



# PR/HYLI Conference Report

Questar III BOCES

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## Executive Summary

As Questar III BOCES (Questar) leads the Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) through the next grant cycle, they have contracted with Via Evaluation (VIA) to provide data collection support, engage in evaluation activities, and build future evaluation strategies. In this first year of the grant, VIA and Questar have worked together to create an evaluation plan that focuses on understanding the goals of PR/HYLI for youth participants and aligning evaluation activities to collect and report on these outcomes. In the first part of this year's evaluation plan, VIA staff attended the Albany, NY conference weekend to observe and collect data on the planned events.

### PR/HYLI Conference Takeaways

This year the PR/HYLI conference weekend in Albany focused on the theme, “Defending Our Democracy”. Students from all 7 delegations across the state came together to participate in youth development workshops and the Legislative Mock Assembly. Together, they used the skills they learned during the home delegation trainings, the confidence they gained during the workshops, and the friendships they made through networking opportunities to engage in a weekend of learning and democracy.

The following key findings are provided as a summary of the conference. The full report contains the data collected and recommendations.



#### **PR/HYLI students felt a sense of belonging.**

The conference weekend in Albany served as a welcoming environment for students to socialize and learn in both Spanish and English. Students shared many comments on the incomparable joy and support they felt during the weekend, many for the first time. PR/HYLI has built a space where students can feel they belong while gaining confidence, practicing leadership skills, and engaging in government.



#### **Youth learning and development goals were met.**

Students reported overwhelmingly positive results on their personal skill development and learning. The PR/HYLI curriculum followed during home delegation trainings prepared students with the legislative knowledge needed to participate while the conference Legislative Mock Assembly provided an opportunity for students to practice using those skills in a professional setting.



#### **Student voice can support programmatic improvements.**

While PR/HYLI has been a successful program for many years, there are opportunities to improve not only in its evaluation activities but also programmatically. Using the feedback provided by students,

PR/HYLI can ensure the conference activities reflect student voice and encourage participation throughout all the events. Staff, trainer, and chaperone feedback may also help identify areas for improvement and streamline future program onboarding.





## Introduction

Over the past fifteen years, Questar III BOCES (Questar) has headed the programming and implementation of the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI). The institute requires high school students from across the state of New York to apply to participate in their home delegations as preparation for the main conference.

Under the direction of Questar III BOCES District Superintendent Dr. Gladys I. Cruz and in collaboration with other state agency and assembly task force partners, the institute has created a curriculum designed to promote leadership skills, develop public speaking abilities, and foster in-depth knowledge of the state legislative process among students. Participation consists of attending the 3 stages of the program, including the Home Delegation Trainings, the Albany Conference Weekend, and the Community Continuation. This year, the overarching learning theme for the institute was, “Defending our Democracy”.

### Home Delegation Trainings

Accepted students participate in a minimum of 30 hours of development workshops, guided by delegation trainers following the statewide curriculum. The curriculum is broken into five sessions with modules focusing on developing leadership and teambuilding skills, building public speaking and communication abilities, and learning about the state legislative process. Each year, specific bills relevant to the Hispanic community are selected for students to research, debate, and defend or oppose. Students learn about the parliamentary procedures, proper debating decorum, and the process of how a bill becomes a law during their home delegation trainings, as they prepare for the next stage of the program.

### Albany Conference Weekend

Students from all 7 delegations come together for a weekend of youth development workshops and a Legislative Mock Assembly Session. During the first two days of the conference weekend, participants attend workshops designed to build upon the skills they learned during home delegation trainings and have opportunities to network with students from across the state. The weekend culminates in a Legislative Mock Assembly Session, conducted in the New York State Assembly chamber, where participants engage in the parliamentary procedures required to debate and defend or oppose arguments for the identified bills.

### Community Continuation

After students return to their local communities with the knowledge and skills developed throughout their trainings and used during the conference weekend, they continue practicing these skills throughout their education and service careers. Many students find ways to actively engage with their community through advocacy work, volunteer opportunities, and new jobs. Selected outstanding student delegates are invited on a trip to Washington, DC, and some to Puerto Rico, to experience additional development opportunities and learn about the political process at the federal level and in a U.S. territory.

Outstanding student delegates also visit historical landmarks and meet congressmembers to advocate for issues of importance to them.



## Evaluation Approach & Methodology

This report serves to summarize the knowledge and experiences gained by students through their participation in the home delegation trainings and Albany conference weekend during the first year of the grant.

Questar selected Via Evaluation (VIA) as the program evaluator for the newest PR/HYLI grant period. The assigned evaluator for this program, Gabriela Arredondo-Santisteban, MPA, had primary responsibility for the evaluation, and was supported by senior research associates in the completion of the evaluation activities and analysis.

VIA takes a utilization-focused approach to evaluation. This approach emphasizes the involvement of stakeholders in the project development and evaluation process to enhance the usefulness of evaluation. To this end, VIA worked with staff and program stakeholders to:

- create and review an evaluation plan and define specific program goals;
- discuss youth learning and skill development focus areas;
- outline data collection and evaluation activities;
- create and review surveys and results;
- compile and analyze program data as soon as available; and
- generally advise program staff and stakeholders about evaluation, collecting high-quality data, and project outcomes.

The evaluation plan was created at the beginning of the project to detail the data to be collected, by date needed and person responsible. It was created to minimize interference with program activities while ensuring sufficient data were collected.

A summary of the evaluation plan for the first year of the project is provided in the table below.

Table 1.

### Year 1 Evaluation Plan

Evaluation Activity	Program Responsibilities	Timeline
Preparation, Meetings, & Project Management	Review & sign overall workplan	December 2022
	Share grant application and relevant program data	December 2022 – January 2023
	Regular communication with VIA team	Ongoing
Information Gathering	Provide detailed Institute schedule and 2-3 staff contact information to conduct interviews	February 2023
	Assist with in-person coordination	March 2023

Evaluation Activity	Program Responsibilities	Timeline
	Review conference feedback report	April 2023
	Provide feedback on & approve measurement	January – February 2023
	Administer survey at Institute Conference and provide VIA subsequent data (if collected on paper)	March 2023
Surveys of Youth Participants	Review survey report	April 2023
	Provide feedback on & approve measurement (Washington, DC trip)	May 2023
	Administer survey and provide VIA subsequent data (if collected on paper)	June 2023
Final Reporting & Year 1 Project Close Out	Ensure all final data are provided to VIA by June 30, 2023	June 2023
	Review final report	August 2023

The methods of data collection, transformation, and analysis are reported under Sources & Methods, at the end of this section. This report is intended to inform project staff about program implementation, progress toward grant goals, and assist in the development of future evaluation strategies.

The grant's evaluation goals and focus areas for the first year of the project will be used as a baseline. The goals and focus areas are intended to be measured annually for the project to monitor progress and are expected to be met by the end of the grant cycle. These goals and focus areas include:

- youth learning and development – related to the goals of the institute regarding the legislative process and leadership skill development;
- programming that aligns to youth and program leader expectations – ensuring youth voice is reflected in the outcomes prioritized by the program;
- in-depth knowledge of the state legislative process;
- engagement in home delegation development workshops;
- development of public speaking, critical thinking, and debate skills;
- participation in the institute conference, Legislative Mock Assembly, and interactions with elected officials during all program events; and
- expansion of relationships, career/educational opportunities, and community engagement during all program events and expanded initiatives (i.e., college, public speaking courses, etc.).



## Sources & Methods

A summary of the data collection and analysis methods for each evaluation activity used to inform this report, including surveys and observations, are provided in the table below.

Table 2.

### Year 1 Evaluation Data Collection Methods & Analysis

Evaluation Activity	Data Collection Method	Analysis
Information Gathering – programming alignment	PR/HYLI State Coordinator identified 2 key staff for a maximum 1-hour virtual interview with the VIA evaluation project manager. Completed interview guide with participant (see Appendix A for full guide).	One interview was conducted in time for this report. General themes were pulled from interviewee's responses and used to inform key findings and program recommendations.
Workshop Observations – participation in institute conference & youth learning and development	The VIA evaluation project manager and a senior research associate observed all workshops delivered during conference and completed observation tool (see Appendix B for complete tool).	All workshop activities were observed. Observation categories were designed to align to the intended focus areas of the project. General themes were pulled from observations and used to inform key findings and program recommendations.
Informal Student Feedback – programming alignment & expansion of relationships and community engagement	The VIA evaluation project manager and a senior research associate attended the Cultural Networking Event during the conference and asked students to respond to one or more informal feedback questions (see Appendix B for list of questions).	Students provided responses on sticky notes, which were compiled and translated as needed. General themes from the responses collected were used to inform key findings and program recommendations.
Surveys of Youth Participants – youth learning and development	Paper surveys were disseminated by PR/HYLI staff at the end of the Albany conference weekend. Surveys were mailed back to VIA and entered into SurveyMonkey by VIA staff. Any student responses provided in Spanish were translated into English before being entered. (see Appendix C for a copy of the survey).	Survey results were compiled into a report. The report includes data visualizations of quantitative results and summaries of common themes identified from the open-ended questions. General themes from the report were used to inform key findings and program recommendations.



## Evaluation Activity Summaries & Findings

This section includes summaries of each evaluation activity, data collected, and associated findings.

### Key Staff Interviews

VIA requested for the PR/HYLI State coordinator to identify 2 to 3 key staff with a variety of knowledge and experience working with the program for a 1-hour virtual interview. The goal of the interview was to gather the staff perspective related to the development of the program over the years, student learning, and the ultimate goals of the institute.

The interview was designed to be a guided conversation to gather information. This part of the evaluation served to give more context to the program's activities and their alignment to the outcomes prioritized by the program, with the potential to use this information to help design and implement future evaluation strategies. Interview questions were developed to collect information on the program's history and curriculum design, youth development throughout the home delegation trainings and post program, and any data or evaluation tasks assigned to staff.

Contact information for 2 PR/HYLI staff was shared with the evaluator. After multiple attempts to reach both staff members, only 1 interviewee responded to accept the interview request. The interview occurred virtually over Zoom in March 2023 the week prior to the Albany conference. Given the small sample size of the data collected, the interviewee's responses cannot be shared but are incorporated into the report findings and recommendations.

### Workshop Observations

During the Albany conference weekend, PR/HYLI organized 10 student leadership training workshops at the SUNY Albany Campus Center. These sessions were offered on Saturday from 2 to 4 p.m. and students had the opportunity to pre-select a workshop based on their interests. The workshop topics varied from arts-based activities, such as Murals, Photography, Hip Hop Poetry, and Democracy in Action, to physically creative activities, such as Dance, Drama, and Voices of Democracy, to more academic-leaning workshops, such as Democracy and Climate Change, Defending Democracy through Social Media, and Our Journey Towards Democracy. All workshops were described as centering around the learning theme of the institute, Defending Our Democracy, and short descriptions of the activities were provided in Spanish and English prior to the conference weekend.

### Data Collected

The workshops started late due to the keynote speaker's time running over and the students' interest in getting the speaker's signature. Students gradually made their way to their assigned workshops spread out across the campus center and the allotted time was extended until 4:30 p.m. VIA observed every workshop session for a minimum of

10 minutes and returned to some workshops twice to capture all aspects of the events. Most of the workshops included at least one primary staff member/instructor and some support staff observing. At least 15 students participated in each session, though attendance was difficult to capture in workshops where students had the freedom to move around the campus center. The completed observation summaries are included in Appendix B.

## Findings

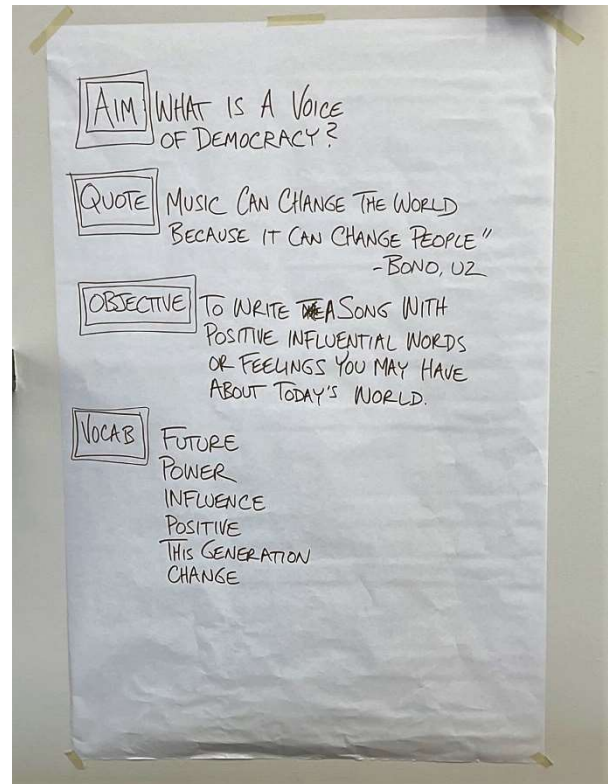
Overall, students appeared to be actively engaged in the workshop activities and most readily participated in the observed events. The structure and organization varied across the workshops, making the explicit connections to the institute's youth learning and skill development goals difficult to identify at times. **Workshops that included explicitly stated goals for the activity, presented to the students with an evident connection to the skills they would develop, appeared to have more opportunities for students to build the relevant skills.**

When these goals were only partially presented during the activity, students were more likely to disengage from the tasks. Instructor involvement appeared to be a critical piece in creating opportunities for students to build relevant skills.

In activities where instructors built in questions that pushed students beyond their current comprehension, it was evident that students were being appropriately challenged and motivated to think critically. While this was typically observed in the academic-leaning activities, there were moments of critical engagement in many of the arts-based and physically creative workshops as well. Most students appeared to enjoy the arts-based activities, yet not all participants had roles that focused on building skills relevant to the institute's goals. **While encouraging student choice is important, participants may need extra support to remain engaged in the overall activity with tasks that are relevant to the skill building and development focus areas of the institute especially when separating from the group to do more individual work.**

One workshop that was notably different than the others was the "Democracy in Action" session. When the observer arrived, no instructor or additional support staff were present

Figure 1. Photo of stated objectives presented during the Voices of Democracy workshop.



and almost all students were on their phones. From information gathered through students, the activity was very loosely organized around discussing current political issues, yet no additional resources were used to support students' development and learning. While this workshop did not reflect the norm across the observed sessions, it speaks to the need for structure, organization, and consistent instructor involvement for an activity to successfully promote the skill building techniques relevant to the institute's goals for all students.

## Student Feedback

Prior to the conference weekend, VIA collaboratively worked with the PR/HYLI state coordinator to develop the participant feedback survey. Using a collection of previously used and newly designed questions, the survey collects students' experiences across all 3 stages of PR/HYLI. The survey looks to provide an understanding of student satisfaction, the program's impact on student learning, and student's knowledge and skill building throughout the institute.

Informal student feedback was also collected at the Cultural Networking session during the conference weekend on Saturday night. The informal questions were designed to provide a more interactive opportunity for students to give feedback and share what they learned during their PR/HYLI experience.

### Data Collected

The survey was distributed to students at the end of the conference weekend and collected and mailed to VIA for data entry. Any responses provided in Spanish were translated into English for the analysis. The completed survey report with data visualizations and full survey comments is included in Appendix C.

The informal student feedback was collected by VIA staff during the Cultural Networking night. VIA staff set up poster boards with feedback questions for students to voluntarily provide their thoughts to one or more of the questions on sticky notes. As students mingled throughout the night, VIA staff encouraged them to consider providing feedback in Spanish or English. All responses provided were translated into English for the analysis. The complete list of questions and responses is provided in Appendix B. and their analysis has been incorporated into the findings from survey results.

### Findings

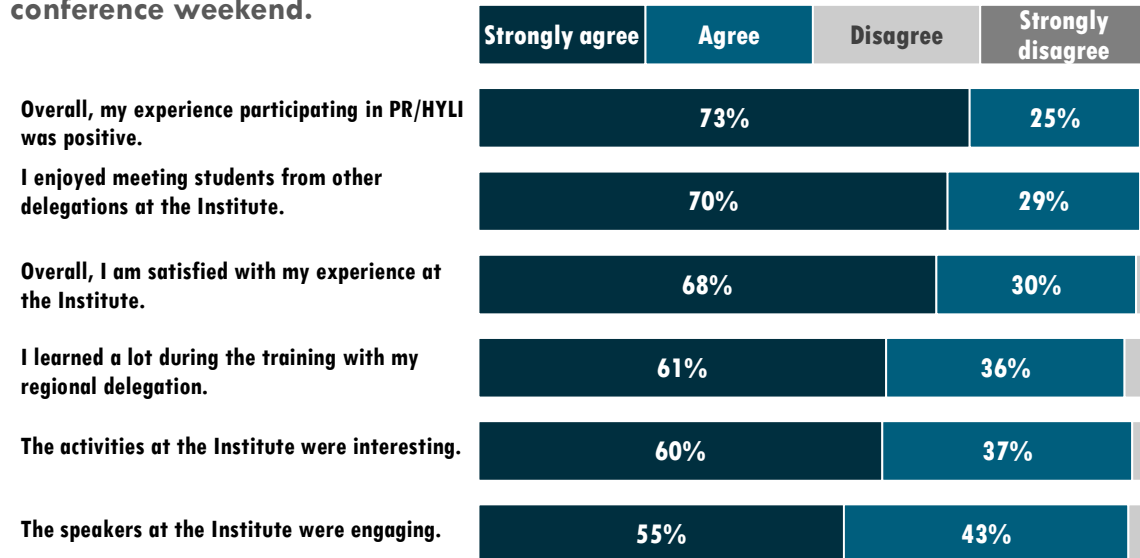
Of the 233 students in attendance during the Albany conference weekend, 174 (75%) students completed a survey. An additional 6 chaperones/other adults also completed surveys but were not included in this analysis.

When providing satisfaction related feedback, results were overwhelmingly positive, with all questions receiving responses of strongly agree or agree from 97% or more of students (Figure 2 on the following page). Responses to the question asking if students found the speakers at the institute engaging received the lowest percentage of students strongly

agreeing, at 55%. Still, more than half of the responses to each satisfaction question were in the highest agreement category.

Figure 2.

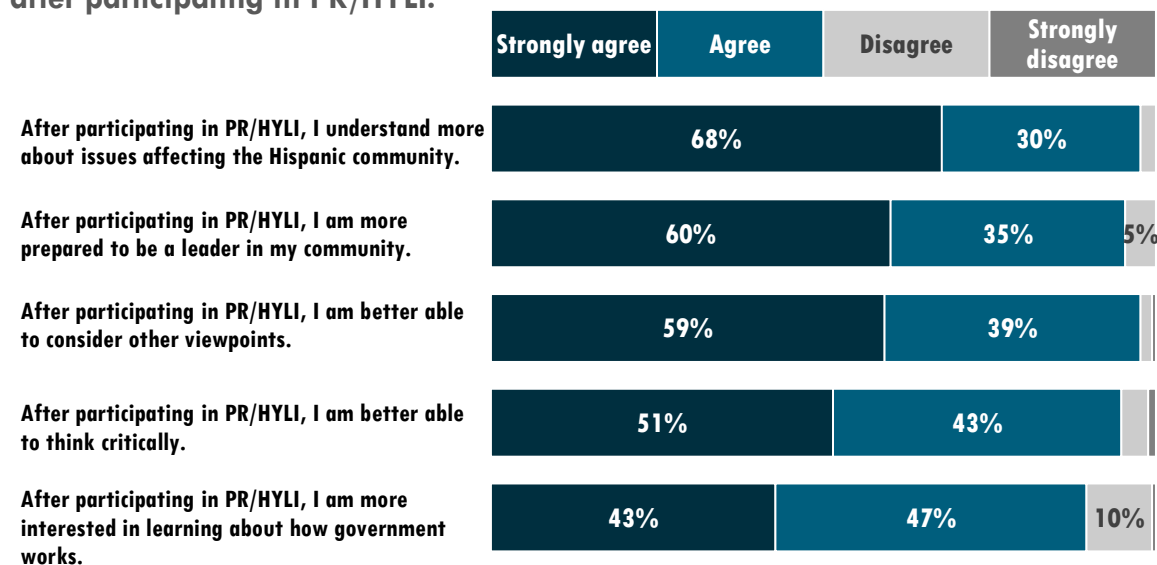
**Nearly all respondents were satisfied with the PR/HYLI program and the conference weekend.**



Results related to students' knowledge and skill acquisition were again overwhelmingly positive, with all questions receiving responses of strongly agree or agree from 90% or more of students, as shown in Figure 3 below. Interest in learning how government works received slightly lower positive responses from students, with just under half (43%) of respondents reporting they strongly agreed with the statement.

Figure 3.

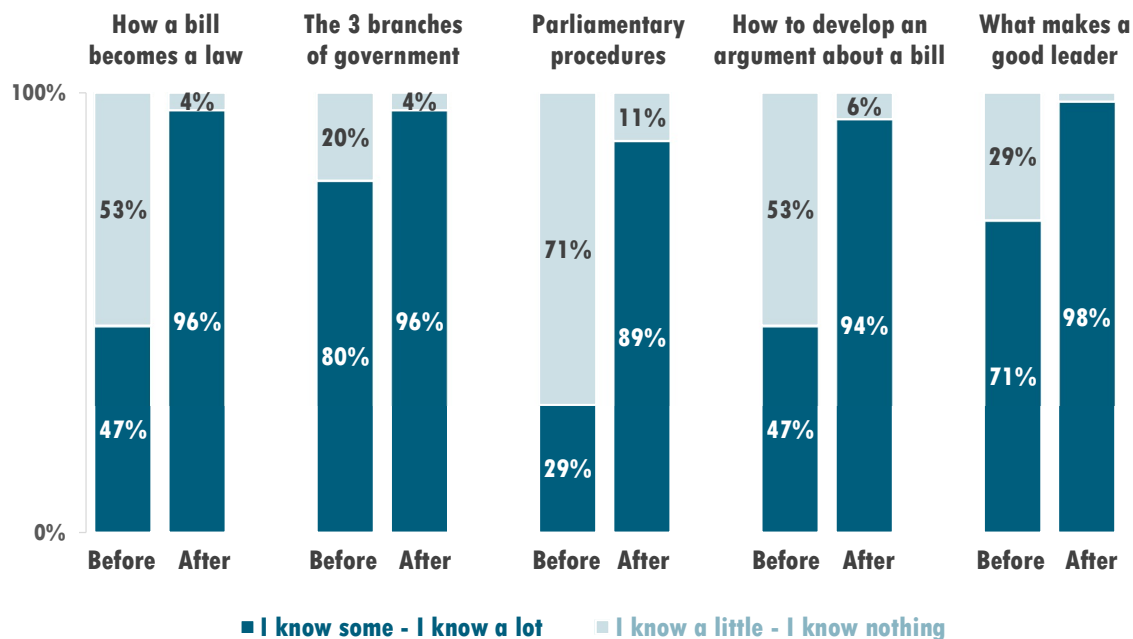
**The majority of respondents agreed that their knowledge and skills have grown after participating in PR/HYLI.**



The biggest change in knowledge reported by students was around parliamentary procedures. Prior to participating in PR/HYLI, 72% of students reported knowing nothing or a little on the topic. After PR/HYLI, only 11% reported knowing nothing or a little and 89% reported knowing some or a lot about parliamentary procedures, as displayed in Figure 3 below. **Across all questions about participants' knowledge before and after PR/HYLI, the highest reported knowledge after the institute was around what makes a good leader, with 98% of students reporting knowing some or a lot about the topic.** The smallest reported change in knowledge was around the 3 branches of government, with 90% of students reporting they had some or a lot of knowledge before PR/HYLI. Overall, more than half of students reported knowing nothing or a little on 3 of the 5 knowledge domains before PR/HYLI. After the institute, 86% or more of students reported knowing some or a lot across all knowledge related topics.

Figure 4.

**Students reported notable increases in knowledge from before to after their participation in PR/HYLI.**



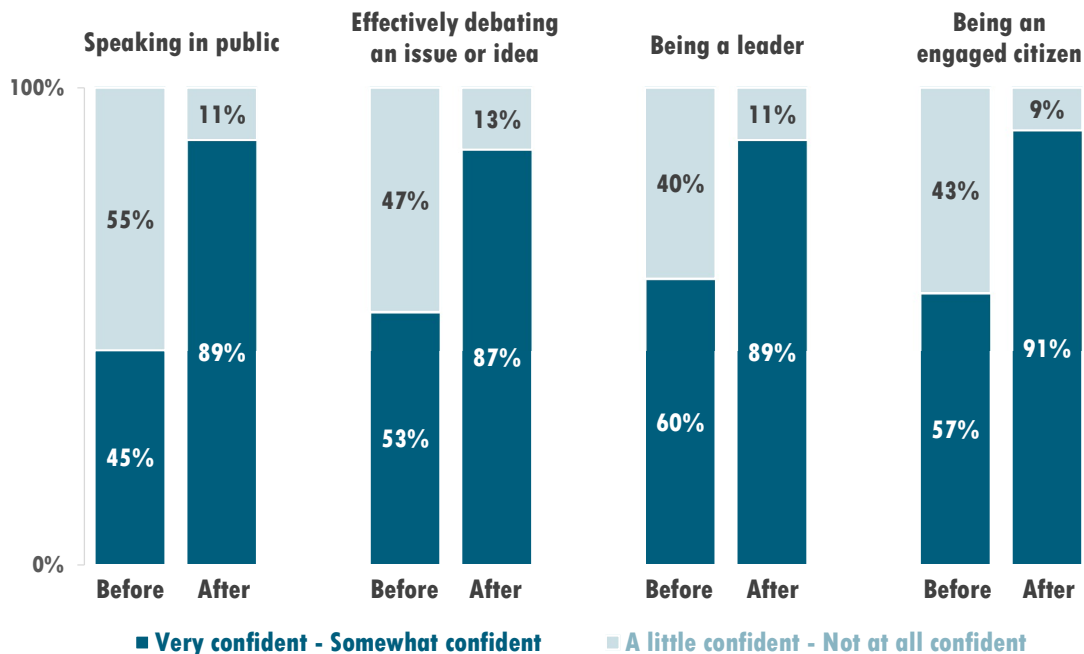
The biggest change in confidence reported by students was around public speaking. **Before PR/HYLI, 55% of students reporting feeling not at all or a little confident with this skill. After PR/HYLI, only 11% reported feeling not at all or a little confidence and 89% felt somewhat or very confident with public speaking** (see Figure 4 on the following page). Within the questions about participants' confidence before and after PR/HYLI, the highest reported feelings of confidence after the institute were around the skills to be an engaged citizen, with 92% reporting feeling somewhat or very confident. The smallest reported change in confidence was around the skills for being a leader, with 59% reporting they felt somewhat or very confident before PR/HYLI. Ultimately, more than half of students reported feeling somewhat or very confident prior to PR/HYLI on 3 of the 4



confidence domains. After the institute, 87% or more of respondents reported knowing some or a lot across all confidence topics.

Figure 5.

**Student confidence in public speaking, debate skills, leadership, and citizenship all increased after they participated in PR/HYLI.**



When asked what they liked best about PR/HYLI, common themes pulled from the qualitative responses included the welcoming environment many students experienced, allowing them to socialize and meet new people in a safe space. **Students' responses spoke to the strong sense of belonging many felt during the weekend, a testament to the supportive atmosphere the program fosters.** Participants also enjoyed participating in the Legislative Mock Assembly and various workshops where they learned how government works.

Students were also asked to provide recommendations on what would make PR/HYLI better. While many mentioned a desire to have more in-person meetings, these comments most likely spoke to a time when pandemic restrictions did not allow for the program to facilitate face to face sessions. The most common themes around program improvement were related to the organization and time management of the conference weekend, including the execution of the Legislative Mock Assembly. Students suggested a longer conference schedule with fewer activities and more time to socialize. During the Legislative

**"I have never felt more comfortable in my own skin in my entire life and it's because of this program."**

**"[I liked] getting to know new people & bond with people who are similar to me."**

Mock Assembly, students recommended better time management to allow more students to speak.

Students were asked to share an experience where they used what they learned from PR/HYLI. The wording of this question proved confusing and many of the provided response referenced current experiences at PR/HYLI instead of reflecting on the past. Those who did understand the question reiterated many common themes where they used PR/HYLI at school during debates, presentations, and on projects. Students also reflected on the opportunities they had to be a leader at school or in extracurricular activities and how they were able to incorporate what they learned from PR/HYLI. Many students also mentioned feeling an increase in confidence around speaking in public because of their skills from PR/HYLI.

**“I see myself defending my points more clearly while also truly listening to the opposing side. I also see myself feeling confident no matter if I am the only latina in the room.”**

**“I will continue to be very proud of my heritage and make sure to represent my people.”**

When asked how they would use the skills they gained from PR/HYLI in the future, respondents most commonly reported desires to pursue more education or careers in politics, law, and public service. Many students reported seeing themselves as leaders in their school, at their jobs, and using advocacy skills in their communities.



## Conclusions & Recommendations

As VIA continues to work with Questar for the remaining years of the grant, future strategies to refine data collection, review program implementation, and develop evaluation techniques to collect outcomes of interest will be incorporated into the project.

The recommendations provided in this report seek to support changes in data collection that work towards streamlining efforts, incorporate resources to enhance the student experience, and identify new evaluation strategies to ensure all perspectives are collected and knowledge is shared. The following recommendations are provided to inform this work:



### **Restructure and condense the student feedback survey.**

The student feedback survey included 28 questions, many of which involved two parts to consider pre- and post-experiences, and was delivered at the end of the intensive conference weekend. The survey was designed as a measurement of student satisfaction of the whole program but also to evaluate student learning across 2 phases of the institute. While the survey was designed this way because of time constraints, PR/HYLI should consider delivering surveys after home delegation trainings and the conference weekend to receive feedback more specifically aligned to recent experiences. The surveys should contain questions that are tailored to the grant's identified goals while also collecting relevant information to the completed activities. Streamlining the surveys will help students better understand the questions being asked while also providing more immediate feedback to PR/HYLI to allow for any necessary mid-program corrections.



### **Create a networking and internship contact repository.**

Many students commented on their excitement to bring what they learned at PR/HYLI back to their communities. Students seemed eager to put their newly found confidence and leadership skills to work, but did not offer many concrete examples on how, when, and where they would do so. Given the decades of alumni and partnerships PR/HYLI has cultivated, it would benefit the students and the program to create an online repository with networking contacts, internship options, and job opportunities for students to have regular access. The majority of students participating in PR/HYLI are in their final year of high school and are ready to enter college, the armed forces, the job market or find career-related opportunities to continue their professional growth. PR/HYLI has

the resources to provide students with the next steps towards achieving these goals.



### **Ask for trainer, staff, and chaperone feedback.**

PR/HYLI can gather feedback and insight from some of the longest members of their program, their staff. The staff includes any trainer or chaperone participating in the home delegation trainings or the conference weekend. Given that several chaperones completed participant surveys, there appears to be a desire from staff to share thoughts and opinions. Gathering feedback from these participants will help coordinate and support planning logistics in the future, identify potential areas of improvement, and instill a sense of value and trust in the trainers who support the program.



### **Share out feedback information and data.**

As PR/HYLI looks to gather feedback from staff, students, and trainers, it is important to consider the time and effort participants put into providing this information. Reports on results and future plans for improvements should be shared back with participants to ensure a reciprocal and trusting relationship is sustained. Building trust with youth is especially important as PR/HYLI is centered around giving them the best experience possible. Continuing to provide them with that sense of trust by sharing results and using their feedback to improve the program will benefit the program by sustaining relationships with students as they continue in their learning and service careers. Ultimately, this program is in place to provide youth with a foundation to establish important skills for their future through a unique learning opportunity, and many students leave the program feeling safe and supported. PR/HYLI has created a welcoming environment and instilled a sense of belonging in many of the participants that can continue to grow as they see the data and publicly shared reports.



## Appendices



## Appendix A: Information Gathering Tool



## PR/HYLI Key Staff Interview Guide

Thank you for taking the time to participate in this interview. My name is [your name] and I'm a [title] at Via Evaluation. VIA is a program evaluation consulting company located in Buffalo, New York and we were hired by Questar to provide evaluation services for the grant period. At VIA, we really strive to be a partner, and not an outside force telling you what you need to be doing. Instead, we want to help find a way to support you in telling your program's story and building your organization's capacity to do so. We work with community organizations, nonprofits, foundations, and schools across the state of New York supporting education related evaluation in K-12 settings across a variety of projects. We're meeting today to gather your insight and perspective on the Puerto Rican Hispanic Youth Leadership Institute. As a key staff member, your knowledge and experience supporting the program are key pieces in helping us design and implement future evaluation strategies. Your responses during this interview will be reported in aggregate with other key staff interviews. We will also be collecting informal feedback and survey responses from students during the conference weekend. All of this information will be summarized in a report provided to Questar.

Do you have any questions so far?

**First, I would love to hear more about your role as a staff member of PRHYLI?**

### Program History and Design

Next, we're hoping to get more information on the institute's history and program design. By design, we are referring to the evidence, research, theories, or other programs you used to inform your program.

**Can you tell me about the structure of the PR/HYLI as a whole and any major changes the program has experienced over the years?** (General structure: Students apply, participate in home delegations, go to Albany for conference weekend, bring back experiences/knowledge to respective communities, some participate in DC weekend, some go to Puerto Rico)

**Can you tell me about the Home Delegations and the skills students are expected to learn during these trainings/sessions?**

**Can you tell me about the curriculum and any research or evidence base used in its design?**

**Can you share an experience you've had where a student uses what they learned at PR/HYLI in their community?**

**Can you tell me about external partnerships that have developed with the PR/HYLI?**

**What do you consider to be the primary goal of PR/HYLI?**

## Data Collection Systems

We would now like to discuss any data collection systems the program uses.

**What types of data are collected throughout the program?** (Student applications, attendance, test results based on curriculum?)

**How are these data collected? Are there tools/systems used across the program?** (Excel, Google sheets, internal database, survey monkey) Feel free to go item by item.

**Based on your understanding, how does the program use the data collected?** (Be specific about which type of data if you can.)

**What challenges have you faced with collecting any of this data?**

ADDED QUESTION: How do schools find out about the program?

**Anything else you'd like to share?**



## Appendix B: In-Person Data Collection Tools & Results

# PR/HYLI OBSERVATION

Date:

Event Location:

Workshop Name:

Staff present:

Total Participation:

**Event Summary**

**Overall Atmosphere & Engagement**

**Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)**

**Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)**

**Staffing**

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Studio West

Workshop Name: Dance

Staff present: 1 lead staff member, 2-3 staff observing

Total Participation: 22

## Event Summary

The event was observed from 3:11 p.m. to 3:27 p.m.

Students were learning choreography for a dance involving poses and props. The students were arranged in a diagonal line with the instructor at the front. They practiced marching in place and rhythmically raising their fists to the beat of their march. Then they moved to creating two circles where they learned how to use a fan with a long cloth attached. The instructor guided them through the choreography and gave explicit instructions on how to march to the beat, engage their breath and body to hold a pose, and use the provided props. The instructor engaged the students in questions about how and why to use dance to tell a story. The instructor asked for students to provide words about who they are, what describes their culture, and how to tell the story of PR/HYLI. Students responded with words such as strong, independent, seasoned, and team. These words were then used in the guidance provided for the movements and choreography by the instructor.

## Overall Atmosphere & Engagement

Students were attentively listening to the instructor and participating in the choreography. Some students appeared more cautious in their movements than others, but gained confidence as more guidance was provided.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

A sign in sheet was taped to the wall near the front door. A student asked to sign in during a break in the activity.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

Students in this session focused on developing a sense of confidence and pride as the instructor lead them through the art of storytelling with dance and engaged the group in describing their cultures. Given that this session was observed early on during the time allotted to workshops, students still seemed a bit nervous around each other and needed encouragement from the instructor to confidently participate.

## Staffing

The lead staff member provided dance instruction and guidance throughout the observation. The instructor gave positive feedback and joked with students to engage them in the dance moves. During a break, two students decided to practice on their own and the instructor encouraged them and gave helpful tips to improve their dance moves.

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Board Room

Workshop Name: Defending Democracy through Social Media

Staff present: 2 lead staff members, 2 observing

Total Participation: 22

## Event Summary

The event was observed from 3:28 p.m. to 3:43 p.m.

Students were engaged in creating social media campaigns pitching various ideas for social change. A slide presented at the front of the room outlined the steps to create the campaign: establish a mission, goal, and strategies including time and resources. Students were split into small groups where they worked to identify the social media platform they would like to use to promote their campaign idea. Each group was then allotted time to pitch their idea with their identified platform and respective hashtag or other promotional component. The students presented ideas, such as using TikTok to engage an audience of a similar age using a captcha template when arriving to promote a change with their local assembly person. Another group chose to focus on engaging their audience in a local litter clean up. The third group created a the hashtag “understandme” to work towards eliminating negative cultural stereotypes. The final group focused on a campaign to encourage voting among the Hispanic and Latino community with the hashtags “myopionionsmatter” and “latinosmatter”. The lead staff members asked the students to consider the current trends in social media and political engagement. The students were then asked to vote on their favorite pitch using sticky notes. The selected pitch would be worked on more intensively and the student group that created the pitch received a small prize.

## Overall Atmosphere & Engagement

Students were actively engaged in their groups, providing ideas and support to one another. All of the groups remained focused on the task, reaching out for support as needed, and chose a lead speaker to present their ideas.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

Students in this session focused on developing public speaking and critical thinking skills. The students understood the current political issues that were relevant to their targeted audience for their pitches. They were able to think through the uses of social media when engaging in politics and increasing engagement in education around democracy. The students demonstrated confidence when presenting their pitches and understood the goals of creating a successful social media campaign.

## Staffing

The staff members walked around the classroom to check on the students’ campaigns and offer support. They reminded students to focus on the elements needed to create a successful social media campaign. The staff members offered praise after the student presentations and asked clarifying questions to engage students in the campaign process.



# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Room 165A

Workshop Name: Democracy and Climate Change

Staff present: 1 lead staff member, 1 support staff

Total Participation: 15

## Event Summary

This event was observed from 3:49 p.m. to 4:08 p.m.

Students had the option of learning about climate change in the United States, Latin America, or the Caribbean. Students self-selected into groups based on their interest in a particular region, and in those groups, they independently read different articles about climate change in that region. As they read, they looked for answers to 4 questions listed on a PowerPoint slide. After each person finished reading their article, they shared with the group what they had learned. After everyone in the group had summarized their article, group members worked together to identify the people most impacted by climate change, the impact of climate change, and any resistance to climate change. Each group then shared this information with the other groups.

## Overall Atmosphere & Engagement

Students were focused on reading their articles. Two of the 3 groups were very engaged in preparing to share their information with everyone, while 1 group needed some direct engagement and additional explanation and support from staff in order to get started.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

Students in this session focused on developing critical thinking and public speaking skills. It was clear that students understood the content of the articles they had read, and they did a good job identifying the most important information and sharing it with the class. They also did a good job responding to questions from other groups. One student who summarized for his group started sharing in English and stumbled a bit but switched to Spanish and instantly became more confident, speaking more loudly and without long pauses. His experience seems to underscore the importance of creating spaces where students are free (and encouraged) to speak in their native language.

## Staffing

The lead and support staff members were very engaged. They walked around the classroom checking in on students as they read independently and shared what they had learned with their group. Staff were aware of 1 group that struggled to get started; they made sure these group members understood the directions and asked them some prompting questions. Staff gave positive feedback to students as they shared and clearly had a good rapport with students.

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Assembly Hall

Workshop Name: Democracy in Action

Staff present: 0

Total Participation: 16

## Event Summary

This event was observed from 4:10 p.m. to 4:20 p.m.

During the observation, no staff member was present, and students were almost all on their phones. Since there was not an activity to observe and no staff member to speak with, VIA staff asked students what they had done during the session. Students responded that they had each picked an issue within women's rights (e.g., gender equality, abortion) and put together a short video clip with their thoughts about the issue. According to students, they were not required to do any research about the issue before the video.

## Overall Atmosphere & Engagement

With the exception of a few students who were talking with each other, students were on their phones. When asked about the session, one student stated that "It wasn't that serious," and another commented that he wished he had attended another session that was more interesting.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

It is not clear from the students' descriptions what skills they were supposed to develop during this session.

## Staffing

No staff member was present during the observation.

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Auditorium

Workshop Name: Drama

Staff present: 1

Total Participation: ~15-20

## Event Summary

This event was observed from 2:34 p.m. to 2:52 p.m.

Students participated in an ice-breaker activity in which they were asked to share their name with emotion and share a motion to go with their name. After the ice-breaker, students played several games, including "snapshot," "I am," and "freeze." During "snapshot," someone identified an environment (e.g., NYC subway, park, beach, cinema, your neighborhood), and students worked together to stage themselves in a way that reflected that environment. During "I am," someone identified an environment (e.g., playground, hospital, abandoned building), and each student pretended to be an inanimate object of their choosing in that environment. During "freeze," students were asked to respond verbally to 3 questions (Who are you? Where are you? What is your relationship with the person in this scene with you?) while also making motions.

## Overall Atmosphere & Engagement

Students actively participated in all 3 games and seemed to grow increasingly comfortable participating and increasingly confident as the session progressed.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

At the very beginning of the session, the teacher asked students to sign an attendance sheet.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

The 3 games encouraged students to think creatively. For instance, during "I am," students found ways to act out basketball hoops, lines on a court, trees, beds, oxygen, heartbeat sensors, and broken bottles.

## Staffing

The staff member did a great job integrating students as they joined the session, asking them to state their name and share a motion to go with it. (Many students wandered in after the staff member had begun the session.) The staff member was very enthusiastic and gave clear instructions to the students.

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, The Orb

Workshop Name: Hip Hop Poetry

Staff present: 1 lead staff member, 2-3 support staff

Total Participation: 19

## Event Summary

The event was observed from 3:45 p.m. to 4 p.m.

Students were primarily gathered in 3 small groups while some worked independently. Two of the small groups were working collaboratively on illustrations on large sheets of paper. The remaining group worked on writing their own poems while discussing their family histories. Two students working independently were quietly focused on writing their own poems, while one student practiced drumming on a storage box. There were large sticky sheets hung at the front of the room where participants had brainstormed "I am" and "I will" statements related to how they are making a change in their communities. The students working on the illustrations were creating visual representations of these statements. These would be held up during the final presentation while the other students would read aloud their poems. All of this would happen to the beat provided by the student drumming. The group planned to chant some of the I am/I will statements in unison during the presentation.

## Overall Atmosphere & Engagement

Most students appeared actively engaged while periodically reaching out to the lead staff member for support. A couple of the students working independently seemed to need more direction as to what they should be working on, particularly the student drumming and the student designated as the lead speaker. Some students were leading the illustration efforts but asked for assistance in completing the drawings from their group.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

The students who were preparing to present their poetry were focusing on developing their public speaking skills. It was unclear what other skills students who were going to hold up the illustrations and provide the drumbeat would be able to develop.

## Staffing

The staff member leading the event provided support to students as needed. The staff member walked around the space periodically checking in and the students appeared comfortable reaching out for support with the staff member.

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Room 375

Workshop Name: Murals

Staff present: 1 lead staff member, 2 support staff

Total Participation: 23

## Event Summary

This event was observed from 3:11 p.m. to 3:22 p.m. and from 4:20 p.m. to 4:30 p.m.

Students were divided into 3 groups, and each group was tasked with creating a mural representing what “for the people, by the people” meant to them.

## Overall Atmosphere & Engagement

The majority of students were actively engaged in the process, offering ideas for the mural, sketching out ideas on paper, and painting the mural itself.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

One of the goals of this session was to help students develop skills in collaboration and group consensus. Students worked together to design, draw, and paint the mural.

## Staffing

The staff member leading this event was very organized. She had set up art supplies (e.g., paint, paintbrushes, water) at one table and had students paint murals at another table. She provided each of the students with socks to wear to protect their shoes from drips of paint. The staff member also helped students problem-solve, including assisting with drawing and painting, as needed.

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Multipurpose Room

Workshop Name: Our Journey Towards Democracy

Staff present: 1 lead staff member, 1-2 support staff

Total Participation: 22

## Event Summary

The event was observed from 2:45 p.m. to 3:05 p.m.

Students were participating in an interactive icebreaker activity where they had to simulate driving a car. Students were paired off and the person in front was required to have their eyes closed while the person behind them steered them through the crowd. The partners took turns being the driver. The staff member then guided students through a debrief on the emotions they felt during the simulation. Students expressed emotions of excitement and trust, while describing the event using terms such as vision and assistance. The staff member then described how the activity was connected to freedom dreaming. Freedom dreaming was described as getting to choose a different future with democratic dreaming. The staff member connected the feelings the students experienced and the ideas of freedom dreaming to the 5 practices of defending democracy: vision, organizing, voice, demand, and action. They explained that sometimes in a democracy students will have to demand something to see action. The instructor wanted to share these practices with the students to help guide and organize their own work as Hispanic and Latino defenders of democracy. While the instructor spoke, he presented a slide deck with these concepts and provided a history lesson on previous Hispanic and Latino defenders of democracy.

## Overall Atmosphere & Engagement

Students participated in the car simulation and appeared to enjoy the activity. The remaining portion of the session observed was primarily in a lecture format. Students appeared attentive during the lecture and responded to the staff member's questions.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

The students were focusing on developing their critical thinking skills. The students were responding to the prompts given by the instructor to connect their interactive activity to the practices of defending democracy. They appeared engaged in learning more about the history of Hispanic and Latino defenders of democracy.

## Staffing

The staff member leading the event was skilled in engaging students while lecturing. They provided encouragement to the students throughout the session, motivating students to participate and share their opinions.



# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Collaboration Zone

Workshop Name: Photography

Staff present: 1

Total Participation: Students were working in groups scattered throughout the campus center, so the total number of students was not clear.

## Event Summary

This event was observed from 3:01 p.m. to 3:11 p.m. and from 3:35 p.m. to 3:41 p.m.

Students were divided into groups, and each group was tasked with taking pictures of what democracy looks like, with an emphasis on looking for aspects of democracy that are difficult to express in words and easier to express through pictures.

## Overall Atmosphere & Engagement

During the first part of the observation, students were looking throughout the campus center for things to take pictures of. At a few points, students came back to the Collaboration Zone and asked the staff member questions. One student group wanted to take a picture of the students reaching out towards the Statue of Liberty and asked the staff member if she could superimpose the Statue of Liberty into their picture.

During the second part of the observation, students were asked to share their pictures with each other. After the initial sharing, which only took a few minutes, students just talked with each other. Another staff member (who happened to stop by the event) encouraged some of the students to use this opportunity for networking and guided the students in interacting with each other like they would at a networking event.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

Students were asked to think critically about what democracy means to them and explain their thinking to other students.

## Staffing

The staff member leading this event was very enthusiastic and approachable. The students clearly felt comfortable with her.

# PR/HYLI OBSERVATION

Date: 3/11/2023

Event Location: UAlbany Campus Center, Fireside Lounge

Workshop Name: Voices of Democracy

Staff present: 1 lead staff member, 1 support staff

Total Participation: 19

## Event Summary

The event was observed from 4 p.m. to 4:15 p.m. Students were in 3 small groups writing their own lyrics to the popular Marc Anthony song Vivir Mi Vida. Students were well into practicing how their lyrics fit into their respective parts of the song during the observation. All of the groups had written out their lyrics on large poster board and each group was practicing their timing as it aligned to the original song. The participants had agreed earlier in the session to keep the song's original chorus and instead rewrite their own lyrics to different verses. The lead staff member had written out the aim of their work together on a poster; answering the question "what is a voice of democracy? A quote was included below that stated, "Music can change the world because it can change people – Bono U2". The objective of the session was also included, "To write a song with positive influential words or feelings you may have about today's world". Finally, vocabulary words were included, "future, power, influence, positive, this generation, change". On a separate poster, even more motivational and inspiring words were included, such as peace, equality, unity, protect the earth, and generosity.

## Overall Atmosphere & Engagement

Students were actively engaged in the activity, with many dancing, clapping, and encouraging each other throughout their practice time. The positive energy was contagious and there was never a sense of hesitation or nerves among the groups. The students engaged with one another to get the correct timing with their lyrics and offered to choreograph dance moves during the song.

## Data Collection & Evaluation Related Activities (Attendance, Informal Feedback, Surveys)

No data collection or evaluation related activities were observed.

## Youth Learning & Skill Development (Public Speaking, Critical Thinking, Debating, Leadership)

During the session, students focused on building public speaking skills while tapping into the creative process of lyric writing. The students appeared proud of the lyrics they had written and excited to perform.

## Staffing

The lead staff member consistently asked students for their input when organizing the timing of the verses. Support staff were engaged with students in the small groups, providing encouragement and support as needed. Staff gave positive feedback and encouragement to the students as they performed.

## Informal Feedback Question Posters

**How has your experience at  
PR/HYLI impacted you?**



**What is your biggest takeaway  
from PR/HYLI?**



**What are you excited to bring  
back to your community from  
PR/HYLI?**



**What future goals have you set for yourself since participating in PR/HYLI?**



# PR/HYLI Informal Feedback Questions

March 2023

## Complete Responses to Questions

### How has your experience at PR/HYLI impacted you?

- I have written college essays based on my 2 years at PRHYLI!
- My experience at PRHYLI has been incredible, I have met a lot of people and leaders who have impacted and inspired me
- PRHYLI has helped me improve my leadership abilities and my abilities to express my opinion
- PRHYLI has made me a more confident public speaker and has introduced me to so many new people
- So far I like I've meet a lot of new people that are nice

### What is your biggest takeaway from PR/HYLI?

- A great experience for any one who has a vision!!
- At PRHYLI I learned to advocate 4 my voice
- Being able to socialize and network with other students
- Big take over — be confident in your own opinion
- Don't be afraid to speak your MIND
- Having people from the same culture
- Having to socialize
- I like this program because I recognize my rights and I can be myself
- Meeting new people
- Meeting new people and making friends
- My biggest takeaway was that the latino community is always helping each other.
- PRHYLI to me was an eye opener — proud Latina
- Socialization
- That we are all a big family

### What are you excited to bring back to your community from PR/HYLI?

- Getting out of my comfort zone more often
- Greater public speaking skills
- I am excited to advise them that action is being taken for our people, and about all we can do to take action ourselves
- I'm excited to bring back public speaking skills & advocacy skills
- Meeting new people
- New experiences

### What future goals have you set for yourself since participating in PR/HYLI?

- A future goal I have set myself since participating PR/HYLI is to come out of my comfort zone
- Be a more active leader in my community
- Being the change this world needs!
- I hope to be more outgoing in the future
- I plan on voting
- I want to change my community in a positive way
- Learning more Spanish
- Work hard and not procrastinate



## Appendix C: Survey Tool & Results



# Program Feedback Survey

PR/HYLI 2023

Instructions: This is a survey about your experience participating in the Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) this year. Please do not put your name on this survey. This feedback form is completely confidential and will be used to inform future program activities. Thank you for your assistance!

**Please answer the following questions about your overall satisfaction with PR/HYLI.**

Please indicate how much you agree with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I learned a lot during the training with my regional delegation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The speakers at the Institute were engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I enjoyed meeting students from other delegations at the Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The activities at the Institute were interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Overall, I am satisfied with my experience at the Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall, my experience participating in PR/HYLI was positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please answer the following questions about the impact of PR/HYLI on you.**

Please indicate how much you agree with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
7. After participating in PR/HYLI, I am more interested in learning about how government works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. After participating in PR/HYLI, I understand more about issues affecting the Hispanic community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. After participating in PR/HYLI, I am better able to think critically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. After participating in PR/HYLI, I am better able to consider other viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. After participating in PR/HYLI, I am more prepared to be a leader in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Program Feedback Survey

PR/HYLI 2023

Please tell us what you knew/know about each of the following topics BEFORE and AFTER participating in PR/HYLI:

	BEFORE PR/HYLI				NOW, after PR/HYLI			
	I knew a lot	I knew some	I knew a little	I knew nothing	I know a lot	I know some	I know a little	I know nothing
12. How a bill becomes a law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The 3 branches of government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Parliamentary procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. How to develop an argument for or against a bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. What makes a good leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us how confident you felt/feel about the following BEFORE and AFTER participating in PR/HYLI:

	BEFORE PR/HYLI				NOW, after PR/HYLI			
	Very confident	Somewhat confident	A little confident	Not confident at all	Very confident	Somewhat confident	A little confident	Not confident at all
17. Speaking in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Effectively debating an issue or idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Being a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Being an engaged citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. What did you like best about participating in PR/HYLI?

22. What would make PR/HYLI better?

**23. Please share an experience you had where you used what you learned from PR/HYLI.**

**24. How do you see yourself using what you learned at PR/HYLI in the future?**

**25. Is there anything else you would like to share about your participation in PR/HYLI?**

**26. What is your home delegation?**

- ☐ Capital District
- ☐ Hudson Valley
- ☐ Long Island
- ☐ Syracuse
- ☐ Monroe
- ☐ NYC
- ☐ Western NY

**27. What school do you attend? Please write out the full name of the high school.**

**28. What grade are you in?**

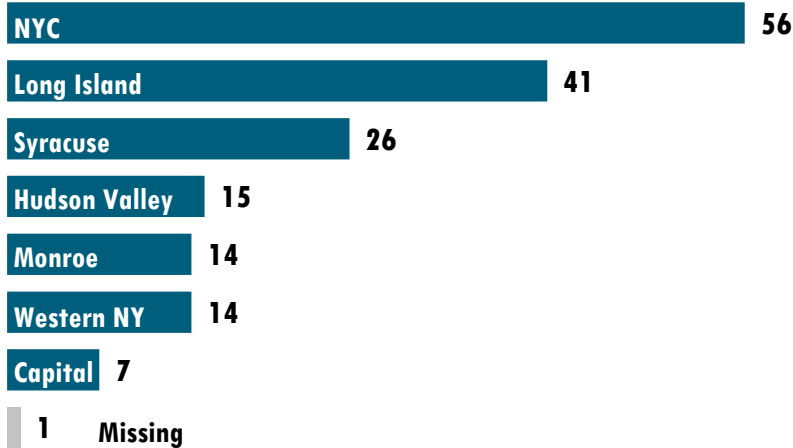
- ☐ 9<sup>th</sup> grade
- ☐ 10<sup>th</sup> grade
- ☐ 11<sup>th</sup> grade
- ☐ 12<sup>th</sup> grade

# PR/HYLI Student Feedback Survey

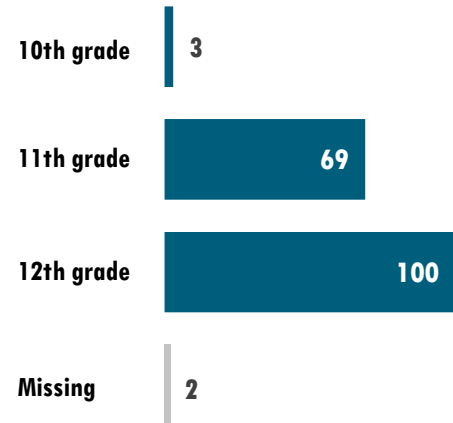
March 2023

From March 11-13, 2023, student PR/HYLI participants from across New York State attended the Institute Conference in Albany. At the conclusion, participants were asked to complete a feedback survey that asked about their experience in the program and at the conference, as well as how PR/HYLI has affected them. A total of 174 students completed the survey.

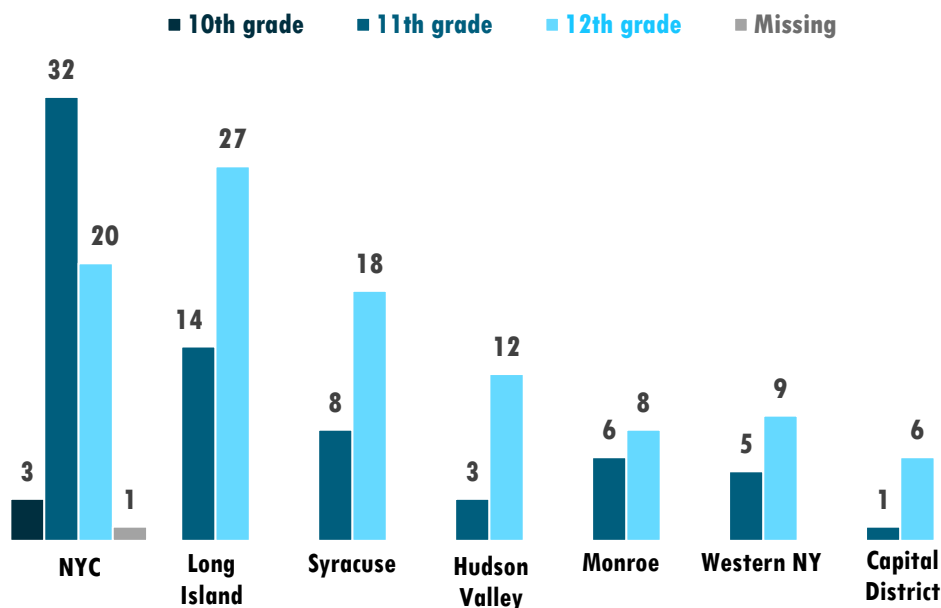
Students from the following regional delegations completed a survey:



Students in 12th grade had the highest participation in the survey.



**12th graders** represented the majority of participants from each regional delegation, with the exception of New York City.



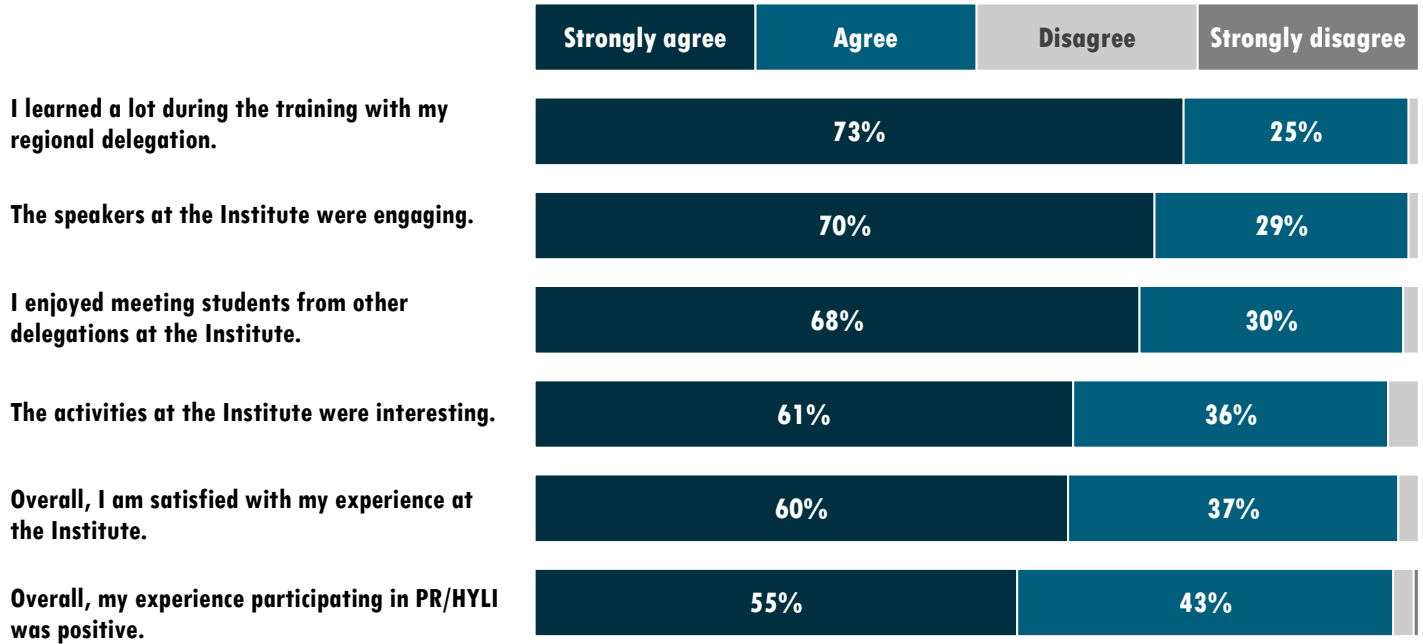
# PR/HYLI Student Feedback Survey

March 2023

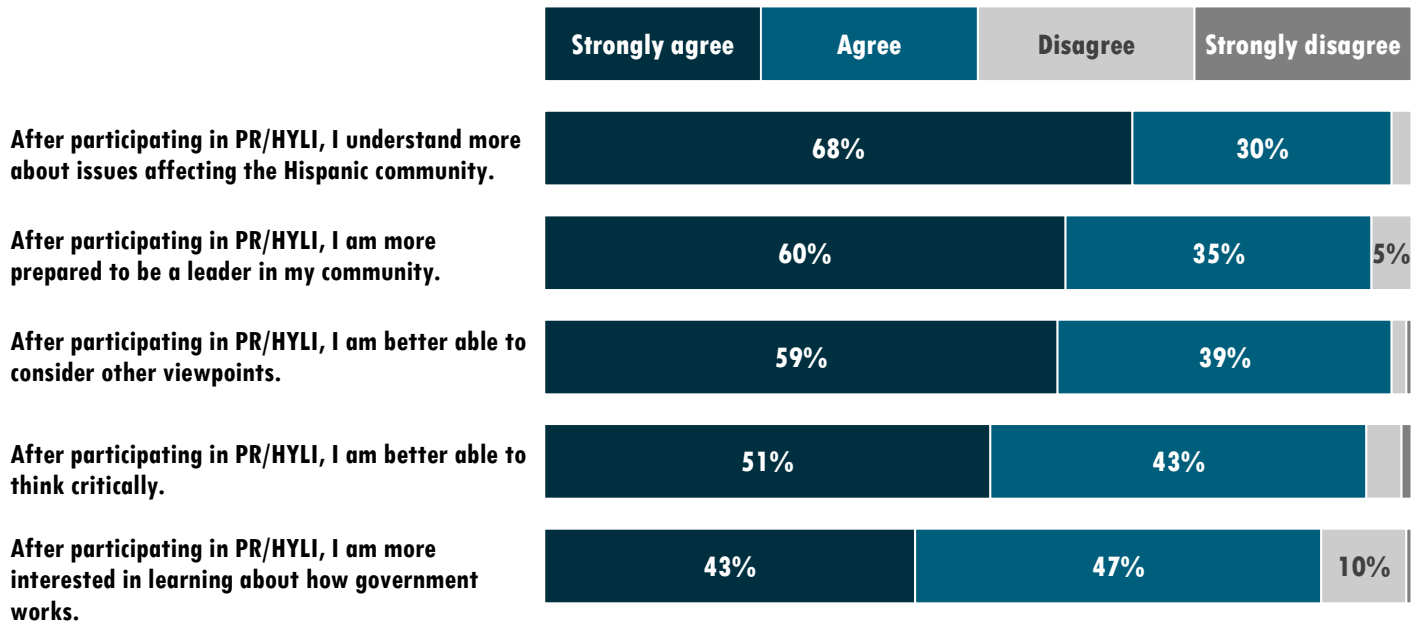
Angelo Del Toro

**PR/HYLI**  
PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE

## Satisfaction with PR/HYLI



## Knowledge and Skill Acquisition



Labels for values less than 5% are not shown

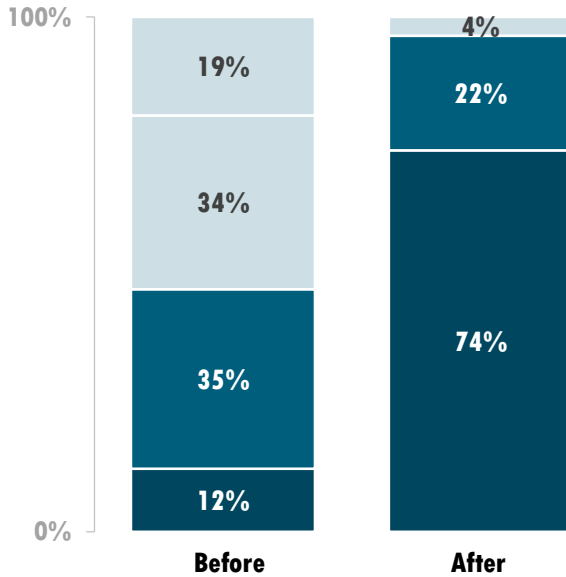
# PR/HYLI Student Feedback Survey

March 2023

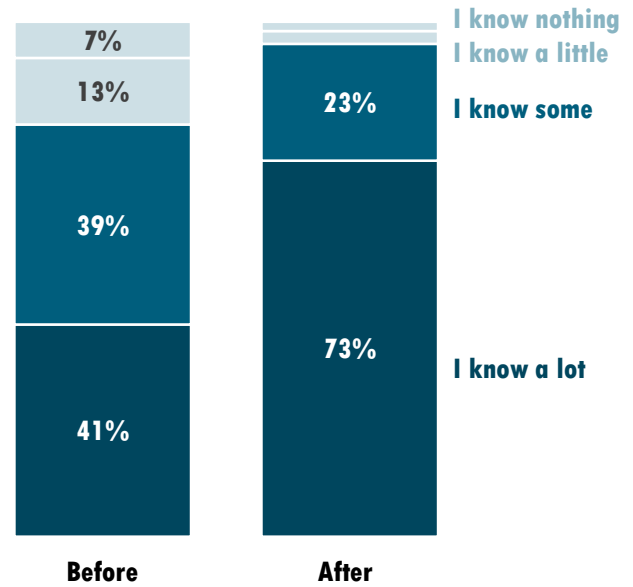
## Impact of PR/HYLI on Participant Knowledge

How much do you know about the following topics BEFORE and AFTER participating in PR/HYLI?

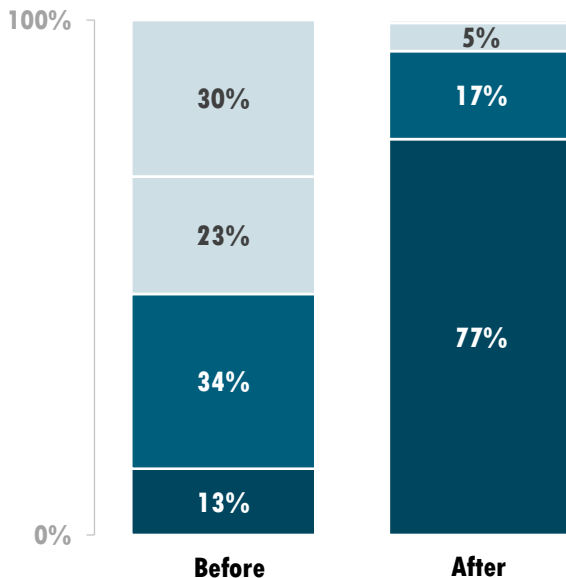
### How a bill becomes a law



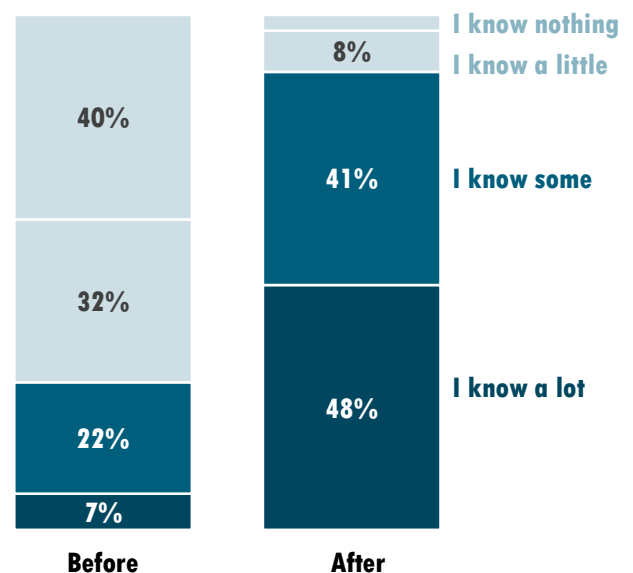
### The 3 branches of government



### How to develop an argument for or against a bill



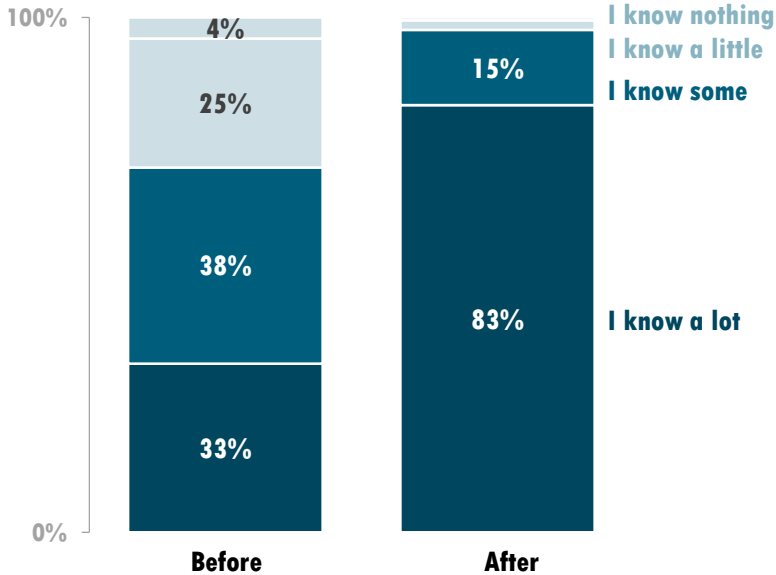
### Parliamentary procedures



# PR/HYLI Student Feedback Survey

March 2023

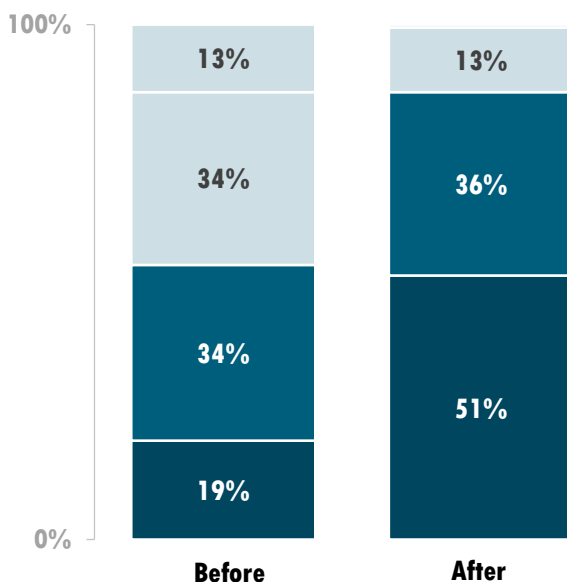
## What makes a good leader



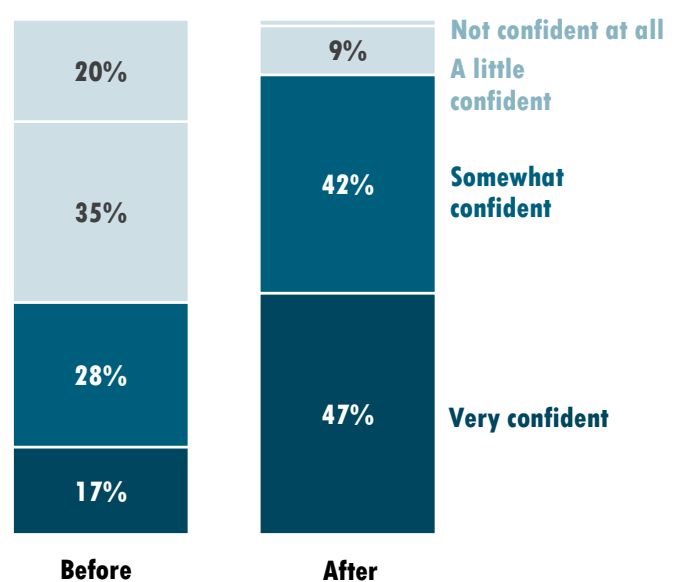
## Impact of PR/HYLI on Participant Confidence

How confident do you feel about the following BEFORE and AFTER participating in PR/HYLI?

### Effectively debating an issue or idea



### Speaking in public

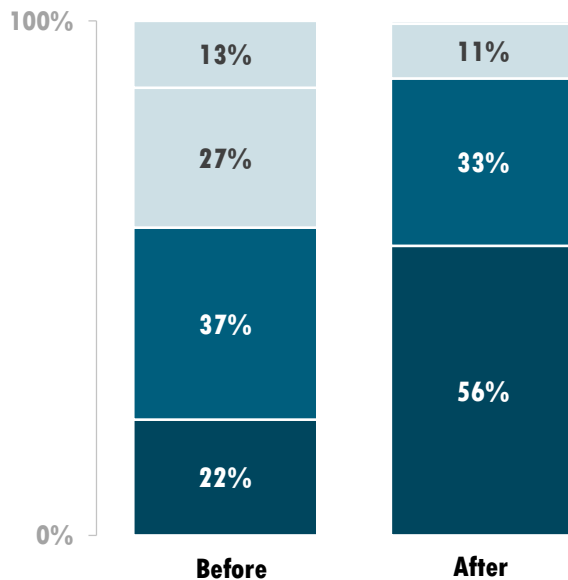


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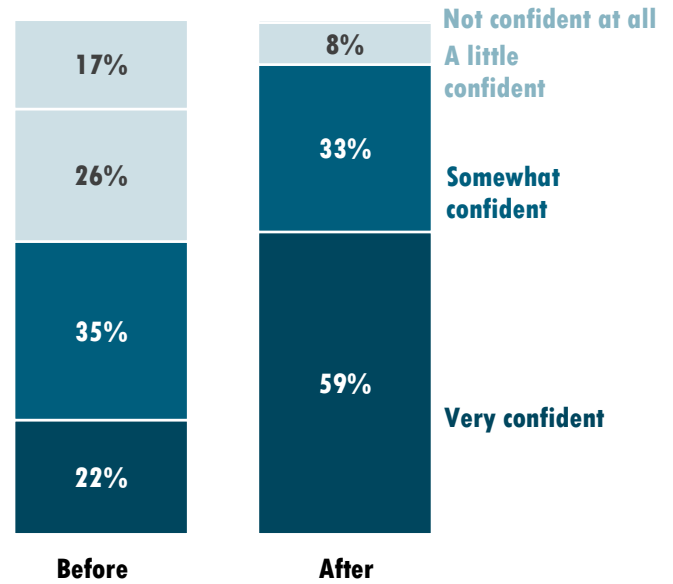
# PR/HYLI Student Feedback Survey

March 2023

## Being a leader



## Being an engaged citizen



Labels for values less than 5% are not shown

## Qualitative Responses

Students had the opportunity to provide additional feedback in open-ended questions. Most common themes from qualitative responses are summarized below and complete survey comments are included at the end of this report.

### What did you like best about participating in PR/HYLI?

Meeting new people  
Being around other Hispanic/Latino youth  
Learning about government and how it works  
Experiences at the conference (Mock Assembly and workshops were most frequently mentioned)

### What would make PR/HYLI better?

Ensuring everyone has a chance to speak  
Less compressed schedule or longer conference  
More in-person meetings  
Better organization and time management, particularly of the Mock Assembly

### Please share an experience you had where you used what you learned from PR/HYLI.

Debates, presentations, or projects at school  
Being a leader at school or in extracurricular activities  
Increased confidence with public speaking

### How do you see yourself using what you learned at PR/HYLI in the future?

Pursing education or a career in politics, law, or public service  
Being a leader in school, job, or community  
Being an advocate for my community



# PR/HYLI Student Feedback Survey

March 2023



## Complete Survey Comments

Please share an experience you had where you used what you learned from PR/HYLI.

### Capital District

- An experience I had where I used what I learned from PR/HYLI was when I represented Didi Barrett. There were a lot of unexpected things that occurred and because of PR/HYLI I was prepared.
- Giving a speech as the governor made me use the then little public speaking skills I have, now I could speak in front of anyone.
- I learned that having a voice isn't a bad thing and we should be proud of where we come from.
- In my government class
- There was this kid that would make fun of my latino food and eventually the Latino Community. I used the skills I learned from PR/HYLI to defend not only myself but my community as well.
- Used knowledge in AP Public Policy

### Hudson Valley

- Being able to answer question about government to my peers and in the classroom.
- Debating on the senate floor, organizing a meeting with my principle & superintendent.
- I actually couldn't make a good argument, now I stand here knowing I learned how to back up my information.
- I advocated for my school schedule.
- I had to present a project at school and I felt prepared and confident to share it.
- I made a social media explaining what immigration laws are and the issues behind them. As an undocumented immigrant myself I've always been scared to speak up
- I socialize with other students confidently because I felt safe around other Latinos like me.
- I used always that I feel proud of be Latino
- I want to advocate for immigrants students in the election of a new principal at school
- In AP Gov I tend to apply the skills I learned from PRHYLI into my work.
- In AP Gov we needed to debate for the 1st time w/o her telling us what to do and I knew how to create an argument.
- put yourself out there, get out of comfort zone
- speaking publically in school became easier with talking to a bigger crowd
- The head thing that we learned, to sound more confident speaker

**“In AP Gov we needed to debate for the 1st time... and I knew how to create an argument.”**

### Long Island

- An experience I had what I used is to be humble. My parents made me humble, so I used that to be good.
- At school I had a little debate with a teacher but before this program I was not used to listen every point of view but this time I heard her point of view and we got a better debate,
- At the debate
- At the mock trial I was able to argue and defend my position using the vision, organization, voice, and action that I learned from my workshop about freedom dreaming.
- feeling confident while talking in public for the first time
- Having a leadership role. I am president of a club.

**“At the mock trial I was able to argue and defend my position using the vision, organization, voice, and action that I learned from my workshop about freedom dreaming.”**

- I am able to debate more effectively.
- I did Women's Vote Leaders and it was similar to it.
- I had been taking a public affairs class, where we had to write lengthy assignment on a social issue within our education system. Knowing the roles of local politicians aided greatly in this class.
- I have been talking more and that was nice because I am not a person who talks.
- I have mock trial experience so I could address the speaker adequately and the other house member on the floor
- I have used leadership in many moments in my life, such as when I am in charge of a work in groups where I try to include everybody and make them feel confident.
- I learned to introduce myself to new people by talking about their initial experience w/PRHYLI.
- I started to give my opinion more, after PRHYLI.
- I used what I learned about parliamentary procedures when I was debating with a partner
- I was able to better develop discussions with others.
- I was debating a topic in class, so I used by skills from PR/HLI.
- In my AP Gov class, we learn about the government and politics, specifically all the different parts of it. I feel that PR/HYLI has helped me to better understand topics in class.
- In my community, raising my voice.
- In my history class we were talking about bills and I understood well.
- In my school activities and at work where I have to sometimes take the initiative and be like a leader.
- In the beginning, I tried mock trial in my school but I left. But, I feel I can do it from now.
- Learn more laws.
- Meeting new people was cool.
- More practice in person.
- My mom's boss was discriminating her because she doesn't talk English, I put my practice of what I learned in PR/HYLI and stood up for her and made him recognize that what he was doing was very wrong.
- N/A
- Presenting myself for the introduction of my workshop.
- Public speaking in front of 100 members of the school's key club
- RYLA (Rotary Youth Leadership Association) and history class discussion about modern political issues.
- Telling my friends the procedure of passing a bill.
- The analysis of problems.
- The power of being in the capital of New York, Albany, was incredible.
- There was a big argument at my home and I tried to implement parliamentary procedure into it.
- This US history.
- What I learned from PR/HYLI is the importance of raising our voice for our Hispanic community because even if we think everything is fine, in reality it's not, as there is still racism, discrimination, and segregation.
- When I had to debate
- When participating in Youth Court, you must present your arguments in a professional manner and address the judge directly, as we did in the mock assembly.

**“When participating in Youth Court, you must present your arguments in a professional manner and address the judge directly, as we did in the mock assembly.”**

## Syracuse

- At the mock assembly, I felt very prepared and knew protocols.
- Being a good team with my partner in the assembly, despite that the both wouldn't talk.
- Getting to know people and sharing ideas.
- I can speak Spanish a little better
- I had fun experiencing workshop and debating. Learned about good leader.
- I learn how to public speak and make friends
- I learned how important being a leader really is.

- I spoke out loud at the mock assembly because PR/HYLI gave me the confidence to do that.
- I use my experiences from PR/HYLI when I feel like I have the needed knowledge in a certain situation to lead.
- I used our norms I feel like these were the biggest part because we came up with them as a group and it will forever be stuck with me.
- I used things I learned here on a project I had to do in my Active Citizenship class.
- I was able to keep up in the mock assembly and knew what was going on. I was also able to use networking skills and tips at all our events and dinners.
- In all my childhood I heard that is better to go for it and take the first step, regardless of whether you are too nervous or something similar.
- In meeting more people, being more expressive to talk to strangers.
- In my AP US History class when discussing the US government I was able to display my knowledge.
- Making change with school faculty
- No
- PR/HYLI has really helped me excel in my AP Gov class because I have prior knowledge from PRHYLI of what we learn in my Gov class.
- Taking charge of a portion of the presentation at the Albany institute
- The assembly
- The assembly. That was where all the stuff we practiced and learned came together.
- The mock assembly
- When I got an internship I went out of my way to make a speech about how we all have influence in our community in a concert.
- When we were sharing with the other delegations in the capitol.

**“When I got an internship I went out of my way to make a speech about how we all have influence in our community in a concert.”**

## Monroe

- A debate in the classroom
- Created plenty of debates that helped me shape a speech before the workshop presentations started.
- Debating
- I learned [illegible] people were together discussing the bill that I liked most
- I used Robert's Rules and interrupted a delegate with 'point of clarification' during the mock assembly.
- In everything I do now, I get my name out there.
- In the moment of being clerk, I learned how to communicate more efficiently and engage with others.
- Photography, your activities.
- When I did the photography activities.
- When I said I pledge allegiance.
- When it came to the mock assembly, practicing over my arguments and sources
- Working as a group in the photography activity.

## New York City

- An experience that I had to use what I learned from PR/HYLI is that I have to work as a team.
- Can't remember
- During history class: looking further into how a bill gets passed and all the procedures it goes through.
- During my college application process, I used my 2 years of experience from PRHYLI to write many supplemental essays. I got accepted to all my schools using my experiences from PRHYLI and even received scholarships!
- During the Assembly I was able to use my understanding of the bill & speech skills to convey my point.
- During the murals, my group was excited to start painting. We all had multiple unique ideas and it was my suggestion to plan it out before painting and I tried to envision our ideas as one, making everyone's idea included.

**“During the Assembly I was able to use my understanding of the bill & speech skills to convey my point.”**

- For presenting school debates/arguments.
- Having to show everyone my argument essay in the program
- I don't know
- I experience that have is to have entered at assembly and to have defend my rights
- I explained to one of my classmates how a bill becomes a law.
- I have not yet.
- I learned about laws whose impact can effect myself and my community, how to refute them raising my voice, that is what I learned at PR/HYLI.
- I learned about media [illegible] speaking and how a real assembly works through the mock. Furthermore, I was able to use my writing skills to come up with arguments based about what I believe in.
- I learned how do I advocacy for myself
- I reflect back to all the students who are confident to speak publically and remember its okay to speak whats on your mind.
- I sang at the Assembly, the National Anthem and I did not know I was going to until 30 minutes before I had to go on.
- I used my knowledge about government for my government class in schools.
- I used my learning from PRHYLI in school and the mock assembly.
- I used my new confidence in public speaking to stand up and ask questions at the mock without backing off.
- I used the skills of making an argument and applied to writing a closing statement for mock trial.
- I was a leader by speaking up and leading my group in class.
- I was able to communicate with kids on the workshops
- I was making friends and sharing with other culture
- I would win and be good in debates in my class and know more knowledge about laws and bills
- It helped me prepare for my role as the moderator.
- Mock assembly (2)
- My experience in this program was amazing because I learn a lot about government and bill before approve
- My experience is nice.
- No experience because I knew everything before coming to PR/HYLI
- Not at this moment.
- One experience is knowing how a mock assembly functions.
- PR/HYLI taught me how I can help and be confident. It also taught me about a bill is created. Although I didn't speak it was an amazing experience which I was able to see how the preparation from how a bill is made to making an argument to fight for what we believe is right.
- Public speaking is definitely one of my strong suits and I was able to see how good it is and I've taken to account the feedback to improve even better.
- Public speaking skills.
- Telling my parents that they have rights
- The day of the Mock Assembly I used what I wrote and learned in PR/HYLI classes.
- The mock assembly I was able to form a great position to defend the bill of my choice
- The mock assembly.
- To be able to speak in public since I didn't like to do it.
- To lose the fear of speaking in public.
- What I learned is that it's okay to be yourself and not get judged!!
- When I create my argument and when I talk with the people
- When I stood in favor of the bill A8222 to speak and state my opinions.

**“I learned about laws whose impact can effect myself and my community, how to refute them raising my voice...”**

**“PR/HYLI taught me how I can help and be confident. It also taught me about a bill is created... it was an amazing experience which I was able to see how the preparation from how a bill is made to making an argument to fight for what we believe is right.”**

- When I was in class and the people start to debate. So I had to wait and listen to know what I could response.
- While being a speaker of the house I used my new found confidence and advocacy skills on a day to day.
- Who learns new laws

### Western New York

- Helping others strengthen their arguments
- History and government related events and issues.
- I help others with their arguments
- I learned governmental procedures and used them during the mock.
- I learned how to be more sociable.
- I used it for debating
- I will next year coming back
- in case I go into politics in the future
- In class while creating an argument
- In history class to debate.
- In my class, we were debating about immigration and I used all my arguments from PR/HYLI
- Par new people on information
- When I was speaking in front of an audience

**“In my class, we were debating about immigration and I used all my arguments from PR/HYLI.”**

### How do you see yourself using what you learned at PR/HYLI in the future?

#### Capital District

- Being involved in some ways in politics
- I see myself as a leader & role model everywhere I go now, every hand I shake & face I meet is an individual who I can learn from or vice versa.
- I see myself defending my points more clearly while also truly listening to the opposing side. I also see myself feeling confident no matter if I am the only latina in the room.
- I would use PR/HYLI to protect and defend the Latino Community.
- Keeping others informed
- Yes defiantly

**“I see myself defending my points more clearly while also truly listening to the opposing side. I also see myself feeling confident no matter if I am the only latina in the room.”**

#### Hudson Valley

- Being more spoken about our rights
- Definitly in a good way. I'll be going to UAlbany and doing as much as I can.
- Helping my community and learning more about government.
- Helping my school + my community
- I am interested in pursuing a career in law and politics.
- I plan on using this knowledge when I take my NY regents on June.
- I see myself advocating for my community and my rights, if violated.
- I see my-self as someone that is going to help my comunitie, and help the peoples.
- I see myself being able to public speak and share my opinions & thoughts.
- I will be a better leader to others.
- I'm having a meeting with my principle & superintendent to discuss equity & I think my skills from PR/HYLI will help me.
- In future government groups/organizations in college.
- my public speaking I'm a bit more cofident with that more and I think I'll be using that in class or anywhere I go
- Public speaking and debating. Also learned how to dance in the party.
- using my voice and my own opinion out there

**“I see myself advocating for my community and my rights, if violated.”**

## Long Island

- becoming more confident in general and speaking in public more often
- Being able to help Spanish speakers have more confidence with their voice.
- Bring awareness or inform people about the struggles of Hispanics & being able to make claims based on statistics, history, & people's experiences. SI SE PUEDE! [Yes we can!]
- Defend my community.
- Even if they tell me I can't do something, I won't care
- Helping others understand the issues at hand
- I can be more confident about my position & speaking when I become a leader in the future.
- I can see myself using my new/better debate schools at my own school and college where I need to get my voice heard.
- I hope to double major in Biology + Political Science.
- I see a leader and a strong women that going to help her community in the future.
- I see myself as a great leader in my career (2)
- I see myself being able to debate more clearly.
- I see myself engaging in politics and being more involved in my community as well as standing for injustice in school.
- I see myself engaging.
- I see myself leading others
- I see myself using the different strategies I learned to help others influence public policy to make changes for my community.
- I see myself using this to tell other and to tell them that WE can make a change.
- I see myself using what I learned when I see a situation where the society is in need of a change of a law or a new law, I have the knowledge now that we can make a positive change.
- I think that I will continue to be very proud of my heritage and make sure to represent my people.
- I want to become a lawmaker/policymaker
- I want to minor in international relations to get more involve in our social issues.
- I will listen and keep in mind others opinion.
- I will use what I learned to improve my leadership capabilities, as well has being a more engaged member of my community.
- I would like to work in politics.
- I'm confident speaking in public. Maybe by making debates.
- In presentations, I won't be scared and confident.
- In the court and in my major which is going to be poli sci.
- Inviting more people to get together.
- Like an example for other Latino kids.
- This will help me because I want to study to become an immigration lawyer and so this helps me see the reality of my community.
- To be part of the assembly in the future.
- Training mock trial, studying laws.
- Using leadership skills to inspire others & make people feel welcome.
- Using the experience in the leadership with groups.
- Using the leadership skills I acquired to help others/be more engaged in community work.
- w/what PR/HYLI gave me, I will use it in my college and school.
- Well I learned that politics is something I strongly dislike to student in college.
- Well, maybe I could use what I learned when I'm going to speak up for my rights or when it comes to fight for my community.

**“I can be more confident about my position & speaking when I become a leader in the future.”**

**“I see myself using the different strategies I learned to help others influence public policy to make changes for my community.”**

**“This will help me because I want to study to become an immigration lawyer and so this helps me see the reality of my community.”**

- Working as an immigration attorney or perhaps becoming a clerk in the senate.

## Syracuse

- Being a good leader, I can help other people become good leaders in my community.
- I am considering going into the law field due to many of the things I learned at PR/HYLI
- I can see myself using it in college to lead and make change along with when I have a job, even though my career would not relate to government, I would still want to be involved.
- I hope to work in the government, so PRHYLI has prepared me for that
- I plan on making some that from now on I will speak up for what's right and encourage my friends.
- I see me being a good leader, speaking in public, and help all the people that I can.
- I see myself helping people close to me and strangers no matter where they come from. I see myself more focused on my community and seeing how I can help.
- I see myself using it in the Upward Bound program in Utica. Helping other students.
- I see myself working alongside my peers to fight issues in our society.
- I think I'll be more confident on speaking in public.
- I want to be able to be a public figure and speak to various community aloud.
- I want to go into politics and this trip gave me some insight on what that entails.
- I will use what I learned for public speaking, leading, collage essays, mentality
- I will use what I learned in PRHYLI to be an active leader and citizen
- I'm on the Tompkins Joint Youth Commission, and I can easily see myself using what I learned at PRHYLI in our meetings.
- In class and when representing/advocating for myself.
- In fact, I started using this knowledge almost immediately. I intend to participate actively in class and to speak in public and for an audience, as this was a problem for me.
- In jobs or teaching
- In my career or outside.
- Speaking about what I believe in
- Talking
- Use the information that I've gathered to be a more informed and engaged citizen
- With a lot of experience.
- With my imagination
- Yes

**“I see myself working alongside my peers to fight issues in our society.”**

**“I will use what I learned in PRHYLI to be an active leader and citizen.”**

## Monroe

- Being a politician
- Definitely with my leadership skills and participating in government helps me create my voice... VOTE!
- I can use new debating/leadership skills to be more confident.
- I plan on using the public speaking skills that I learned at PR/HYLI in whatever I pursue in life, and plan to become more involved in politics and public service, even if I don't go into government
- I see myself helping Latinos and people who need me.
- I see myself using this skills on my career, maybe the interest on politics that PRHYLI has sparked on me, take me to have a job on politics.

**“I plan on using the public speaking skills that I learned at PR/HYLI in whatever I pursue in life, and plan to become more involved in politics and public service, even if I don't go into government.”**

- I think teaching some of what we learned here at school or in my community.
- I would use it if there is an emergency
- IDK
- Like a successful and smooth person
- Like an excellent leader.
- Networking provided me w/many new bonds and scholastic opportunities.
- When I continue to debate in the future

## New York City

- Being a leader, doing something for my community
- Being more confident when public speaking
- college
- confidence, I want to see myself more outgoing like other delegates
- Definitely even more confidence in public experience
- For my future career.
- I can see myself using the experience to my advantage as I try to pursue my career as a corporate lawyer. I expect to use my debating skills as well as critical thinking.
- I can use this to better understand our government system.
- I don't
- I don't know maybe in my community or never
- I feel that we use the learned in the future raising the Latin voices
- I feel confident.
- I really do see myself working in the government sector.
- I see myself applying to be an active participant in my community.
- I see myself as a great leader
- I see myself being an advocate
- I see myself being more confident in what I stand for and also I will stand for what I believe for without shame or without being scared
- I see myself more confident in public speaking and have a better comprehension of other people's point of view.
- I see myself public speaking.
- I see myself returning to the program and helping teachers or students. I see myself studying law. I see myself as a lawyer.
- I see myself using my experience at PR/HYLI to better my public speaking skills.
- I see myself using that I learn at PR/HYLI in the future like an experience to work with others.
- I see myself using this to advocate for myself and anyone who needs it.
- I see myself using what I learned in PR/HYLI to engage in conversation with new people
- I see myself with a good future because I have learned.
- I think that I'll be sharing my knowledge about what I learned on PR/HYLI
- I want to be a lawyer in the future, so learning about how bills and laws are made can give an insight to how laws are interpreted in the judicial branch.
- I will ensure to work in law + political field with an importance in Latinx representation and strive to end inequity
- I will use my public speaking skills and critical thinking skills. Furthermore, I will use my writing skills to talk about issues I feel powered about.
- I won't let others tell me what I can and can't do because "si se puede"
- I would recommend other students to join and follow my same steps!!
- I would say at the time of knowing how to express since I listened to the others and well in the future I could do better
- I would use what I learn to be a better leader.
- I would want to learn more about laws/legislative process

**"I can see myself using the experience to my advantage as I try to pursue my career as a corporate lawyer. I expect to use my debating skills as well as critical thinking."**

**"I will use my public speaking skills and critical thinking skills. Furthermore, I will use my writing skills to talk about issues I feel powered about."**



- If and when I become a politician
- Im going to use what I learned about civic engagement and being a leader to help my community.
- In my classes and maybe in some occasions speaking in public.
- In the future I feel that the learn in PR/HYLI, the use for defending to my people
- It helps my future a lot because its similar to what I want to major in.
- Know how to start a fight to support my community
- Of course this program gave me a ot of knowledge
- Polotician and just knowing to know and vote
- Probably I will use it when I will be in college because I want to be a lawyer.
- The leadership skills and communicating with others in an effective way with others and understanding that its good to have unique minds & ideas that can be put together, made stronger.
- To start to sing in front of people. With more confidence.
- To uplift my friends when they are sad
- Using what I learned I can see myself helping others to learn more and help create their confidence.
- Very good because it is a good experience.
- When I have to defend myself against a hard question
- Yes I would like to return

### Western New York

- Advocating for those who need it.
- Becoming a Latino leader
- Becoming a more inclusive bilingual educator, helping everyone understand the struggles the Latino community faces.
- getting my seal of biliteracy
- Helping others see the value of Latinos being involved
- I am more prepared to be an engaged citizen.
- I can see myself helping immigrants get their rights.
- I can use it to show how to be a leader and help others
- I will become a lawyer
- Id use the public speaking and debating
- If I go into government I will absolutely use my education from PR/HYLI
- Voting
- When I start voting
- Work on how I am expressing myself

**“I am more prepared to be an engaged citizen.”**

### What did you like best about participating in PR/HYLI?

#### Capital District

- I liked how easily I was able to make friends. Everybody had a least one thing in common.
- I liked sharing parts of our colors & seeing the many Hispanic shades.
- I loved how fun it was to learn. PR/HYLI made me learn so many new things in such an engaging, which was a great experience.
- Meeting people, being involved.
- Mock Assembly
- The dancing, getting to meet new, people, and getting to speak in front of people

**“I loved how fun it was to learn. PR/HYLI made me learn so many new things in such an engaging, which was a great experience.”**

#### Hudson Valley

- Being able to be in a space where I can relate to everyone around me.
- I enjoyed meeting people who shared the same interest as me

- I got to meet many new people, I learned more about our rights as Latino citizens.
- I liked connecting with other Latinos/Hispanics. I don't have a lot of Latino friends so being surrounded with Latinos my age.
- I liked meeting new people. (2)
- I liked the new people I met and the practice for public speaking.
- Leaders speech.
- Making new connections with other delegations
- Meeting new people
- okay personally getting out of my comfort zone was my favorite. I in a way feel empowered by the weekend.
- That teach me feel proud of be a latino
- the community
- The friends I made, the knowledge I gained.

## Long Island

- Being surrounded by people like me as we are all around the same age and Latino!
- Get to know more ppl and see what they also think.
- Getting away from the same routine & meeting new people.
- Getting to know all of the people I could meet, making great friends in such a short time.
- Getting to meet other people who all share similar experiences & the welcoming environment.
- Going to new places such as Albany University
- Got to meet new people and made a couple of friends.
- How we could relate with other kids like me and work as a team, getting along like the good people that we are.
- I enjoyed meeting fellow Hispanic Youth from across the state and learning how to unite against 1 common goal, the preservation of Democracy.
- I enjoyed the workshops we did the day we arrived in Albany. I think it was a great way to break the ice.
- I like everything but I'd say the workshops on Sat because I got to meet new people.
- I like make new friends.
- I like meeting other students.
- I like we all together debating bills.
- I liked meeting new people from different regions of the state and becoming friends with them through the various PRHYLI activities.
- I liked that I got to know that my voice matters.
- I liked the Mock Assembly because it showed that young people is able to make good points to have a better society.
- I liked the speakers & debates, it was interesting.
- I really like meet people from different delegations. And, the confidence with which they speak.
- I'd like how everyone was working together from delegations and collaborating with others.
- It was fun, very educational. It hit home, one could relate to other people's struggles & learn about ways to fix problems that affect you & your people.
- It was very fun and the best thing is a felt like it was my family and very comfortable.
- Listening to inspiring speakers.
- Meeting new people and learn new ideas.
- Presenting out group workshop project
- Speaking and introducing/sponsoring a bill
- That I meet more people that love the same things as me that made me very happy.
- That you weren't judged.
- The Congress.

**“Getting to meet other people who all share similar experiences & the welcoming environment.”**

**“I liked meeting new people from different regions of the state and becoming friends with them through the various PRHYLI activities.”**

- The day we went to Sunny
- The duality of the power of latinos and their sense of kinship/family
- The experience was amazing.
- The experience, getting to meet new people and the knowledge you gain.
- The experience. It was very life changing.
- The knowledge and the opportunity to be in the assembly.
- The people that I met and going to the assembly.
- The speaker coming in to talk to us has really inspired me to pursue something in the government.

**“The experience, getting to meet new people and the knowledge you gain.”**

## **Syracuse**

- Dancing and the desserts
- Getting to know people and the food.
- Had a good time with my delegation
- I liked being around a wide range of the hispanic diaspora.
- I liked getting to know new people and getting to know more about how we can help the community.
- I liked to share with other delegations (hispanic people/and I liked to learn about bills.
- Learning about government and meeting new people
- Making connections
- Making new friends
- Making relationships
- Meeting and talking to other people of hispanic heritage on a regular and the trip at the end.
- Meeting new people
- Meeting other students and teacher also doing activities
- Music and meeting new friends
- Our workshops.
- That we were able to share with more delegations and spend time with them.
- The best part is the laughs and [illegible]
- The friends and relationships I made, along with confidence and knowledge I gained as well.
- The friends I've made
- The people
- What I liked best was being able to express how I feel without being criticized

**“The friends and relationships I made, along with confidence and knowledge I gained as well.”**

## **Monroe**

- All of us dancing on Saturday and Sunday night
- Being able to speak on the mock assemble
- Interacting with other students, and the intensity of the debate.
- It was really fun talking to other people
- Loved how I had the opportunity to meet so much other kids my age and my race...We all can relate and I love that
- Meeting new people
- Meeting new people and having new experiences.
- RHYLI pushed me to network no matter how intimidating it can sometimes feel.
- The confidence and the [illegible word written]
- The cooperation and trust that they give you.
- The people
- The time I spent with people of Latino nationalities.
- Well you learn new things.

**“Interacting with other students, and the intensity of the debate.”**

## New York City

- Argumenting for the bills.
- Being able to be engaged with my communities
- Being able to meet new people.
- Being able to share ideas
- Being together with other delegations
- coming out of my comfort zone, everyone is welcoming
- Food, networking with & engaging with people like me and around NYC
- Get to meet new people.
- I enjoyed being able to share my opinions with others.
- I enjoyed how in a small amount of time I was able to meet new people outside my delegation. I also enjoyed taking a part of the debating at the capital building. Finally, the parties of course.
- I got to meet so many kids who did not have a community of their own. I met friends, sang the National Anthem, and won outstanding delegate.
- I like to socialize with people and learn about their culture.
- I liked almost everything the truth is you are very organized and it was to be able to discuss my ideas with my friends
- I liked being a part of my culture and sharing this experience with others. I liked learning about all the bills and issues this community faces.
- I liked being a part of the mock trial
- I liked learning about our government, socializing with people and the different cultures.
- I liked meeting new people and learning about new perspectives on an issue.
- I liked the ability to improve my public speaking, meet new people, and learn about our government
- I liked the activities done as a group because it brought all adolescents from various delegations together to think as one and make an idea into reality.
- I liked the trainers. Eddie & Ana (They deserve a raise)
- I liked to know other people and talk with them. Sharing opinions
- I really liked connecting to my friends in both english + Spanish being connected to education, support, and confidence building activities really helped me become more sure of my abilities.
- Knowing other students from different delegations.
- learning the process of a legislation assembly Mock assembly
- My new friends of others delegation
- share cultures
- Social media workshop
- That I could debate and present my ideas and become confident. Food. Building community activities.
- That there are students from different schools.
- The best part about participating in PR/HYLI was learning about the bills and having very good teachers that helped me throughout the program and leading me.
- The best part for my was meet new friends and give to know my opinion.
- The engagement of the program, and the attention was good. Especially the speakers.
- The experience of getting to know new people bond with people who are similar to me.
- The food (2)
- The food and participate in the congress.
- the ice breakers

**“I liked being a part of my culture and sharing this experience with others. I liked learning about all the bills and issues this community faces.”**

**“I liked the ability to improve my public speaking, meet new people, and learn about our government.”**

**“The best part about participating in PR/HYLI was learning about the bills and having very good teachers that helped me throughout the program and leading me.”**

- The learning experience was amazing
- The Mock Assembly. A true unique learning experience.
- the organization and activities
- The people I met and the new experiences.
- the speeches that took place
- the trainers
- The workshops and meeting other delegation also dancing.
- Understanding laws
- What I like is the sense of a second family everyone fills the place with love.
- What I liked about participating in PR/HYLI is that I got to meet others from different cultures.
- What I liked the best was
- with the experience of to have acquaintance Albany and to have fight my rights and the immigrants

## Western New York

- All the opportunities of participating and meeting new people
- being in the U.S. capitol
- Dances, engagement in governmental procedure, meeting the assemblypeople, scholarships. (Thank you)
- Getting to meet new people
- I like that I got to know a lot of people and that they were very friendly. I felt like I was among family even though they were new faces.
- I like that I meet new people
- I liked the mock assembly
- I met a lot of new people
- Learning more about my identity as a Hispanic
- Meeting a bunch of different people
- Meeting new people!
- The best part was meeting new people
- The celebrating after the hard work

**“All the opportunities of participating and meeting new people.”**

## Missing Delegation

- Hot latinas

## What would make PR/HYLI better?

### Capital District

- Extending the days or having it longer to have enough time
- Give us a week instead of a weekend.
- Having different people debate the bills rather than having a lot of the same time. Also making it a little longer so theres more time.
- If one more day was added so that activities were not as rushed and pushed together and we could go to sleep earlier.
- Making the weekend longer so theres more time between activities.
- More in-depth in government (at least optimal)

**“Extending the days or having it longer to have enough time.”**

### Hudson Valley

- Have more engaging time with other delegation to create a comfortable environment
- Having a limited time for debating periods. Making certain workshops more interesting.
- I think that more in person sessicions (meetings) would be great. I learned more in person than online.

- I think that PR/HYLI is a good program that help the new generations. But also make more meets in person because we learned more.
- If it had more in person meetings
- Less virtual and more contact
- less zoom meetings
- Maybe allow kids to mingle outside of their leadership groups during training sessions.
- Maybe reduce the number of speakers at the beginning of the mock assembly. Sitting for so long without doing anything was a bit tedious. The speakers were very inspiring though.
- more in person meets
- More in-person meetings. Maybe once a month in-person. After-school online was a struggle because of clubs and sports, and other people have jobs. Choosing your own roommates. During the weekend make sure students can have at least 7-8 hours of sleep.
- More time to speak outside of designated groups, shorter speeches.
- The food

**“More time to speak outside of designated groups, shorter speeches.”**

### Long Island

- Being a little organized on time management as well explaining carefully the details of the trip.
- Extend it to another day!!!
- Extend the time for the mock assembly.
- For me is the best program.
- Having more in person sessions. More directions on how to complete asynchronous work (ex: debating bill graphic organizer)
- Having more trainings in person, not online.
- I think PR/HYLI is a great experience how it is.
- I think that giving the specialty roles more time to practice and learn what to do on their own would be beneficial, because I feel like Madame Speaker was overwhelmed from not knowing how to respond and constantly asking anything about it.
- I think what would make PR/HYLI better is that to the people not getting scholarships should get a medal or something.
- I would have liked to have been better informed before doing the mock assembly.
- I would make PRHLI better by allowing all students to be asked if they want a specialty role for speaker etc...
- I would put on more workshop session and maybe giving out a paper with all the parlimentry procedures during the mock assembly.
- I would say time, many students wanted to say a lot for the debate & were confused.
- I wouldn't know how to improve it, since it's fine how it is.
- If it lasted longer/if there were more trainings & preparation.
- If the event were longer (more days)
- Improve the organization a little more.
- Is perfect how it is.
- It is the best no change.
- It would be better if all delegates have a certain time to share their thoughts in Assembly and by that we would hear more points of view.
- Maybe a tour of UAlbany? other than that It seems amazing as it already is
- Maybe manage a better schedule/agenda
- Maybe to be able to participate in more than 1 workshop so we can get to know more people.
- Mock assembly clarification
- More in person meetings
- More in person rather than virtual training.
- More organization
- More organization and more trainings in order to be prepared rather than the other delegations.

**“Having more trainings in person, not online.”**

**“It would be better if all delegates have a certain time to share their thoughts in Assembly and by that we would hear more points of view.”**

- More organization, please, less zoom calls!
- More time for the activity.
- More time in Albany (2)
- More time together!!
- More training for the mock trial.
- Probably have more material on what to do at the workshops.
- Students being a bit more engaged with topics
- To try to give something to student when they are done maybe a diploma.
- Yes, maybe more organization in the mock assembly. For example, the time and how many delegates talk per bill.

## Syracuse

- A little bit more organization and time to process, especially for first timers.
- Better food, more time to rest
- Have fun activities
- Having more down time and not doing an activity every second of the day (Albany weekend)
- Having more time to hang out with friends at the institute weekend.
- I feel like PR/HYLI is already a very well organized program
- I think they should recognize all the delegates participating in PR/HYLI
- It was easy to notice that a lot of people were not used to the assembly procedures, even the speaker was having trouble. If other delegations could get more in-person practice, like us, then the Assembly would have gone much smoother.
- Less sudden changes
- Making sure events run on time.
- Maybe a less crammed Albany schedule
- Money to everyone
- More debate practice
- More food.
- More Hispanic food.
- More time to debate
- Nothing. I liked everything.
- Question 25
- They could take into account the participants that are attending for a second time so that they can get scholarships too.
- Waking up a little later maybe

**“A little bit more organization and time to process, especially for first timers.”**

## Monroe

- Everything is fine as it is.
- Having a little more time for last few bills.
- IDK
- Letting us sleep more.
- More food
- More organization at the mock assemble
- More time to debate bills during the mock assembly.
- Nothing
- Nothing everything is already good
- PRHYLI has been great overall, so if I had to choose something would be more time to sleep.
- System on how we debate. I wish I was able to say something during mock assembly.
- The teaching of formal/social ques in [illegible] debate. Our points were good, but parliamentary procedure caused confusion.

**“More time to debate bills during the mock assembly.”**

## New York City

- Allowing everyone to spk/being more on time.
- Be a little more organize at the mock assembly. Make sure everyone gets a chance to talk and participate.
- Be more organized because my paper work was lost so many times my name was gone from sign in sheet so many times transportation was also unorganized.
- Being able to share ideas more.
- - being more time efficient + organized - stop losing important documents - stop changing deadlines. It isn't fair for those who handed everything in on time. - stop favoring students
- Beter organization because they didn't know where the paper work was
- - Better communication between all parties - Paperwork being lost - Have people stand up when they want to speak instead of using a reservation to ensure everyone gets an opportunity to speak
- Better organization in the New York City delegation. There was too much paperwork and a lot of paperwork lost. This made students resign the same papers multiple times. Don't tell students about going or doing something unless you are a 100% sure because it's not fair to take it away.
- Better organizations, towards the end my delegation NYC had a lot of trouble and miscommunication due to a lot of papers being misplaced.
- Creating spaces to network.
- During the mock assembly, I was able to speak. However, many other delegates were not able to speak after signing up to do so and preparing for months. There were others who were chosen multiple times. This is unfair. My chaperone was very strict towards me but not the other members of the group. My chaperone kept confusing my name with other people and kept blaming me for the wrong circumstances.
- Give Ana and Eddie (NYC delegation) a raise
- Give my trainers a raise
- Give us as rest
- Have a better organization
- Have bud ready to pick us after Assembly
- Have more organization
- Having better organization in things for the next day.
- Helping more PR/HYLI members get their confidence higher so more members can take a part of debating as well as the activities.
- Honestly I don't see anything wrong with PR/HYLI. I wouldn't change anything.
- I think that nothing
- I would preserve more time for students in the assembly and I would like to have more educational opportunities.
- I would say time management, many kids didn't have the time to speak their arguments and also most of the time there was a change of schedule or we have to rush last minute.
- If it was more organized and everything actually was on time
- If it were more organized with what students should be prepared, better on time transportation to Staten Island. Not loosing papers
- If the NYC delegation was more organized. They lost my paperwork 3 times. One time they forgot to send us a bus back to Staten Island. Barely provided water during sessions.
- In the mock assembly, motivational speakers should have short speeches. Let us know about the assembly member we represent before hand.
- More details on how specific moments during the mock assembly function.
- more ice breakers

**“Be a little more organize at the mock assembly. Make sure everyone gets a chance to talk and participate.”**

**“I would say time management, many kids didn't have the time to speak their arguments and also most of the time there was a change of schedule or we have to rush last minute.”**



- More ice-breakers and activities
- More order at the assembly.
- More resources educating on how to properly execute the assembly procedures. Shorter speeches and speakers.
- No one who is unprepared goes to the general assembly.
- Not wake up so early
- not waking up so early
- Nothing, I think is already very good and organize
- Nothing.
- Please stick to deadlines. If a student didn't submit it's not everyone else's fault. The student should've been responsible and stuck to the deadlines.
- PR/HYLI was good but, the NYC branch was unorganized. I had my papers lost 3 times as well as many students. The food was repeated and awful. I was very disappointed at the fact that the outstanding delegates were told/promised a dinner with the senator/chancellors, and did not get told we weren't. Very sad. And angry, told all my family, now what do I say. Bad communication all around! The Albany trip had bad food. The part was good. In addition, PRHYLI was very untruthful to their word. I submitted by video for speaker of the house before the deadline. Lucia the current speaker of the house MISSED HER DEADLINE, and on top of that she did not follow the rules and did a presentation 2 weeks after the deadline. And she said "I did not know" yet PRHYLI bent their rules, wasted the people who made the videos time, and resorted to favoritism. -Tech Crew and NYC delegation did not communicate to me that my speaker of the house video did not go through and made me look like a fool on the spot. In front of everyone. Misinformation, misclarification, at the mock assembly, students worked hard on their bill and signed up online, and they did not get to speak as promised, wasting our time. Secondly, the speaker of the house was told that we could vote online by the scan of the QR code, but none of us could vote online, with the scan of the ID. When the students tried to speak up, and address the problem, we got told we were out of line, even though some of us weren't. Thirdly, people were being disruptive clapping, and not addressing the speaker in the speech and did not get kicked out. I worked hard on my bill on media literacy A8222, my mentor gave me valuable resources, only for 3 people to speak on the Bill to vote. Bad communication.
- Probably for the assembly. If the people have none order about who is/was talking
- speak in public
- That they have more order in the assembly.
- The better I make in PR/HYLI is to have fight my rights and of hispanic people
- The lessons of the government
- The preparation for the mock assembly should be more organized. And mock assembly itself should be larger.
- To make PR/HYLI better more networking activities, more info on writing a debate and more opportunities to use voice during sessions
- Try to gather more kids the more bigger the better, but there is a good amount of students
- Unsure.
- We should have the entire day for the mock. I would make sure that ALL the delegations would be able to speak at mock! I would make sure we had a FUNCTIONING way to vote! also less chaos/more organization and the speakers should speak LESS to respect our time at the mock. Also stop entertaining "Division" when there is no division.

## Western New York

- A less packed schedule
- Better food
- Better preparation for all specialty roles
- decompress the schedule so the student's wouldn't be so tired and exhausted in every thing they went to. (Add a day to the week)
- Everything was great but we deserve some time [illegible] so we can rest well.
- Help the schedule to get more rest
- Honestly I liked the majority of the things, only that there was not much coordination the day of the assembly.
- Improving the food
- Kids participating more
- Letting everyone debate once but setting a limit on "point of order" at mock assembly. Later wake-up times?

**"A less packed schedule."**

- More training, everyone was confused at the mock assembly
- Nothing
- Time/schedule

### Missing Delegation

- Nothing

### Is there anything else you would like to share about your participation in PR/HYLI?

#### Capital District

- I have a deeper connection & love for my people.
- I truly enjoyed it but I just wish there was more precise communication of what we would be doing. We should do practice mock assemblies in our PR/HYLI curriculum, and get more prepared.
- N/A
- No
- This experience is so special to me. I honestly did not want this weekend to end. I made so many friends and everybody here is so genuine.

**“This experience is so special to me. I honestly did not want this weekend to end. I made so many friends and everybody here is so genuine.”**

#### Hudson Valley

- I like my experience
- I liked that we were able to meet new people and make friends out of this.
- I love it! Thank you
- I will miss this experience
- If it is in person is better.
- I'm glad I got to participate in-person this time.
- It changed my life!
- It was a lot of fun
- It's been life changing. It changed my way of thinking for better.
- Nothing to share but thank you!!
- One of my friends got upset during the award ceremony. Giving one student 200 and another 1000+ got people upset. Maybe leave another day to give out scholarships, and have the award ceremony be just outstanding delegates and specialty roles.
- Thanks for an amazing weekend.
- That PR/HYLI teach me that be a Latino is amazing, wonderful, powerful, and the most important feel proud of be Latino

**“That PR/HYLI teach me that be a Latino is amazing, wonderful, powerful, and the most important feel proud of be Latino.”**

#### Long Island

- Everyone was amazing and I enjoyed my time
- I had a lot more fun than I thought I would
- I have found that my passion is leading organizing and above all else, encourage others
- I loved everyone I met and interacted with, I will never forget it!
- I loved everything!
- I really enjoyed my experience at PR/HYLI. If I ever have the opportunity I would like to participate in something similar in college.
- I really enjoyed this year more than the last one.

**“I have found that my passion is leading organizing and above all else, encourage others.”**

- I was a little shy to speak in English because of my accent but now it's different.
- I would just like to say thank you for this opportunity because I'll never forget it.
- I would like to say thank you. I enjoyed every single thing about PR/HYLI and would do it again given the chance. I think this program is an eye opener not only for politics but also for skills like living on your own and learning how to meet new people and make friends. These skills are important for the future such as college.
- I'm a rather shy person, it was nice to be able to engage a bit more with others. It was also nice to be able to take action in these activities.
- I'm glad I was able to get out of my comfort zone here.
- I'm so grateful for the experience I had. Thank you.
- It really help me on how to think like a leader and how to not be nervous and share/raise my voice.
- It was AMAZING! THANK YOU FOR Everything!
- It was amazing, you all were excellent teachers and chaperons. Thank you for everything!
- It was fun, I could meet someone very interesting
- It was just great
- It was way better than I thought, I liked everything.
- kpop [illegible]
- My role was Majority Whip and it was a role I really enjoyed and thank you for giving me this opportunity.
- N/A
- No
- None
- Overall I loved this program, made me realize that I have a voice that needs to be heard by everyone and I would love to come back next year and be prepared for more debates.
- People shouldn't make feel other people less just because they have a special roll.
- PRHYLI changes my life a lot now I can see the world in a different perspective, and thanks to PRHYLI I had met a lot of friends.
- Thank you so much :)
- Thank you!
- The hotel was nice for my first experience.
- Why is the toothpaste not in the room & why do you need to ask staff.

**“... I think this program is an eye opener not only for politics but also for skills like living on your own and learning how to meet new people and make friends. These skills are important for the future such as college.”**

## Syracuse

- At first I got a little stressed because of the dress codes. Although I understand the importance of formality, intelligence is defined by the person and not how you look or present yourself. Personally it is very important to me to feel comfortable with my way of expressing myself through my style, to feel comfortable and accepted. For the future and for the next generations of PRHYLI graduates I would like you to let students wear what they want, to express their personal style with freedom and confidence. I would like to suggest an extra workshop that specializes in feminism and gender (even separate on those topics) since in Latin America there are many problems related to these topics. Feminist marches/feminism in general. The need to commemorate the 8M. Not to celebrate it. Femicides. Transphobia and LGBTQI+ phobia in the community. There are many issues that need to be addressed and discussed in this community
- I <3 PR/HYLI
- I <3 women
- I love the teacher the friends that I made here and principally I love all that I learn
- I met knew friends and it made a more sociable person
- I would just like to say thank you guys for giving us the cofidence to participate
- It changed me in every aspect. I have more confidence and I'm more aware about issues in society and how to fix them.

**“It changed me in every aspect. I have more confidence and I'm more aware about issues in society and how to fix them.”**

- It was the best time I had in a while
- N/A
- No
- Nope!
- Nothing much, but I would have liked to have had a scholarship because I put in all of my effort and day dreams just to complete what I needed for that.
- That when I started to participate in PR/HYLI I thought it was boring until the third meeting we had and from then on I changed my point of view and in the end I liked everything and it was a great experience.
- The dances were fun.
- The food was
- This program opened many doors for me and gave me confidence, knowledge, and much more. I was also able to receive scholarships from college and be accepted into honors diversity programs as well and I believe this program really helped me in that regard as well.
- Workshops and participating learning what democracy is in pictures.

### Monroe

- About how to debate.
- All of the people were wonderful, friendly. I loved it.
- I can't wait until next year
- I loved everything, the only thing that made feel some type of way was the whole situation for the outstanding delegate gala.
- I loved it!
- I spoke as clerk even w/a speech impediment. To be in the front seats with my people of light and darker colors like me and the Governor it felt the way it should.
- It was a very nice experience.
- It was all a success
- It was really fun and it changed my perspective on the importance of participation in government.
- No
- That it was competitive

**“It was really fun and it changed my perspective on the importance of participation in government.”**

### New York City

- Ana (trainer) really made my 2 years at PRHYLI memorable.
- Ana and Eddie were amazing trainers always well prepared they made my PRHYLI experience a positive one even if there was things that needed to improve. Please provide better food. I did not eat well this whole trip.
- commitment and strength
- Eddie and Ana deserve a raise
- Eddie and Ana were a great asset in filling us in on what we needed and what we were going to do. With their guidance I was well prepared for anything.
- Eddie and Ana were the best trainers and they deserve a raise
- Give Edwin and Veronica a raise
- Give my trainers a raise
- I am interested in learning more about
- I am motivated to come again because of Ms. Ana, Ms. Doris and all the new friends I made.
- I appreciate the counselors Doris Duarte and Edwin they uplifted me as a student and helped me throughout the program. I also appreciate the Aspira Crowd for allowing us to interconnect and represent our cultures.
- I became more of a leader. ELITE ANA SANABRIA Eddie Descn ARAIF [illegible] GOOD TRAINERS!
- I had a lot of fun
- I had an amazing time and it was an honor to represent my school and delegation.

- I liked how we all connected through culture. Furthermore, I liked how we were given a chance to have a voice.
- I love the trainers.
- I loved everything and everyone on this trip.
- I loved it, I met new people, learned new things and I had fun after all. I hope to be present in the next mock assembly.
- I loved it. Truly it was something I will never forget and will love to be back next year.
- I think it would be better at the Mock Assembly if there is more organization because I only participated 1 time and a lot of my partners didn't participated.
- I think its deepy upsetting that almost half of the NYC delegation did not speak. There way wayyyy too much confusion at the mock and I did NOT enjoy it.
- I will be bringing friends because I had so much fun
- I'd like to share that I had a great teacher Ms. Ana Sanabria. I could tell all the dedication she puts in her work and how shes so caring towards her students.
- It allow me to be more open minded about what going on in my community
- It is a wonderful experience filled with learning experiences and enjoy every minute of the program.
- It was a marvelous experience and without a doubt I would recommend others to take it. It forever will be an unforgettable experience.
- It was a nice experience and would recommend it to those who are interested in the legislative branch.
- It was good :)
- Ms Ana was an amazing teacher. Next time they should be more organized.
- Ms. Sanabria and Eddie are the best because they actually explain everything
- My participation in PR/HYLI were better, since I can work in the class; for example I work in Tik-Tok
- No (2)
- No thank you, it was great!
- No, nothing but thanks for the opportunity
- No, really it was a very nice experience.
- Nothing at this moment.
- Nothing else
- Noup, just that thank you for the experience
- Provide a later breakfast schedule. There was a lot of favoritism. A lot of positions were chosen unfairly.
- That I could nos speak
- The Adults Were Awesome
- The trainers are very good and kind, especially Ana Sanabria who helped me throughout the program, and has been an admirable and inspiring person for me
- There needs to be better communication between everyone in events so everyone knows whats going on. However, overall my experience at PR/HYLI was a good one.
- What I would ike to share is the leassons they give you ad also they security they make you have.
- Yes, is the best program we learn a lot

**“I think it would be better at the Mock Assembly if there is more organization because I only participated 1 time and a lot of my partners didn't participated.”**

### **Western New York**

- I appretiate the opportunity and love from this program
- I have never felt more comfortable in my own skin in my entire life and it's because of this program
- I loved it!!
- It was awesome to be in a room full of Latinos
- It was really interesting and fun
- It was, great!!
- Its amazing and I enjoyed

**“I have never felt more comfortable in my own skin in my entire life and it's because of this program.”**

- N/A
- No
- Teachers were very helpful answering thoughts. They did great in our trainings.
- The people and staff are incredibly kind and helpful