



# PR/HYLI Annual Report

Questar III BOCES

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## Executive Summary

The 2023-2024 PR/HYLI Annual Report outlines the progress and achievements of the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) under the leadership of Questar III BOCES. For over sixteen years, Questar has spearheaded the implementation of PR/HYLI, aimed at fostering leadership skills, public speaking abilities, and an in-depth understanding of the legislative process among high school students across New York State.

PR/HYLI is a multi-stage program that includes Home Delegation Trainings, a three-day Leadership Institute in Albany, and Community Continuation activities:

### Home Delegation Trainings

Students participate in a minimum of 30 hours of workshops, focusing on leadership, teambuilding, public speaking, and understanding the state legislative process. These trainings prepare students for the subsequent stages of the program.

### Leadership Institute

Held in Albany, this weekend brings together students from all seven regional delegations for youth development workshops and a Legislative Mock Assembly Session in the New York State Assembly chamber. This session allows students to practice parliamentary procedures and debate skills.

### Community Continuation

After the Leadership Institute, students return to their communities to continue applying the skills they have developed. Selected outstanding delegates also have opportunities to visit Washington D.C. and Puerto Rico for additional development experiences and advocacy work.

## Key Insights



### Enhanced student engagement and confidence

Students reported notable increases in confidence, particularly in public speaking and understanding parliamentary procedures. This boost in confidence is crucial for their personal and academic growth.



### **Effective curriculum delivery**

The structured curriculum, delivered in both Spanish and English, ensured inclusivity and accessibility, catering to students' diverse linguistic backgrounds.



### **Positive feedback from participants**

Both students and adult chaperones provided overwhelmingly positive feedback about the program's impact on their knowledge and skills. The satisfaction levels were exceptionally high, indicating the program's effectiveness in meeting its objectives.



### **Valuable networking opportunities**

The Leadership Institute and trips to Puerto Rico and Washington D.C. provided students with invaluable networking opportunities, fostering a sense of community and shared purpose among participants.

## **Recommendations**



### **Share best practices and lesson plans across delegations.**

Disseminate successful supplementary lesson plans and activities developed by individual delegations to all PR/HYLI sites. This will ensure all students benefit from innovative and engaging civic engagement opportunities.



### **Ensure all delegation home training materials are bilingual.**

Ensure all training materials, including video subtitles and PowerPoint slides, are available in both Spanish and English to accommodate all students effectively.



### **Extend legislative mock assembly time.**

Allocate additional time for the Legislative Mock Assembly to allow more students the opportunity to participate fully. This will enhance their experiential learning and engagement with the legislative process.



## Introduction

Over the past sixteen 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.

Across New York State, there are 7 regional delegations:

- Capital District
- Hudson Valley
- Long Island
- Monroe
- New York City
- Syracuse
- Western New York

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 that center around an annual theme, including ongoing Home Delegation Trainings hosted at each regional site, a three-day Leadership Institute in Albany, and Community Continuation activities completed at home sites after the Leadership Institute. This year, the overarching learning theme for the institute was, “The Art of 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 and the annual theme are selected by the PR/HYLI state project team 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 training, as they prepare for the next stage of the program.

### Leadership Institute

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 training 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 training and used during the Leadership Institute, 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 to Washington, D.C., 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 Training, Leadership Institute, and various educational trips during the second 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, Amy Puca, M.A., M.S., had primary responsibility for the evaluation, and was supported by 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 collaborated with the PR/HYLI state project team 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 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 second year of the project is provided in the table below.

Table 1.

### Year 2 Evaluation Plan

Evaluation Activity	Program Responsibilities	Timeline
Information Gathering at Home Delegation Sites	Provide detailed Home Delegation Training schedule (as available)	Fall 2023
	Assist with in-person coordination	Fall 2023
	Review Home Delegation feedback report	Winter 2024

Evaluation Activity	Program Responsibilities	Timeline
Surveys of Youth Students & Staff/Chaperones	Provide feedback on & approve created measurement tools	January – March 2024
	Administer surveys and provide subsequent data to VIA	Spring 2024
	Review survey reports	Spring 2024
Final Reporting	Ensure all final data are provided to VIA	June 2024
	Review final report	June 2024

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 PR/HYLI program 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 from the first year of the project are 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 Leadership Institute, 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 2 Evaluation Data Collection Methods & Analysis

Evaluation Activity & Topics	Data Collection Method	Analysis
<p><b>Home Delegation Training Site Visits</b></p> <p>Topics: youth learning and development; in-depth knowledge of the state legislative process; engagement in home delegation development workshops; development of public speaking, critical thinking, and debate skills; expansion of relationships/career/educational opportunities, and community engagement.</p>	<p>The VIA evaluation project manager and research associate observed each home delegation once prior to the conference and completed observation tool (see Appendix A for complete tool).</p>	<p>Each delegation was 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.</p>
<p><b>Surveys of Student Participants &amp; Staff/Chaperones</b></p> <p>Topics: youth learning and development; programming that aligns to youth and program leader expectations; in-depth knowledge of state legislative process; development of public speaking, critical thinking, and debate skills; participation in the institute conference, Legislative Mock Assembly, and interactions with elected officials.</p>	<p>Paper surveys were disseminated by PR/HYLI staff at the end of the Puerto Rico trip, Albany conference weekend, and Washington, DC trip. Surveys were scanned and emailed or postal mailed back to VIA and entered in SurveyMonkey by VIA staff. Any student responses provided in Spanish were translated into English before data entry (see Appendix B for a copy of the surveys).</p>	<p>Results for each survey were compiled into a report for program staff. Each report included data visualizations of quantitative results and summaries of common themes identified from open-ended questions. General themes from the report were used to inform key findings and program recommendations.</p>



## Evaluation Findings

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

### Home Delegation Training

From October 2023 through April 2024, the 7 PR/HYLI delegations each facilitate a minimum of four training sessions.

Depending on the home delegation, these sessions were offered during the school day, after school, or on Saturday mornings. Some sessions were held in-person while others were virtual. The training session curriculum includes 14 different modules. The topics varied from leadership, public speaking, democracy, how a bill becomes a law, parliamentary procedures and decorum, analysis and study of bills, advocacy, writing a scholarship essay, and debating with political party affiliation.

#### Data Collected

VIA staff coordinated with the PR/HYLI state project team to observe one training session at each home delegation; five (WNY, Capital, Syracuse, Monroe, NYC) were observed in-person and two were observed virtually (Hudson Valley and Long Island). Home delegation trainers were notified in advance. VIA staff observed a variety of modules and exercises and the site visits lasted for two hours. Most of the home delegation training included two primary trainers and some support staff assisting. Student attendance varied by delegation, ranging from 16 students to approximately 80 students. Attendance was difficult to capture in virtual sessions where students would log on and off at various times. The completed observation summaries are included in Appendix A.



Photo of Syracuse Delegation Welcome Sign.

Photo of Capital Delegation Training.



#### Findings

Overall, students were actively engaged in delegation training activities. **Across all delegations and modules, when activities incorporated real-life examples and prompted students to share about or reflect on their own lived experiences as it applied to the lesson, there was the most engagement, even from quieter students.**

PR/HYLI staff were able to keep student participation strong by moving throughout the

classroom to check in with students for understanding and answer questions one-on-one. Since the content was new to many students (i.e. parliamentary procedures), when the staff normalized questions, it encouraged students to participate even if they were uncertain.

Content was presented in both Spanish and English for students. Some students were Spanish-dominant, some English-dominant, and some students were fully bilingual. PR/HYLI staff translated content verbally and in presentation materials. Bilingual students were given additional leadership opportunities, including facilitating team-building activities.

The delegation training focused on building knowledge and skill in three areas: Leadership, Democracy, and Public Speaking. Across all delegations and modules, students had multiple opportunities to practice their public speaking skills. Democracy and Leadership activities were more dependent on what the module was. PR/HYLI staff routinely provided direct and prompt feedback to students on their public speaking performance. Staff worked to offer encouragement to students who were hesitant or scared to speak out and normalize their fear, while also challenging all students to participate and grow their skills.

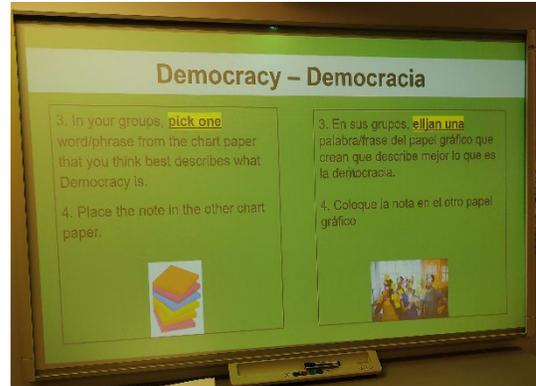


Photo of Capital Delegation Training Exercise.



Photo of Monroe Delegation Training.

There was similar structure and organization across the delegation training sites, with some variation in the staff implementation.

**Returning PR/HYLI staff had a better understanding of the right pace/length for specific activities to maintain student engagement. Newer PR/HYLI staff were still learning how much time to give for each activity.** Certain delegations created their own activities to supplement module content, like Syracuse’s “Speed Leading Session”, which provided civic engagement and networking opportunities to students.

There was a range of abilities and confidence displayed by the students within each delegation. It was clear which students were returning for a second year of PR/HYLI and which were new to the program. PR/HYLI staff created a welcoming environment for all participating students.

## Student & Staff/Chaperone Feedback

In the Fall of 2023, VIA collaborated with the PR/HYLI state project team to develop the student participant feedback surveys for the Delegation Training, Leadership Institute, Puerto Rico trip, and Washington, D.C. trip. Using a collection of previously used and newly designed questions, the survey students' experiences across all 3 stages of PR/HYLI. The surveys look to provide an understanding of the program's impact on student learning, and student's knowledge and skill building throughout the Leadership Institute, and student satisfaction with program activities.

VIA and PR/HYLI state project team also collaborated to develop three additional surveys. A staff/chaperone feedback survey for the Albany Institute, delegation leader feedback survey for the train-the-trainer workshop, and a PR/HYLI student alumni survey. These surveys will be administered in the next program year.

### Data Collected

Student and staff/chaperone surveys were distributed at the end of the Leadership Institute. Surveys were also distributed to students at the end of the Puerto Rico and Washington, D.C. trips. All surveys were collected by PR/HYLI staff and were either scanned and emailed or postal mailed to VIA for data entry. Any responses provided in Spanish were translated into English for analysis. The completed survey report with data visualizations and full survey comments is included in Appendix B.

### Findings

In November 2023, 7 student PR/HYLI participants traveled to Puerto Rico to attend the SOMOS, Inc. Conference and learn more about government, leadership, and advocacy. At the conclusion of the conference, participants were asked to share about their experience as well as how their participation in PR/HYLI impacted that experience. All 7 students completed the survey.

**“[This trip] Helped with critical thinking & being able to accept that there's more than 1 side to things; people have different perspectives. It's also helped me appreciate all the processes that go into governing people & doing things to help them.”**

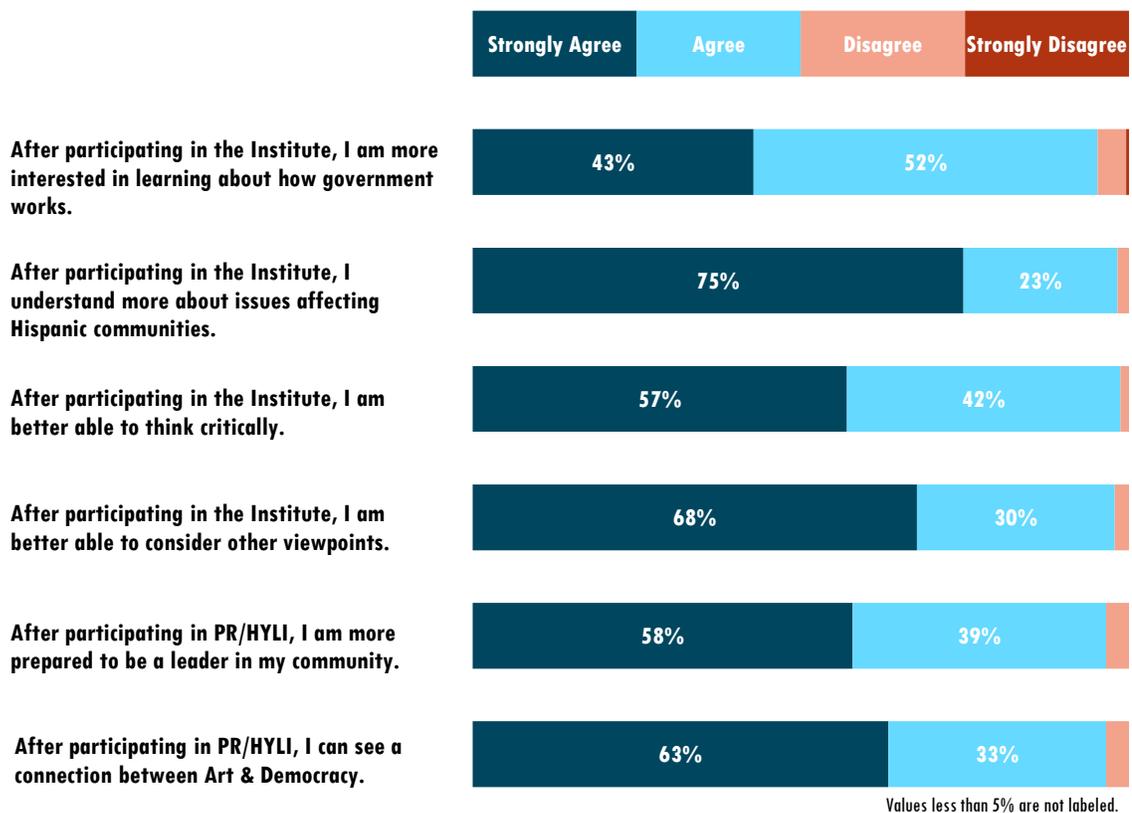
When providing feedback related to their knowledge and skill acquisition results were overwhelmingly positive, with all questions receiving responses of strongly agree or agree from all students. Responses to how much they learned about the roles of important leaders, how the government works, and the differences between the government of Puerto Rico and New York State government were also positive, with all students reporting an increase in knowledge.

In March 2024, 267 student delegates from PR/HYLI traveled to Albany to attend the three-day Leadership Institute. At the conclusion, participants completed a feedback survey that asked about their experience at the Leadership Institute. A total of 233 students completed the survey, an 87% response rate.

Results related to students’ knowledge and skill acquisition were overwhelmingly positive, with all questions receiving responses of strongly agree or agree from 90% or more of students, as shown in Figure 1 on the following page.

Figure 1.

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



**“I started to think more critically. And started to relate some of the things I learned in PRHYLI with some topics seen in school and in my everyday life.”**

The biggest change in knowledge reported by students was around parliamentary procedures. Prior to participating in PR/HYLI, 74% of students reported knowing nothing or a little on the topic. After PR/HYLI, only 13% reported knowing nothing or a little and 87% reported knowing some or a lot about parliamentary procedures, as displayed in Figure 2 on the following page. **Across all questions about participants’ knowledge before and after PR/HYLI, the highest**



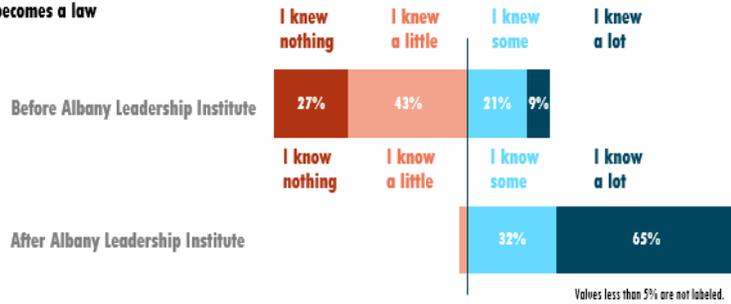
**reported knowledge after the institute was around what makes a good leader, with 98% of students reporting knowing some or a lot about the topic.** The smallest reported change in knowledge was around the 3 branches of government, with 68% of students reporting they had some or a lot of knowledge before PR/HYLI.

Overall, more than half of students reported knowing nothing or a little on 3 of the 6 knowledge domains before PR/HYLI. After the institute, 87% or more of students reported knowing some or a lot across all knowledge related topics.

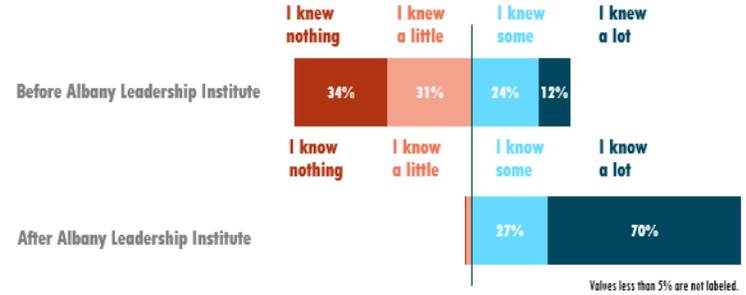
Figure 2.

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

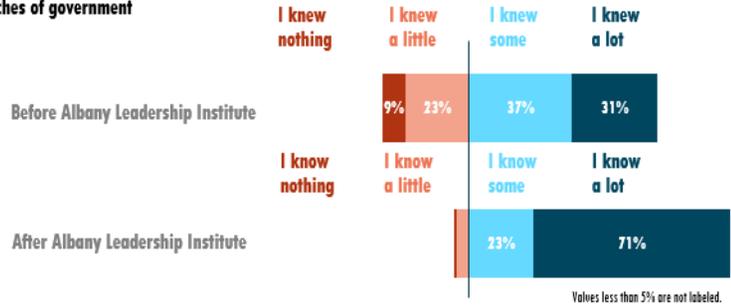
How a bill becomes a law



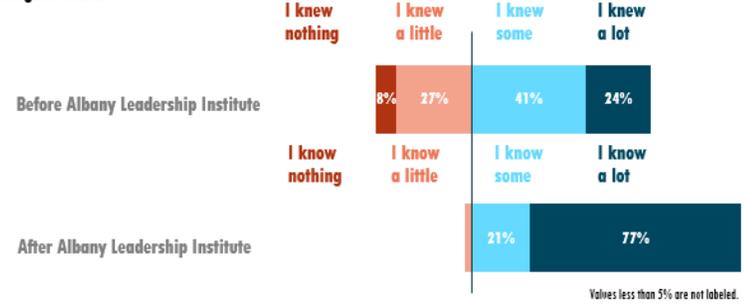
How to develop an argument for or against a bill



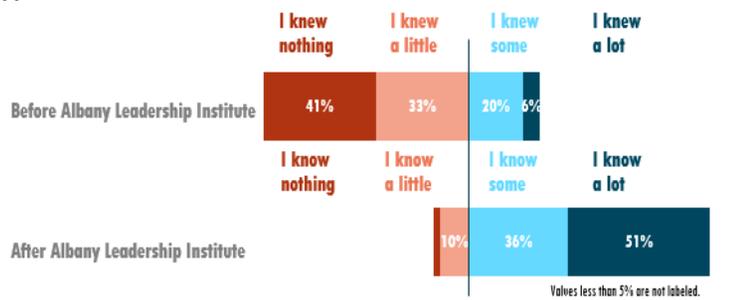
The 3 branches of government



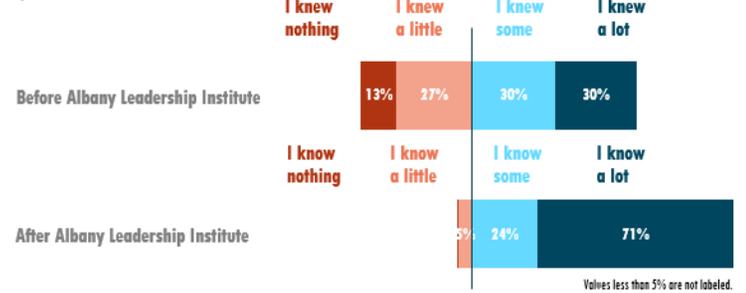
What makes a good leader



Parliamentary procedures



How to identify a credible resource



The biggest change in confidence reported by students was around public speaking. **Before PR/HYLI, 54% of students reporting feeling not at all or a little confident with this skill. After PR/HYLI, only 8% reported feeling not at all or a little confidence and 92% felt somewhat or very confident with public speaking** (see Figure 3 on the following page). The smallest reported change in confidence was around the skills for interacting with adults, with 69% 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 in 5 of the 7 confidence domains. After the institute, 87% or more of respondents reported feeling somewhat or very confident across all topics (Figure 3 below and Figure 4 on the following page).

**“Definitely improved my public speaking and planning skills. PR/HYLI forced me to plan and research.”**

Figure 3.

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

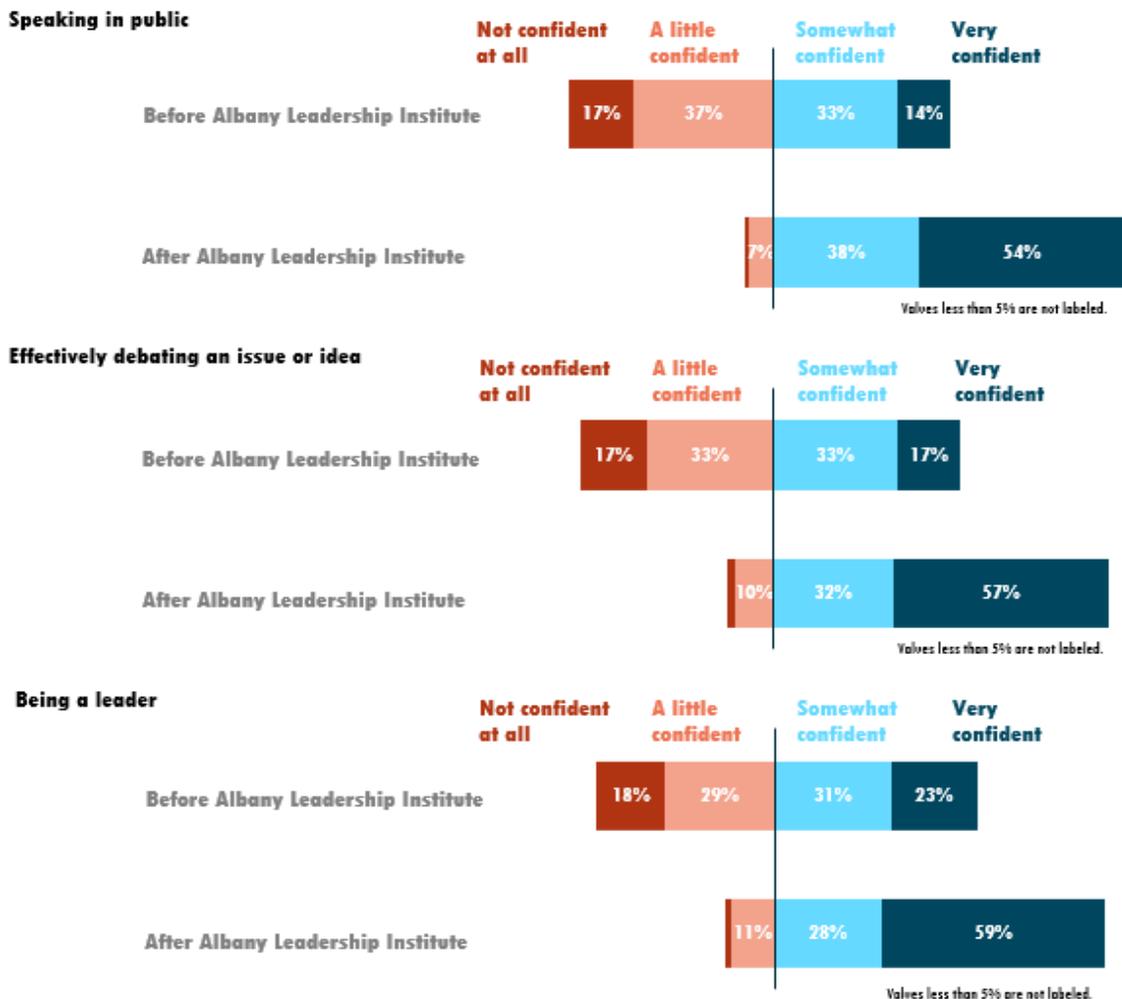
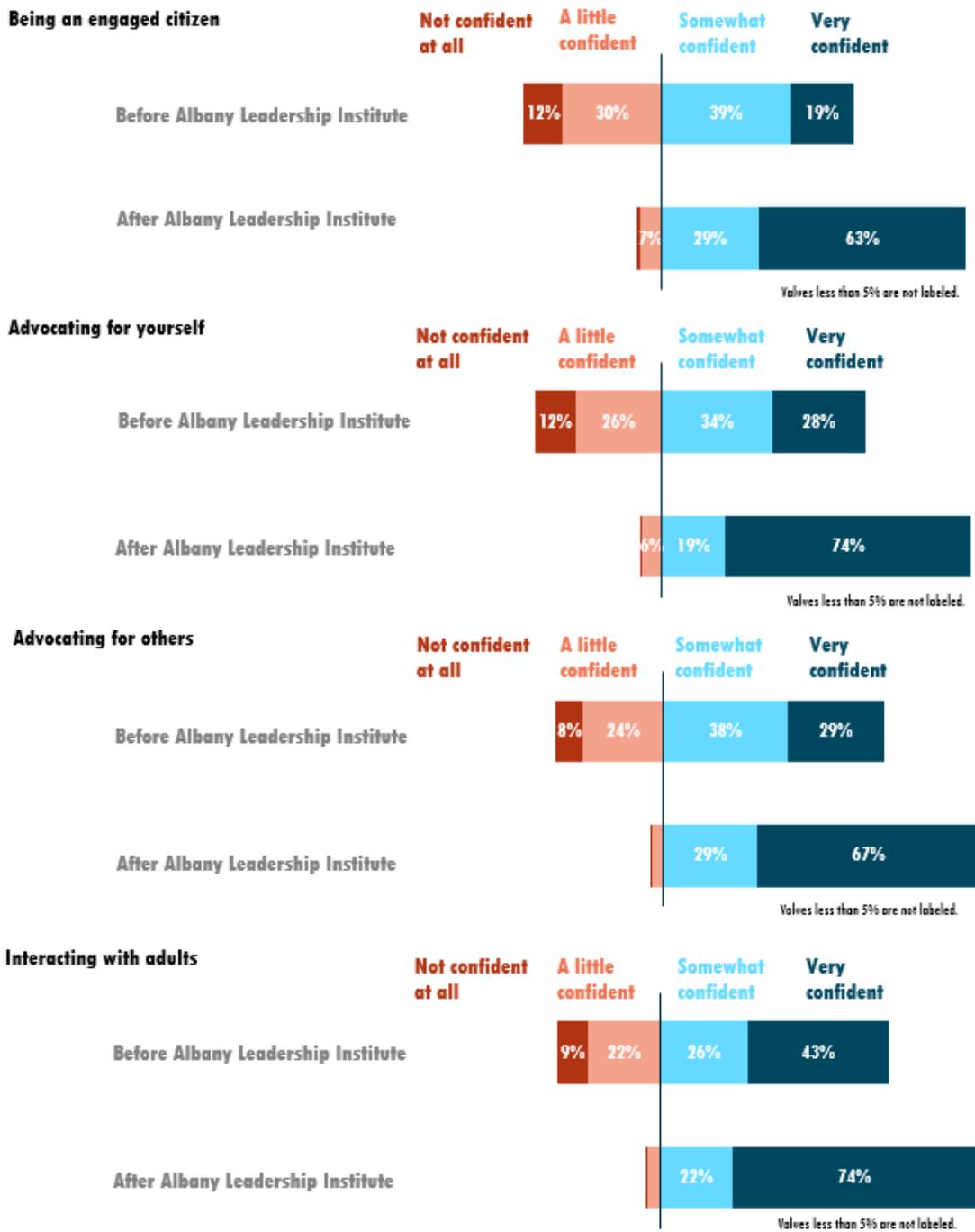


Figure 4.

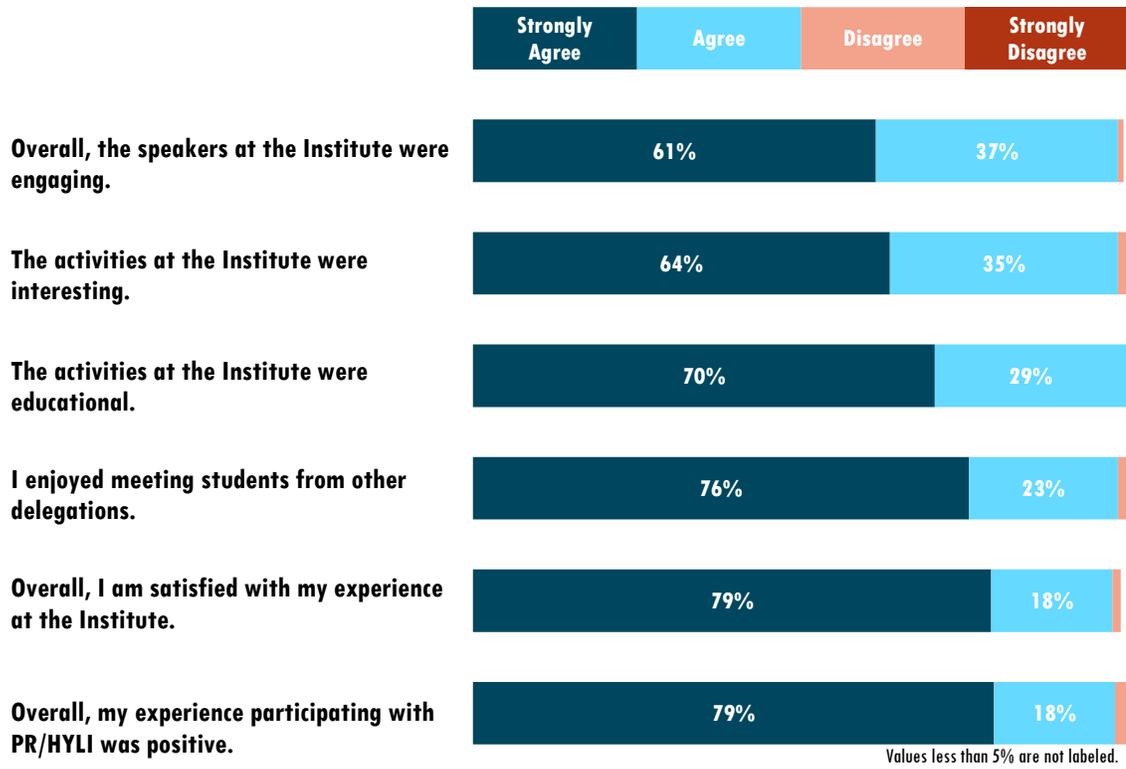
**Student confidence in citizenship, advocacy, and adult interactions all increased after they participated in PR/HYLI.**



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. More than half of the responses to each satisfaction question were in the highest agreement category (Figure 5 below).

Figure 5.

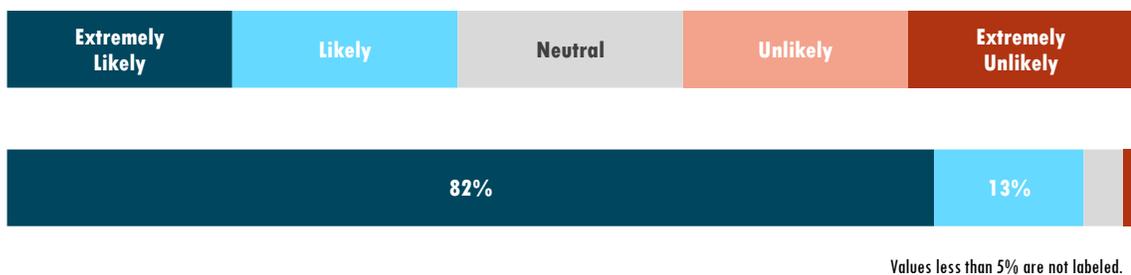
**99% of students found the Leadership Institute activities interesting and educational and enjoyed meeting students from other delegations.**



When asked if they would recommend the Leadership Institute to other students, 95% said that they were likely or extremely likely to do so, as shown in Figure 6 below.

Figure 6.

**Most students are likely to recommend PR/HYLI to other students.**



When asked what they learned throughout the year in their PR/HYLI delegation that impacted their performance at the Institute, common themes pulled from the qualitative response included getting out of their comfort zone and gaining confidence along with increasing knowledge and skill building. **Students' responses aligned with the PR/HYLI program goals and focus areas of public speaking and communication skills, building an effective argument, being a leader and advocating for themselves and others, and understanding the parliamentary procedures.**

**“Being able to attend an assembly and actually use real legislative tools at such a young age was an incredible experience.”**

When asked about future plans, **72% of seniors who plan to attend college will be a first-generation college student.** Students were also asked what additional content they would have liked to see included in the Institute. 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. During the Legislative Mock Assembly, students recommended better time management to allow more students to speak, which is the same feedback students provided after last year's Institute. However, this year, while still suggesting additional time for students to network with other delegates, they recommended finding time for students to attend more than one workshop, whereas last year they suggested fewer activities. **There was also substantial feedback on the topics of bills that were debated. Students recommended having a variety of options, not just immigration related topics.**

**“This is a once in a lifetime opportunity, before I came to this Institute I had never had an experience where I was surrounded by only Latino people, only my people. I have learned so much regarding the government of the country I live in and I have faith that I can make a change.”**

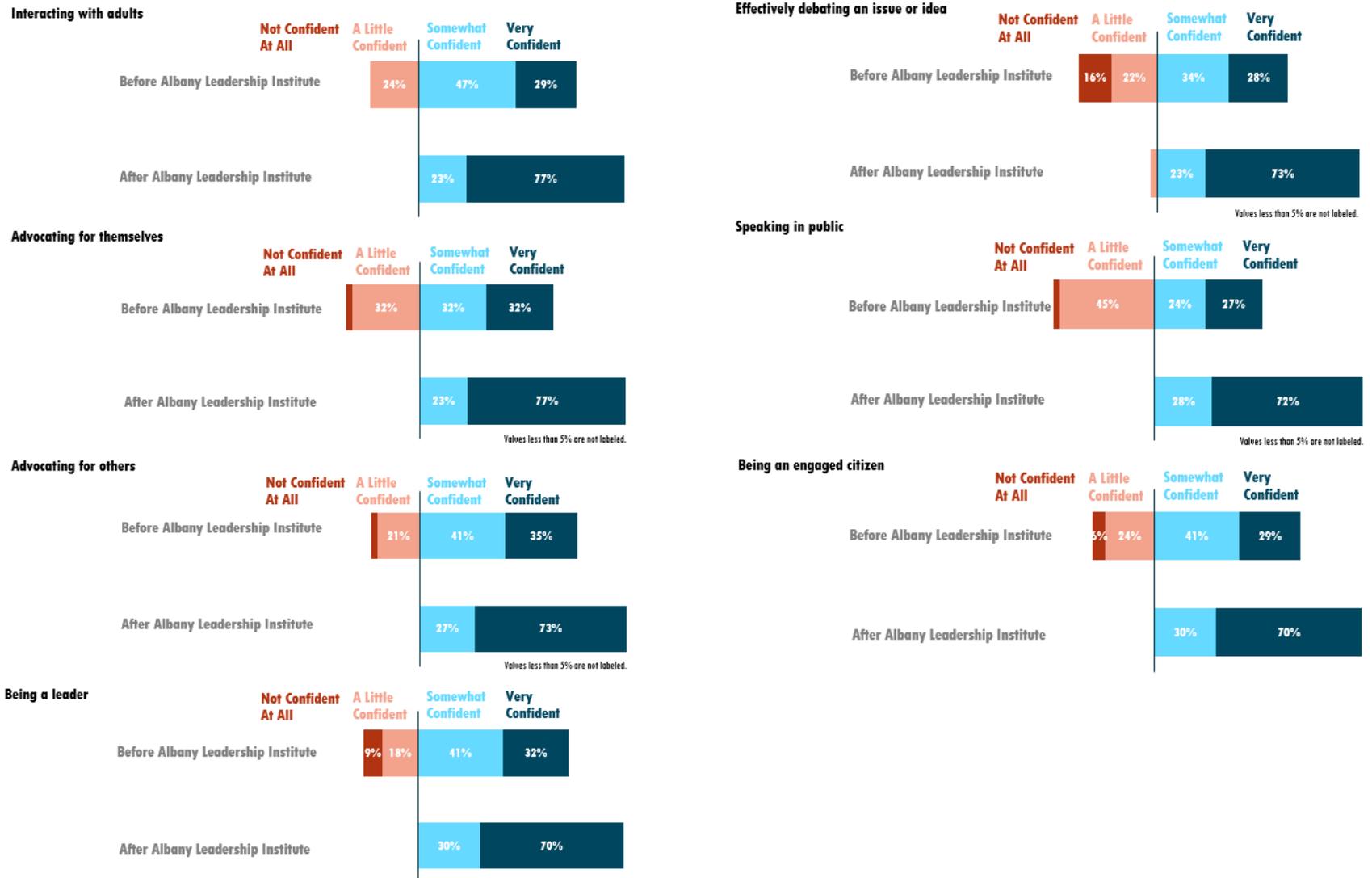
Additionally, 37 adult chaperones and trainers completed a feedback survey for the Leadership Institute and how they believe it impacted their students. Respondents reported that participating in the Leadership Institute increased students' confidence in multiple areas. The biggest change in confidence reported by adults was around students' public speaking skills. **Before PR/HYLI, 49% of adults described students as not at all or a little confident with this skill. After PR/HYLI, 100% felt students were somewhat or very confident with public speaking** (see Figure 7 on the following page).

Ultimately, at least half of adults reported feeling students were somewhat or very confident prior to PR/HYLI in all 7 confidence domains. After the institute, 96% or more of

respondents reported students were somewhat or very confident across all topics (Figure 7 on the following page).

Figure 7.

**Adults' view of student confidence in public speaking, debating an issue, advocacy, citizenship, leadership, and interacting with adults increased after they participated in PR/HYLI.**



Adults were asked what the most impactful elements of the Institute for their students were and common themes included the mock assembly, the opportunity to meet Latinx students from across the state, and the exposure to role models who share their experience were the most impactful elements of the Institute.

In future years, respondents recommended providing more time for training, more interactions with elected officials, and additional workshops about applying to colleges/trade schools and applying for scholarships. Respondents also recommended adding a discussion about ways undocumented students can participate in democracy and providing some background information about the history of PR/HYLI to students.

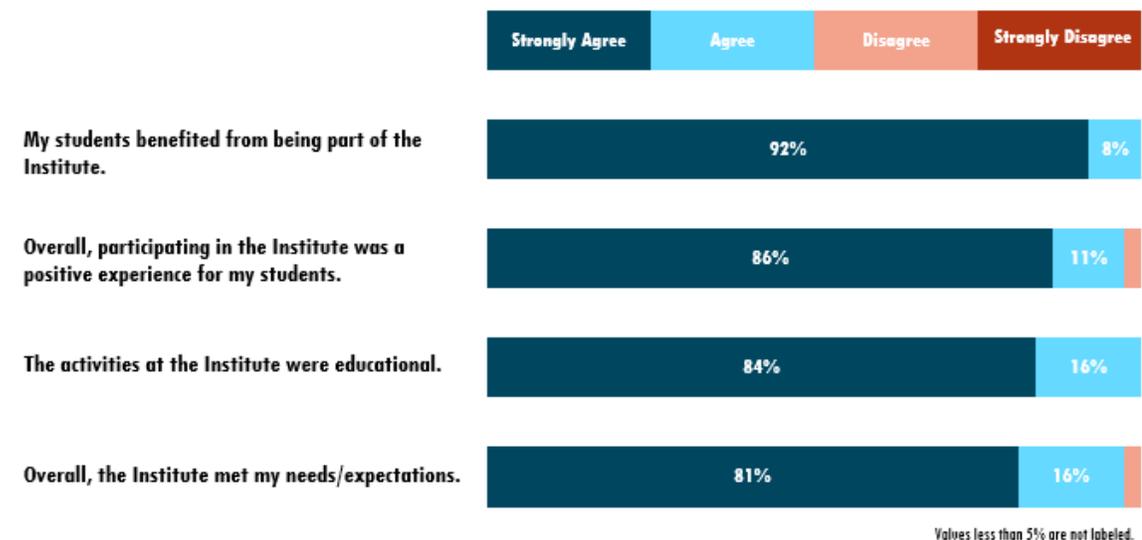
When providing satisfaction related feedback, results were overwhelmingly positive, with all questions receiving responses of strongly agree or agree from 97% or more of adults (Figure 8 below). Most respondents (95%) said that they were extremely likely or likely to recommend the Leadership Institute to other students.

**“I have not encountered a program with this level of transformative potential in my 20+ years of education. It is evident in the students' growth over the months, and especially the weekend, that this program changes lives”**

**“PRHYLI es el lugar donde los chicos aprenden a expresar lo que piensan. Aquí es el lugar donde los motivan a ser líderes de nuestra comunidad”**

Figure 8.

**100% of adults found the Leadership Institute activities educational and that their students benefited from being a part of the Institute.**



In June 2024, 13 outstanding student delegates from PR/HYLI traveled to Washington, D.C. to meet with representatives and learn more about government, leadership, and advocacy.

**“I learned about more educational opportunities I can have in my future studies thanks to the aides and interns.”**

meeting with elected officials was the most impactful part of the trip. Students reported using what they learned about bills and the legislative process from PR/HYLI training sessions during the trip.

At the conclusion, participants completed a feedback survey that asked about their experience in Washington, D.C., as well as how their participation in PR/HYLI affected that experience. A total of 10 students completed the survey, a 76% response rate.

When providing feedback related to their knowledge and skill acquisition results were overwhelmingly positive, with all questions receiving responses of strongly agree or agree from all students.

Most students reported that

**“PR/HYLI helped me at the time of having a conversation with the elected officials about legislative**



## 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.

Throughout the 2023-2024 grant period, the PR/HYLI program has continued to make significant strides in promoting leadership and civic engagement among participating youth across New York State. The comprehensive approach, encompassing Home Delegation Trainings, the Leadership Institute, and Community Continuation activities, has demonstrated a substantial impact on students' knowledge, skills, and confidence.

### **Enhanced Student Engagement and Confidence**

Students reported notable increases in confidence, particularly in public speaking and understanding parliamentary procedures. This boost in confidence is crucial for their personal and academic growth.

### **Effective Curriculum Delivery**

The structured curriculum, delivered in both Spanish and English, ensured inclusivity and accessibility, catering to students' diverse linguistic backgrounds.

### **Positive Feedback from Participants**

Both students and adult chaperones provided overwhelmingly positive feedback about the program's impact on their knowledge and skills. The satisfaction levels were exceptionally high, indicating the program's effectiveness in meeting its objectives.

### **Valuable Networking Opportunities**

The Leadership Institute and trips to Puerto Rico and Washington D.C. provided students with invaluable networking opportunities, fostering a sense of community and shared purpose among participants.

## Recommendations

To build on the successes of the current evaluation period and further enhance the PR/HYLI program, the following recommendations are proposed:



### **Share best practices and lesson plans across delegations.**

Disseminate successful supplementary lesson plans and activities developed by individual delegations to all PR/HYLI sites. This will ensure all students benefit from innovative and engaging civic engagement opportunities.



### **Ensure all delegation home training materials are bilingual.**

Ensure all training materials, including video subtitles and PowerPoint slides, are available in both Spanish and English to accommodate all students effectively.



### **Extend legislative mock assembly time.**

Allocate additional time for the Legislative Mock Assembly to allow more students the opportunity to participate fully. This will enhance their experiential learning and engagement with the legislative process.



### **Improve conference organization and time management.**

Address the feedback regarding the organization and time management of the conference weekend. Streamlining the schedule and allowing sufficient time for each activity will enhance the overall experience for participants.



### **Diversify workshop topics.**

Include a broader range of workshop topics during the Leadership Institute. Consider adding sessions on college applications, scholarship opportunities, and ways undocumented students can participate in democracy.



### **Enhance alumni engagement.**

Develop strategies to maintain engagement with PR/HYLI alumni, providing them with continued opportunities for leadership development and community involvement.

By implementing these recommendations, the PR/HYLI program can continue to foster a supportive and enriching environment for youth, empowering PR/HYLI students to become informed and active leaders in their communities.



## Appendices



## Appendix A: Home Delegation Training Site Visit Tool & Results



## Appendix B: Survey Tool & Results