

PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE (PR/HYLI) – QUESTAR III BOCES

Year 2 Evaluation Summary

July 2024

Key Evaluation Activities

What has happened in Year 2?



Findings

What have we learned?



Recommendations

What comes next?





Introduction

This past year, the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) completed its 34th year of youth development and mock assembly experiences. This year's theme was **“The Art of Democracy”**.



Headed by Questar III BOCES (Questar), participation in the PR/HYLI consisted of 3 stages:

- **30 hours** of Home Delegation Trainings
- **2.5 days** of the Albany Conference Weekend
- **Countless opportunities** to further learning through Community Continuation (for some delegates this includes a trip to Puerto Rico or Washington, D.C.)

Questar collaborated with Via Evaluation (VIA) to create an evaluation plan to measure the project's progress towards the goals and focus areas of the grant across all program stages. This report summarizes these efforts, results, and the recommendations for future evaluation strategies.



KEY EVALUATION ACTIVITIES

Planned Evaluation Activities for Year 2



Key Evaluation Activities

What has happened in Year 2?



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KEY EVALUATION ACTIVITIES



01 Surveys of Student Participants & Staff/Chaperones

At the end of the Albany Conference weekend, surveys were administered to all students and staff to assess student learning and development, while also collecting general feedback on the weekend and the overall institute experience. Surveys were also collected from students who participated in the trips to Puerto Rico and Washington, D.C.

02 Information Gathering at Home Delegation Site Visits

Throughout the year, each delegation was observed once. The observation tool was aligned to the intended focus areas of the project.

FINDINGS

Learnings and Feedback from Evaluation Activities



Key Evaluation Activities

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Overall Participation



Site visits were completed at all 7 home delegations.



7 students traveled to Puerto Rico to attend the SOMOS, Inc. Conference and 100% completed a feedback survey.



267 students attended the Albany Conference. 233 (83%) students completed a feedback survey and 37 adult chaperones and trainers.



13 students traveled to Washington, D.C. to meet with representatives and 10 (76%) completed a feedback survey.



Home Delegation Site Visits

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

PR/HYLI DELEGATION SITE VISIT OBSERVATION FORM

Instructions:

This form was created to gather consistent observational data regarding the fidelity and quality of implementation of the program delivery.

Before you conduct a site visit, review this form so you know what you are looking for to complete the form. It is helpful to take notes throughout your visit.

The questions on this form assess the overall quality of the program session and delivery of the information. Use your best judgment and circle one response for each item. Clarifying notes to help guide selection are provided below applicable response options for each item.

General Observation Information:

Date/Time: # Students in Attendance:

Delegation Name: Activities Observed:

Observer(s):



Instruction Quality & Student Engagement					
Indicator	Rating				
Lesson Objectives (Informal Student Feedback Questionnaire)	1 Objectives are unclear and not communicated.	2 Objectives are somewhat clear with minimal communication.	3 Objectives are clear and communicated to some extent.	4 Objectives are very clear, well communicated, and understood by all.	Not Observed
Notes:					
Instructional Quality (the effectiveness of instructional methods and materials used)	1 Instructional methods are ineffective and materials are poorly utilized.	2 Instructional methods and materials are used with limited effectiveness.	3 Instructional methods are used and materials are used effectively.	4 Instructional methods are highly effective and materials are used successfully.	Not Observed
Notes:					
Support Services (the availability and integration of support services for students)	1 Support services are absent or inadequate.	2 Support services are available but not well promoted or utilized.	3 Good support services that meet most student needs.	4 Excellent support services that are well integrated and utilized.	Not Observed
Notes:					
Staff Preparedness (staff readiness to deliver the program effectively, including the knowledge of content and ability to facilitate)	1 Staff are unprepared and lack knowledge of program content.	2 Staff show some preparation but are not fully confident in content delivery.	3 Staff are well prepared and facilitate the program effectively.	4 Staff are exceptionally prepared, with strong content mastery and facilitation skills.	Not Observed
Notes:					



Skill & Knowledge Building					
Indicator	Rating				
Leadership Skill Building (the process and effectiveness of activities that develop leadership skills)	1 Leadership activities are absent or ineffective.	2 Leadership activities are present but limited in scope.	3 Leadership activities are varied and generally effective.	4 Leadership activities are comprehensive and highly effective.	Not Observed
Notes:					



Content & Structure					
Indicator	Rating				
Student Engagement (the level of student interest, participation, and enthusiasm in program activities)	1 Students are disengaged with low participation and interest.	2 Students show some interest with inconsistent participation.	3 Students are generally engaged and participate regularly.	4 Students are highly engaged, actively participate, and show enthusiasm.	Not Observed
Notes:					
Assessment and Feedback (the use of assessments to measure learning and the provision of feedback to students)	1 Assessments are rarely used and feedback is minimal or non-existent.	2 Assessments are used occasionally; feedback is general and not timely.	3 Assessments are regularly used; feedback is constructive and timely.	4 Assessments are integral to the program; feedback is detailed, timely, and used for growth.	Not Observed
Notes:					
Collaborative Projects (the inclusion and effectiveness of collaborative projects in the program)	1 No collaborative projects are included.	2 Few collaborative projects with limited engagement.	3 Some collaborative projects encourage teamwork.	4 Multiple collaborative projects that effectively build leadership skills.	Not Observed
Notes:					
Networking Opportunities (the opportunities provided to students to build networks with peers and professionals)	1 Networking opportunities are not provided.	2 Few networking opportunities, with limited scope.	3 Several networking opportunities that are somewhat utilized.	4 Numerous, diverse networking opportunities that are fully utilized.	Not Observed
Notes:					



Democracy Knowledge					
Indicator	Rating				
Democracy Knowledge (the process and effectiveness of activities to increase knowledge of elected bills, the NY legislative process, and parliamentary procedure)	1 Democracy activities are absent or ineffective.	2 Democracy activities are present but limited in scope.	3 Democracy activities are varied and generally effective.	4 Democracy activities are comprehensive and highly effective.	Not Observed
Notes:					
Public Speaking (the process and effectiveness of activities that develop public speaking skills)	1 No public speaking activities are included.	2 Few public speaking activities are present with limited engagement.	3 Some public speaking activities are used and generally effective.	4 Multiple public speaking activities that effectively build related skills.	Not Observed
Notes:					

Additional Comments:





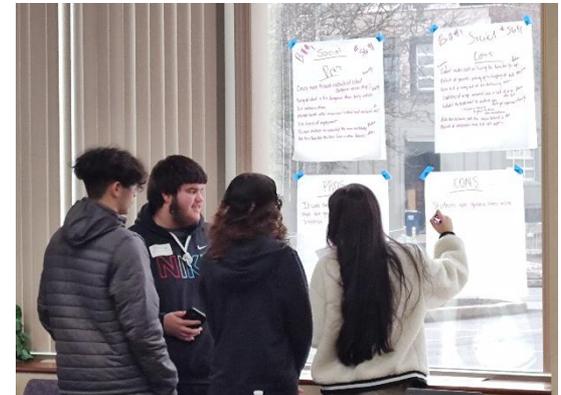
Findings



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.



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.





Youth Participant Survey – Post Puerto Rico

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

100% of
respondents reported
**increased knowledge
about government
after the trip**

[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.

I used **questioning skills, Bilingual skills,** and the problems **discussed in PR/HYLI** to talk to **Congressmen.**





Youth Participant Survey – Post Conference

At the end of the Albany Conference weekend, paper surveys were disseminated by PR/HLYI staff to students. The first part of the survey was intended to collect general student satisfaction with their experiences both at the conference weekend and during their Home Delegation Trainings.

99% of respondents found the activities interesting and educational and enjoyed meeting students from other delegations

Overall, the speakers at the Institute were engaging.



The activities at the Institute were interesting.



The activities at the Institute were educational.



I enjoyed meeting students from other delegations.



Overall, I am satisfied with my experience at the Institute.



Overall, my experience participating with PR/HLYI was positive.



Values less than 5% are not labeled.



Youth Participant Survey – Post Conference

The second part of the survey looked to measure students' knowledge and skill acquisition. These questions focused on youth development and learning across the grant's intended goals and focus areas: public speaking, critical thinking, and debate skills.

Majority of students agreed that their knowledge and skills have grown.

After participating in the Institute, I am more interested in learning about how government works.



After participating in the Institute, I understand more about issues affecting Hispanic communities.



After participating in the Institute, I am better able to think critically.



After participating in the Institute, I am better able to consider other viewpoints.



After participating in PR/HYLI, I am more prepared to be a leader in my community.



After participating in PR/HYLI, I can see a connection between Art & Democracy.



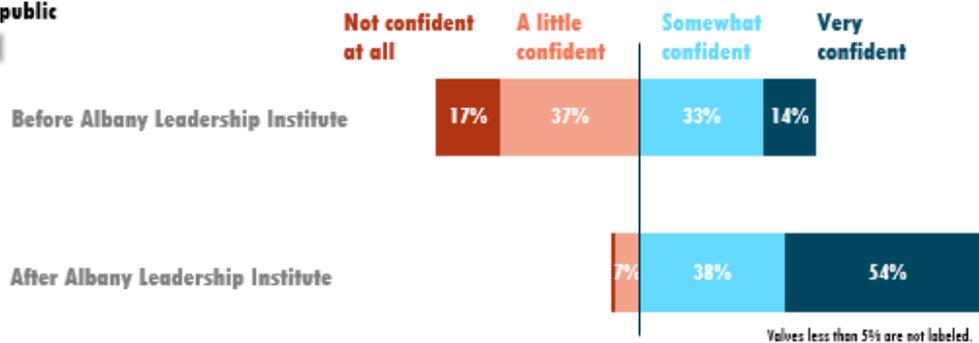
Values less than 5% are not labeled.



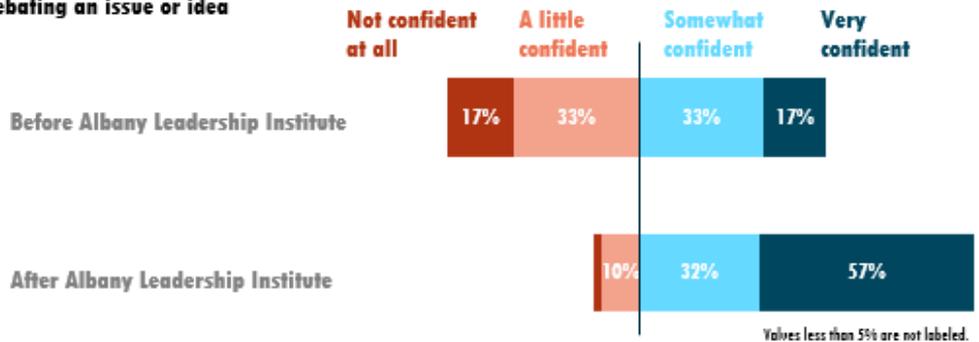
Youth Participant Survey – Post Conference

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

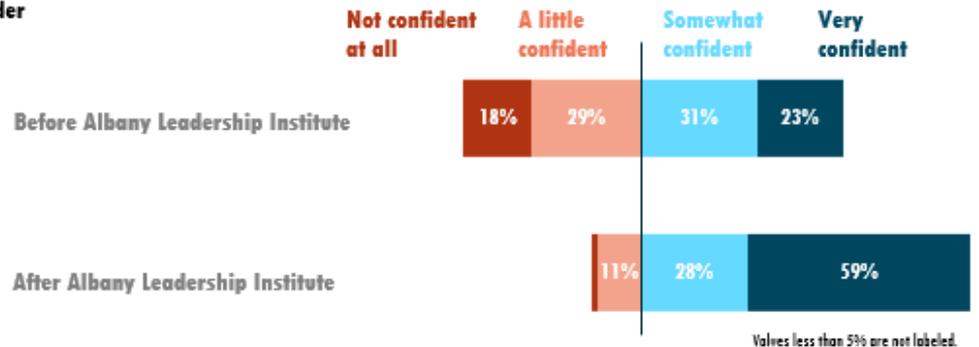
Speaking in public Chart Area



Effectively debating an issue or idea



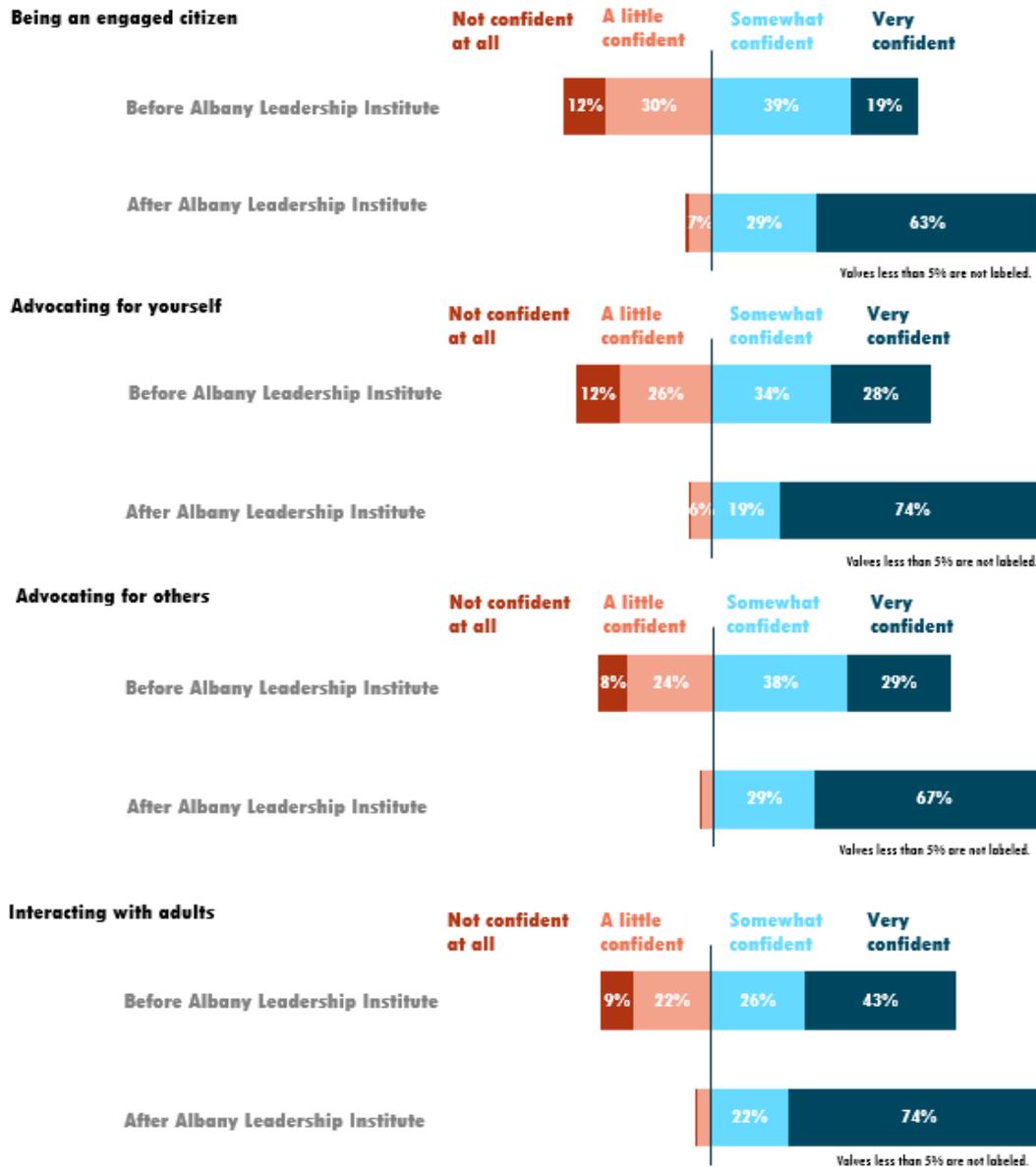
Being a leader





Youth Participant Survey – Post Conference

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

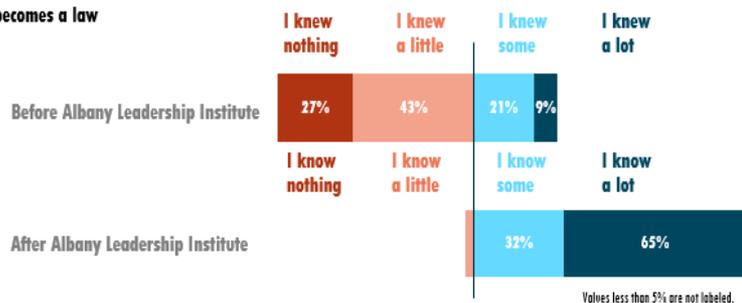




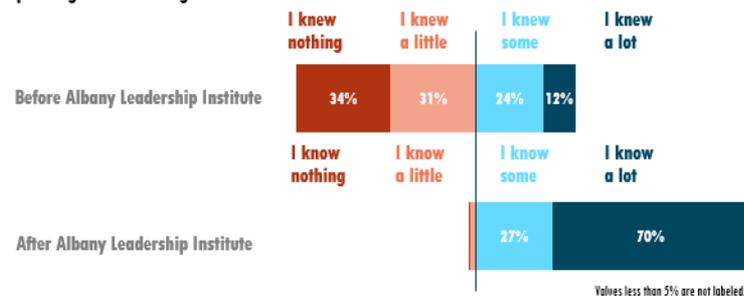
Youth Participant Survey – Post Conference

The third part of the survey looked to measure the impact of PR/HYLI on student knowledge. These questions were aligned to the curriculum students followed during the Home Delegation trainings and the activities they participated in during the conference.

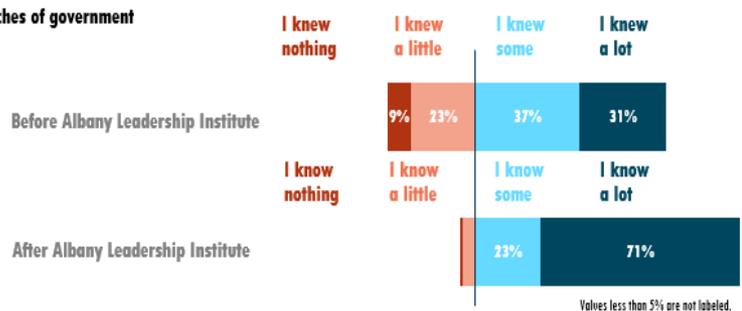
How a bill becomes a law



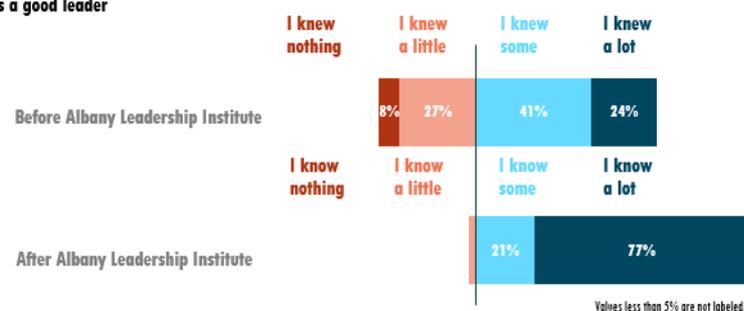
How to develop an argument for or against a bill



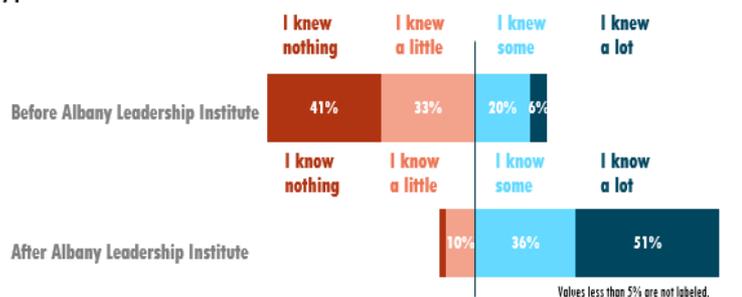
The 3 branches of government



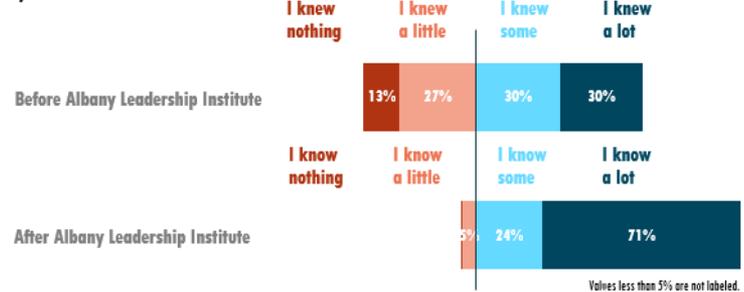
What makes a good leader



Parliamentary procedures



How to identify a credible resource





Youth Participant Survey – Post Conference

The final section of the survey provided a space for students to respond to open-ended questions. Students reflected on what they liked best about PR/HYLI and what would make PR/HYLI better. Participants were also asked to share an experience where they used what they learned from PR/HYLI and how they would use their new skills in the future, along with general thoughts.

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

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.**

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.

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



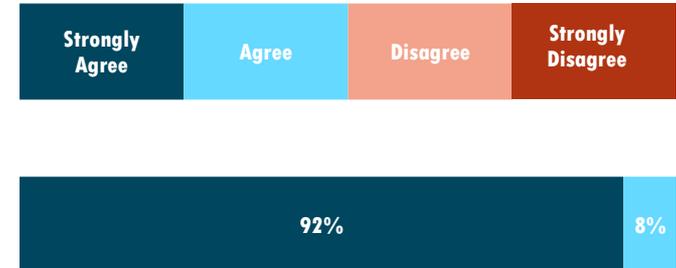


Adult Survey – Post Conference

Additionally, paper surveys were disseminated by PR/HLYI staff to adult chaperones and trainers at the end of the Albany Conference to share feedback and how they believe it impacted their students.

100% of adults found the Leadership Institute activities educational and that **their students benefited from being apart of the Institute!**

My students benefited from being part of the Institute.



Overall, participating in the Institute was a positive experience for my students.



The activities at the Institute were educational.



Overall, the Institute met my needs/expectations.



Values less than 5% are not shown



Adult Survey – Post Conference

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.

Before PR/HYLI, **49%** of adults described students as not at all or a little confident with public speaking. After PR/HYLI, **100%** felt students were somewhat or very confident!

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

This program provides a great opportunity for students to become empowered about their heritage & advocate for theirs & their communities needs.

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





Youth Participant Survey – Post DC

In June 2024, 13 PR/HYLI participants traveled to Washington, D.C. Students met with congressional representatives, toured the capital, and continued to learn about government while developing their leadership and advocacy skills. Students were asked to share feedback on their experience and satisfaction.

100% of respondents were confident in their ability engage with elected officials and to apply what they learned in PR/HYLI to national issues after the trip.

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

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



KEY FINDINGS & RECOMMENDATIONS

What can be adjusted to improve the future of PR/HYLI?



Key Evaluation Activities

What has happened in Year 2?



Findings

What have we learned?



Recommendations

What comes next for PR/HYLI?

KEY FINDINGS



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 & 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.

RECOMMENDATIONS



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.



Diversity 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.