going to use it to show leadership in all aspects of my life.
- I will use it at the time of voting. Also, to make my thoughts to be heard and to stand up for what I believe.
- I'll use what I'd learned in this program in the future by encouraging the other side to Ben them self's(sic)
- Help other students learn to use their voice
- I will apply it to my future career. As a teacher, I will have to learn how to speak in public.
- This institute has helped me gain confidence, and made me realize that I need to be proud to be Latino.
- A way I'm going to use what I learned is by becoming an ENL teacher and helping my community because I know how it feels to be in a minority.
- I'm going to use it by helping me be more comfortable with my speaking activities later on in life.
- I will use to enhance my leadership skills and my communication skills.
- I will be able to confidently form a case and present it publicly if I need to in the future.
- Learn how to present myself better and learn more on how to speak to other in a respectful manner
- I will apply it in my everyday life.
- I want to come back and train students.
- Improve communication skills
- Presentations and Future career
- I want to use what I have learned to become an ENL Math teacher and help our Hispanic community.
- In future career

What ideas do you have to make the Albany Institute better?

Delegation 1

- Get more people. Have a Mock debate in the Senate.
- More communication more inter-delegation interaction, better prep for Mock assembly roles, more proportional seating.
- Since we're the [redacted], I believe that we should give more recognition to the [redacted] and that there should be more preparedness and organization for the weekend. Also, at the first session for PR/HYLI, there should be slides and presentation that provides us with an in depth description of what the session lead up to.

- Change the switch of speaker of the house, not NYC every other year. Amount of seats for NYC, make it less.
- Give everyone a chance and not prefer one delegation than the other.
- The speaker and other specialty roles need to learn proper protocol.
- By waiting for everyone in the group to get into a group and as a group go to the workshop
- Better preparation for the Bills.
- Amend the slideshow for Trainings. Clarify which special roles are allowed to debate!!!!
- Change how the speaker of the house is chosen.
- Better communication between specialty roles (the students) themselves- opportunity to talk between ourselves beforehand and give information and preparation for specialty roles with sufficient time to prepare; not encouraging delegations to fight/compete so much w/one another.
- Try to find more ways to promote PR/HYLI, try different ways to perform the majority Caucus.

Delegation 2

- To let more people participate, to spread the word.
- Finding more time
- Nothing!
- Allow more time for the mock assembly to happen to make sure that everyone gets to speak
- An idea I have could be bringing all the delegations together so we can all grow together, creating connections that would help us in the long run.
- Make it another day, to have more time to interact with more people. Overall, AMAZING experience!
- The recognition location felt too small for the group the location last year was a better size
- I really do not know. I really enjoyed the time I spent here.
- I wish more people had the opportunity to speak during the assembly. I stood up for every bill, but only spoke for one.
- I think everything was perfect!
- Everything is perfectly okay already, I just wish it was longer because of the amount of fun I had
- I believe that being able to interact way more with other people from other delegations besides the assigned tasks would be great.
- I think kid probably would've been more energetic if they had more time to rest. I think also the debating would've also been a bit better.
- Más tiempo , para disfrutar mejor la experiencia .
(Comment translated from Spanish:) More time to better enjoy the experience
- To have more promotion in other schools, to be mentioned more in other schools.
- Have more time for students of different delegations to meet and get along with everyone.
- I have none. But I do want to be a guest speaker in the future
- I would like to have some time just for talking with students from other delegations. I don't want to be in a crowded auditorium where we are barely able to move and then not being able to talk with other people.
- Visit more the city of Albany since not many of us know that place very well.
- I think that students should be able to choose where they want to sit during the event on Saturday night and at the Sunday recognition dinner so they can meet students from other

delegations. I think students will be able to network more instead of having to sit in tables reserved for their delegation.

- More fun things for people of our age
- Nothing

Delegation 3

- Keep doing what you guys are doing, I loved the experience and I hope to experience it next year.
- More time to develop the Mock assembly.
- I'll try to make the multicultural event a little bit more fun, more music, and more student participation.
- Actually have all students write to ICE detainees.
- Provide each PR/HYLI candidates an itinerary, due dates at the very start, so that we can get direct communication and not misinterpretation, provide more vegetarian options at trainings as well.
- None, I think this Institute is the best.
- Honestly I thoroughly enjoyed everything and wouldn't recommend anything major.
- Do some activity on Monday so student can have time to interact more between each other before they leave to their respective delegations.
- Involve activities related to sports, any sport. It will be worth it.
- Don't change anything
- Change the food options and clarify instructions so that everyone is aware of what they are doing.
- An idea would be to have more activities to be able to spend time with all the delegations to get to [unreadable] a bit better
- More events.
- Make sure everybody feels motivated all the time, so everybody should participate, teachers should work individual, with students sometimes.
- A better option of food is the only recommendation I have.
- None
- Allow students to have more time to meet with other students from different delegations so they can connect.
- They should translate more people who don't know that much about English.
- Give students more networking opportunities and time with assembly members like sit downs or question and answer sessions.
- Allowing for more students to come and enjoy this wonderful program because it truly is wonderful.
- None
- It could be better if they planned out food in party better because they ran out of chicken, but it is nothing major. Bring a comedian.
- Everything was perfect; personally I don't think it needs improvement.
- College talk (process their experience)
- Having more activities on Monday
- I think its fine as it is. Maybe another party

- I believe the Albany Institute is good the way it is.
- More interactions and discussion between students and a better plan for after PR/HYLI.
- More food options, more Hispanic meals
- Make us sit w/other people during the dinner to make new relationships.
- Nothing I enjoy it! Except the music selection being low in genre variety.
- None.
- Make new challenges for the students, like new activities.
- Give this opportunity for people around the country. I moved to NY State from [redacted] state and I had never seen something like this over there. There are many people that need to be heard and deserve the opportunity.
- More Latino food.
- It shouldn't be just a weekend it should be longer.
- The only idea I have is to make enough time for students to shower that is not beyond 12pm.
- Make the process more selective.

Delegation 4

- Talk to politicians 1 on 1 about their ideas for the future.
- Better food and make Monday's [schedule start] a little later, many of us were too tired to function (I was one of them)
- Breakfast hours be later so students rest and not run, or two to three hours of sleep.
- Give people chances to debate; make the assembly longer so everyone can debate.
- Have dinner earlier
- Plenty of ideas that I can't put on the paper; why not more organization? If people are rushed, that makes them uncomfortable not wanting to do much and or participate in the events.
- Be on time and add more [time for] networking
- Be more detailed when preparing students for the Mock assembly. Additionally be mindful of student s sleep, there are late nights and early mornings so students are exhausted.

Delegation 5

- Maybe another workshop somewhere in the days, maybe make sure that there's enough of everything in the food, maybe a story time work shop so that kids can speak about their stories because when I hear a few, it made me feel a lot less alone in my own world and more understood.
- I believe there should be more bonding activities, like [redacted] with the whole delegation. I also believe that the boys and girls hotel rooms should consist with more than 2 people, to create stronger bonds.
- Less speeches
- A little more preparation time for Albany mock assembly
- En la asamblea hacer que cada persona hable y si ya hablaron en un bill que se check como que lo hicieron para que los otros tenga tiempo para hablar
(Comment translated from Spanish:) In the assembly, make [sure that] every person speaks and if they have already spoken on a bill that it be tracked so that the others have time to speak as well.

- Hacer más actividades para conocer a los demás.
(Comment translated from Spanish:) Have more activities for getting to know each other.
- Better time management in the mock assembly session, so more students can get a chance to say their argument
- N/A
- It's all good
- More than one day to debate so everyone has the opportunity to participate in all of the debate sessions.
- I don't want to change anything
- Better food
- Get to know our assembly members
- Interacting with more legislators
- We should wake up a little later
- Better food and let the student interact a little more
- To involve more cultures like Ecuador, Venezuela, Peru, etc. This can better expand our knowledge in general of each country.
- Make the groups more diverse
- I feel like bringing back the opportunity to meet delegates from our own delegations will make the experience more insightful and it will portray from the beginning the importance of the program.
- Provide an alternative for those who don't dance
- Do outside activities
- My only suggestion is in regards the Saturday, the idea to make students [travel from] 7:30 am is okay yet the bad part is that we waited so long to go to Albany
- To get better food.
- Let students sleep more so they don't feel so tired during the workshops/events
- If there was a program for after the mock assembly
- We should bring back some old ways!! The alumni's were talking about it. Like meeting with our district assembly member. In the mock assembly or on our own as delegates.
- It is perfect like that
- N/A
- I do not know if the date should be accurate, but I would like you to take into account the school schedule since at the moment schools are taking final exams and it is very crucial not to miss classes so as not to miss the lessons of the subject.
- Give more hours to sleep
- Make the event four days long.
- Las becas deben ser divididas en partes iguales; En el sentido de que no repartan las becas en una sola delegación por ejemplo las mayorías de las becas fueron dadas a una sola delegación en particular y solo un 1/4 del resto de las becas a las otras delegaciones. Traten de ser más justos y comprensivos a la hora de dar becas.

(Comment was translated from Spanish:) Scholarships should be divided equally; in the sense that they should not distribute the scholarships to [students from] a single delegation e.g. the majority of the scholarships were given to a single delegation in particular and only a 1/4 of

the rest of the scholarships to [students from] the other delegations. Try to be more fair and understanding when it comes to giving scholarships.

Delegation 6

- Planning for the events to end earlier so you would be able to allow more rest.
- Nothing
- Maybe have an open mic at the dinners for any delegate to say how they feel and their thoughts about the issues facing our community.
- Latino food
- Better food and I wish we had more time to talk with other kids.
- I don't have any; it was pretty good as is.
- Let us get some more sleep before Mock day.
- Having a networking segment.
- More interacting activities between delegates.
- Maybe reduce the political bias because it is better if the students can make up their own mind on these issues.
- No suggestion, everything was awesome.
- Nothing it's pretty good.
- I don't know
- Please do not contract speakers that think the same way. If this is about dialogue, there should be different points of view (even between our superiors). By doing that, it will be even better than it is.

Delegation 7

- Nothing
- Make students better understand how the mock trial really works
- Speak about ourselves and our past more.
- Connect more, educate everyone on our stories
- I feel the food should be selected by the students.
- Be clear about dressing code so there is not misunderstanding and everyone feels comfortable.
- Include Hispanic/Latino food! I mean it's a program called "Puerto Rican and Hispanic leadership program".
- Make it 5 day weekend
- Include cultural foods in at least one of the meals
- By making the activities on Monday longer.
- Make it last longer and more group work with other delegates.
- Go to bed a little bit earlier, most students did not get enough sleep and were really tired during the assembly.
- Give more explanation to newcomers during the training or what will happen.
- More activities with every delegation
- It is good right now.
- Let more former kids come back and help.
- Give a little more freedom to the participants.

- Time management. More days. Have more time to interact with other delegations
- I think it's a great program just the way it is but if there is something I would change would be the time between each event.
- I think everything is good.

Appendix XI:

Phase II Staff Survey Comments

PRHYLI 2020 Phase 2 Staff Survey – Comments

<i>What Was Most Effective About the Institute?</i>	<i>p.1</i>
<i>What Was Least Effective About the Institute?</i>	<i>p.3</i>
<i>What Did Students Learn During the Institute?</i>	<i>p.5</i>
<i>Ideas to Make the Institute Better</i>	<i>p.6</i>

What was most effective about the PR/HYLI Albany Institute?

Delegation 1

- The student interactions and them seeing their self-worth
- The party on Sunday
- The most effective thing was the training for Albany because the training made us prepared to argue in Albany.
- I believe the most effective part of the Albany institute was the Gala. It gave a lot of delegates the opportunity to unwind after a very emotional morning-afternoon.
- Mock assembly
- The mock assembly structure.
- The Saturday workshops
- The Mock Assembly
- The work the students do at the assembly
- Great coordination between delegations. Great Mock assembly!
- The interaction and discussion that students from each of the delegations have between one another.
- Building the students' confidence. I have some students that came up to me to tell me that it was a life changing [experience]. They were quiet [*sic*] to express what they were feeling and this was their time to shine.
- Mock assembly

Delegation 2

- Students cultivated their voices, their ideas and connections to their Latino community/heritage.
- The most effective aspect of the institute was the Mock Assembly and the actual Legislative Assembly. This provided the students with the platform to speak on the issues that they researched and provided them with role models (other students) from which to learn about the roles and responsibilities within the Assembly. The cultural event and recognition dinner were also valuable.

Delegation 3

- Workshops
- The many opportunities for the students to get involved and have their voices heard. Students were encouraged to participate and the group was supportive of speakers at all times.
- Empowering. We must make sure we make our children proud who their parents are and where they came from.
- Saturday and Monday activities. Timing of the activities
- The Mock Assembly

- The Mock assembly is a great way for the students to learn about politics, government and collaboration.

Delegation 4

- The trainings were very effective. They really prepared the students for Albany. Students were very comfortable during all activities of the Albany institute.
- Students putting into practice what they worked on
- The organization of the activities on Saturday helped set the stage for the Mock Assembly. Students seemed to know each other better and the interactions between different delegations seemed more natural.
- The activities scheduled for the weekend were very beneficial to us all.
- The live Mock Assembly made everything the students were trained on come alive. The different panels on Friday were exceptional. Hearing the personal stories of the participants of the panels was very powerful for the students.
- The connection with other students, and to see more outside the picture.

Delegation 5

- All of our delegation [name redacted] really came together as a team. They were so incredibly well-poised this weekend. The organization of the trainings was really well done and appreciated, [name of Delegation Leader redacted]!
- The collaboration/unity it allows students/trainers to witness, be a part of and learn from each other.
- The Saturday workshops were great and the Mock trial [was] planned with communication. [It] was much better than last year and it showed.
- The mock assembly and workshops [that] instill leadership skills in our students.

Delegation 6

- The work with all the students. I lead the delegation for [name redacted]. It is such a privilege to see all interact with all. Love it.
- Everything. The interactions between the delegates- the workshop really helped them to build community and family and that way make the Mock Assembly a success.
- It is most effective for students to meet their peers from across the state and share stories that created a connection among them.
- Workshops
- The opportunity that students were given to share their personal stories was most impactful.

Delegation 7

- The strong alignment of activities to the theme of this year's Institute: Hispanic Leadership
- The feeling of empowerment the institute gives Latino students.
- The opportunity for the students to interact with one another in informal and formal methods.

- This was my second year there and I am always so amazed how such an intimate and cathartic environment can be created in 2.5 days and with 300 people. I think this is such a rewarding and life changing experience for students. I think the entire weekend was completely, 100% effective. I really liked the last day with Gabriela Quintanilla and the PR/HYLI alums really telling the students their stories. I think it is so empowering for students to hear stories from other people who had similar experiences and are now successful adults who know and love who they are and their identity.

What was least effective about the PR/HYLI Albany Institute?

Delegation 1

- Not having a teacher networking session.
- The lunch
- The least effective thing was the time, all the activities take too much time, and the most of the students get tired and don't have enough time to sleep
- I strong[ly] believe that every part was effective in its own unique way.
- Students needed more time to dance and celebrate at the student banquet.
- Panels were good but maybe [they should be] more interactive.
- The morning section on Sunday
- None
- The Saturday night activities
- Everything was great.
- Nothing
- The state-wide trainers and the speaker of the house should have been more precisely train[ed] to have more control of the house.

Delegation 2

- Monday morning rotations. Maybe students could have gone to only 1 or 2 panels. They lost interest after the first two.
- While the sessions varied, some students were not satisfied with their workshop session. There was one workshop that was excellent; where the content was superb, the expectations for students and adults were provided and every student had a role in the final product. This was not the case for all.

Delegation 3

- [The] cultural event dinner (too late). Students were selected multiple times to speak while others were not chosen during the Mock Assembly.
- While the weekend was highly effective in building a sense of pride and community between participants, I am concerned that at times adult presenters were careless with their use of rhetoric while presenting. Specifically, I feel that statements like "Anglos don't want you to know that you are excellent", runs the risk of creating a stronger divide and negative sentiments between communities.

- Having the institute during daylight savings weekend and having students' schedule go until 11:30pm
- When the students are in their caucus there needs to be a master list that majority and minority leaders stick to.

Delegation 4

- Additional time for the party caucuses needs to be built in. With such a tight schedule in the morning, perhaps an additional 1/2 hour would assist students in truly getting through the arguments as a party and pre-planning their list of arguments prior to the mock debate.
- The schedule did not leave much time in between activities, some ran longer than expected and did not give enough sleep time.
- I will say that staff members should treat everyone the same, and don't treat others differently just because they are one of the smallest delegations. And to have opportunities for everyone equal, don't segregate. And rules should be equal and followed by all.

Delegation 5

- Although interesting and informative we had 6 hr. deducted from training [on account of listening to] speakers. Can we add another day?
- [Name redacted] needs to stop talking for the speaker so much at the Mock trial. Also NYC should not [receive] 100 seats. Seating needs to be proportional.
- The dinner-- having so many presentations, students' networking time [was] limited.

Delegation 6

- It is least effective for the democratic caucus to be at the chamber, without a clear explanation of what to expect or do.
- I believe that every single activity was effective for students' empowerment.
- The networking session on Saturday.

Delegation 7

- Nothing comes to mind
- The lengthy presentation of awards at the dinner.
- The Sunday evening Gala dinner seemed to lack interest from a lot of students. We were telling students to quiet down multiple times and waiting to begin dinner until 9PM was not a good thing for students. They were very hungry and tired.
- At the NYS Assembly, there was a lot of confusion around where students were sitting. Many students were in each other's seats and that caused confusion. It seemed like there were more kids than seats. I think the students are very nervous to go into the NYS Assembly for many reasons - new environment, formal environment, pressure to do well - and the more things can run smoothly for the students, so that they feel comfortable and confident, the better.

What do you think students learned during the PR/HYLI Albany Institute?

Delegation 1

- Leadership, Team building, Advocacy
- [To] socialize
- They learn[ed] about how to debate in an assembly and all the rules that need to [be] follow[ed], and [how to] make an impact in society
- I believe that everyone had their own different learning experiences this weekend. However, one of the most valuable lessons this weekend was that it is very important to stand up for what you believe in and support your people. This is one of the most reoccurring messages of the PR/HYLI
- Learning to create space for social justice and power.
- To be fierce and resilient.
- About all the caucus legislation process.
- They learned that they have a voice and can use it to make change.
- How leadership works
- Students learned leadership skills, debating skills, interpersonal skills.
- The students learned the valuable experience that learning and leadership work well together.
- Of Course they do!!! Besides learning about the legislature process, they learned about how important [they are] for this country.

Delegation 2

- Students cultivated their voices, their ideas and connections to their Latino Community/Heritage.
- Students learned about the pros and cons for bills, the legislative process and protocols, the importance of having a voice to action, that there are very smart Latinos all over New York and networking with them is an advantage for their future.

Delegation 3

- How the Legislative process works. How to be active leaders in the community
- I think students were able to learn about the process of legislating in NYS. They also learned to have pride and be motivated by their heritage.
- Feel proud, you have a voice, especially when we are united. Embrace our differences.
- Making their own decisions professionally. Networking more effectively
- The process in which a proposed bill is passed
- The students learned how to work collaboratively and about the government process.

Delegation 4

- Everyone has a story and a voice that needs to be heard. They are our future leaders.
- Learned responsibility and how to use their voice

- One thing that stood out is the power and voice they have as a whole. There is power in unity and that message was loud and clear.
- That they too have a voice and deserve to be heard. Knowledge is power.
- Some of the comments I heard throughout the weekend from the students were, the awesomeness of so many young people of Latino /Hispanic descent and how they never realized they too could have a voice.
- They learned more about how government is run in this nation.

Delegation 5

- The institute helps to really empower Latinos. They learned that they have a role in how they lead their lives in their communities and state.
- [That] they have a voice
- Public speaking, civic engagement, and advocacy.
- Leadership, communication, networking, [the] legislative process.

Delegation 6

- They put in[to] practice a lot of what they learned in their individual sessions and learned from each other in Albany. This compliments what they started, doing it together, see a bigger picture.
- How to build community, the things they have in common, and [to] help each other.
- They learned from all the stories shared by former and newly joined participants.
- Students learned to believe in themselves.
- Students had a much greater insight on the law making process and the importance of celebrating Hispanic heritage.

Delegation 7

- "Strong bonds, solidarity, and empathy will carry us far..."
- The students learn to network, work as a team, how state government processes work, and how it is relevant to their lives.
- Civic engagement and leadership are the two most important things students learned during the institute.
- I think they learned about the legislative process, how to collaborate, how to take on a different perspective, about their identity as Latinos. I think kids walk away feel[ing] proud and confident from this weekend based on all the activities they do and conversations they have. This is the best lesson they could ever learn.

What ideas do you have to make the PR/HYLI Albany Institute better?

Delegation 1

- Having delegations [receive] more insight on potential activities. Pre determining shirt sizes
- Let students sleep

- Motivate the students more, too much speak[ing] that just [keep] talking and talking. When someone begins to speak, that person has to know how to speak and make [it] more interesting
- I have no suggestions
- A community building session for all trainers and chaperones would be great.
- More time preparing for the bills' debate.
- Have the gala at a different location than the hotel
- Whoever read the essays, needs to consider the quality of these essays when awarding them. Better essays did not win.
- I would have the students from each delegation design a unique T-Shirt to be worn for the Saturday portion of the workshops.
- Communication throughout the entire state. Also, students received many things such as book bags and shirts all should be distributed before.

Delegation 2

- Keep it going. Allow connections through other organizations, such as NYSALAS and NYSABE.
- Museum Trip: If there is a way to break up the groups for one hour with a docent, it would benefit the students, they would learn more about the exhibit. They can have one hour on their own. Returning students can pick a new exhibit each year. Workshops: Make sure that the presenters for workshops know that each student should participate; they need to be motivational and fun.

Delegation 3

- Times need to be adjusted. Students should have chaperones/participants who do not yell at them.
- The institute should reach out to the press/media to display the impressive work that the students are doing
- Because we are so close to "International Women's Day" we must talk about worldwide/Latino women. Frida [Kahlo], Isabel Allende, Alexandria Ocasio Cortez. Also climate crisis is a must.
- An implementation of a more rigid recruiting system.
- Move cultural networking to Monday. Saturday's schedule should end after [the] workshops' presentation.
- During the Mock Assembly, there should be a master list with every assembly member's name. Either the speaker of the house or one of the clerks should [check] off each name to ensure every assembly member is represented before anyone has the opportunity to speak again.

Delegation 4

- Students all need to be treated equally
- Continue to include real life topics that connect students to the needs of their communities. Reach out to alumni and use them more actively to participate in all aspects of the weekend, not just the Mock Assembly and panels. Continue to develop the vision of Angelo del Toro.
- Time management.
- I'll say to better staff members! :) And for them to be more respectful and opened minded.

Delegation 5

- Please have fewer speakers or a day where we focus on writing/ and speakers.
- Limiting to 20 minutes max a visitor's presentation.
- Proportional invitations per delegation to the institute
- More communication between delegations and general organization.

Delegation 6

- I would love to see the protocol for [the] Assembly continue to get better.
- Longer days [and] more days. I [would] bring more kids.
- I could help promote the programs and the institute as much as possible.
- Recruit more students.
- For the Saturday networking, we could mix delegations and introduce fun ice-breaking conversation topics to facilitate a more effective networking environment. Also delegation leaders need to be given more reminders and guidance for proper Sunday attire for students.

Delegation 7

- Although the spirit of competition can be a strong and positive motivator, students from certain delegations need to learn to also be more ready to celebrate the accomplishments of others. After all, these are our accomplishments as a community. This message falls upon the shoulders of delegation leaders. It's understandable that students, who come from large metropolises, where life is tough, will tend to be more individualistic, but in the final analysis we all come from the same place and face the same challenges. We sink or swim together.
- A more equitable distribution of delegate representatives from each delegation. Some delegations are much more heavily represented than others, seemingly limiting opportunities to students in smaller delegations. Assigning two to four students per seat with each being assigned all bills to research, but assigning one bill to each student to debate, rotating seats as each bill is presented, allowing for each student a greater opportunity to speak. Too many students do not rise to question or debate. Perhaps emphasizing this expectation and assigning specific bills will encourage more participation of students most interested in the institute. The last minute scholarship donation that was added may have been distributed amongst those seniors who had not previously won an award. Ensuring that each of the Saturday workshops is engaging the students throughout the time as opposed to being distracted.
- After being involved in the program for some time, I do not believe exhausting students and adults during the weekend is appropriate. Specifically, going to bed well after midnight and waking up 4-5 hours later (time change) is not healthy for students [or] staff, and can lead to safety concerns. The visit to legislator offices on Monday is something that would be wonderful to do; however, after discussing the idea with students I was told they are ready to go home after all of the activities. We have a long ride home and visits would make the ride even longer, making students not get home until late when they're already tired. I think we should have students arrive Friday night, visit the NYS museum and legislators Saturday morning, and then begin PR/HYLI activities. The Assembly members work for the people of NYS and coming into the office for a couple of hours on Saturday morning shouldn't be an issue. After the workshops are

done at SUNY Albany, we should go back to the hotel and prepare for debating on Sunday and get to bed by 10PM. On Sunday evening, the Gala needs to be 1 hour max of recognitions and such, then dinner by 7:15, then celebrating by 8PM-10PM, and then letting the students rest would be ideal. Finally, the Saturday events at SUNY Albany were great, but we had students wandering EVERYWHERE in the building. Directions were not clear to the breakout rooms, chaperones were not supervising students coming or going into the sessions, and as student lanyards began breaking we could not identify those who were participating in the program and those who were SUNY Albany students. We need a more contained location for students so we can ensure their safety.

- I really thought the whole weekend was perfect and the only thing I would change is to have the seating chart better prepared for the kids. I know a seat seems like a trivial thing but I thought some kids looked upset because they weren't sure where they should be, they were in the wrong seat or that someone was in their seat.

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