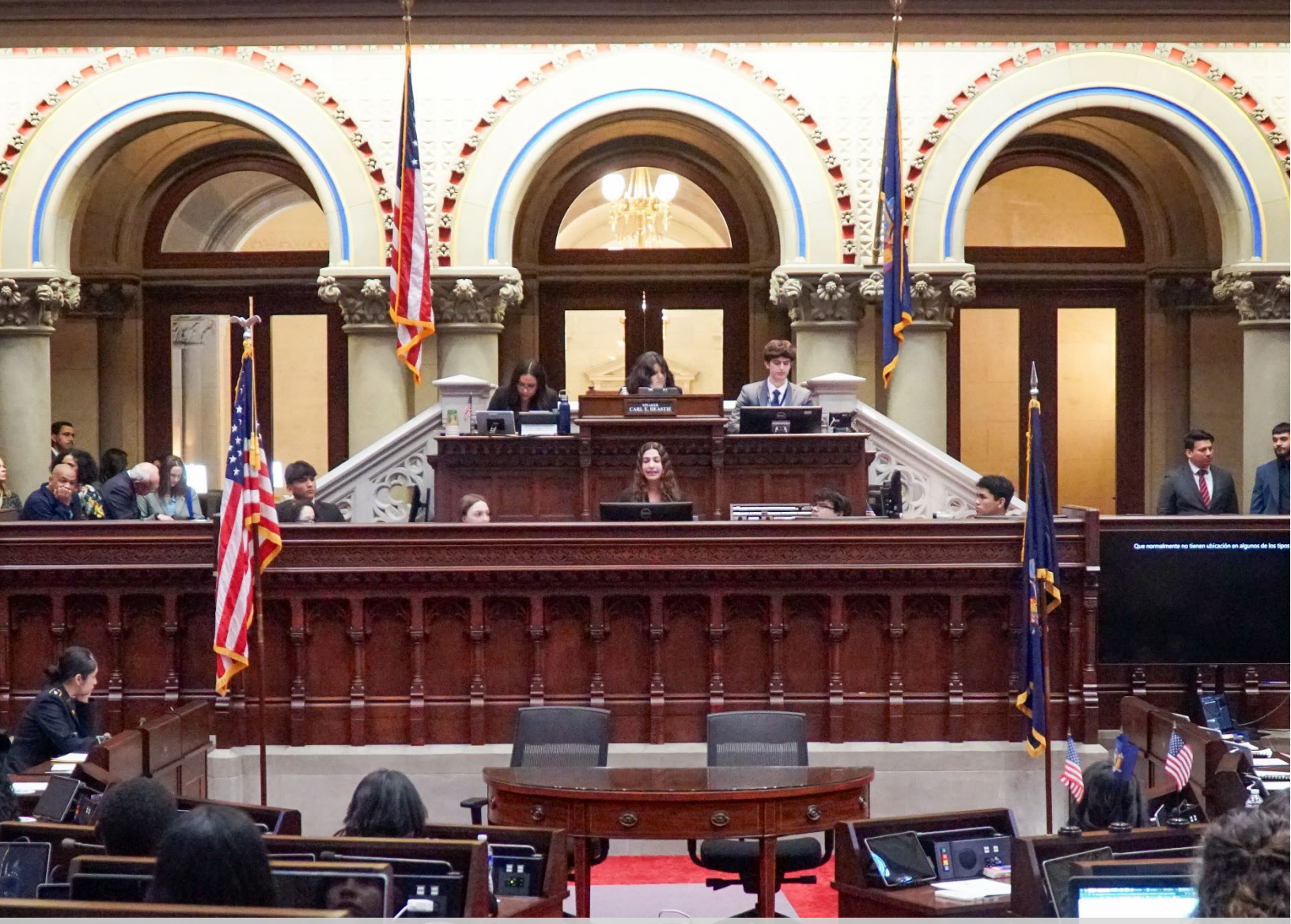

PR/HYLI Annual Report

Questar III BOCES

June 2025

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Executive Summary

The 2024-2025 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 seventeen years, Questar has spearheaded the implementation of PR/HYLI, aimed at fostering leadership skills, public speaking abilities, and in-depth understandings of the legislative process among high school students across New York State. The Institute also seeks to facilitate interaction between students and elected officials, educators, and business leaders and to create opportunities for dialogue, learning, and potential collaboration.

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 demonstrate their facility in 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 developmental experiences and more exposure to advocacy.

Key Insights

Students show significant gains in confidence and skills.

Students reported notable increases in confidence, particularly in public speaking and understanding parliamentary procedures. This was particularly evident in the Leadership Institute survey. These gains are important because they empower students to step into leadership roles, advocate for their communities, and engage in civic spaces with purpose and clarity.

Participants express high satisfaction and offer positive feedback.

Both students and delegation staff provided overwhelmingly positive feedback about the program's impact on their knowledge and skills. Satisfaction levels were exceptionally high, with 99% of students reporting a positive experience and 94% of students saying they are likely or extremely likely to recommend PR/HYLI to others.

Virtual caucus and specialty roles meetings were effective.

Observations showed that these pre-Institute sessions provide valuable scaffolding to help prepare students for the Mock Assembly. The preparedness and confidence of student and staff facilitators are important factors in ensuring that these sessions are engaging and effectively build students' readiness to lead and participate meaningfully in legislative simulations.

Experiential learning trips are highly valued and support program goals.

Students reported that the trips to Puerto Rico and Washington, D.C. deepened their understanding of government and advocacy. Students reported that PR/HYLI training helped them ask better questions, understand legislative processes, and engage confidently with elected officials.

Room for growth in training staff on specialty roles.

While both students and staff found value in extended training on parliamentary procedures—particularly the opportunity to rehearse roles and scripts before the Mock Assembly—half of the staff expressed uncertainty about their preparedness after attending the virtual Train the Trainer session. This highlights the need for ongoing training to ensure all facilitators feel confident in guiding students through specialized legislative roles.

Recommendations

Provide a Specialty Roles FAQ for delegates.

Create and disseminate a FAQ that includes the assigned duties of each specialty role, not just the parliamentary procedures script. This will help ensure student leaders feel prepared and confident to facilitate the Caucus meetings and the Mock Assembly.

Invite each delegation to share a supplemental activity at the Train the Trainer workshop.

Given that many delegation staff are long-term PR/HYLI members familiar with the training manual and supplemental materials, consider dedicating time during the Train the Trainer workshops for them to share successful activities or promising practices with other delegations. This will help ensure all students benefit from innovative and engaging civic engagement opportunities.

Continue with specialized parliamentary procedures training for students and staff.

Staff and students emphasized the value of the extra time spent training on parliamentary procedures and getting to practice their roles and scripts prior to the Mock Assembly. Some staff who attended the virtual Train the Trainer session noted they did not feel particularly knowledgeable about parliamentary procedures and the Mock Legislative Assembly and felt only somewhat prepared to explain specialty roles to their delegates. This highlights a potential need for more comprehensive onboarding resources for staff.

Encourage PR/HYLI staff to use flexible classroom spaces that support collaboration and student voice.

Rooms with movable furniture allow for flexible classroom setups that may better align with session goals than lecture-style spaces. Encourage home delegations to secure classroom space where tables and chairs can be organized in various ways to support teamwork and prioritize interaction among students.

Consider creating additional opportunities for networking and relationship-building across delegations.

In previous years, students' open-ended survey responses highlighted the Leadership Institute and trips to Puerto Rico and Washington, D.C. as powerful networking experiences that fostered community and shared purpose. While this theme was less prominent in this year's findings, many students expressed a desire to connect with youth leaders from other delegations. Creating additional structured and organic opportunities for cross-delegation networking would honor youth voice, respond to participant priorities, and help cultivate the collective power and agency central to the Institute's mission of developing informed, active community leaders.

Introduction

Over the past seventeen 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 invites 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 seven 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. This year, the overarching learning theme for the Institute was "Perseverance and the Power of Democracy." Students participate in 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.

Annually, virtual trainings are held for the students attending the Leadership Institute to prepare them for Caucus Meetings and specialty roles during the Mock Assembly. In-person Train the Trainer workshops are offered to all PR/HYLI staff to prepare them to utilize the PR/HYLI training manual and incorporate each year's theme. A virtual Train the Trainer workshop is held to better support PR/HYLI staff in guiding students in the parliamentary procedures required during the Mock Assembly.

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. Students learn about parliamentary procedures, proper debating decorum, and the process of how a bill becomes a law during their home delegation training. Each year, specific bills relevant to the Hispanic community and the annual theme are selected by the PR/HYLI state project team. Students research the bills, develop arguments for or against each bill, and engage in debate.

Leadership Institute

Students from all seven 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. They also 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 students debate the proposed 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. It also reports to some extent on the experiences of PR/HYLI delegation staff. This report is intended to inform PR/HYLI program staff about program implementation and progress toward grant goals.

Questar selected Via Evaluation (VIA) as the program evaluator for the newest PR/HYLI grant period. The assigned evaluator for this program, Claire Fontaine Ph.D., 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:

- review existing evaluation plans and specified program goals;
- refine data collection and evaluation activities;
- create surveys, enter survey data, analyze survey data, and report on results;
- conduct observations;
- 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 the administrative burden on program implementers while ensuring sufficient data were collected.

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

Table 1.

Year 3 Evaluation Plan

Evaluation Activity	Program Responsibilities	Timeline
Information Gathering	Provide detailed Home Delegation Training and Train the Trainer schedules (as available)	Fall 2024
	Assist with in-person coordination of Train the Trainer observation, Delegation Site Visits, and Albany Leadership Institute observation	Fall 2024 – Winter 2025

Evaluation Activity	Program Responsibilities	Timeline
	Assist with virtual coordination of Specialty Roles & Caucus Meetings observation	Winter 2025
	Assist with coordination of virtual Focus Group of PR/HYLI staff	Spring 2025
	Review Site Visit and Observation reports	Fall 2024 – Spring 2025
Surveys of Youth Students & Staff	Provide feedback on & approve measurement tools	January – February 2025
	Administer surveys and provide to VIA	Fall 2024 – Spring 2025
	Review survey reports	Fall 2024 – Spring 2025
Final Reporting	Ensure all final data are provided to VIA	June 2025
	Review final report	June 2025

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 3 Evaluation Data Collection Methods & Analysis

Evaluation Activity & Topics	Data Collection Method	Analysis
Home Delegation Training Site Visits 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	The VIA project manager observed two home delegations prior to the Institute and completed the observation tool (see Appendix A for complete tool). These delegations were selected due to only being observed virtually last year.	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.
Surveys of Student Participants & Staff 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	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). Virtual surveys were disseminated to PR/HYLI staff at the end of the Train the Trainer sessions and to students who had not attended the Albany conference by staff at the end of the school year.	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. Only three students responded to the Home Delegation survey. We have excluded this dataset from the report due to its low response rate, which limits the reliability and representativeness of findings.

Evaluation Activity & Topics	Data Collection Method	Analysis
Train the Trainer Workshop Observation Topics: 2024-2025 theme of Perseverance and the Power of Democracy; modifications for multilingual learners; English dominant vs. Spanish dominant student needs; parliamentary procedures; critical thinking; teambuilding; Angelo Del Toro history; public speaking; democracy; how a bill becomes a law; culture; essay writing; decorum	The VIA research associate observed in-person one of the three Train the Trainer workshops held this fall for Delegation staff and completed the observation tool (see Appendix A for complete tool).	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.
Specialty Roles & Caucus Meetings Observations Specialty Roles Topics: expectations of delegates and specialty roles during the Institute; review Mock Assembly schedule; review Caucus format Caucus Topics: purpose of the Caucus; specialty role introductions; bill arguments	The VIA research associate observed virtually one of the two Specialty Roles meetings, and one of the four Caucus meetings held virtually prior to the Institute and completed the observation tool (see Appendix A for complete tool).	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.
Delegation Staff Interview Topics: application of PR/HYLI training manual by delegation staff; gaps and areas for enhancement in the manual; suggestions for additional resources or lessons that could support the manual	The VIA research associate conducted one interview with the Hudson Valley delegation staff member virtually. This was the only delegation to respond to the request to participate in a focus group, so it was converted to an interview instead of a focus group.	General themes were pulled from the interview and will be used to inform key findings and manual recommendations next year.

Evaluation Findings

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

Home Delegation Trainings

From September 2024 through April 2025, the seven PR/HYLI delegations each facilitated a minimum of four training sessions.

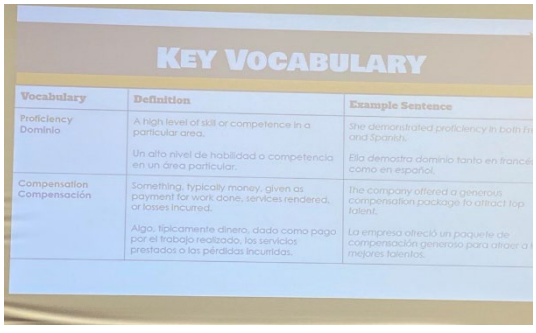
Depending on the home delegation, these sessions were offered during the school day, after school, or on Saturday mornings. Some sessions were held in-person while others were virtual. The training session curriculum includes 14 different modules. The topics included leadership, public speaking, democracy, 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.

Photo of Long Island Delegation Training Session

Data Collected

VIA staff coordinated with the PR/HYLI state project team to observe in-person one training session at two different home delegations (Hudson Valley and Long Island) as they were only observed virtually last year. Home delegation trainers were notified in advance. VIA staff observed a variety of modules and exercises and the site visits lasted for two hours. Student attendance varied by delegation, ranging from approximately 63 students to 83 students. The Site Visit Observation tool is included in Appendix A.

Photo of Hudson Valley Delegation Training Exercise



A digital survey was distributed to students via their home delegation in May, after the conclusion of all delegation sessions and the Institute. The survey looked to provide an understanding of the program's impact on student learning, and students' knowledge and skill building throughout PR/HYLI, and student satisfaction with program activities for the students who did not attend the Albany Institute weekend. However, the Home Delegation survey only had three student responses. This data set is excluded from this report due to its low response rate, which limits the reliability and representativeness of findings.

Findings

Overall, most students were actively engaged in delegation training activities. Both delegations focused on accessibility and language differentiation practices that effectively engaged both English- and Spanish-dominant students. Content was presented in both Spanish and English for students through a variety of means, including translated PowerPoint slides, live translation of the speakers on the projected display, and verbal instructions delivered in both languages.

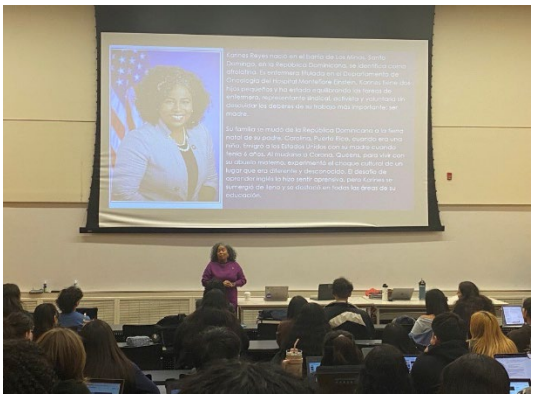
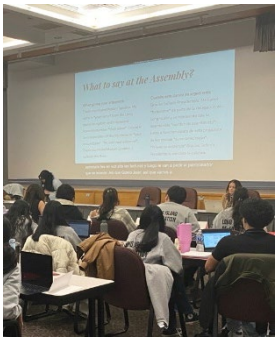


Photo of Hudson Valley Delegation Guest Speaker, Assemblywoman Karines Reyes

Both observed delegation trainings included discussion of scholarship essays, preparation for the upcoming Albany Institute Mock Assembly, and a speech and networking opportunity with a guest speaker. The Hudson Valley Delegation's speaker was Assemblywoman Karines Reyes who spoke on two of this year's bills to be debated at the Mock Assembly. The Long Island Delegation's guest speaker was the Superintendent of Easter Suffolk BOCES, Jasmin Varela, who spoke about this year's theme, "Perseverance and the Power of Democracy."

Photo of Long Island Delegation Training



Both delegation sessions allowed students to practice their public speaking skills through asking questions in front of the group and in their debate preparation activities. There was a range of abilities and confidence displayed by the students within each delegation.

The two delegation trainings observed varied in both the types of spaces used and how those spaces supported the training format. The Hudson Valley Delegation held its session in a modern, bright, and spacious university lecture hall at SUNY Purchase's Durst Liberal Arts building. While the environment was visually appealing, the fixed seating arrangement naturally lent itself to a more lecture-style setup. As a result, the observed portion of the session emphasized presentations by adult speakers, with limited opportunities for student collaboration or peer interaction.

The Long Island Delegation training was held in the Western Suffolk BOCES administrative offices. The designated room was large and included a stage and many tables and chairs that could be rearranged at will. For the session observed, the tables were arranged to roughly mirror the organization of the New York State Assembly chamber. Democrats sat on one side, and Republicans on the other. Each student's place was marked by the name of the lawmaker that student was meant to be representing.

The Long Island Delegation training was also notable for the way in which it effectively engaged students as active learners and scaffolded students' analysis of bills and construction of arguments for and against bills.

The first activity observed was a warm-up activity that operationalized the theme of "Perseverance and the Power of Democracy." The activity invited students to strongly agree, agree, disagree, or strongly disagree with each of three statements that were projected overhead: 1) Social media is a threat to the democratic process; 2) Every law should be approved by a direct vote of the people, not a representative; and 3) Hard work is enough to achieve your goals, no matter the obstacles.

Students were asked to physically move to one of four corners of the room depending on which position of agreement/disagreement they are assuming vis a vis the statement. On-topic conversation was observed among students, mixed with laughter and general enjoyment. Students discussed their arguments as a group, and then several representatives of each group shared their opinions with the larger group using the microphone. Some presented in English, others in Spanish. The activity seemed to effectively warm students up to the debate frame of mind, had them actively engaged, and set the tone for a day of active engagement. PR/HYLI staff circulated among students and gave them feedback and encouragement.

Later in the day, there was a "Powerful Arguments Review" activity, in which students were guided through a process of scaffolding their arguments for Caucus and Mock Assembly. Students were asked to select one of their previously developed "powerful arguments" from the Canvas LMS platform, to review the components of a powerful argument, to translate these arguments to the index cards located in their folders, and then to share these arguments with each other. Students appeared to understand the instructions, completed the necessary preparatory activities, and completed the task in the time allotted.

Photo of Hudson Valley Delegation Team-Building Exercise

The training also featured preparation in parliamentary procedures by a PR/HYLI alumna, who effectively modeled standards of decorum. The alumna presided with gravitas and kindness, and the use of a near-peer recent program graduate seemed to resonate with students.

Overall, the Long Island delegation stood out for the way it cultivated learner engagement and provided scaffolded support to strengthen argument development and public speaking confidence.

Specialty Roles & Caucus Meetings

In February, two Specialty Roles meetings and four Caucus meetings were held to prepare students for the Mock Assembly at the Albany Leadership Institute. Students assigned a specialty role were required to attend one Specialty Roles meeting, while any student wishing to speak

during the Mock Assembly had to attend a Caucus meeting. This year marked the first time PR/HYLI hosted virtual Caucus meetings in advance of the Institute, aiming to better coordinate delegation responsibilities and provide students with more time to practice.

All meetings were held virtually, via Zoom, and during the school week in the evening. The Specialty Roles Meeting agenda included reviewing the expectations for the delegates and those with specialty roles during the Mock Assembly, the Albany Leadership Institute schedule, the format of the Mock Assembly, the format of Caucuses, and the Calendar of Bills. The agenda for the Caucus Meeting of either party included summarizing the purpose of the Caucus, reviewing how to sign-up to speak during the Mock Assembly, Q&A, introductions of the delegates in specialty roles (i.e. Speaker of the Assembly, Assistant Speakers, Majority/Minority Leaders, and Majority/Minority Whip), and breakout rooms to practice parliamentary procedures and presenting prepared arguments for the different bills.

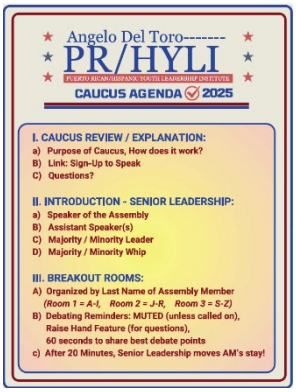


Image of Caucus Meeting Agenda

The meetings were led by the PR/HYLI state project team and select delegation staff experienced in parliamentary procedures from the Monroe Delegation. The delegates with Specialty Roles facilitated the breakout rooms' practice time.

Data Collected

VIA staff coordinated with the PR/HYLI state project team to observe virtually one of the two Specialty Roles meetings and one of the four Caucus meetings. VIA staff observed the entirety of each meeting, lasting from 1.5-2 hours. Student attendance varied, with 36 in attendance for the Specialty Roles meeting and 41 for the Republican Caucus meeting. The completed observation summaries are included in Appendix B.

Findings

Both observed meetings provided an opportunity for students to ask many detailed questions on the logistics of the Caucus Meetings and Mock Assembly during the Albany Leadership Institute compared to the more common questions asked at the Home Delegation settings focused on the parliamentary script during the Mock Assembly. It was clear from both meetings that the students had sufficient scaffolding supports from their Home Delegation trainings to prepare them, specifically their knowledge of the parliamentary procedures script and their prepared arguments for the bills.

The impact of both meetings appeared to be significantly linked to the expertise and knowledge of the staff facilitating it. By providing transparency at the beginning of the Caucus meeting that students would be selected to speak during the Mock Assembly based on their prepared arguments and debate skills used during the meeting, the PR/HYLI project team encouraged a high level of student engagement and focus.

The success of the Caucus meeting breakout rooms hinged on the confidence and competence of the student leaders in the duties of their specialty role and the structures of the Caucus and Mock Assembly and the prior preparation of arguments by the other student participants.

Staff Professional Development & Training Manual Interview

In the Fall of 2024, three Train the Trainer workshops were held for PR/HYLI staff.

Part One focused on strategies to incorporate this year's theme into the curriculum, differentiate and scaffold modifications for multilingual learners, and meet both English-dominant and Spanish-dominant student needs. Staff had two options to attend: one workshop was held in Albany on October 30, 2024, and another in New York City on November 16, 2024. Elaine Porcher, who has facilitated these workshops annually for PR/HYLI for at least five years, returned as the guest facilitator for both sessions.

Image of Train the Trainer flyer

Part Two focused on parliamentary procedures and was held via Zoom on October 31, 2024. Anthony Plonczynski, a long-time PR/HYLI staff member, facilitated this session. Some participants attended both the Parliamentary Procedures training as well as one of the standard Train the Trainer workshops.

Photo of the NYC Train the Trainer Workshop

In addition to these workshops, delegation staff are provided with the PR/HYLI training manual at the beginning of the school year. The manual is updated annually with the new theme and any needed revisions or additional resources. The manual and its 13 modules serve as a guide and resource for delegation staff as they plan and deliver their regional delegation workshops held prior to the Albany Leadership Institute. While each delegation's implementation of the resources and sample lesson plans may differ, the manual provides a common set of objectives required to prepare students for the Institute. This year's manual was reorganized to embed the resources within each respective module, as opposed to previous years where they were all listed separately at the end of the manual as an appendix.

In the Spring, VIA staff coordinated with the PR/HYLI state project team to recruit a staff volunteer from each delegation to participate in a focus group to discuss the PR/HYLI training manual, specifically how they use it, any gaps and areas for enhancement and any

suggestions for additional resources or lessons that could support the manual. Only one delegation, Hudson Valley, responded to the invitation so an interview on this topic was conducted instead. The results are not shared in this report but will be incorporated into next year's report in hopes that additional delegations will participate early next year.

Data Collected

VIA staff collaborated with the PR/HYLI state project team to observe one of the in-person Train the Trainer sessions, held in New York City. The session included 11 delegation staff members: eight from New York City, two from Monroe, and one from Western New York. Of these, ten were returning PR/HYLI staff and one was new. In addition to the facilitator, the PR/HYLI project director attended the full session, and the Questar III BOCES district superintendent joined for part of the training. VIA staff observed the entire six-hour session.

Photo of the NYC Train the Trainer Workshop

A survey was distributed to all staff who participated in the Train the Trainer workshops. Paper surveys were handed out at the end of each in-person session, while a digital version was shared following the virtual workshop. VIA staff collected the paper surveys from the New York City session for data entry, and those from the Albany session were scanned and emailed to VIA. Any responses submitted in Spanish were translated into English for analysis.

The survey was designed to gather insights on how staff plan to apply workshop techniques and examples in their delegation training, assess their readiness to implement the PR/HYLI curriculum and this year's theme, and collect general feedback on the workshops. It was divided into two sections: one for in-person workshops and one for the virtual session. The full survey report, including data visualizations and all comments, is provided in Appendix C.

Findings

"Always appreciate being able to access and put activities into practice"

The in-person workshop did not follow the full agenda but focused primarily on practicing interactive learning activities that complement the training manual. Participants also engaged in networking and shared best practices. Since many attendees were already familiar with PR/HYLI, they recognized several of the activities and enthusiastically contributed resources and ideas to enhance student learning during group discussions.

At the end of each workshop, participants were asked to provide feedback and describe how they plan to apply the training in their teaching this year. A total of 32 responses were

collected: 22 for Part One (10 from the New York City workshop and 12 from the Albany workshop) and 10 for Part Two.

"Really enjoy[ed] calibrating and sharing different ideas for running our sessions"

Feedback on the in-person workshops was overwhelmingly positive regarding the usefulness of practical examples, techniques, and alignment with the curriculum. However, responses were less favorable when asked how well the workshops aligned with this year's theme and how prepared participants felt to discuss Astronaut José M. Hernández with students. Overall, most respondents agreed or strongly agreed that the workshop was a good use of their time and met their expectations.

Figure 1.

Participants reported that the workshop provided practical examples and useful techniques they could use during home delegation trainings.

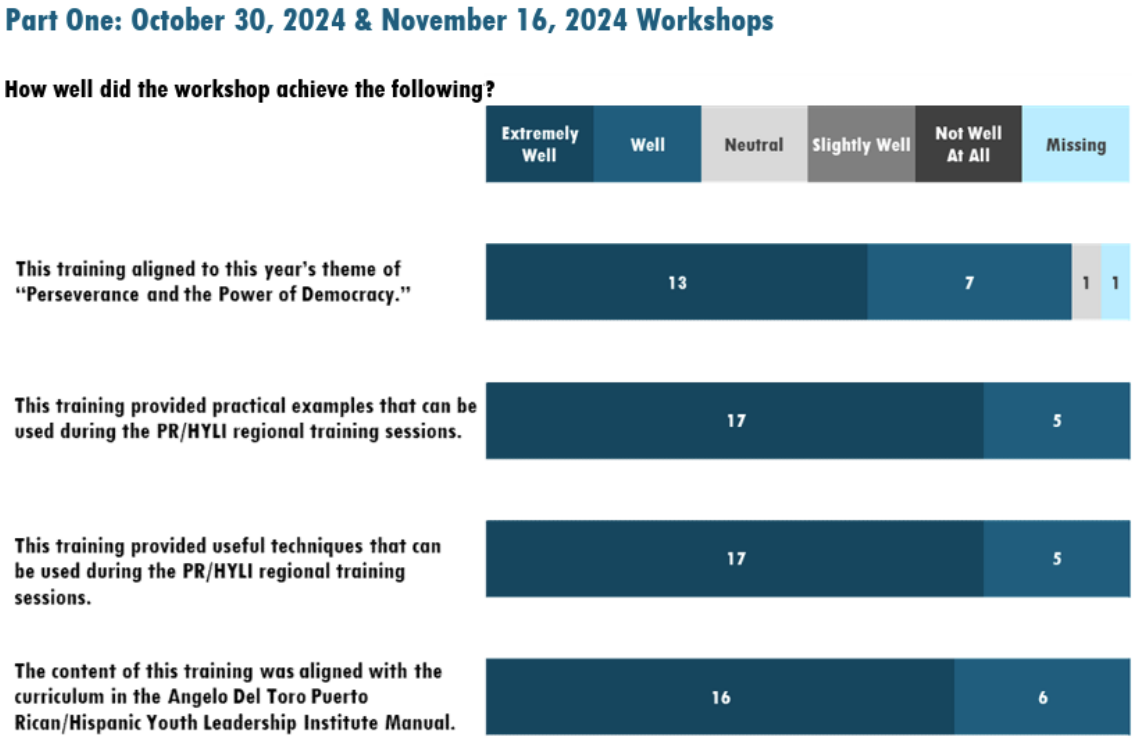
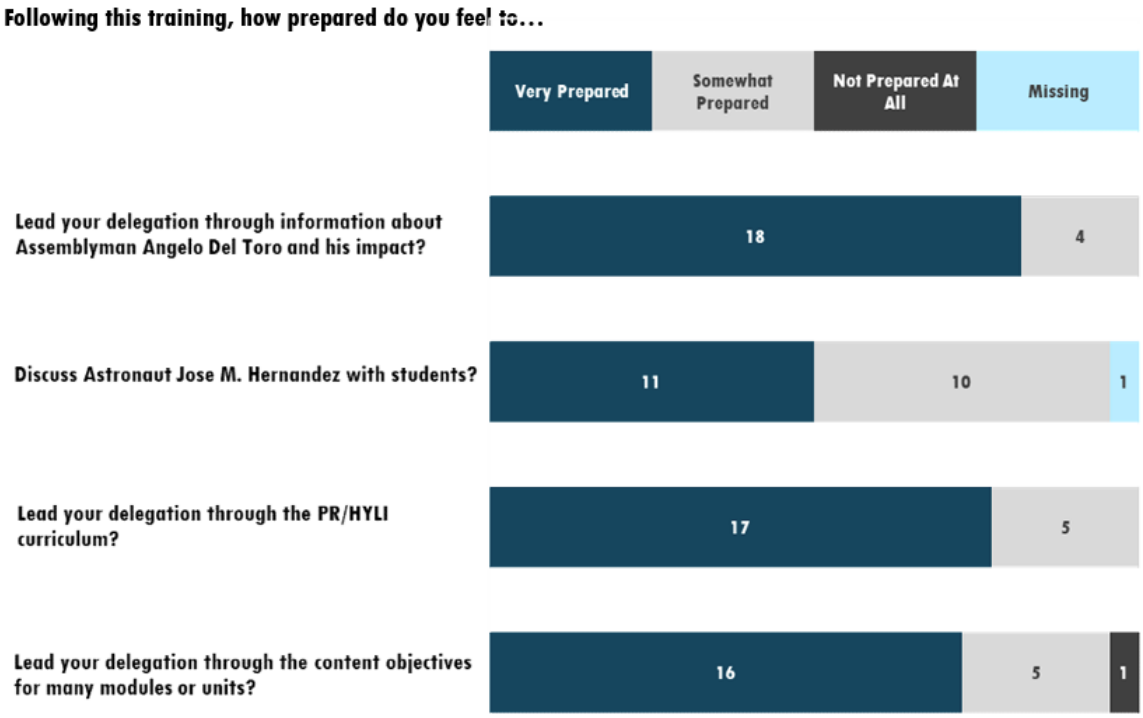


Figure 2.

Nearly half of respondents felt only somewhat prepared to discuss Astronaut Hernandez with students.



The feedback on the virtual training was less positive, with some respondents reporting they did not feel particularly knowledgeable about parliamentary procedures and the Mock Legislative Assembly and only somewhat prepared to explain specialty roles to their delegates. However, they all reported the workshop met their expectations.

Figure 3.

The Parliamentary Procedures workshop met participants' expectations.

Part Two: October 31, 2024 Parliamentary Procedures Workshop

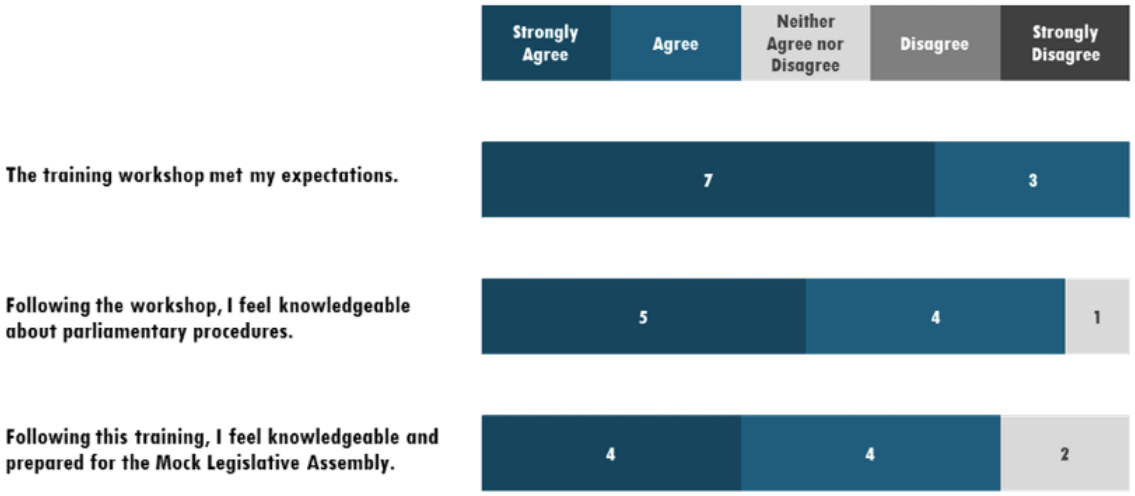


Figure 4.

Half of respondents felt only somewhat prepared to train students in specialty roles after the workshop.

Student Trips

In November 2024, seven students, one from each delegation, traveled to Puerto Rico with PR/HYLI staff to attend the SOMOS, Inc. Conference and deepen their understanding of government, leadership, and advocacy.

Photo of the Washington, D.C. trip

In May 2025, 12 students, two from each delegation, joined PR/HYLI staff on a trip to Washington, D.C., where they met with New York State representatives and continued their learning in government, leadership, and advocacy.

Data Collected

Separate surveys were administered at the end of each trip, asking students to reflect on their experiences and how participation in PR/HYLI influenced those experiences. All completed surveys were collected by PR/HYLI staff, and paper surveys were scanned and emailed to VIA for data entry. Any responses submitted in Spanish were translated into English for analysis. The full survey reports, including data visualizations and complete student comments, are included in Appendix C.

Photo of the Washington, D.C. trip

Findings

All seven PR/HYLI students who traveled to Puerto Rico completed the post-trip survey. Feedback on knowledge and skill development was overwhelmingly positive, with all students selecting "strongly agree" or "agree" for every related question. Students also reported increased understanding of leadership roles, government functions, and the differences between the governments of Puerto Rico and New York State.

"A way that I used my learning from PR/HYLI in Puerto Rico is by asking thorough questions and analyzing the new bills as a group with other delegations."

All 12 PR/HYLI participants who traveled to Washington, D.C. also completed the post-trip survey. Again, feedback on knowledge and skill development was overwhelmingly positive, with every respondent selecting "strongly agree" or "agree" for all questions. While students identified different aspects of the trip as most impactful, common highlights included meeting with elected officials and learning about the Capitol's history from their tour guide. Participants also noted that PR/HYLI training sessions enhanced their understanding of legislative processes and improved their ability to communicate clearly, confidently, and ask informed questions.

Albany Leadership Institute

In March 2025, 252 student delegates from all seven PR/HYLI delegations traveled to Albany for a three-day Leadership Institute. During the event, they deepened their understanding of government, leadership, and advocacy, and participated in a Mock Assembly where they debated three different bills.

Data Collected

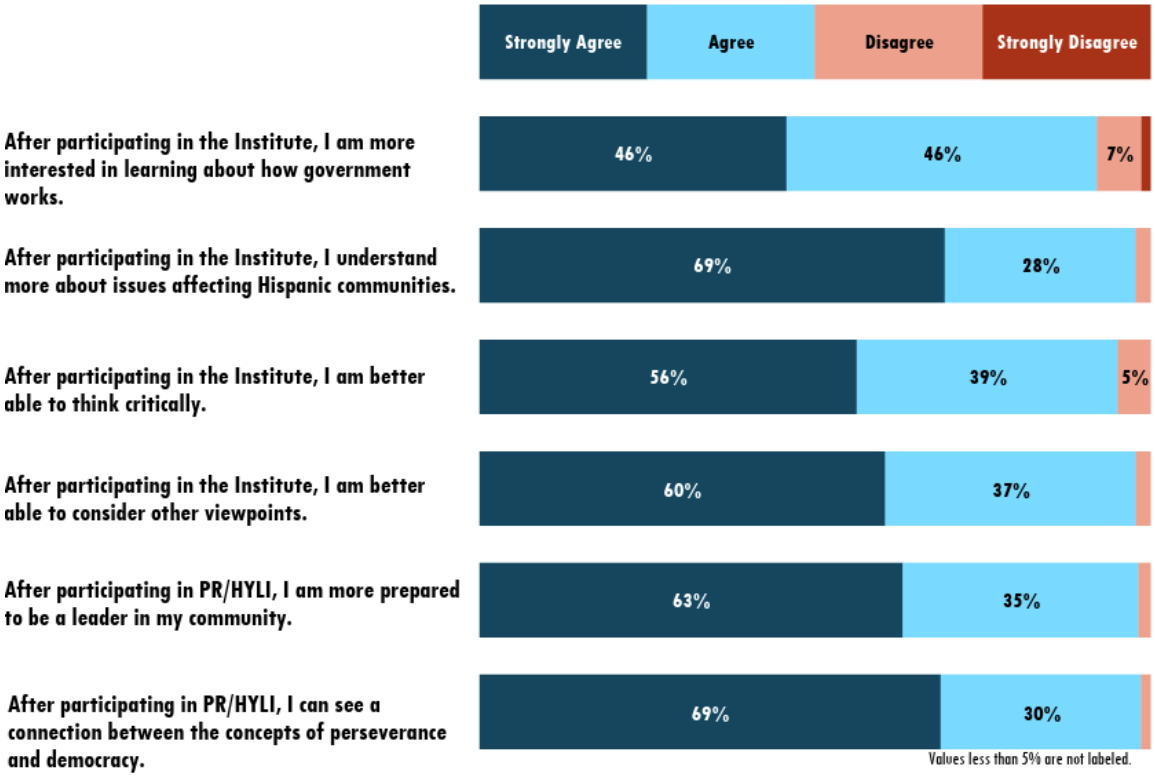
At the end of the Leadership Institute, student surveys were distributed, collected by PR/HYLI staff, and mailed to VIA for data entry. Responses submitted in Spanish were translated into English for analysis. The final survey report, including data visualizations and full participant comments, is provided in Appendix E.

Findings

At the conclusion of the Leadership Institute, students completed a feedback survey about their experience. A total of 225 students responded, resulting in an 89% response rate. Survey results on knowledge and skill development were overwhelmingly positive—92% or more of students selected "strongly agree" or "agree" for every question, as shown in Figure 5 on the following page.

Figure 5.

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



Students reported the greatest increase in knowledge in the area of parliamentary procedures. Before participating in PR/HYLI, 68% indicated they knew little or nothing about the topic. After the program, that number dropped to just 10%, with 90% reporting they now knew some or a lot.

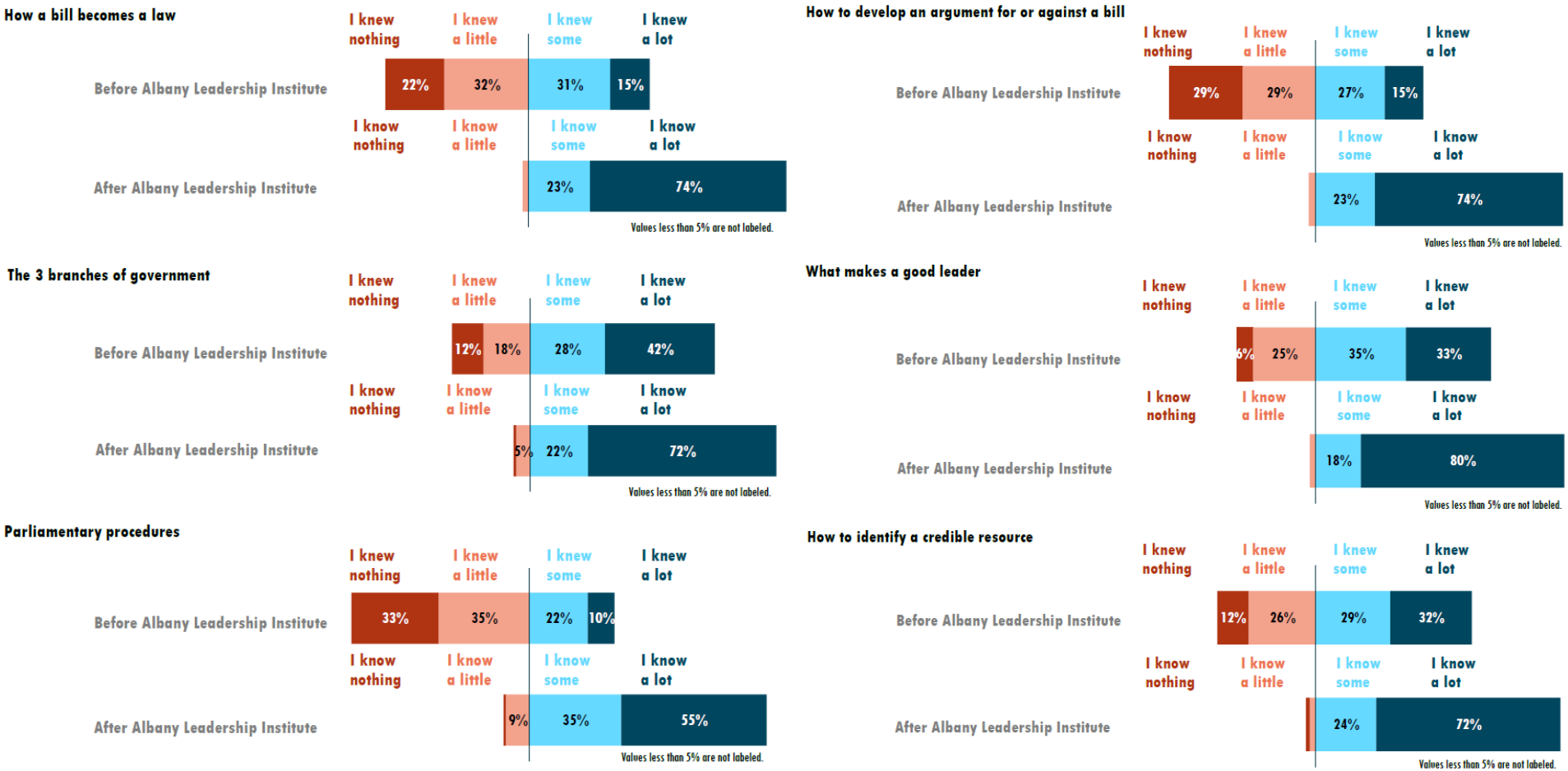
Other areas showing significant growth included developing arguments for or against a bill and understanding how a bill becomes a law, as illustrated in Figure 6 on the following page.

Among all knowledge areas assessed before and after PR/HYLI, the highest post-program knowledge was reported in understanding what makes a good leader—98% of students said they knew some or a lot about this topic. The smallest change was seen in knowledge of the three branches of government, where 70% of students already reported some or extensive knowledge before the program.

Overall, more than half of students initially reported limited knowledge in three of the six domains. After the Institute, 90% or more reported moderate to strong knowledge across all areas.

Figure 6.

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



Students reported the greatest increase in confidence in public speaking. Before PR/HYLI, 52% said they felt not at all or only a little confident in this area. After the program, that number dropped to just 10%, with 90% of students reporting they felt somewhat or very confident (see Figure 7 below). The smallest change in confidence was related to interacting with adults—an area where 73% of students already felt somewhat or very confident before attending PR/HYLI.

"I learned a lot of skills I have used during the Institute, like how to communicate better, do searches, speak in public."

Overall, more than half of the students reported feeling somewhat or very confident in 6 out of 7 skill areas before the program. After the Institute, 90% or more of students expressed confidence across all domains (see Figure 7 below and Figure 8 on the following page).

Figure 7.

Student confidence in public speaking, debate skills, and leadership all increased following participation in PR/HYLI.

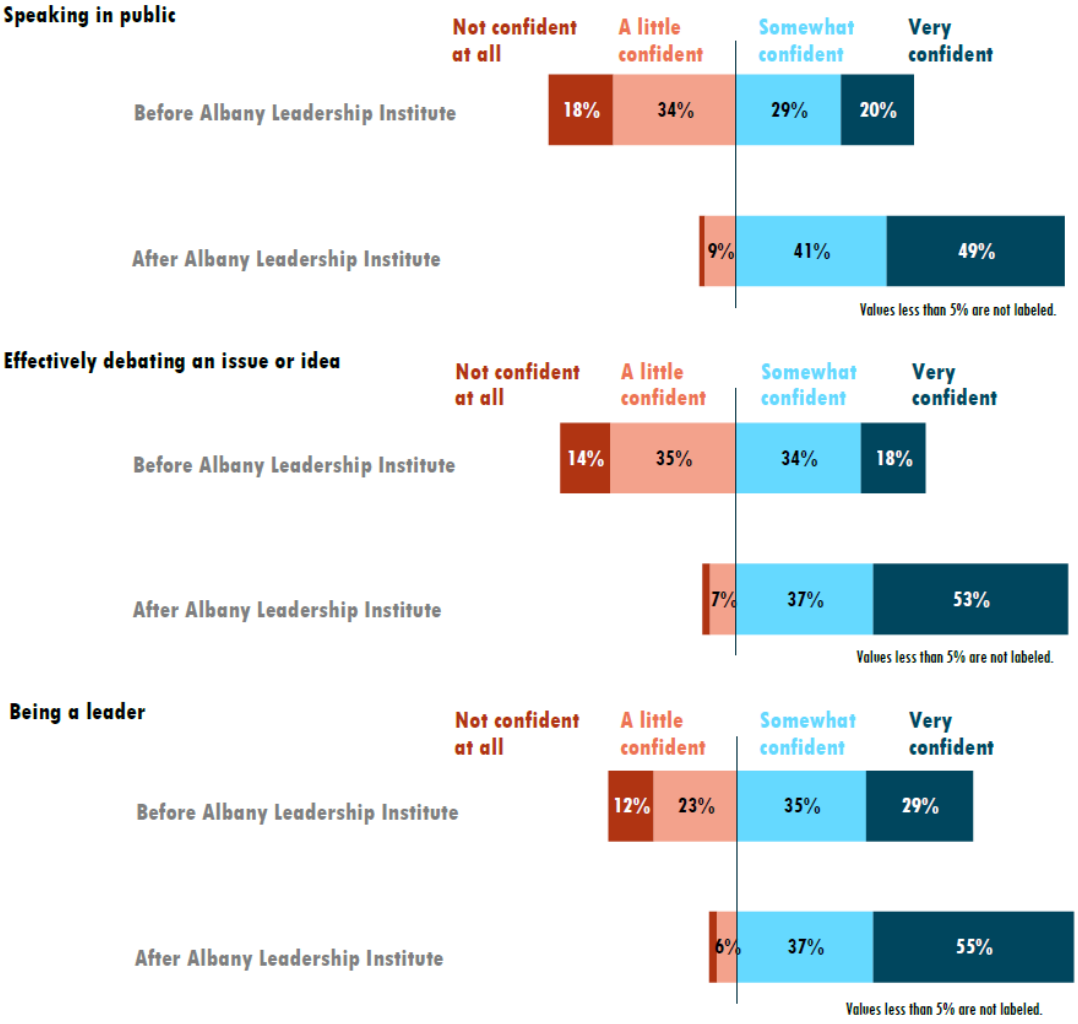
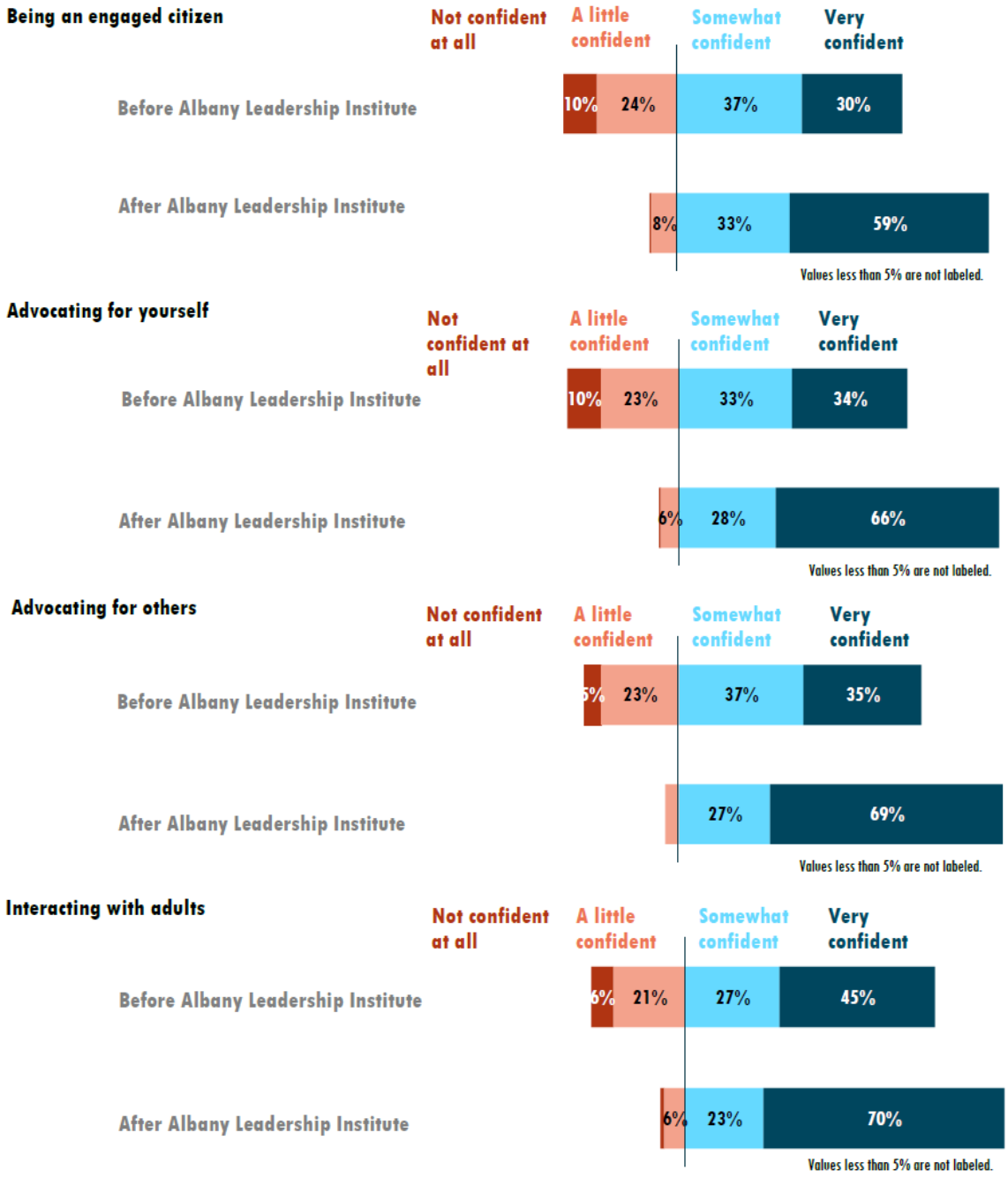


Figure 8.

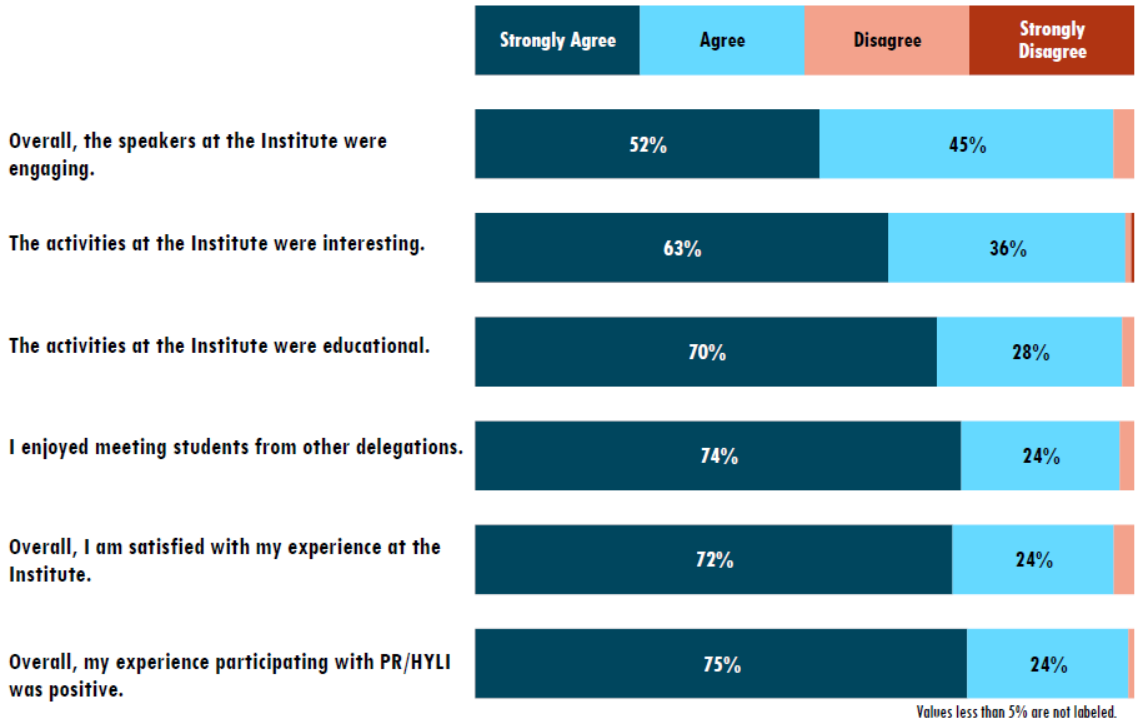
Student confidence in citizenship, advocacy, and adult interactions all increased after they participated in PR/HYLI.



Student feedback on their overall satisfaction with the Institute was overwhelmingly positive. For every satisfaction-related question, at least 96% of students selected "strongly agree" or "agree." Additionally, more than half of the responses for each question fell into the highest agreement category. (See Figure 9 on the following page.)

Figure 9.

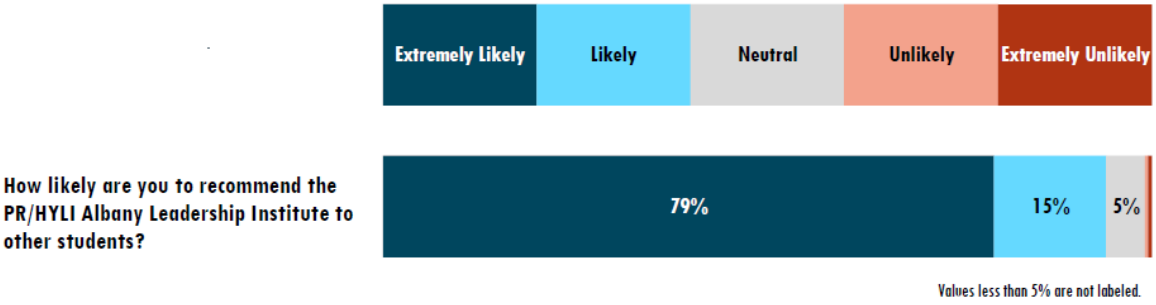
99% of students had a positive experience participating in PR/HYLI and found the Institute activities interesting.



When asked if they would recommend the Institute to other students, 94% said that they were likely or extremely likely to do so, as shown in Figure 10 below.

Figure 10.

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 influenced their performance at the Institute, students commonly mentioned gaining confidence, stepping outside their comfort zones, and building knowledge and skills. Their responses aligned closely with PR/HYLI's core goals and focus areas, including public

speaking, constructing effective arguments, leadership, self- and peer-advocacy, and understanding parliamentary procedures.

When asked about their future plans, 72% of seniors planning to attend college indicated they would be first-generation college students.

"This program helped me to be more confident and speak up more. I would like other people to experience this and open up to new activities."

Students were also invited to suggest additional content for the Institute. Common themes included a desire for more in-depth training on parliamentary procedures and roles, increased time for networking with other delegates, and a wider variety of workshops, particularly those focused on leadership development.

There was also substantial feedback on the topics of bills that were debated. Many students shared a personal connection to at least one of this year's bills.

"Learning about the legislative process is so important especially during times like this. The community is so friendly, energetic, wise."

Photo of the Leadership Institute's Mock Assembly

Conclusions & Recommendations

As VIA continues to work with Questar for the two remaining years of the grant, we will continue to refine our strategies for data collection and outcome-focused evaluation with a focus on longitudinal outcomes. The precise approaches will be collaboratively defined with Questar during Summer 2025 to ensure alignment with evolving program goals and stakeholder needs.

Throughout the 2024-2025 grant period, PR/HYLI 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. Additionally, the newly implemented virtual Caucus & Specialty Roles meetings contributed to delegates' preparation for the Mock Assembly at the Institute. Finally, the Train the Trainer workshops served to connect delegation leaders and equip them with strategies to use at the Home Delegation sessions.

Key Insights

Students show significant gains in confidence and skills.

Students reported notable increases in confidence, particularly in public speaking and understanding parliamentary procedures. This was particularly evident in the Leadership Institute survey. These gains are important because they empower students to step into leadership roles, advocate for their communities, and engage in civic spaces with purpose and clarity.

Participants express high satisfaction and offer positive feedback.

Both students and delegation staff provided overwhelmingly positive feedback about the program's impact on their knowledge and skills. Satisfaction levels were exceptionally high, with 99% of students reporting a positive experience and 94% of students saying they are likely or extremely likely to recommend PR/HYLI to others.

Virtual caucus and specialty roles meetings were effective.

Observations showed that these pre-Institute sessions provide valuable scaffolding to help prepare students for the Mock Assembly.

The preparedness and confidence of student and staff facilitators are important factors in ensuring that these sessions are engaging and effectively build students' readiness to lead and participate meaningfully in legislative simulations.

Experiential learning trips are highly valued and support program goals.

Students reported that the trips to Puerto Rico and Washington, D.C. deepened their understanding of government and advocacy. Students reported that PR/HYLI training helped them ask better questions, understand legislative processes, and engage confidently with elected officials.

Room for growth in training staff on specialty roles.

While both students and staff found value in extended training on parliamentary procedures—particularly the opportunity to rehearse roles and scripts before the Mock Assembly—half of the staff expressed uncertainty about their preparedness after attending the virtual Train the Trainer session. This highlights the need for ongoing training to ensure all facilitators feel confident in guiding students through specialized legislative roles.

Recommendations

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

Provide a Specialty Roles FAQ for delegates.

Disseminate a FAQ that includes the assigned duties of each specialty role, not just the parliamentary procedures script. This will help ensure student leaders are prepared and confident to facilitate the Caucus meetings and the Mock Assembly.

Invite each delegation to share a supplemental activity at the Train the Trainer workshop.

Given that many delegation staff are long-term PR/HYLI members familiar with the training manual and supplemental materials, consider dedicating time during the Train the Trainer workshops for them to share successful activities or promising practices with other delegations. This will help ensure all students benefit from innovative and engaging civic engagement opportunities.

Continue with specialized parliamentary procedures and specialty roles training for students and staff.

Staff and students emphasized the value of the extra time spent training on parliamentary procedures and getting to practice their roles and scripts prior to the Mock Assembly. Some staff who attended the virtual Train the Trainer session noted they did not feel particularly knowledgeable about parliamentary procedures and the Mock Legislative Assembly and felt only somewhat prepared to explain specialty roles to their delegates. This highlights a potential need for more comprehensive onboarding resources for staff.

Encourage PR/HYLI staff to use flexible classroom spaces that support collaboration and student voice.

Rooms with movable furniture allow for flexible classroom setups that may better align with session goals than lecture-style spaces do. Encourage home delegations to secure classroom space where tables and chairs can be organized in various ways to support teamwork and prioritize interaction among students.

Consider creating additional opportunities for networking and relationship-building across delegations.

In previous years, students' open-ended survey responses highlighted the Leadership Institute and trips to Puerto Rico and Washington, D.C. as powerful networking experiences that fostered community and shared purpose. While this theme was less prominent in this year's findings, many students expressed a desire to connect with youth leaders from other delegations. Creating additional structured and organic opportunities for cross-delegation networking would honor youth voice, respond to participant priorities, and help cultivate the collective power and agency central to the Institute's mission of developing informed, active community leaders.

By implementing these recommendations, PR/HYLI 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 Observation Tool

PR/HYLI HOME DELEGATION TRAINING SITE VISIT OBSERVATION FORM

Instructions:

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

General Observation Information:

Date/Time:	**# Students in Attendance:**
Delegation Name:	**Activities Observed:**
Observer(s):	

Instruction Quality & Student Engagement

Indicator	Rating				
Lesson Objectives (how clearly each lesson's goals and expected outcomes are defined and communicated)	**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 sound and materials are used effectively.	**4** Instructional methods are highly effective and materials are used innovatively.	**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:					

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 mostly timely.	**4** Assessments are integral to the program; feedback is detailed, timely, and used for growth.	**Not Observed**
Notes:					

Content & Structure

Indicator	Rating				
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:					

Civic Engagement (how the program facilitates student interaction with community leaders and policymakers)	**1** Little to no community interaction.	**2** Some community interaction, but it is limited.	**3** Good community interaction with some student involvement.	**4** Excellent community interaction with active student involvement.	**Not Observed**
Notes:					
Cultural Competency (how well the program incorporates Puerto Rican/Hispanic cultural elements to enhance learning)	**1** Program lacks cultural elements and relevance.	**2** Program includes minimal cultural elements.	**3** Program incorporates cultural elements well.	**4** Program is rich in cultural relevance and enhances learning.	**Not Observed**
Notes:					
Inclusivity and Differentiation (how well the program caters to diverse learning needs and backgrounds)	**1** The program does not cater to diverse learning needs.	**2** The program makes some effort to address diverse learning needs.	**3** The program is mostly inclusive and addresses diverse learning needs well.	**4** The program is fully inclusive and excels in differentiated instruction.	**Not Observed**
Notes:					

Skill & Knowledge Building

Indicator	Rating				
Leadership Skill Building (the presence and effectiveness of activities that develop leadership skill)	**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:					

Democracy Knowledge (the presence and effectiveness of activities to increase knowledge of selected bills, the NYS 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 presence and effectiveness of activities that develop public speaking skill)	**1** No public speaking activities are included.	**2** Few public speaking activities are present with limited engagement.	**3** Some public speaking activities are varied and generally effective.	**4** Multiple public speaking activities that effectively build related skills.	**Not Observed**
Notes:					

Additional Comments:

Appendix B: Specialty Roles & Caucus Meetings Observation Tool

PR/HYLI SPECIALTY ROLES & CAUCUS MEETINGS OBSERVATION FORM

Instructions:

This form was created to gather consistent observational data regarding the quality and fidelity of program implementation. Before you conduct an observation, review this form. Make sure to take notes throughout the meeting.

General Observation Information:

Date/Time:

 # Students in Attendance:

Facilitator(s):

Activities Observed:

Observer(s):

Event Summary
Reflections
Promising Practices

Contacts
Additional Notes (Alignment with / Deviation from Agenda)

Appendix C: Train the Trainer Survey Tools & Results

Train the Trainers Feedback Survey

PR/HYLI 2024-2025

Instructions: This is a survey about your experience participating in this year's PR/HYLI's Train the Trainer workshop. Please do not put your name on this survey. This feedback form is completely confidential and will be used to inform future workshops. Thank you for your assistance!

Instrucciones: Esta es una encuesta sobre su experiencia participando en el taller de Formación de Formadores de PR/HYLI de este año. Por favor, no escriba su nombre en esta encuesta. Este formulario de comentarios es completamente confidencial y se utilizará para informar futuros talleres. ¡Gracias por su ayuda!

Please answer the following questions about the overall content of this year's PR/HYLI Train the Trainer workshop.
Por favor, responda a las siguientes preguntas sobre el contenido general del taller de formación de formadores PR/HYLI de este año.

Please indicate how well the workshop achieved the following. *Indique en qué medida el taller ha logrado los siguientes objetivos.*	**Extremely well** *Extremadamente bien*	**Well** *Bien*	**Neutral** *Neutral*	**Slightly well** *Ligeramente bien*	**Not well at all** *Nada bien*
1. This training aligned to this year's theme of "Perseverance and the Power of Democracy". *Esta capacitación se alineó con el tema de este año: "La perseverancia y el poder de la democracia".*	☐	☐	☐	☐	☐
2. This training provided practical examples that can be used during the PR/HYLI regional training sessions. *Esta capacitación proporcionó ejemplos prácticos que se pueden utilizar durante las sesiones de capacitación regionales de PR/HYLI.*	☐	☐	☐	☐	☐
3. This training provided useful techniques that can be used during the PR/HYLI regional training sessions. *Esta capacitación proporcionó técnicas útiles que se pueden utilizar durante las sesiones de capacitación regionales de PR/HYLI.*	☐	☐	☐	☐	☐
4. The content of this training was aligned with the curriculum in the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Manual. *El contenido de esta capacitación se alineó con el plan de estudios del Manual del Instituto de Liderazgo Juvenil Puertorriqueño/Hispano Angelo Del Toro.*	☐	☐	☐	☐	☐

Train the Trainers Feedback Survey

PR/HYLI 2024-2025

Following this training, how prepared do you feel to… *Después de este entrenamiento, ¿qué tan preparado te sientes para …*	Very Prepared *Muy preparado*	Somewhat Prepared *Algo preparado*	Not Prepared At All *No preparado en absoluto*
5. Lead your delegation through information about Assemblyman Angelo Del Toro and his impact? *¿Guíe a su delegación a través de la información sobre el Asambleísta Angelo Del Toro y su impacto?*	☐	☐	☐
6. Discuss Astronaut Jose M. Hernandez with students? *¿Discutir sobre el astronauta José M. Hernández con los estudiantes?*	☐	☐	☐
7. Lead your delegation through the PR/HYLI curriculum? *¿Conducir a su delegación a través del currículo de PR/HYLI?*	☐	☐	☐
8. Lead your delegation through the content objectives for many modules or units? *¿Dirigir a su delegación a través de los objetivos de contenido de muchos módulos o unidades?*	☐	☐	☐

9. Please explain any areas in which you do <u>not</u> feel prepared.
Explique los aspectos en los que <u>no</u> se siente preparado.

10. How has this training helped prepare you to work with students?
¿Cómo le ha ayudado esta capacitación a prepararse para trabajar con estudiantes?

11. How do you plan to incorporate Perseverance & the Power of Democracy in your session trainings with students?
¿Cómo planeas incorporar la Perseverancia y el Poder de la Democracia en tus sesiones de capacitación con estudiantes?

12. Please describe how you use the curriculum with your delegation during the regional training sessions.
Describa cómo utiliza el plan de estudios con su delegación durante las sesiones de capacitación regionales.

13. What improvements would make the curriculum more useful to you as a trainer?
¿Qué mejoras harían que el plan de estudios fuera más útil para usted como formador?

Train the Trainers Feedback Survey

PR/HYLI 2024-2025

How much do you agree or disagree with the following statements? *¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?*	Strongly Agree *Totalmente de acuerdo*	Agree *De acuerdo*	Neither Agree nor Disagree *Ni de acuerdo ni en desacuerdo*	Disagree *En desacuerdo*	Strongly Disagree *Muy en desacuerdo*
14. This training met my expectations. *Esta formación cumplió con mis expectativas.*	☐	☐	☐	☐	☐
15. This training was a good use of my time. *Esta capacitación fue un buen uso de mi tiempo.*	☐	☐	☐	☐	☐

Please answer the following questions about the quality of this year's PR/HYLI Train the Trainer workshop.
Responda a las siguientes preguntas sobre la calidad del taller de formación de formadores PR/HYLI de este año.

Please complete the following statements: *Por favor, complete las siguientes afirmaciones:*	Great *Genial*	Good *Bien*	Fair *Regular*	Poor *Deficiente*
16. The presenters' skills and organization were... *Las habilidades y la organización de los presentadores fueron...*	☐	☐	☐	☐
17. The Leadership Team Building activities were… *Las actividades de creación de equipos de liderazgo se...*	☐	☐	☐	☐

18. Share your feedback on the activities and interactive focus of the session.
Comparta su opinión sobre las actividades y el enfoque interactivo de la sesión.

19. What was the most valuable aspect of the training?
¿Cuál fue el aspecto más valioso de la capacitación?

20. What could be improved about the training?
¿Qué se podría mejorar de la formación?

21. Which workshops would you like to see during PR/HYLI weekend?
¿Qué talleres le gustaría ver durante el fin de semana PR/HYLI?

Train the Trainers Parliamentary Procedures Feedback Survey

PR/HYLI 2024-2025

Instructions: This is a survey about your experience participating in this year's PR/HYLI's Train the Trainer workshop on Parliamentary Procedures. Please do not put your name on this survey. This feedback form is completely confidential and will be used to inform future workshops. Thank you for your assistance!

Instrucciones: Esta es una encuesta sobre su experiencia al participar en el taller de Capacitación de Capacitadores sobre Procedimientos Parlamentarios de PR/HYLI de este año. Por favor no ponga su nombre en esta encuesta. Este formulario de comentarios es completamente confidencial y se utilizará para informar talleres futuros. ¡Gracias por tu ayuda!

How much do you agree or disagree with the following statements? *¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?*	Strongly Agree *Totalmente de acuerdo*	Agree *De acuerdo*	Neither Agree nor Disagree *Ni de acuerdo ni en desacuerdo*	Disagree *En desacuerdo*	Strongly Disagree *Muy en desacuerdo*
1. The training met my expectations. *La formación cumplió con mis expectativas.*	☐	☐	☐	☐	☐
2. Following this training, I feel knowledgeable about parliamentary procedures. *Después de esta formación, me siento informado sobre los procedimientos parlamentarios.*	☐	☐	☐	☐	☐
3. Following this training, I feel knowledgeable and prepared for the Mock Legislative Assembly. *Después de esta capacitación, me siento informado y preparado para el simulacro de Asamblea Legislativa.*	☐	☐	☐	☐	☐

Following this training, how prepared do you feel to… *Después de este entrenamiento, ¿qué tan preparado te sientes para …*	Very Prepared *Muy preparado*	Somewhat Prepared *Algo preparado*	Not Prepared At All *No preparado en absoluto*
4. Explain/train your delegates on the specialty roles for PR/HYLI weekend? *¿Explicar/formar a sus delegados sobre las funciones especializadas para el fin de semana de PR/HYLI?*	☐	☐	☐

5. Please explain any areas in which you do <u>not</u> feel prepared.
Explique los aspectos en los que <u>no</u> se siente preparado.

6. How has this training helped prepare you to work with students?
¿Cómo le ha ayudado esta capacitación a prepararse para trabajar con estudiantes?

7. **What improvements would make the curriculum more useful to you as a trainer?**
   ¿Qué mejoras harían que el plan de estudios fuera más útil para usted como formador?

8. **What could be improved about the training?**
   ¿Qué se podría mejorar de la formación?

PR/HYLI Train the Trainer Feedback Surveys

Fall 2024

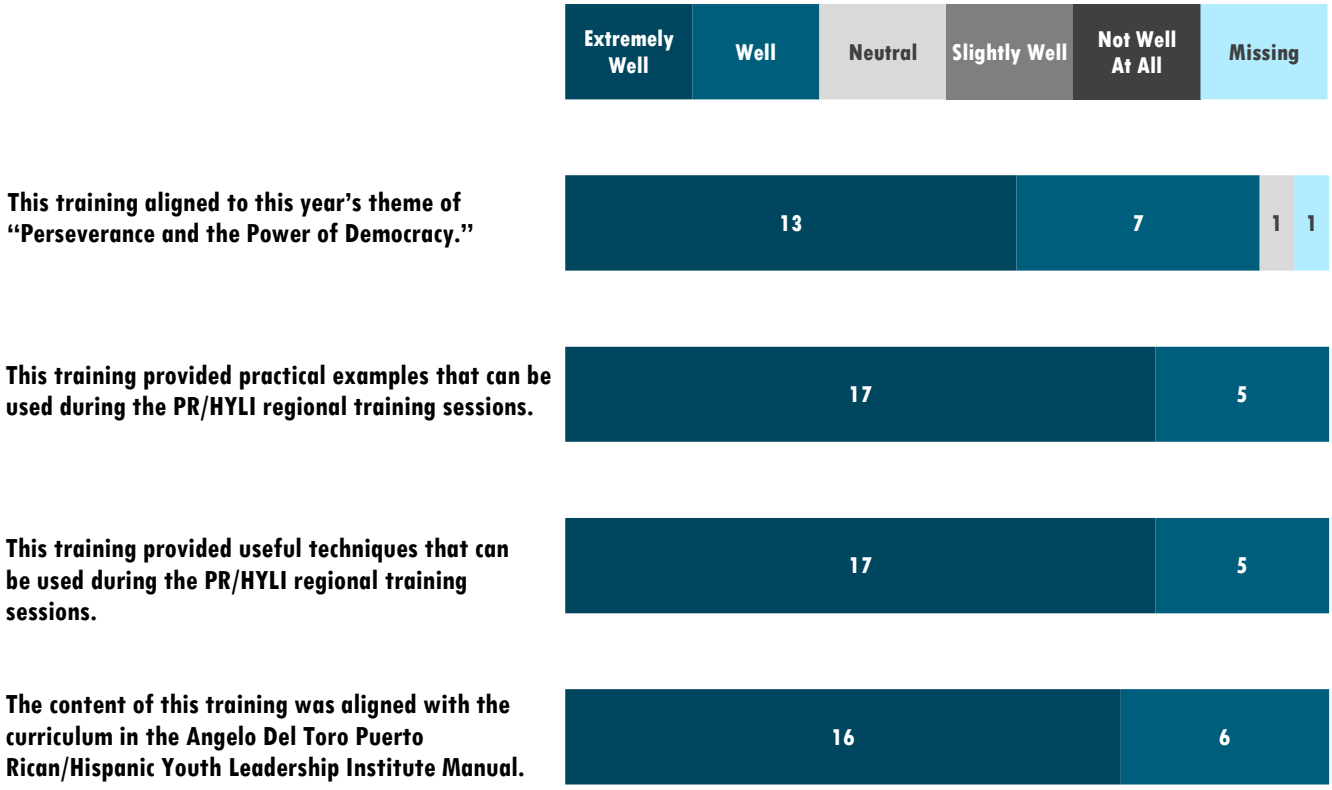
Angelo Del Toro PR/HYLI Puerto Rican/Hispanic Youth Leadership Institute

In the Fall of 2024, three Train the Trainer workshops were held for PR/HYLI staff. Part One focused on strategies to incorporate this year's theme of Perseverance and the Power of Democracy into the curriculum, differentiate and scaffold modifications for multilingual learners, and meet both English-dominant and Spanish-dominant student needs. Staff had two options to attend: one workshop was held in Albany on October 30, 2024, and another in New York City on November 16, 2024. Elaine Porcher, who has facilitated these workshops annually for PR/HYLI for at least five years, returned as the guest facilitator for both sessions. Part Two focused on parliamentary procedures and was held via Zoom on October 31, 2024. Anthony Plonczynski, a long-time PR/HYLI staff member, facilitated this session. Some participants attended both the Parliamentary Procedures training as well as one of the standard Train the Trainer workshops.

At the end of each workshop, participants filled out surveys to provide feedback and share how they plan to incorporate the training into their teaching. A total of 32 surveys were completed. This report includes Part One survey results, with 10 responses from the October 30th workshop and 12 from the November 16th workshop. Part Two had 10 responses, which are included in the second portion of this report. Some qualitative survey responses have been slightly edited for clarity.

Part One: October 30, 2024 & November 16, 2024 Workshops

How well did the workshop achieve the following?



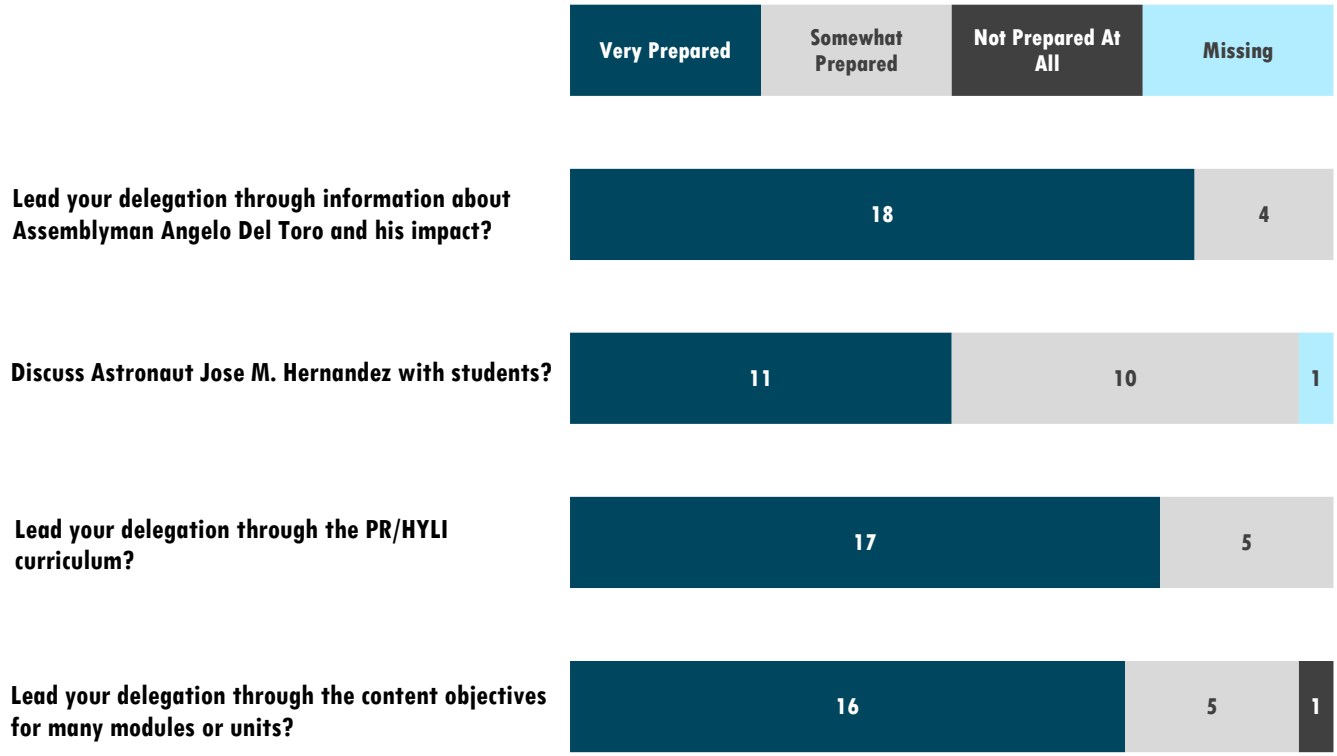
VIA EVALUATION

PR/HYLI Train the Trainer Feedback Surveys

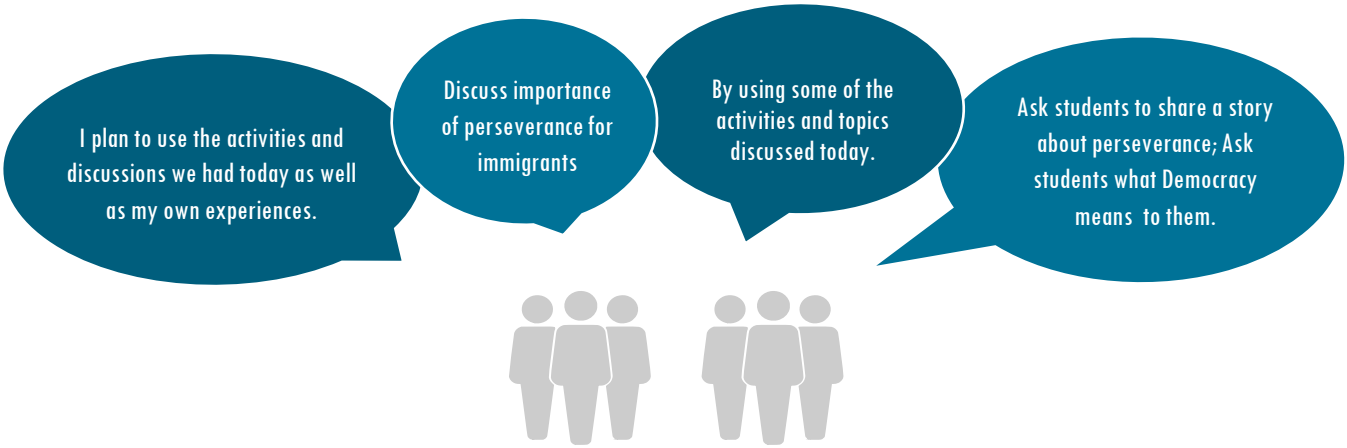
Fall 2024

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

Following this training, how prepared do you feel to…



How do you plan to incorporate Perservance & the Power of Democracy in your session trainings with students?



VIA EVALUATION

PR/HYLI Train the Trainer Feedback Surveys

Fall 2024

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

Overall Satisfaction with the Workshop

This training met my expectations.

This training was a good use of my time.

Focus on bills & Angelo Del Toro; Personal Brand; Critical Thinking (problem solving)

Created a community of sharing ideas

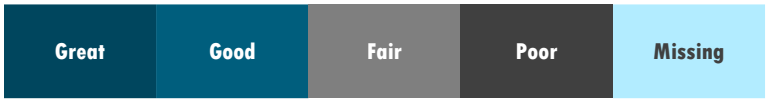
Always appreciate being able to access and put activities into practice

It was strategically engaging w/ movement

Cooperative activities enhanced our learning

Really enjoy calibrating and sharing different ideas for running our sessions

Quality of the Workshop



The presenters' skills and organization were…

The Leadership Team Building activities were…

VIA EVALUATION

Please explain any areas in which you do not feel prepared.

- I feel prepared but I need to learn more about Angelo Del Toro.
- I really liked the activities but I feel they related to to content of the areas but the content of some areas wasn't fully introduced.
- I think It'll be hard to weave the Jose Hernandez movie into trainings just because of time. Guidance on how to make that a homework assignment?
- I'm new I have to experience it for the 1st time. The training was GREAT!
- More clarity on legislative process needed (i.e. how a bill becomes a law)
- I need to do the work to find out more about Jose H.
- Steps in making a Bill a Law. (I need more practice.)
- Thankfully I feel supported and prepared for our sessions.
- There isn't any she did a good Job!

How has this training helped prepare you to work with students?

- By providing activities and ideas to help prepare them for PR/HYLI
- Clear expectations
- Gave me tools and ideas that I can use with them to teach the bills
- Gave wonderful ideas on how to create engaging activities
- It has given me more ideas for interaction
- Helped give new, creative ways to teach the curriculum in an engaging and relevant way.
- I experienced an overview of what the student experience will be like. I was named and trained w/ other PR/HYLI trainers
- It gave me great ideas to implement.
- It helped in learning new & quick icebreakers.
- Many activities/resources to implement throughout the training sessions
- Provided many ideas
- Provided more ideas/activities to do w/ students
- Some activities to do w/ students
- The activities are useful
- This training has supported us with materials and activities for facilitating learning.
- This training helped me identify the activities I want to do with the students.
- Very helpful - great refresher

How do you plan to incorporate Perseverance & the Power of Democracy in your session trainings with students

- Ask students to share a story about perseverance. Ask students what Democracy means to them.
- By using some of the activities and topics discussed today.
- Discuss importance of perseverance for immigrants
- I have to think about it more.
- I liked the novel excerpts and will use those.
- I plan to use several activities from today.
- I plan to use the activities and discussions we had today as well as my own experiences.
- I will be able to answer these questions in the Spring.
- Infuse theme w/ keynote speaker & leverage experiences.
- Love to show and provide light.
- Scenarios to connect to students & daily lives
- -still processing-
- Support all students with various activities shared today to speak up and get out of their comfort zone.
- Through the morning sessions
- We could add info of Latino leaders who perserved like Angelo Del Toro.

Please describe how you use the curriculum with your delegation during the regional training sessions.

- I will be in an admin role & not a teacher role
- All modules are incorporated throughout our sessions
- Balance of context, interactions & reflection
- Create lessons that will enhance their knowledge of the bills
- Create Power Points and Learning Activities
- I will be able to answer these questions in the Spring
- I'm not sure
- It guides the flow of each training.
- The curriculum is used to provide tools for the trainers.
- Trying to incorporated in each session.
- We follow the curriculum and follow it step by step after condensing the curriculum and adapting it to the group of students
- We train the students using the curriculum along with the activities shared.
- Will follow curriculum as much as I can and add scaffolds as we go.

What improvements would make the curriculum more useful to you as a trainer?

- Always open to diff opinion
- Elaine is amazing so I would insist that she always be our trainer. Also perhaps a two day training.
- Having more time
- Having the script available in Spanish
- I will be able to answer these questions in the Spring
- I would add more training on mock assembly procedure.
- N/A
- None at the moment
- Personalize to include students' background
- Support or provide pacing calendar that can support varying session dates (timeline).
- Tell me what to prepare for ahead of time (Read the book or the bills). Tie this into civic engagement w/ students

Share your feedback on the activities and interactive focus of the session.

- Always appreciate being able to access and put activities into practice
- Always brings new ideas & strategies to use with students.
- Cooperative activities enhanced our learning
- Enjoyed the creative & fun activities
- Good, more time.
- Great Work
- I really enjoyed this training as it helped me get a better understanding of PR/HYLI, what is expected of the students, and how important it is for students.
- I'm familiar w/ the games played - LOVE THEM!
- Interactiveness was awesome. Great way to connect.
- It was good & very interactive
- It was strategically engaging w/ movement.
- N/A
- Really enjoy calibrating and sharing different ideas for running our sessions
- This was extremely interactive and engaging!
- Training is super fun and extremely interactive
- Was fun to interact, collaborate, & hear others' thoughts

What was the most valuable aspect of the training?

- Calibrating with other teac[hers] leaders. Seeing/Experiencing the [program] through the student lens
- Community & having thought partners
- Connecting w/ other delegations
- Created a community of sharing ideas
- Discussions
- Focus on bills & Angelo Del Toro; Personal Brand; Critical Thinking (problem solving)
- Interactions w/ those not from my RBERN/Questar
- Making the sessions fun and interactive for the students.
- Multiple perspectives, all voices heard, interactivity
- N/A
- Networking, sharing ideas.
- New group activities
- The activities were interactive and fun.
- The Angelo Del Toro activity
- The team activities (fun)!
- The various perspectives it brought.
- We made it through ALL the modules.

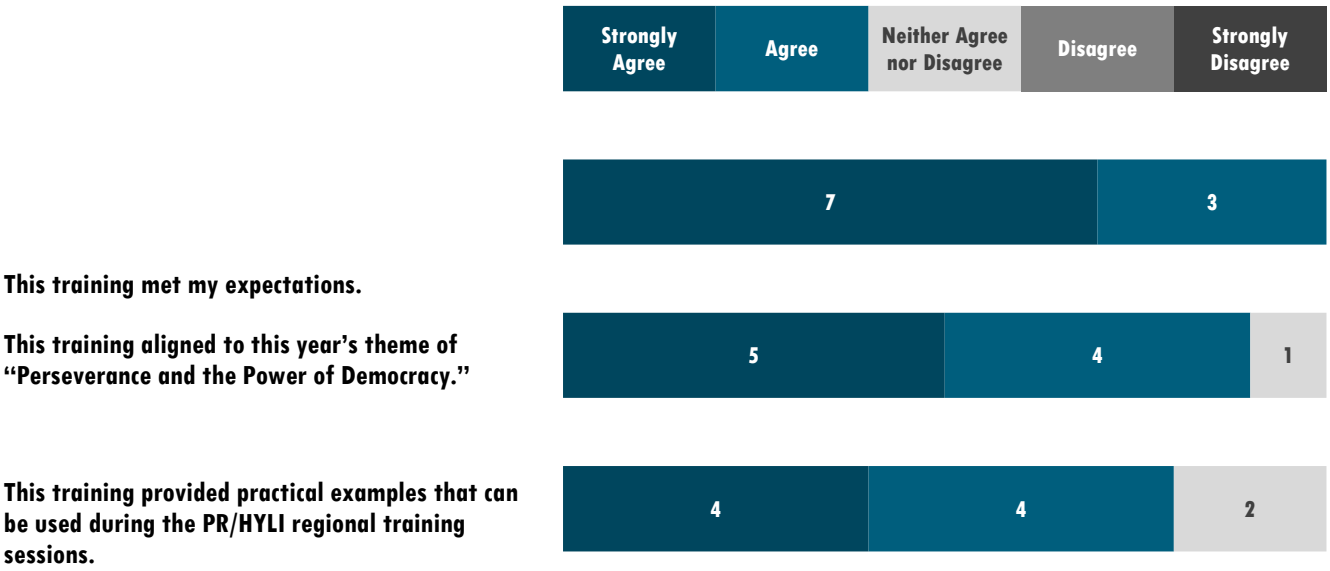
What could be improved about the training?

- Adding more info about Angelo Del Toro
- Diverse perspectives from non-educators/academia, Govt' representative
- I'll be able to answer these questions after this first year. I'm brand new.
- Less is more, some things were glossed over.
- Maybe less working, so we can have more time to focus on the [activites]
- More on mock assembly procedures for the training.
- Not long enough (2 days would be great!)
- Running through PR/HLYI Lessons created by Trainers themselves

Which workshops would you like to see during PR/HYLI weekend?

- Arts: music, writing, dance, play/role play, creating murals/posters
- Civic engagement (Create an ad to Run for office), Rally Poems
- Community building activities
- Dance, Poetry, Art, Rally/Protest and model debate.
- Dancing/singing/Acting or other artistic workshop (art/paint in a group)
- I'll be able to answer these questions after this first year. I'm brand new.
- Improv, protest posters
- Music, Art, A project in which they create a situation in which they have to persevere
- N/A
- One year we did letters to people who have been affected by ICE. I think it would be nice if we did that again
- Poetry, dance, role playing

Part Two: October 31, 2024 Parliamentary Procedures Workshop



Please explain any areas in which you do not feel prepared.

- I'm new to this work. I'm excited to get started. I will lean on my team and colleagues to learn quickly. I'm thinking that this first time around will be a learning process.
- More practice using and leading parliamentary procedures.
- None
- We still need a bit of training on who are the "leaders" of each caucus and what their jobs are on the floor.

How has this training helped prepare you to work with students?

- I enjoyed learning the team building exercises and learning with my peers for consistency.
- It is so helpful to be trained on this to use with students.
- The training is always a good refresher especially on Robert's Rules.
- Walking through the resources and examples provided clarity.

What could be improved about the training?

- I'll have an informed answer after the mock assembly.
- Nothing
- Taking turns leading with parliamentary procedures.
- Videos seeing what students do which we could stop and discuss why they are doing what we see.

What improvements would make the curriculum more useful to you as a trainer?

- A manual of PR/HYLI parliamentary procedures rather than using the entire book of Robert's Rules of Order.
- I'll have an informed answer after the mock assembly.
- More time to train and explore prior to implementation. This was so helpful. Thank you.
- Videos depicting students using the Parliamentary Procedures.

Appendix D: Student Trip Survey Tools & Results

Puerto Rico Trip Student Feedback Survey

PR/HYLI 2024-2025

Instructions: This is a survey about your experience participating as a student in PR/HYLI's Puerto Rico trip. 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!

Instrucciones: Esta es una encuesta sobre su experiencia participando como estudiante en el viaje de PR/HYLI a Puerto Rico. Por favor, no escriba su nombre en esta encuesta. Este formulario de comentarios es completamente confidencial y se utilizará para informar futuras actividades del programa. ¡Gracias por su ayuda!

Please answer the following questions about the impact the Puerto Rico trip had on you.
Responda a las siguientes preguntas sobre el impacto que tuvo en usted el viaje a Puerto Rico.

Please indicate how much you agree or disagree with the following statements: *Por favor indique qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones:*	Strongly Agree *Muy de acuerdo*	Agree *De acuerdo*	Disagree *En desacuerdo*	Strongly Disagree *Muy en desacuerdo*
1. After visiting Puerto Rico, I am more interested in learning about how government works. *Después de visitar Puerto Rico, me interesa más aprender cómo funciona el gobierno.*	☐	☐	☐	☐
2. After meeting with congressional representatives in Puerto Rico, I understand more about issues affecting the Hispanic community. *Después de reunirme con representantes del Congreso en Puerto Rico, entiendo mejor los problemas que afectan a la comunidad hispana.*	☐	☐	☐	☐
3. After the experiences during the Puerto Rico trip, I am better able to think critically. *Después de las experiencias vividas durante el viaje a Puerto Rico, soy más capaz de pensar de forma crítica.*	☐	☐	☐	☐
4. After the experiences during the Puerto Rico trip, I am better able to consider other viewpoints. *Después de las experiencias vividas durante el viaje a Puerto Rico, soy más capaz de considerar otros puntos de vista.*	☐	☐	☐	☐
5. After the experiences during the Puerto Rico trip, I am more prepared to be a leader in my community. *Después de las experiencias vividas durante el viaje a Puerto Rico, estoy más preparado para ser un líder en mi comunidad.*	☐	☐	☐	☐

6. Describe one new thing you took away from the SOMOS, Inc. Conference.
Describa algo nuevo que haya aprendido de la conferencia SOMOS, Inc.

7. Of all the elected officials you met with in Puerto Rico, which one was the most inspiring and why?
De todos los cargos electos con los que se reunió en Puerto Rico, ¿cuál fue el más inspirador y por qué?

Please tell us what you knew/know about each of the following topics BEFORE and AFTER the Puerto Rico trip:
Por favor, dinos lo que sabías/sabes sobre cada uno de los siguientes temas ANTES y DESPUÉS del viaje a Puerto Rico:

	BEFORE Puerto Rico trip *ANTES del viaje a Puerto Rico*				**NOW, after Puerto Rico trip** *AHORA, después del viaje a Puerto Rico*			
	I knew a lot *Sabía mucho*	**I knew some** *Sabía algunos*	**I knew a little** *Sabía un poco*	**I knew nothing** *No sabía nada*	**I know a lot** *Sé mucho*	**I know some** *Sé algunos*	**I know a little** *Sé un poco*	**I know nothing** *No sé nada*
8. How the Puerto Rican government works *Cómo funciona el gobierno de Puerto Rico*	☐	☐	☐	☐	☐	☐	☐	☐
9. The roles of important leaders in Puerto Rico *El papel de los líderes importantes en Puerto Rico*	☐	☐	☐	☐	☐	☐	☐	☐
10. The similarities and differences between the governments of Puerto Rico and New York State *Semejanzas y diferencias entre el gobierno de Puerto Rico y el del Estado de Nueva York*	☐	☐	☐	☐	☐	☐	☐	☐

11. Describe some of the differences between the United States government and the Puerto Rican government.
Describe algunas de las diferencias entre el gobierno de los Estados Unidos y el gobierno de Puerto Rico.

Please tell us how confident you felt/feel about the following BEFORE and AFTER the Puerto Rico trip:
Por favor, díganos cómo de seguro se sentía ANTES y DESPUÉS del viaje a Puerto Rico:

	BEFORE Puerto Rico trip *ANTES del viaje a Puerto Rico*				**NOW, after Puerto Rico trip** *AHORA, después del viaje a Puerto Rico*			
	Very confident *Muy seguro/a*	**Somewhat confident** *Algo seguro/a*	**A little confident** *Un poco seguro/a*	**Not confident at all** *No seguro/a en absoluto*	**Very confident** *Muy seguro/a*	**Somewhat confident** *Algo seguro/a*	**A little confident** *Un poco seguro/a*	**Not confident at all** *No seguro/a en absoluto*
12. Applying what I learned in PR/HYLI to national issues *Aplicar lo aprendido en PR/HYLI a cuestiones nacionales*	☐	☐	☐	☐	☐	☐	☐	☐
13. Engaging with elected representatives *Compromiso con los representantes electos*	☐	☐	☐	☐	☐	☐	☐	☐

Please answer the following questions about your experience with the Puerto Rico trip.
Responda a las siguientes preguntas sobre su experiencia en el viaje a Puerto Rico.

Please indicate how much you agree or disagree with the following statements: *Por favor indique qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones:*	**Strongly Agree** *Muy de acuerdo*	**Agree** *De acuerdo*	**Disagree** *En desacuerdo*	**Strongly Disagree** *Muy en desacuerdo*
14. My experiences in PR/HYLI this year prepared me to meet with congressional representatives during the Puerto Rico trip. *Mis experiencias en PR/HYLI este año me prepararon para reunirme con representantes del Congreso durante el viaje a Puerto Rico.*	☐	☐	☐	☐
15. Overall, the Puerto Rico trip met my expectations. *En general, el viaje a Puerto Rico cumplió mis expectativas.*	☐	☐	☐	☐
16. Overall, visiting Puerto Rico was a positive experience. *En general, visitar Puerto Rico fue una experiencia positiva.*	☐	☐	☐	☐
17. I learned important information about Puerto Rican culture and history. *Aprendí información importante sobre la cultura y la historia de Puerto Rico.*	☐	☐	☐	☐

18. What lessons from the Puerto Rico trip are important to share with PR/HYLI students who did not go on the trip?
¿Qué lecciones del viaje a Puerto Rico son importantes para compartir con los estudiantes de PR/HYLI que no fueron al viaje?

19. What was most impactful about the Puerto Rico trip for you?
¿Qué fue lo que más le impactó del viaje a Puerto Rico?

20. What additional content would you have liked to see included in the Puerto Rico trip?
¿Qué contenido adicional le hubiera gustado que se incluyera en el viaje a Puerto Rico?

21. How did you use what you learned from PR/HYLI during the Puerto Rico trip?
¿Cómo utilizaste lo que aprendiste de PR/HYLI durante el viaje a Puerto Rico?

22. Is there anything else you would like to share about the educational nature of the Puerto Rico trip?
¿Hay algo más que le gustaría compartir sobre la naturaleza educativa del viaje a Puerto Rico?

PR/HYLI Puerto Rico Trip Feedback Survey

December 2024

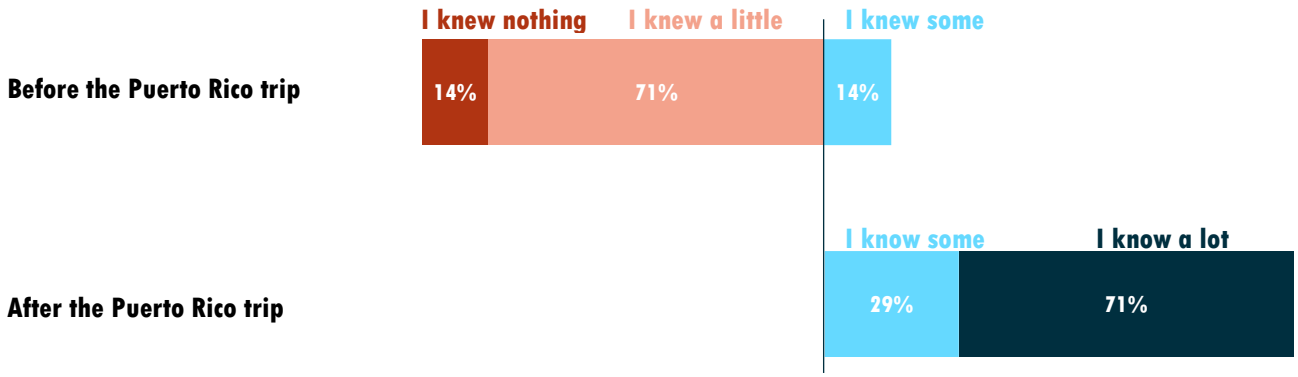
Angelo Del Toro PR/HYLI Puerto Rican/Hispanic Youth Leadership Institute

In November 2024, seven outstanding student delegates from PR/HYLI traveled to Puerto Rico to attend the SOMOS, Inc. Conference and to learn more about government, leadership, and advocacy. At the end of the trip, participants completed a feedback survey reflecting on their experience in Puerto Rico, and on how their participation in PR/HYLI affected that experience. A total of seven students completed the survey for a 100% response rate. Some qualitative survey responses have been slightly edited for clarity.

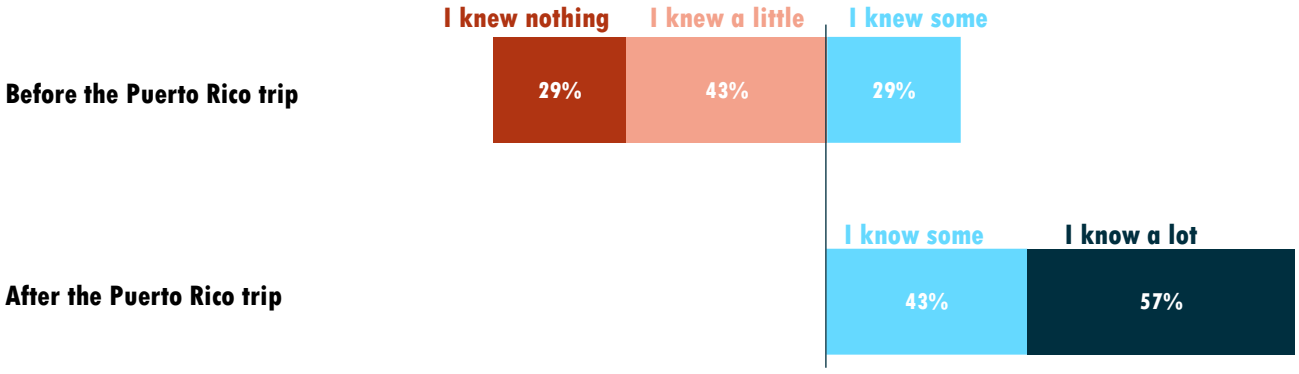
Growth of Participant Knowledge and Legislative Understanding

How much did you know about the following topics BEFORE and AFTER the Puerto Rico trip?

How the Puerto Rican government works

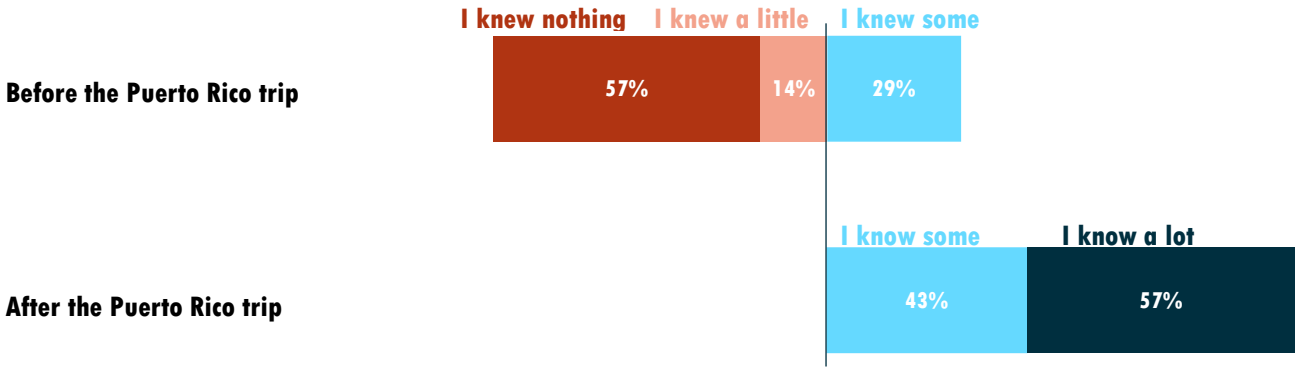


The similarities and differences between the governments of Puerto Rico and New York State



VIA EVALUATION

The roles of important leaders in Puerto Rico



Which elected official in Puerto Rico was the most inspiring?

The President of the House of Representatives because he is so passionate about his position that it has inspired [me] to strive to approach any title and position with as much passion and drive as he has.

Mr. Arnaldo taught us that it is important to feel proud of our country and never forget where we come from. That we are always united before anything else, and that each delegation is important. Reading is important to enrich our knowledge.

Rafael - Honest & Genuine man w/ a passion

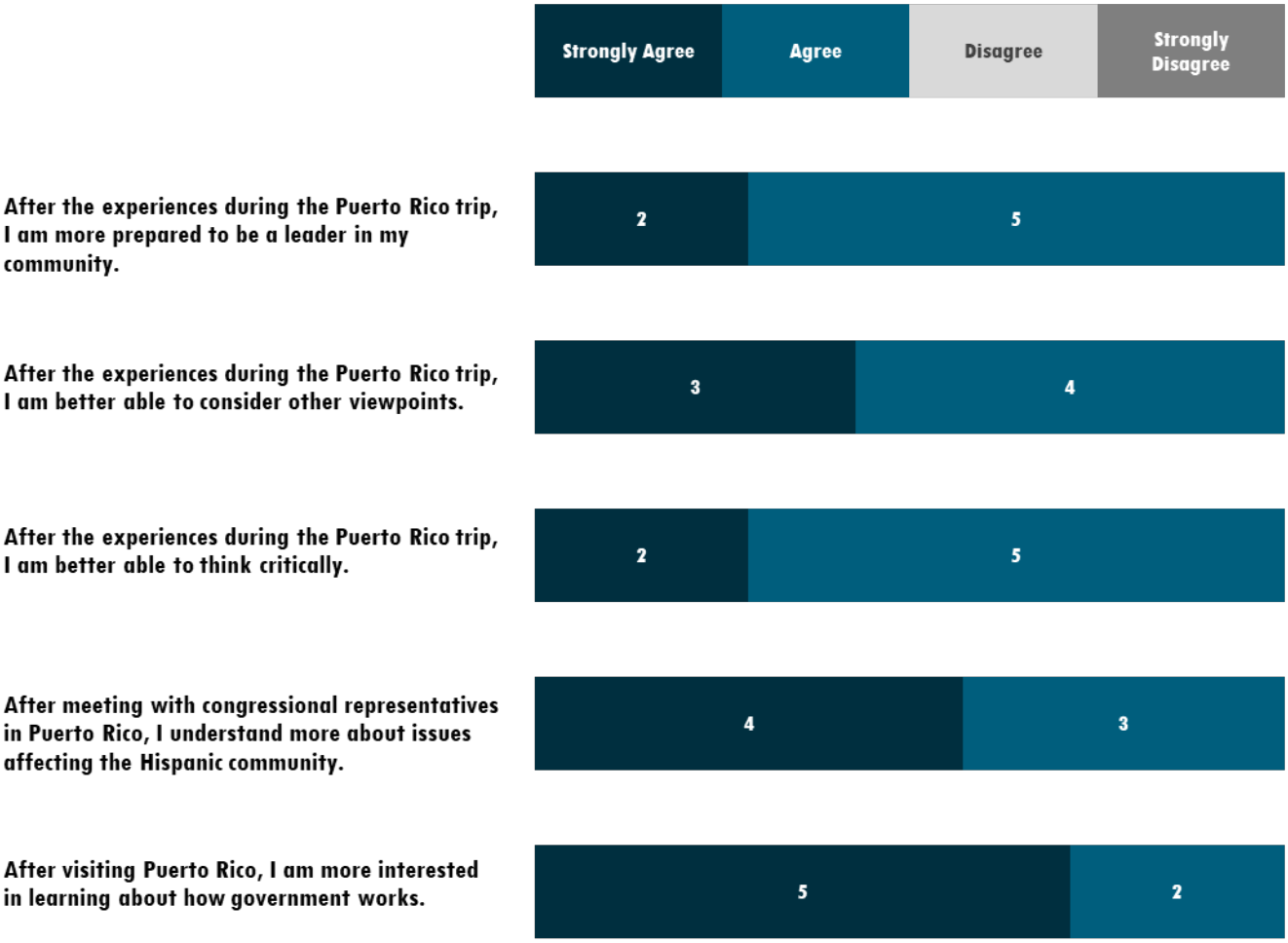
The most inspiring official I met was Arnaldo because I was able to understand the effects Puerto Rico is encountering with the financial conflicts, and how they address it. Arnaldo who is the Speaker of the House made me understand Puerto Rico further. :)

PR/HYLI Puerto Rico Trip Feedback Survey

December 2024

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

Knowledge and Skill Acquisition



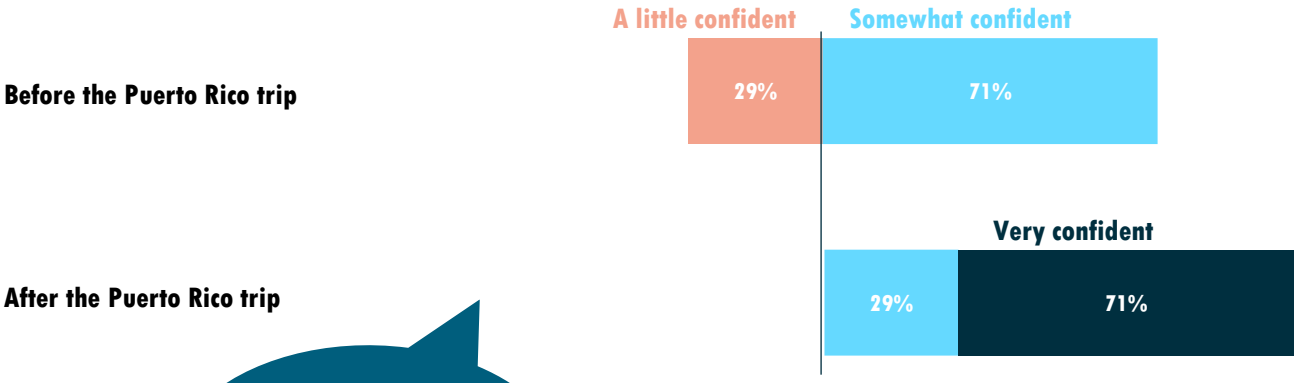
What was most impactful about the Puerto Rico trip for you?

VIA EVALUATION

Impact on Growth of Participant Confidence from Puerto Rico Educational Field Trip

How confident do you feel about the following BEFORE and AFTER the Puerto Rico trip?

Applying what I learned in PR/HYLI to national issues

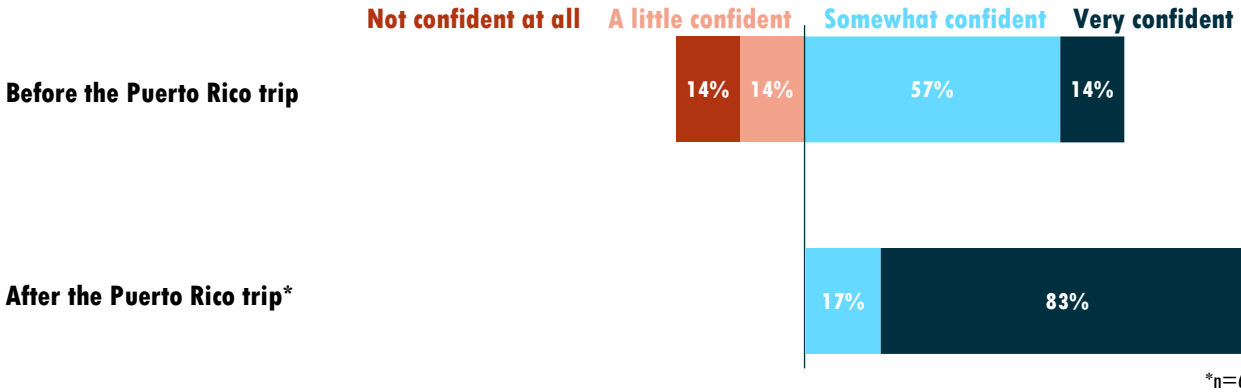


A way that I used my learning from PR/HYLI in Puerto Rico is by asking thorough questions and analyzing the new bills as a group with other delegations.

I used the skills I learned while meeting [with] government officials.

I tried to ask questions related to the government and their administration.

Engaging with elected representatives



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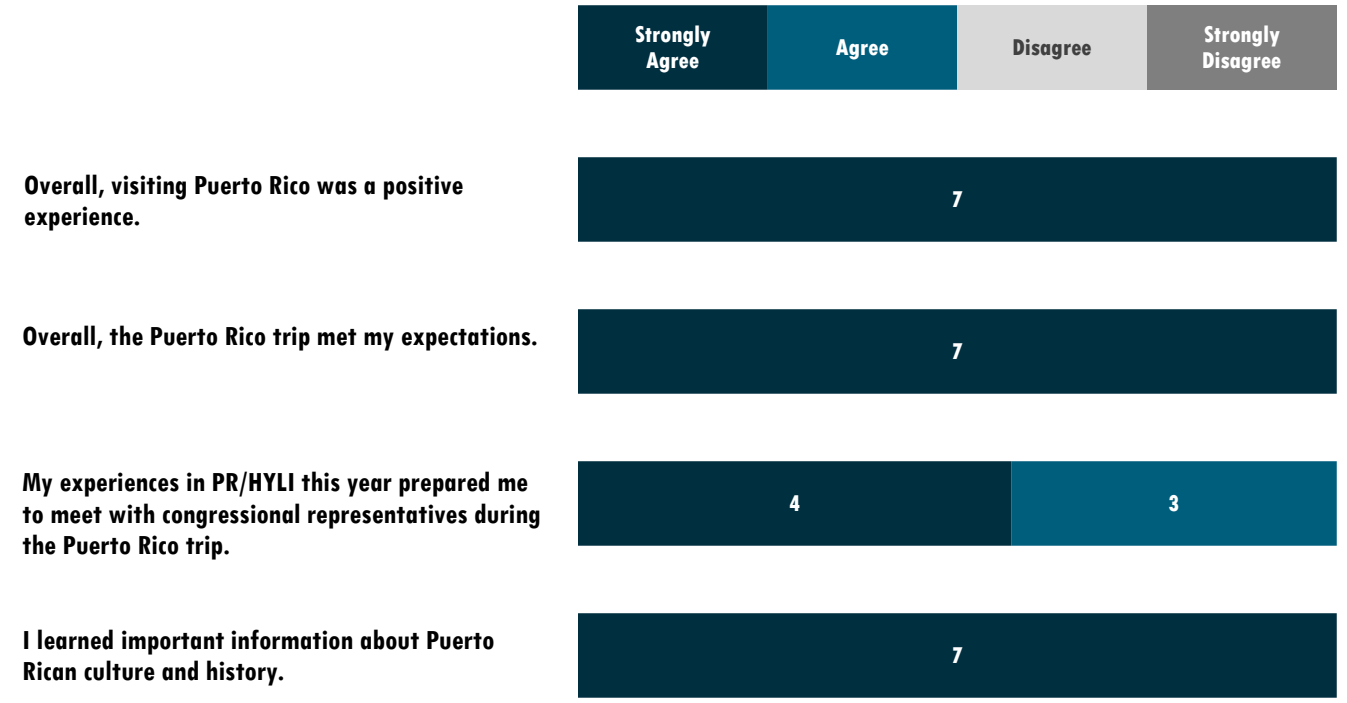
PR/HYLI Puerto Rico Trip Feedback Survey

December 2024

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

Overall Satisfaction with Puerto Rico Educational Field Trip



The most important lesson we should share with other students is that we must not forget where we come from.

One important lesson I took from Puerto Rico that I would mention to PR/HYLI students is that there's more than one culture in Puerto Rico. The racial diversity of Puerto Rico makes the culture and people more united.

The activities were amazing. Just a lot of impact in the days.

It was a great learning experience with a lot of important information about government.

VIA EVALUATION

Describe one new thing you learned during the SOMOS, Inc. Conference and/or workshops.

- I took away that some adults can't be respectful to the speakers that talk about topics that are important to our communities.
- May we always be united above all. And that each delegation is important.
- Nothing being the adults were talking over the speakers.
- One thing I took away from the SOMOS trip/conference is that there are Hispanic communities that are unable to provide the resources to students, so SOMOS wants to help increase the educational resources for Hispanic communities.
- The SOMOS conference consits of a 4 day event aimed to recognize government officials for their hard work at improving the lives of those who they work for.
- There are key people to put together these events and hosting/sponsoring them.

Of all the elected officials you met with in Puerto Rico, which one was the most inspiring and why?

- Chamber President because he told us about his experiences and how he grew and accepted his position.
- Rafael - Honest & Genuine man w/ a passion
- That we are always united before anything else, and that each delegation is important. Mr. Arnaldo was the only one we met. He taught us that it is important to feel proud of our country and never forget where we come from. Reading is important to enrich our knowledge
- The House of Representatives President/Speaker
- The most inspiring official I met was Arnaldo because I was able to understand the effects Puerto Rico is encountering with the financial conflicts, and how they address it. Arnaldo who is the Speaker of the House made me understand Puerto Rico further. :)
- The President of the House of Representatives because he is so passionate about his position that it has inspired [me] to strive to approach any tittle and position with as much passion and drive as he has.
- The speaker being with a lot of difference had a lot of words of encouragement.

Describe some of the differences between the United States government and the Puerto Rico government.

- In PR citizens can't vote but in US they can't
- One of the differences between the United States and Puerto Rican government is that Puerto Rico was able to become an independent country because of the United States. I also know that the difference is that Puerto Rico has low resources than the United States, and that Puerto Rico depends it's resources on the United States.
- Some differences are that here in Puerto Rico you cannot vote.
- The elections are quite different. They have Legislative, Judicial & Executive branch
- The US composes/writes most of its legislature while PR is heavly inspired by these legislature but also that they follow Spanish Law due to their inquisition.
- USA: President, 435 people in The House of Represantives. P.R.: Governer, 27

What lessons from the Puerto Rico trip are important to share with PR/HYLI students who did not go on the trip?

- How the government works & how much a country can do w/ limited resources financially.
- It is important to feel proud of your culture, because it is one of a kind. Tell the truth.
- It is truly a deep & beautiful culture to visit and see first hand.
- One important lesson I took from Puerto Rico that I would mention to PR/HYLI students is that there's more than one culture in Puerto Rico. The racial diversity of Puerto Rico makes the culture and people more united.
- The most important lesson we should share with other students is that we must not forget where we come from.
- The people of Puerto Rico are from very diverse cultures: Taino, African, Spanish.
- The PR government has the same checks & balances through a split power of 3 branches of govt (Leg, Jud, Exe)

What was most impactful about the Puerto Rico trip for you?

- Attending during elections and seeing the public's behavior towards it.
- Learning about the history and culture.
- Seeing the People of Puerto Rico be so passionate and excited to enact change in their island.
- The 15 min theater.
- The history of each of the outstanding places. their culture, and how it is related to Spain.
- The history of the island
- The most impactful part about Puerto Rico in the trip is that I was able to connect more with my chaperones and each student from each delegation.

What additional content would you have liked to see included in the Puerto Rico trip?

- A festival of "Bomba" :)
- Beach trip and more entertainment like the theater 15.
- I would have liked to see more about the environment and nature of the island.
- Going to the beach.
- If they would have taken us to the beach.
- More of the country life/trails.
- One additional content I would like to have included is more time spent with each student from each delegation and more days to spent in Puerto Rico. :)

How did you use what you learned from PR/HYLI during the Puerto Rico trip?

- A way that I used my learning from PR/HYLI in Puerto Rico is by asking thorough questions and using the new bills and analyze them as a group with other delegations.
- Asked questions, research.
- Correlation between the governments.
- I tried to ask questions related to the government and their administration.
- I used the skills I learned of meeting [with] government officials.
- The government process and learning the differences.
- The structure & architecture of the Capitol was both similar yet contrasting.

Is there anything else you would like to share about the Puerto Rico trip?

- Everything was very well told and all the tour guides were amazing.
- It was a great learning experience with a lot of important information about government.
- It was amazing. Thank you.
- PLEASE keep this program, this trip to PR was the absolute best way I could ever imagine to first visit this Island. THANK YOU!!! I loved every second of this trip and I am beyond grateful!!!
- Puerto Rican culture is full of history.
- The activities was amazing. Just a lot of impact in the days.
- Yes! "This experience was amazing, I Love Puerto Rico." (Thank you so much) :)

Washington, D.C. Trip Student Feedback Survey

PR/HYLI 2025

Instructions: This is a survey about your experience participating as a student in PR/HYLI's Washington, D.C. trip. 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!

Instrucciones: Esta es una encuesta sobre su experiencia participando como estudiante en el viaje a Washington, D.C. de PR/HYLI. Por favor, no escriba su nombre en esta encuesta. Esta encuesta es completamente confidencial y se utilizará para informar futuras actividades del programa. ¡Gracias por su ayuda!

Please answer the following questions about the impact the Washington, D.C. trip had on you.
Responda a las siguientes preguntas sobre el impacto que tuvo en usted el viaje a Washington, D.C.

Please indicate how much you agree or disagree with the following statements: *Por favor indique qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones:*	Strongly Agree *Muy de acuerdo*	Agree *De acuerdo*	Disagree *En desacuerdo*	Strongly Disagree *Muy en desacuerdo*
1. After visiting Washington, D.C., I am more interested in learning about how government works. *Después de visitar Washington, D.C., estoy más interesado en aprender cómo funciona el gobierno.*	☐	☐	☐	☐
2. After meeting with congressional representatives in Washington, D.C., I understand more about issues affecting the Hispanic community. *Después de reunirme con representantes del Congreso en Washington, D.C., entiendo mejor los problemas que afectan a la comunidad hispana.*	☐	☐	☐	☐
3. After the experiences during the Washington, D.C. trip, I am better able to think critically. *Después de las experiencias vividas durante el viaje a Washington, D.C., soy más capaz de pensar de forma crítica.*	☐	☐	☐	☐
4. After the experiences during the Washington, D.C. trip, I am better able to consider other viewpoints. *Después de las experiencias vividas durante el viaje a Washington, D.C., soy más capaz de considerar otros puntos de vista.*	☐	☐	☐	☐
5. After the experiences during the Washington, D.C. trip, I am more prepared to be a leader in my community. *Después de las experiencias vividas durante el viaje a Washington, D.C., estoy más preparado para ser un líder en mi comunidad.*	☐	☐	☐	☐

6. Describe one new thing you learned during the Washington, D.C. trip.
Describa una cosa nueva que haya aprendido durante el viaje a Washington, D.C.

7. Of all the elected officials you met in Washington, D.C., which one was the most inspiring and why?
De todos los funcionarios electos que conoció en Washington, D.C., ¿cuál fue el más inspirador y por qué?

Please tell us what you knew/know about each of the following topics BEFORE and AFTER the Washington, D.C. trip:
Por favor, díganos lo que sabía/sabe sobre cada uno de los siguientes temas ANTES y DESPUÉS del viaje a Washington, D.C:

	BEFORE Washington, D.C. trip *ANTES del viaje a Washington D.C.*				**NOW, after Washington, D.C. trip** *AHORA, después del viaje a Washington, D.C.*			
	I knew a lot *Sabía mucho*	**I knew some** *Sabía algunos*	**I knew a little** *Sabía un poco*	**I knew nothing** *No sabía nada*	**I know a lot** *Sé mucho*	**I know some** *Sé algunos*	**I know a little** *Sé un poco*	**I know nothing** *No sé nada*
8. How the federal government works *Cómo funciona el gobierno federal*	☐	☐	☐	☐	☐	☐	☐	☐
9. The similarities and differences between state and federal government *Semejanzas y diferencias entre el gobierno estatal y el federal*	☐	☐	☐	☐	☐	☐	☐	☐

10. Describe some of the differences between the federal government and the New York State government.
Describa algunas de las diferencias entre el gobierno federal y el gobierno del Estado de Nueva York.

Washington, D.C. Trip Student Feedback Survey

PR/HYLI 2025

Please tell us how confident you felt/feel about the following BEFORE and AFTER the Washington, D.C. trip:
Díganos que tan confidente se siente ANTES y DESPUÉS del viaje a Washington, D.C:

	BEFORE Washington, D.C. trip *ANTES del viaje a Washington D.C.*				NOW, after Washington, D.C. trip *AHORA, después del viaje a Washington, D.C.*			
	Very confident *Muy confidente*	Somewhat confident *Algo confidente*	A little confident *Un poco confidente*	Not confident at all *No confidente en absoluto*	Very confident *Muy confidente*	Somewhat confident *Algo confidente*	A little confident *Un poco confidente*	Not confident at all *No confidente en absoluto*
11. Applying what I learned in PR/HYLI to national issues *Aplicando lo aprendido en PR/HYLI en asuntos nacionales*	☐	☐	☐	☐	☐	☐	☐	☐
12. Engaging with elected representatives *Interactuando con los representantes electos*	☐	☐	☐	☐	☐	☐	☐	☐

Please answer the following questions about your experience with the Washington, D.C. trip.
Responda a las siguientes preguntas sobre su experiencia en el viaje a Washington, D.C.

Please indicate how much you agree or disagree with the following statements: *Por favor indique qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones:*	Strongly Agree *Muy de acuerdo*	Agree *De acuerdo*	Disagree *En desacuerdo*	Strongly Disagree *Muy en desacuerdo*
13. My experiences in PR/HYLI this year prepared me to meet with the congressional representatives during the Washington, D.C. trip. *Mis experiencias en PR/HYLI este año me prepararon para reunirme con los representantes del Congreso durante el viaje a Washington, D.C.*	☐	☐	☐	☐
14. Overall, the Washington, D.C. trip met my expectations. *En general, el viaje a Washington D.C. cumplió mis expectativas.*	☐	☐	☐	☐
15. Overall, visiting Washington, D.C. was a positive experience. *En general, visitar Washington D.C. fue una experiencia positiva.*	☐	☐	☐	☐
16. I learned important information about Washington, D.C. culture, monuments, landmarks, and history. *Aprendí información importante sobre la cultura, los monumentos, los lugares de interés y la historia de Washington, D.C.*	☐	☐	☐	☐

17. What lessons from the Washington, D.C. trip are important to share with PR/HYLI students who did not go on the trip?
¿Qué lecciones del viaje a Washington, D.C. son importantes para compartir con los estudiantes de PR/HYLI que no participaron en el viaje?

18. What was most impactful about the Washington, D.C. trip for you?
¿Qué fue lo que más le impactó del viaje a Washington D.C.?

19. What additional educational content would you have liked to see included in the Washington, D.C. trip?
¿Qué contenido educativo adicional le hubiera gustado ver incluido en el viaje a Washington, D.C.?

20. How did you use what you learned from PR/HYLI during the Washington, D.C. trip?
¿Cómo utilizó lo aprendido en PR/HYLI durante el viaje a Washington, D.C.?

21. Is there anything else you would like to share about the educational nature of the Washington, D.C. trip?
¿Hay algo más que le gustaría compartir sobre de naturaleza educativa del viaje a Washington, D.C.?

PR/HYLI Washington D.C. Trip Feedback Survey

June 2025

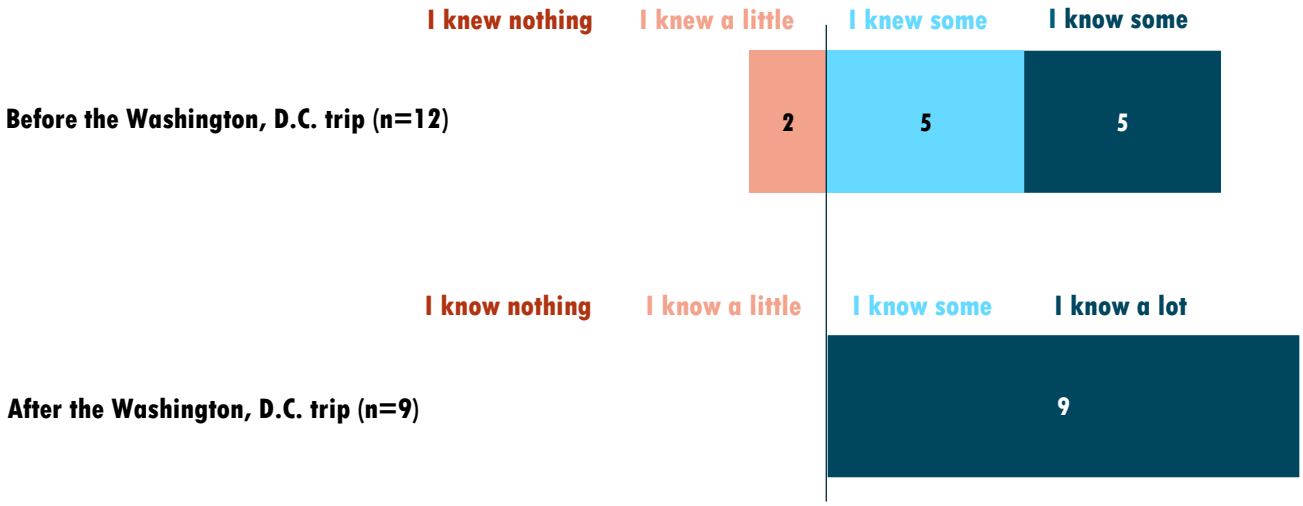
Angelo Del Toro PR/HYLI Puerto Rican/Hispanic Youth Leadership Institute

In May 2025, 12 outstanding student delegates from PR/HYLI traveled to Washington, D.C. to meet with representatives and learn more about government, leadership, and advocacy. 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 12 students completed the survey, a 100% response rate.

Growth of Participant Knowledge and Legislative Understanding

How much did you know about the following topics BEFORE and AFTER the Washington, D.C. trip?

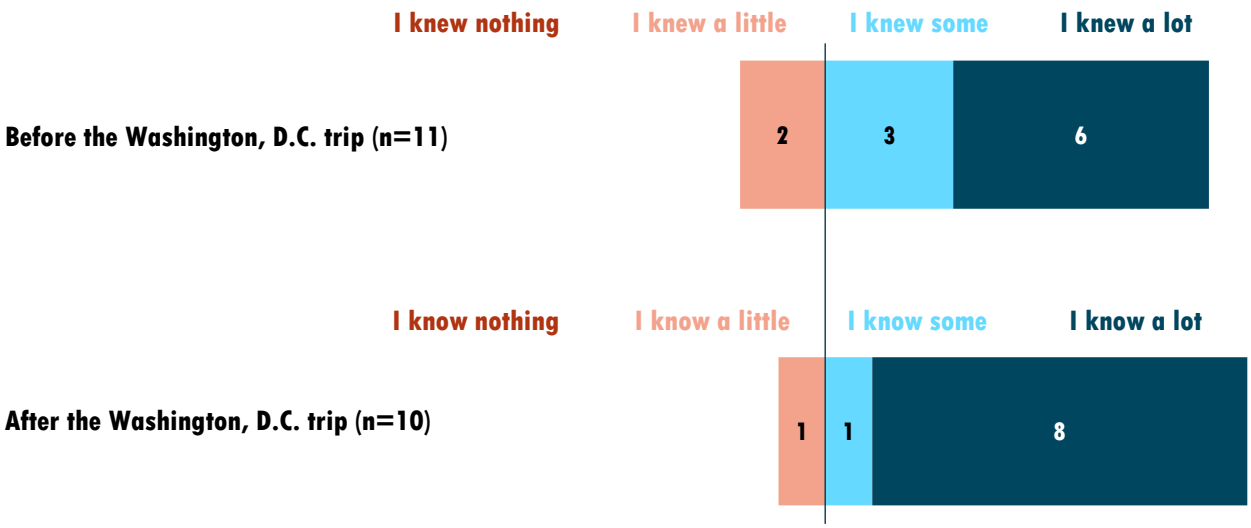
1. How the federal government works



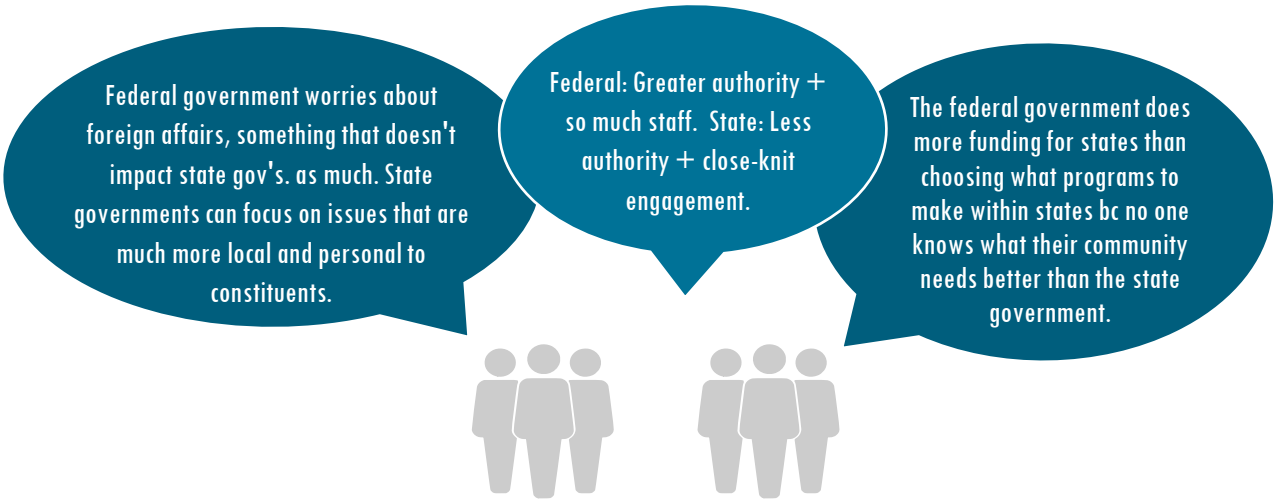
Describe one new thing you learned during the Washington, D.C. trip.

VIA EVALUATION

2. The similarities and differences between the state and federal government



Describe some of the differences between the federal goverment and the New York State government.

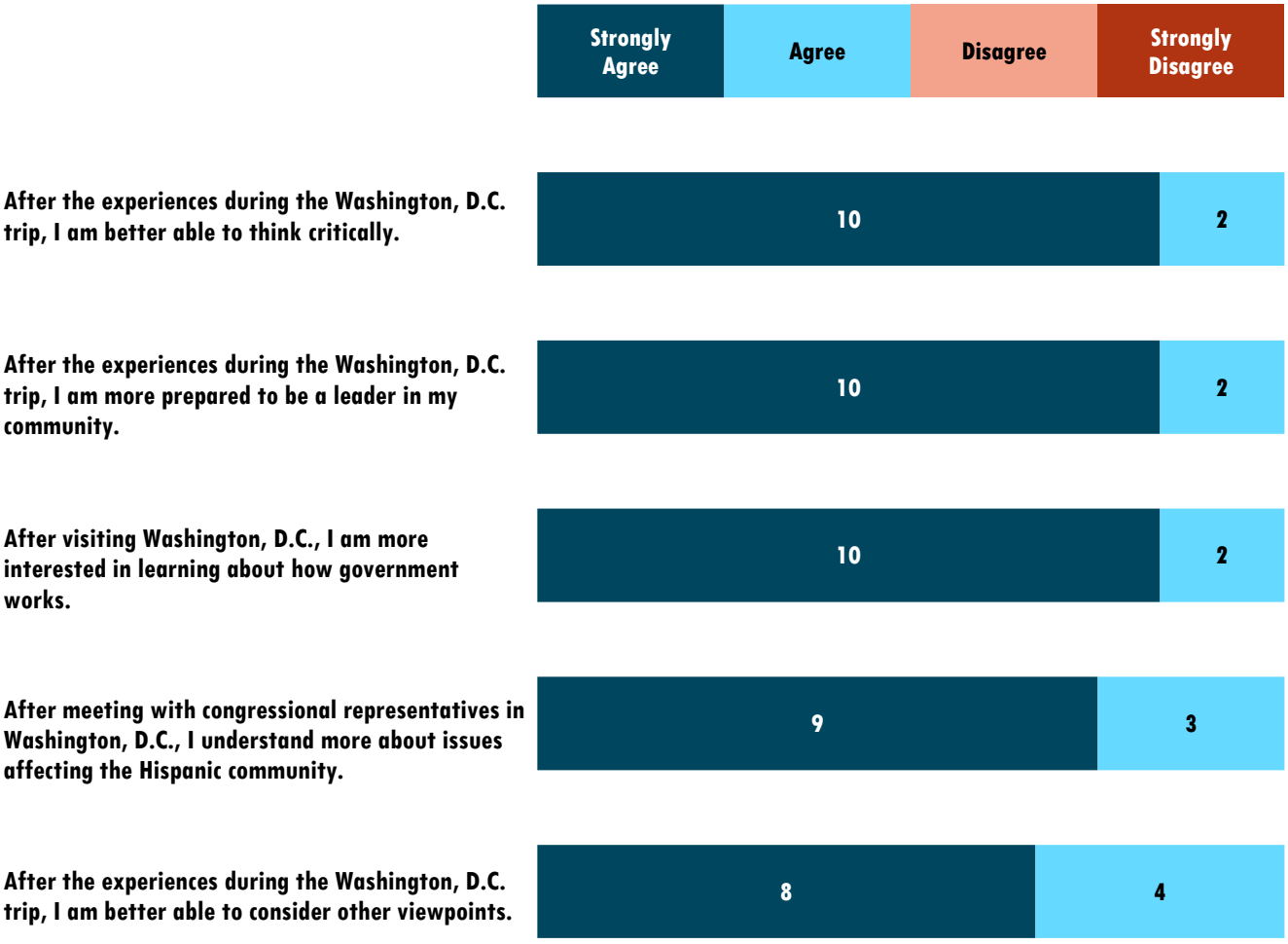


PR/HYLI Washington D.C. Trip Feedback Survey

June 2025

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

Knowledge and Skill Acquisition

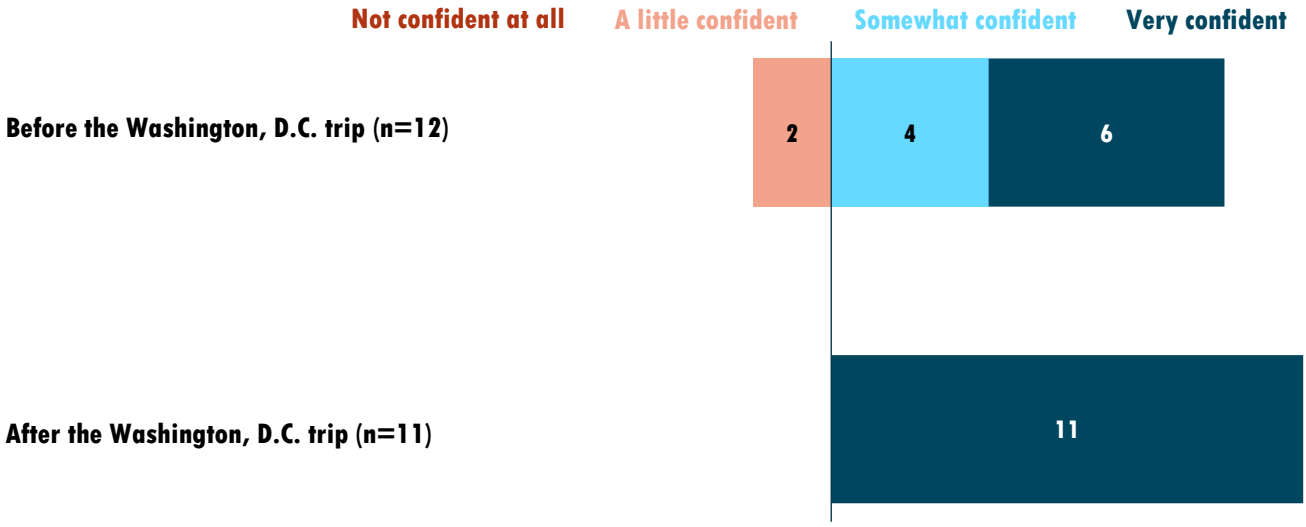


VIA EVALUATION

Impact on Growth of Participant Confidence from Washington, D.C. Educational Field Trip

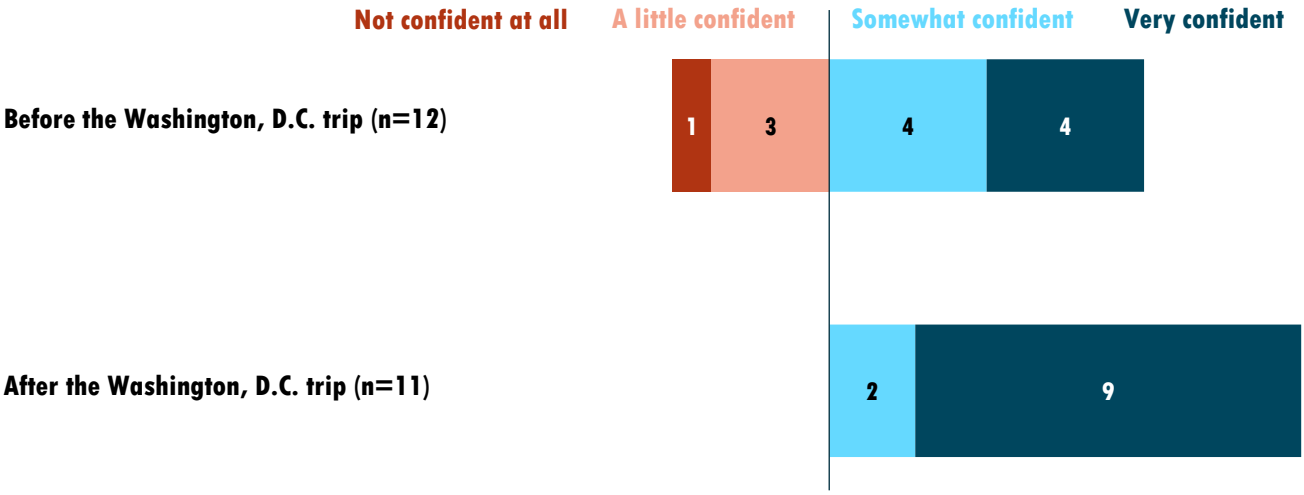
How confident do you feel about the following BEFORE and AFTER the Washington, D.C. trip?

1. Applying what I learned in PR/HYLI to national issues

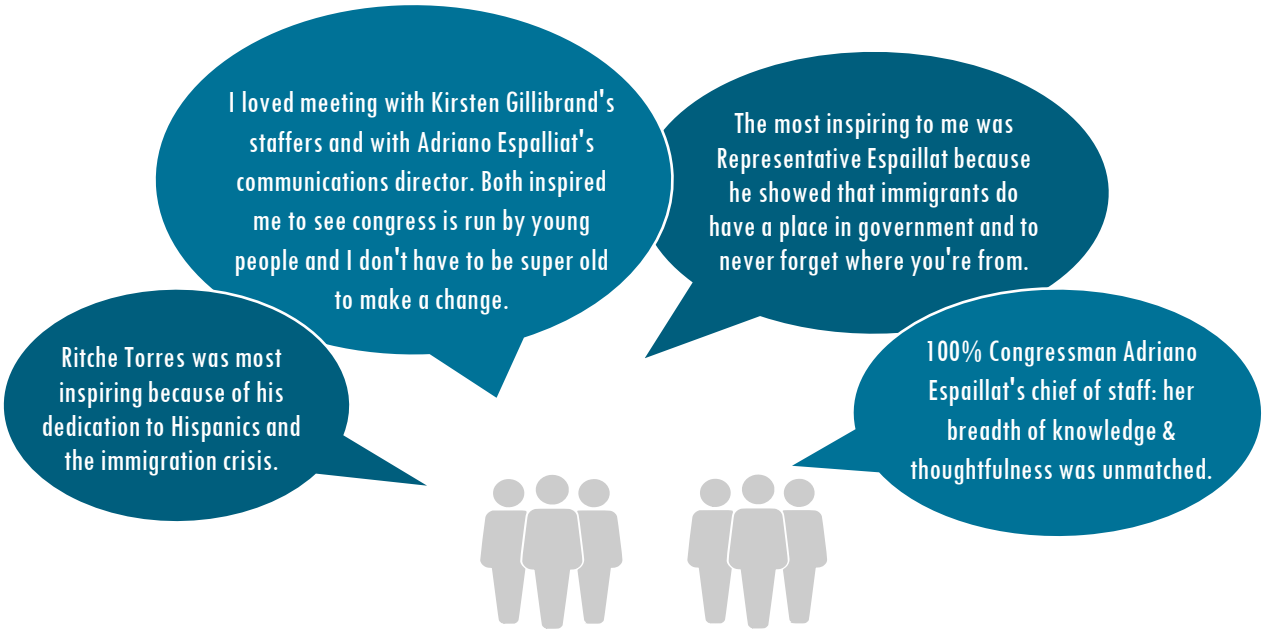


How did you use what you learned from PR/HYLI training sessions during the Washington, D.C. trip?

2. Engaging with elected representatives



Which elected official in Washington, D.C. was the most inspiring?

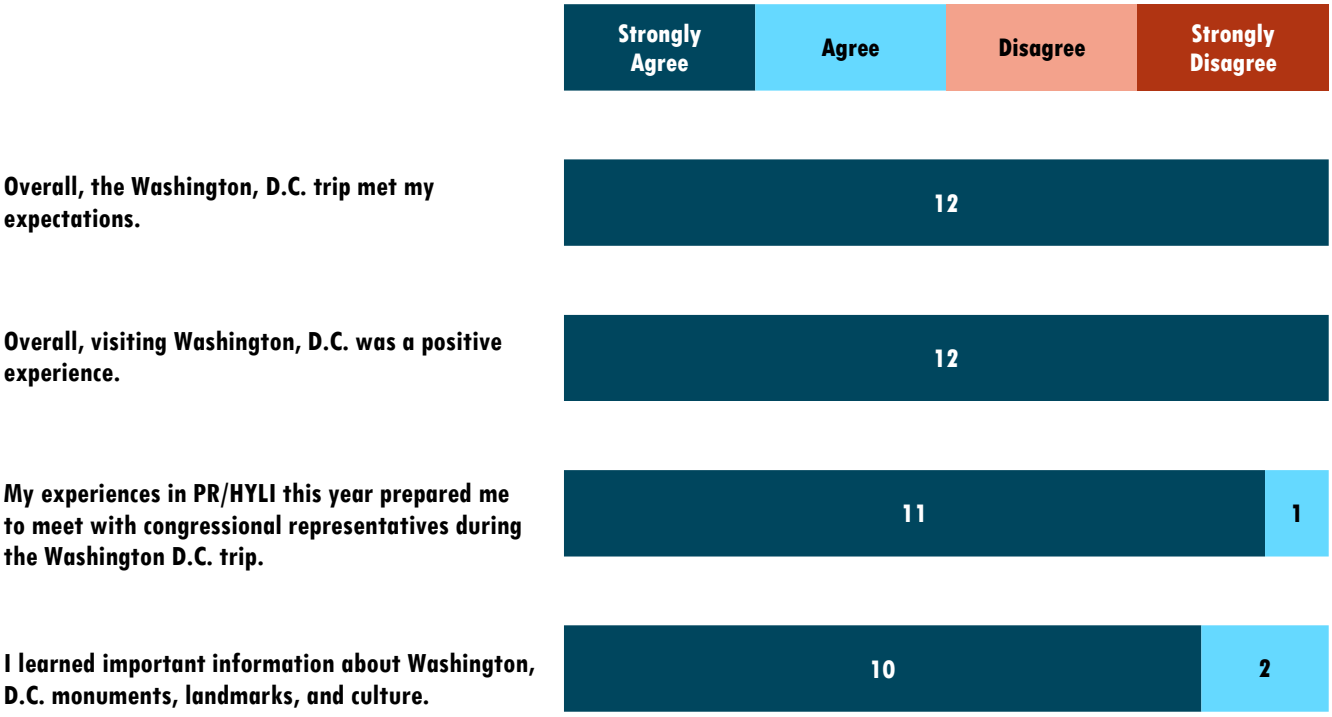


PR/HYLI Washington D.C. Trip Feedback Survey

June 2025

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

Overall Satisfaction with Washington, D.C. Educational Field Trip



What was most impactful about the Washington, D.C. trip for you?

VIA EVALUATION

Full, unedited qualitative comments are included on the following pages in alphabetical order.

Describe one new thing you learned during the Washington, D.C. trip.

- CLDP exists yet it exists to protect U.S. interests above all else and is the soft arm of the empire.
- During the trip I learned about how interconnected government programs are.
- How people from diverse backgrounds ended up on capitol hill.
- I learned about new internship opportunities and the operations within capitol hill.
- I learned about the complexity of working in Congress and the amount of people that play a role in our government.
- I learned how issues on the Congress floor are decided and decided upon
- I learned that all the buildings in the Capital are connected. Also, I learned that the people who work here are young.
- I learned that may of the current bills are being voted on in the Capitol.
- I learned the importance of the Capitol history and the impact it has.
- I learned who the congress member for my district was and what he has been trying to do.
- One thing I learned in my trip was that the building height restrictions are really strict. Most buildings can't be taller than the capitol.
- That Washington is not a state is a district.

Of all the elected officials you met with in Washington, D.C., which one was the most inspiring and why?

- 100% Congressman Adriano Espaillat's chief of staff: her breadth of knowledge & thoughtfulness was unmatched
- Adriano Espaillat, he's the first Dominican in the Senate, first illegal immigrant and my representative.
- Espaillat because it's interesting how he was able to rise so high in government being an immigrant.
- Espaillat due to his efforts recruiting immigrant families.
- I believe that Gillibrand, especially considering the importance she has regarding education and federal funding.
- I loved meeting with Kirsten Gillibrand's staffers and with Adriano Espalliat's communications director. Both inspired me to see congress is run by young people and I don't have to be super old to make a change.
- I think AOC even though it was a staffer because she is very knowledgeable and relatable.
- Meeting our public officials and speak about them and their plans while in office & what they are working on
- Ritche Torres was most inspiring because of his dedication to Hispanics and the immigration crisis.
- Ritchie Torres
- Ritchie Torres, because the way he spoke about issues and he is well informed about them.
- The most inspiring to me was Representative Espaillat because he showed that immigrants do have a place in government and to never forget where you're from.

Describe some of the differences between the federal government and the New York State government.

- A lot of chaos due to divided legislature.
- Federal Government manages all 50 states and has more separate branches & departments. The NYS government manages counties in NYS.
- Federal: Greater authority + so much staff. State: Less authority + close-knit engagement
- I think a major difference is that issues and problems being debated and discussed are no longer just affecting local laws but the entirety of a country
- One is that the state government and its policies affect you daily and you can see how it is affecting you.

- Some differences include that the State government deals with "state" area issues, while the federal government deals with issues that are national like foreign policy and immigration
- The Federal gov. has a huge variation in views compared to NYS, as we know b/c of NYC is mostly Democrat. Federally there are more outdated but important practices too.
- The federal government does more funding for states than choosing what programs to make within states bc no one knows what their community needs better than the state government. One similarity is that state government and federal government representatives need people who specialize in areas because they cover a mile wide but only an inch deep
- The Federal Government does things like bill and more [important decisions] for the whole country. The government of New York just manages only in the states according to the roles the federal government gives.
- The federal government doesn't oversee local laws and is in charge of working with the president.
- Their inner workings are far more intense (capitol/federal) compared to state government. A bill was passed here that affected the nation, when state passes it affects its area only.
- Though both the federal and state governments work together, federal government worries about foreign affairs, something that doesn't impact state gov's. as much. State governments can focus on issues that are much more local and personal to constituents.

What lessons from the Washington, D.C. trip are important to share with PR/HYLI students who did not go on the trip?

- Always do research and know both sides before making an opinion.
- Government is far more than representatives its also the lobbyist which this city is crawling with. Lobbyists were presented neutrally or even good at times without critically examining their work.
- Lessons about how we can encourage our officials to help fight for us.
- Make sure to do research on both current events and the representatives they will be meeting with
- One very important thing is that even though some people agree with most of your opinions, they may have their differences.
- Pay attention to what people are saying and keep your eyes open (there's always something going on here!)
- That it's best to think logically about opposing opinions/ideas, and to understand where they're coming from. It will strengthen your debate skills.
- That there are many ways to make your dream come truth
- The stories of many whom represent us in Congress and their struggles.
- You do not need to do something enormous to make a change, focusing on your community is what matters.
- You have a voice, use it. I think it's so special and important to remember that no matter how hopeless things may seem, you have a voice and can advocate and fight for what's right.
- You have the power to be a leader for your community, especially in capitol hill.

What was most impactful about the Washington, D.C. trip for you?

- Getting to speak with many representatives was exciting & informative.
- Going to the capitol and meeting with those who represent me.
- meeting congress and viewing the Martin Luther King Jr. monument.
- Meeting in Congress and observing the members interact with each other. Seeing that we have an impact also was most important.
- Meeting people who were involved on a more international scale
- Most of the staffers have non-stereotypical stories on how they got there/education which was impactful

- No one know what going on with the Trump administration. It is as uncertain for us as it is for them.
- The Capitol, because I had never seen it in person before, it is very important to understand the history it has, it is impressive.
- The most impactful thing was learning all those little but important facts from our tour guide.
- The tour to the Jefferson and MLK memorial.
- To meet the Senators.
- Visiting monuments and learning about it all like the "Battle Hymn"

What additional educational content would you have liked to see included in the Washington, D.C. trip?

- How they make the money. But it was a really life experience.
- I think a workshop would've been nice, like we did in PRHYLI weekend
- I think over 3 days we fit a lot in and that was very good overall.
- I think that everything I wouldn't wanted to see, I saw
- I would have liked to see more officials from a different political group to see opposing views from my own.
- I would like to have learned more about the other branches of government, such as the judiciary and executive branches.
- I would've enjoyed to see other historical museums. I enjoy learning about the past, and historical museums would've given me that opportunity.
- I would've loved to see another museum. I'm obviously very thankful for what we saw, but I'm not very interested in space. Art, history, or literally anything would've been even better.
- More about embassies & foreign policy
- More historic museums/monuments dealing with latino/hispanic activtists
- Other departments besides the commercial law program perhaps health, justice, HUD, state
- Tour of the oval office :) (make it happen :))

How did you use what you learned from PR/HYLI during the Washington, D.C. trip?

- Because of PR/HYLI, I was able to comprehend the difficulty of passing or trying to stop a bill from passing (Hence "big, beautiful bill")
- Creating strong & concise questions.
- I created complex and difficult question to ask Congress members.
- I think confidence to ask questions.
- I used it in establishing my plans to work in the government in the future
- I used what I learned about checks and balances to make connections with how it looks in action.
- I was able to [make] smarter points and connect the government.
- my research/preparation skills + the language/communication
- since I learned so much new information about government and issues that we are currently facing, I talked to my family and friends about it to better educate them!
- Speaking listening and questioning the most important thing and explaining them with good arguments.
- The questions and engagement with government officials. Even the conversations with interns encouraged me and reminded me of PRHYLI weekend.
- Use communication and debate skills to discuss issues that are affecting the country and its citizens.

Is there anything else you would like to share about the educational nature of the Washington, D.C. trip?

- I believe it was extremely enlightening to see how committed our officials are to our justice system.
- I can literally write paragraphs about this. This was a trip that gave me mountains of knowledge. I absolutely loved it.
- I had a lovely time and hope PR/HYLI continues this trip in the future
- I loved learning and getting to see where all the country's decisions are made. Considering the current political climate, I believe we experienced so much.
- I thought it was very informative in a wide variety of areas of expertise!
- It was an opportunity I will be ever grateful for and hope to seek out internships here in congress using the contacts I got. I am beyond happy that I was able to embark on this journey THANK YOU
- Jodie was awesome and insightful chaperone.
- Next year you should take the kids to visit the monuments at night. But the overall trip was AMAZING!!
- No
- No I loved everything.
- Recs: earlier flights to avoid rushing the first day, spaced out schedule with a slight more time, go home later to spend more time in D.C.
- Well, the trip was very fun, but one of the things I noticed was the rush we had with each visit. They should keep the same person who showed us around the city for the next trips, it was very fun.

Appendix E: Leadership Institute Survey Tool & Results

Albany Leadership Institute Student Feedback Survey

PR/HYLI 2025

Instructions: This is a survey about your experience as a student participating in this year's PR/HYLI's three-day Leadership Institute in Albany. 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!

Instrucciones: Esta es una encuesta sobre su experiencia como estudiante participante en el Instituto de Liderazgo de tres días de PR/HYLI de este año en Albany. Por favor, no escriba su nombre en esta encuesta. Este formulario de comentarios es completamente confidencial y se utilizará para informar sobre futuras actividades del programa. ¡Gracias por su ayuda!

Please answer the following questions about your overall satisfaction with this year's PR/HYLI Albany Leadership Institute weekend.

Por favor, responda a las siguientes preguntas sobre su satisfacción general con el fin de semana del PR/HYLI Instituto de Liderazgo de este año.

Please indicate how much you agree or disagree with the following statements: ***Por favor indique qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones:***	**Strongly Agree** ***Muy de acuerdo***	**Agree** ***De acuerdo***	**Disagree** ***En desacuerdo***	**Strongly Disagree** ***Muy en desacuerdo***
1. Overall, the speakers at the Institute were engaging. *En general, los oradores del Instituto fueron interesantes.*	☐	☐	☐	☐
2. The activities at the Institute were interesting. *Las actividades del Instituto fueron interesantes.*	☐	☐	☐	☐
3. The activities at the Institute were educational. *Las actividades del Instituto fueron educativas.*	☐	☐	☐	☐
4. I enjoyed meeting students from other delegations. *Disfruté conocer a estudiantes de otras delegaciones.*	☐	☐	☐	☐
5. Overall, I am satisfied with my experience at the Institute. *En general estoy satisfecho con mi experiencia en el Instituto.*	☐	☐	☐	☐
6. Overall, my experience participating with PR/HYLI was positive. *En general, mi experiencia participando con PR/HYLI fue positiva.*	☐	☐	☐	☐

Albany Leadership Institute Student Feedback Survey

PR/HYLI 2025

Please answer the following questions about the impact of PR/HYLI Albany Leadership Institute weekend on you.
Por favor, responda a las siguientes preguntas sobre el impacto del fin de semana del PR/HYLI Instituto de Liderazgo en usted.

Please indicate how much you agree or disagree with the following statements: *Por favor indique qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones:*	**Strongly Agree** *Muy de acuerdo*	**Agree** *De acuerdo*	**Disagree** *En desacuerdo*	**Strongly Disagree** *Muy en desacuerdo*
7. After participating in the Institute, I am more interested in learning about how government works. *Después de participar en el Instituto, estoy más interesado en aprender cómo funciona el gobierno.*	☐	☐	☐	☐
8. After participating in the Institute, I understand more about issues affecting Hispanic communities. *Después de participar en el Instituto, entiendo más sobre los problemas que afectan a las comunidades hispanas.*	☐	☐	☐	☐
9. After participating in the Institute, I am better able to think critically. *Después de participar en el Instituto, soy más capaz de pensar de forma crítica.*	☐	☐	☐	☐
10. After participating in the Institute, I am better able to consider other viewpoints. *Después de participar en el Instituto, soy más capaz de considerar otros puntos de vista.*	☐	☐	☐	☐
11. After participating in PR/HYLI, I am more prepared to be a leader in my community. *Después de participar en PR/HYLI, estoy más preparado para ser un líder en mi comunidad.*	☐	☐	☐	☐
12. After participating in PR/HYLI, I can see a connection between the concepts of perseverance and democracy. *Después de participar en PR/HYLI, puedo ver una conexión entre los conceptos de perseverancia y democracia.*	☐	☐	☐	☐

Please tell us how confident you felt/feel about the following BEFORE PR/HYLI and AFTER participating in the Albany Leadership Institute weekend:
Díganos qué tan seguro se siente acerca de lo siguiente ANTES de PR/HYLI y DESPUÉS de participar en el fin de semana del Instituto de Liderazgo de Albany:

	BEFORE PR/HYLI *ANTES de PR/HYLI*				NOW, after Albany Leadership Institute *AHORA, después del Instituto de Liderazgo de Albany*			
	Very confident *Muy seguro/a*	Somewhat confident *Algo seguro/a*	A little confident *Un poco seguro/a*	Not confident at all *No seguro/a en absoluto*	Very confident *Muy seguro/a*	Somewhat confident *Algo seguro/a*	A little confident *Un poco seguro/a*	Not confident at all *No seguro/a en absoluto*
13. Speaking in public *Hablar en público*	☐	☐	☐	☐	☐	☐	☐	☐
14. Effectively debating an issue or idea *Debatir eficazmente una situación o idea*	☐	☐	☐	☐	☐	☐	☐	☐
15. Being a leader *Ser un líder*	☐	☐	☐	☐	☐	☐	☐	☐
16. Being an engaged citizen *Ser un ciudadano comprometido*	☐	☐	☐	☐	☐	☐	☐	☐
17. Advocating for yourself *Abogar por ti mismo*	☐	☐	☐	☐	☐	☐	☐	☐
18. Advocating for others *Abogar por los demás*	☐	☐	☐	☐	☐	☐	☐	☐
19. Interacting with adults *Interacción con adultos*	☐	☐	☐	☐	☐	☐	☐	☐

20. How likely are you to recommend the PR/HYLI Albany Leadership Institute to other students?
¿Qué probabilidades hay de que recomiendes el PR/HYLI Instituto de Liderazgo a otros estudiantes?

Extremely likely *Extremadamente probable*	Likely *Probable*	Neutral *Neutral*	Unlikely *Improbable*	Extremely unlikely *Extremadamente improbable*
☐	☐	☐	☐	☐

21. Please explain why.
Explique por qué.

Please tell us what you knew/know about the following BEFORE and AFTER participating in Albany Leadership Institute.
Díganos lo que sabía/sabe acerca de lo siguiente ANTES y DESPUÉS de participar en el Instituto de Liderazgo de Albany.

	BEFORE PR/HYLI *ANTES del PR/HYLI*				NOW, after Albany Leadership Institute *AHORA, después del Instituto de Liderazgo de Albany*			
	I knew a lot *Sabía mucho*	I knew some *Sabía algunos*	I knew a little *Sabía un poco*	I knew nothing *No sabía nada*	I know a lot *Sé mucho*	I know some *Sé algunos*	I know a little *Sé un poco*	I know nothing *No sé nada*
22. How a bill becomes a law *Cómo un proyecto de ley se convierte en ley*	☐	☐	☐	☐	☐	☐	☐	☐
23. The 3 branches of government *Los 3 poderes del gobierno*	☐	☐	☐	☐	☐	☐	☐	☐
24. Parliamentary procedures *Procedimientos parlamentarios*	☐	☐	☐	☐	☐	☐	☐	☐
25. How to develop an argument for or against a bill *Cómo desarrollar un argumento a favor o en contra de un proyecto de ley*	☐	☐	☐	☐	☐	☐	☐	☐
26. What makes a good leader *Qué hace a un buen líder*	☐	☐	☐	☐	☐	☐	☐	☐
27. How to identify a credible resource *Cómo identificar un recurso creíble*	☐	☐	☐	☐	☐	☐	☐	☐

28-36: Please tell us your opinion about the three bills debated during the PR/HYLI Legislative Mock Assembly. Rate each bill by writing 1, 2, or 3 (1 = least, 3 = most).

Por favor cuéntenos su opinión sobre los tres proyectos de ley debatidos durante el Simulacro de Asamblea Legislativa PR/HYLI. Califica cada factura escribiendo 1, 2 o 3 (1=menos, 3=más).

	Importance to you *Importancia para ti*	Relevance to your community *Relevancia para su comunidad*	Quality of student debate *Calidad del debate estudiantil*
Predatory Marketing Prevention Act Bill *Proyecto de Ley de Prevención de la Comercialización Predatoria*			
Compensation Paid to Persons Employed in Positions Requiring Foreign Language Bill *Indemnización pagada a las personas empleadas en puestos que requieren la aprobación de la Ley de Lenguas Extranjeras*			
Responding to Students Having a Mental Health Crisis Bill *Respondiendo a los estudiantes que tienen un proyecto de ley de crisis de salud mental*			

37. Which bill was most impactful for you? Please explain.
¿Qué proyecto de ley tuvo más impacto para usted? Por favor explique.

38. What additional educational content would you have liked to see included in this Institute?
¿Qué contenido educativo adicional le hubiera gustado que se incluyera en este Instituto?

39. How did you use what you learned from PR/HYLI during the Institute?
¿Cómo utilizó lo que aprendió de PR/HYLI durante el Instituto?

40. Is there anything else you would like to share about the educational nature of the Institute?
¿Hay algo más que te gustaría compartir sobre el carácter educativo del Instituto?

41. What is your home delegation?
¿Cuál es su delegación de origen?

- ☐ Capital District / *Distrito Capital*
- ☐ Hudson Valley / *Valle del Hudson*
- ☐ Long Island / *Isla Larga*
- ☐ Syracuse / *Siracusa*
- ☐ Monroe / *Monroe*
- ☐ NYC / *NYC*
- ☐ Western New York / *Oeste de Nueva York*

42. In what format was most of your delegation training conducted?
¿En qué formato se llevó a cabo la mayor parte de la formación de su delegación?

In-person *En persona*	Virtual *Virtual*
☐	☐

43. Which format is your preference for delegation training?
¿Qué formato prefiere para la formación de delegaciones?

In-person *En persona*	Virtual *Virtual*
☐	☐

44. What grade are you in?
¿En qué grado estás?

9th Grade	10th Grade	11th Grade	12th Grade
☐	☐	☐	☐

<u>SENIORS ONLY / *SÓLO PERSONAS MAYORES*</u>

45. Do you have a postsecondary plan (i.e. college, vocational school, career, etc.)? Briefly describe.
¿Tiene un plan postsecundario (es decir, universidad, escuela vocacional, carrera, etc.)? Describa brevemente.

46. If you are planning to attend college, will you be a first-generation college student?
Si planeas asistir a la universidad, ¿serás un estudiante universitario de primera generación?

Yes *Sí*	No *No*	I don't know *No sé*	Not applicable *No aplicable*
☐	☐	☐	☐

PR/HYLI Albany Leadership Institute

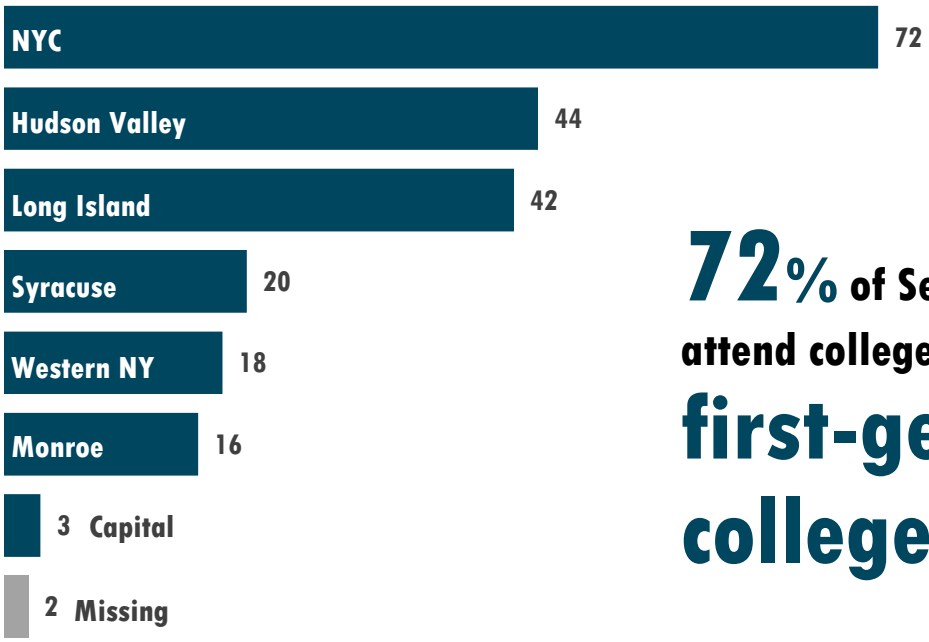
Student Feedback Survey

May 2025

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

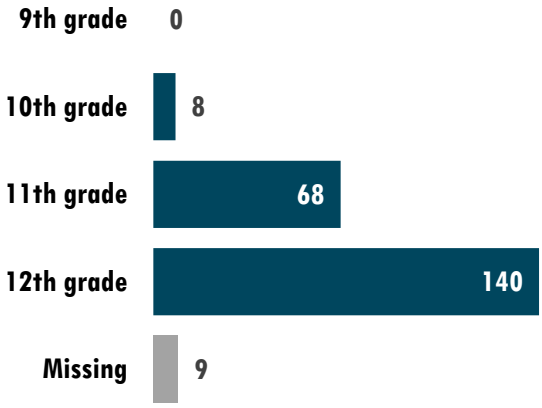
In March 2025, 252 student delegates from PR/HYLI traveled to Albany to attend the three-day Leadership Institute and learn more about government, leadership, and advocacy. At the conclusion, participants completed a feedback survey that asked about their experience at the Leadership Institute. A total of 225 students completed the survey, an 89% response rate.

Students from the following regional delegations completed a survey:

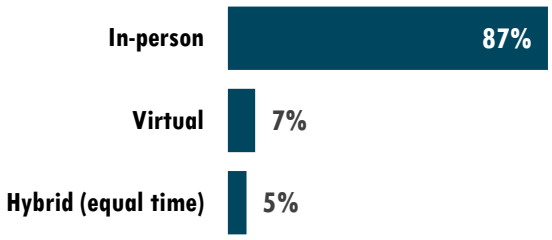


72% of Seniors who plan to attend college will be first-generation college students.

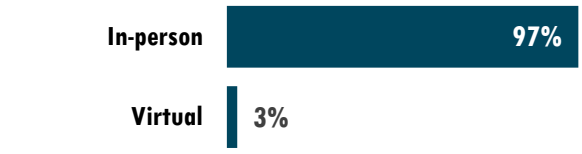
A strong majority of respondents are 12th grade students.



Most students received delegation training in-person.



The majority also preferred to receive in-person training.



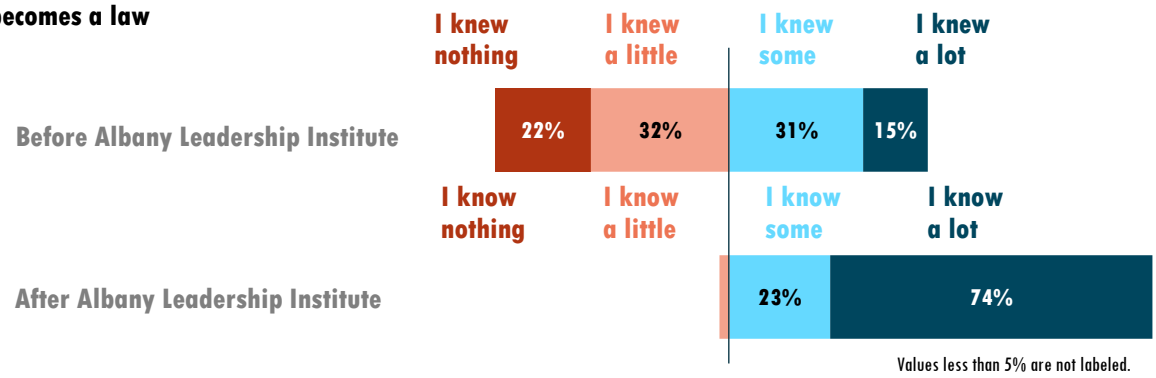
VIA EVALUATION

Growth of Participant Knowledge and Legislative Understanding

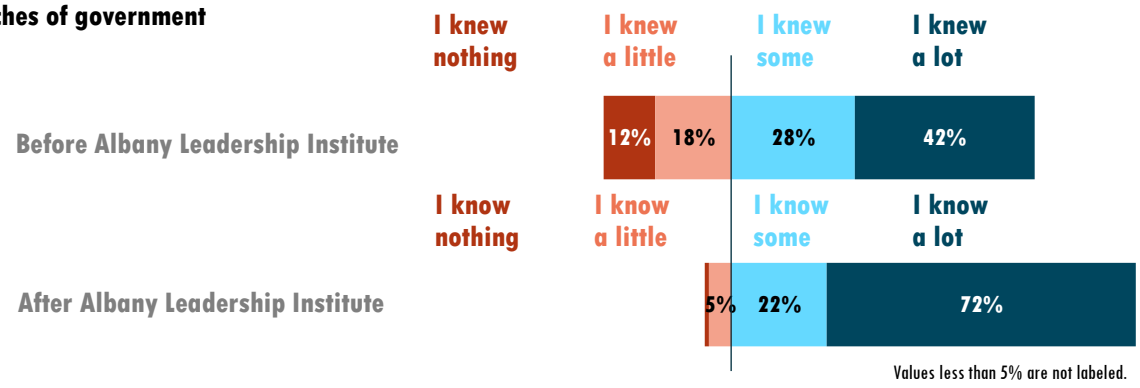
Respondents reported that participating in the Leadership Institute increased their knowledge and understanding in multiple areas, especially in their understanding of parliamentary procedures (58% increase), how to develop an argument for or against a bill (55% increase), and how a bill becomes a law (51% increase).

How much do you know about the following topics BEFORE and AFTER participating in the Leadership Institute?

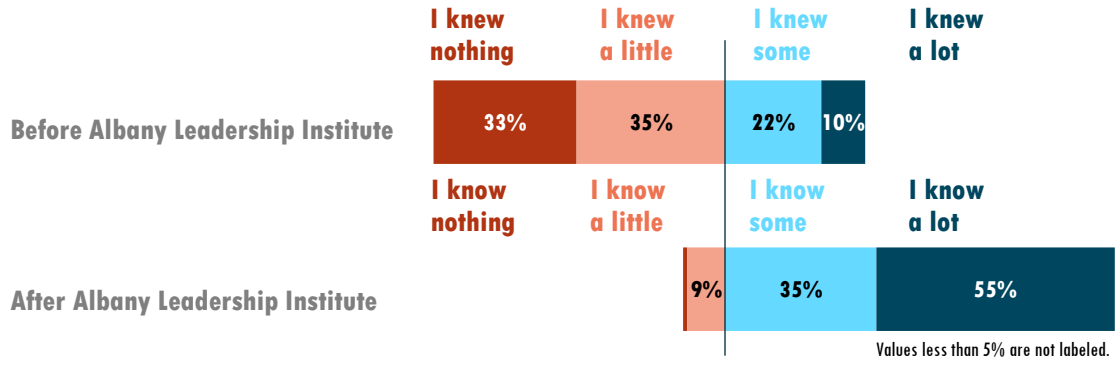
How a bill becomes a law



The 3 branches of government



Parliamentary procedures



PR/HYLI Albany Leadership Institute

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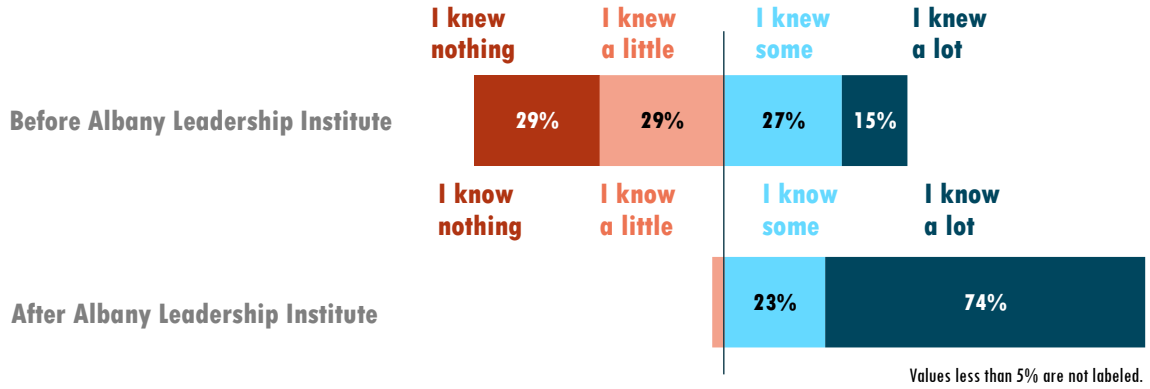
Puerto Rican/Hispanic Youth Leadership Institute

How to develop an argument for or against a bill



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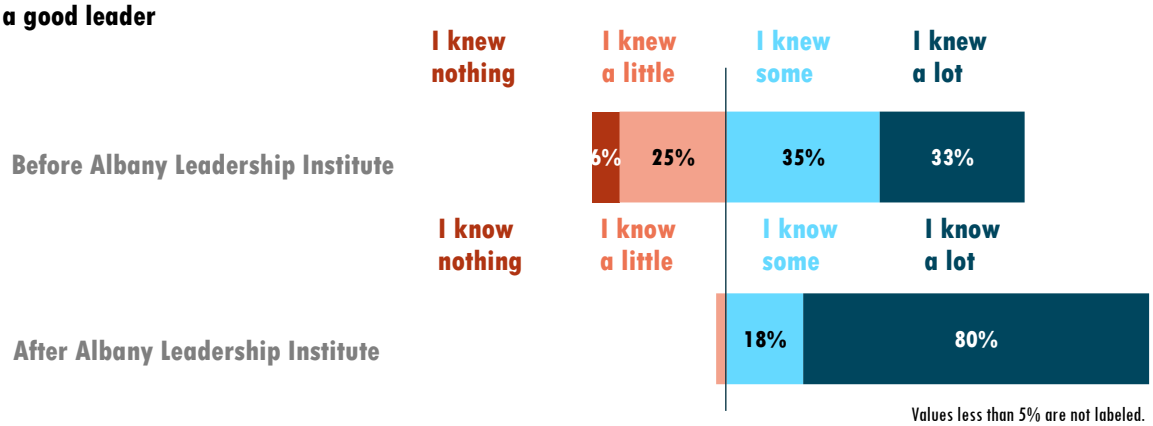
What makes a good leader



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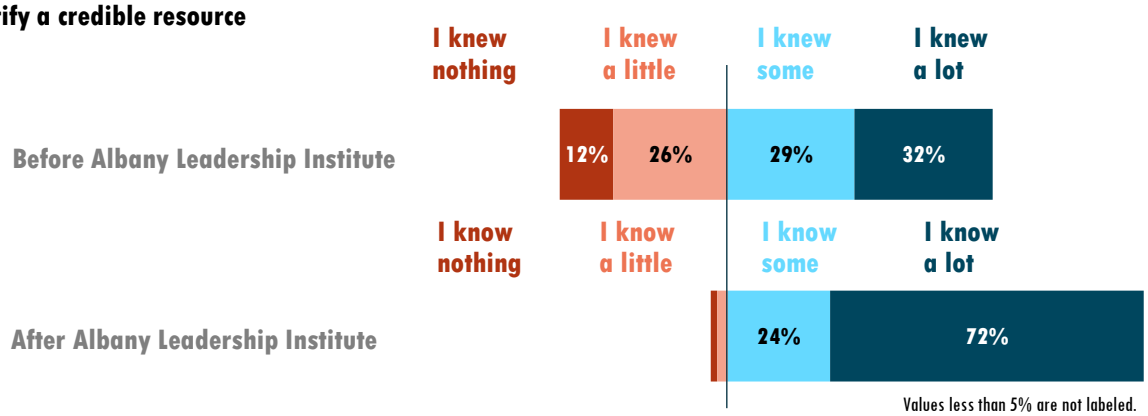
How to identify a credible resource



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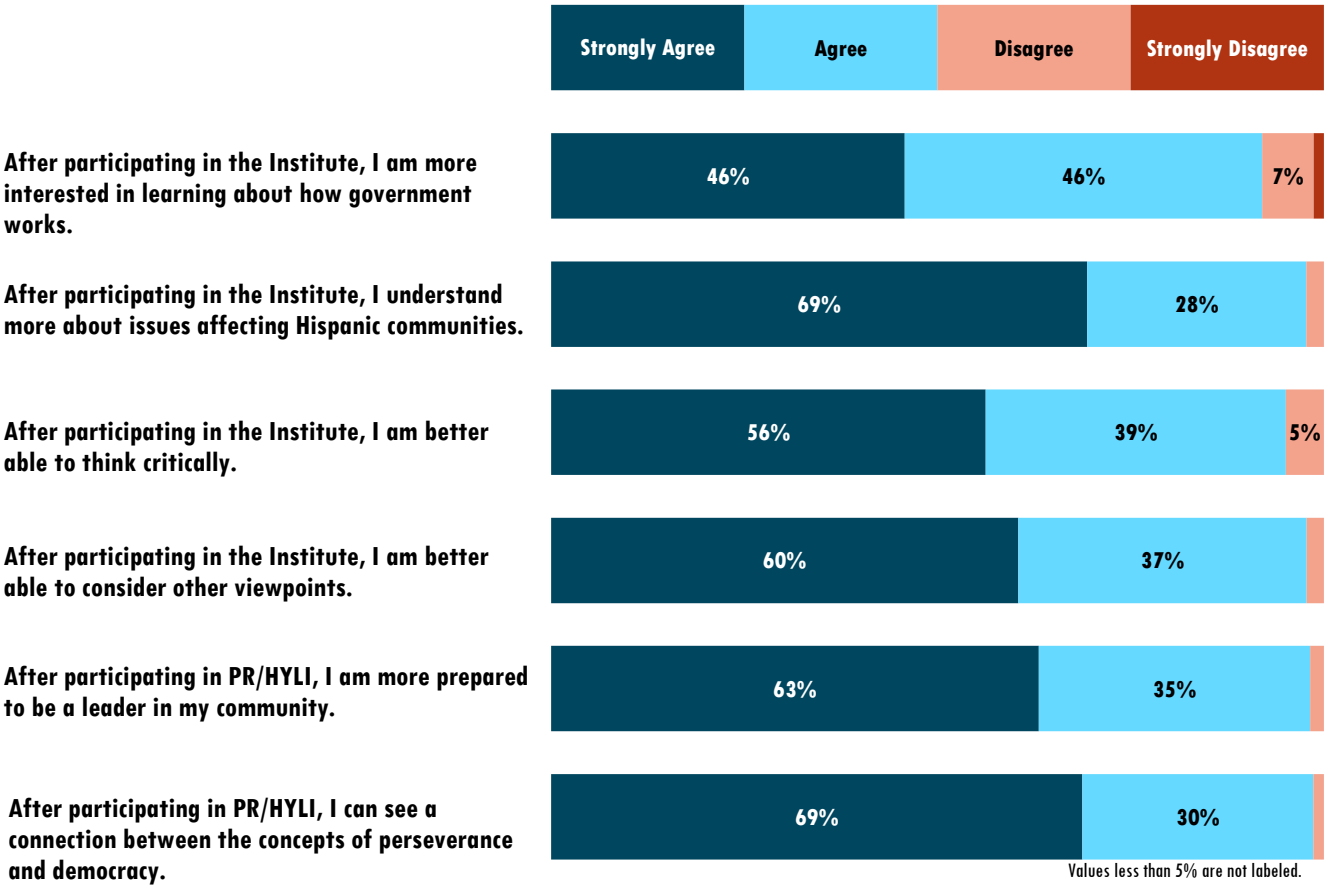
VIA EVALUATION

PR/HYLI Albany Leadership Institute
Student Feedback Survey
May 2025

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

Knowledge and Skill Acquisition

Respondents reported that participating in the Leadership Institute increased their knowledge and skill in multiple areas, especially in their understanding of issues that affect Hispanic communities.



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How did you use what you learned from PR/HYLI during the Institute?

- I used what I learned to defend my point of view and listen to others.
- I spoke confidently in the Institute thanks to the practice I had on the trainings.
- I used my research ability to find credible sources. I talked in congress and presented a well written argument that included statistics and personal reference.
- I used what I learned to debate, communicate as a team, and know my role on the debate floor.
- I learned a lot of skills I have used during the Institute, like how to communicate better, do searches, speak in public.

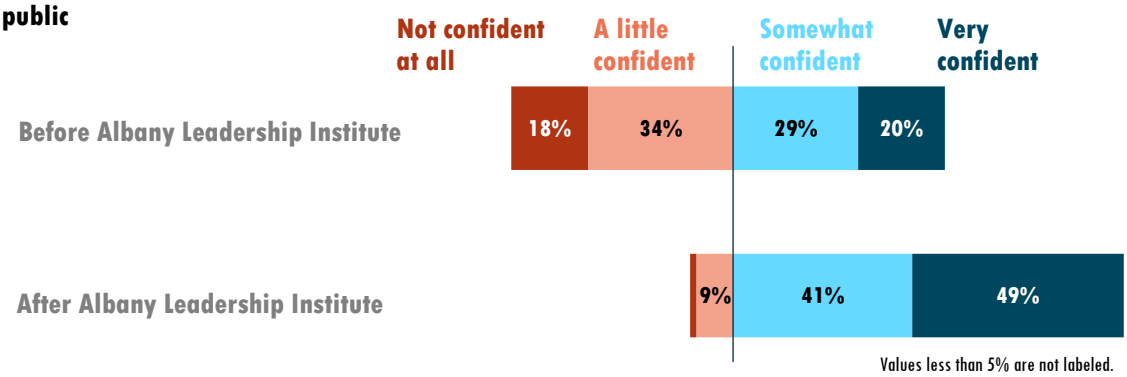
VIA EVALUATION

Impact on Growth of Participant Confidence from the Leadership Institute

Respondents reported that participating in the Leadership Institute increased their confidence in multiple areas, especially in speaking in public (41% increase) and effectively debating an issue or idea (38% increase).

How confident you feel about the following BEFORE and AFTER participating in the Leadership Institute?

Speaking in public



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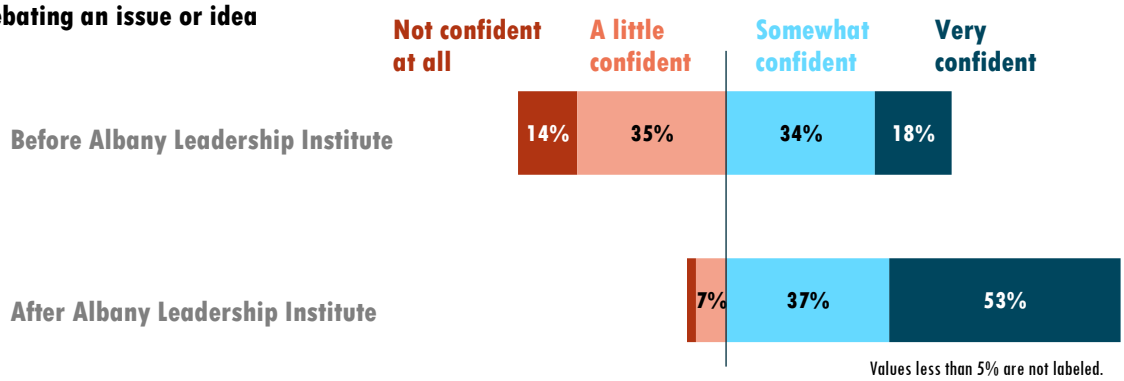
Effectively debating an issue or idea



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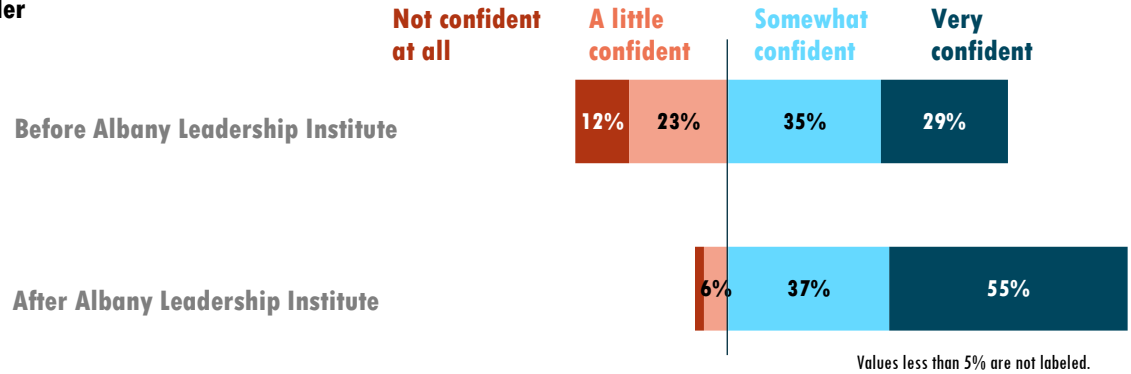
Being a leader



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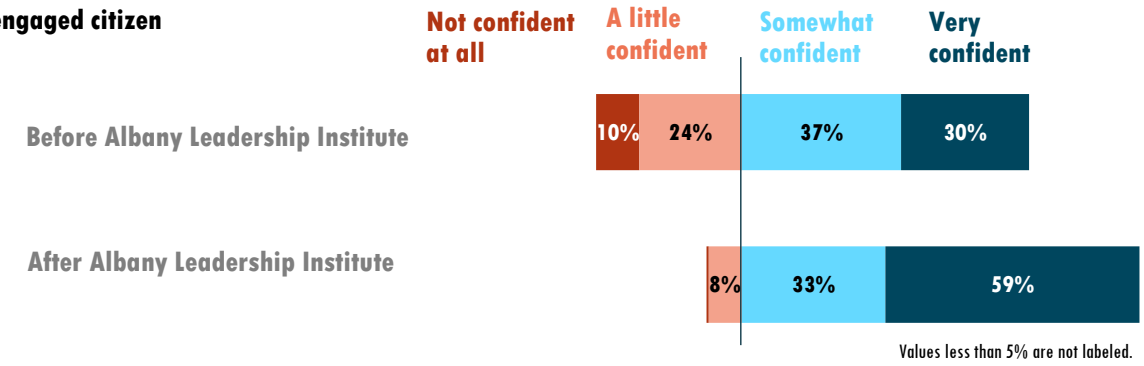
PR/HYLI Albany Leadership Institute

Student Feedback Survey

May 2025

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

Being an engaged citizen



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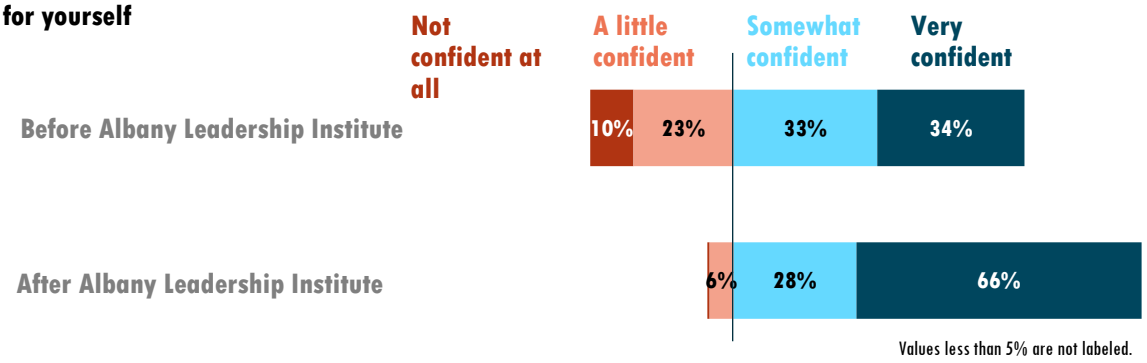
Advocating for yourself



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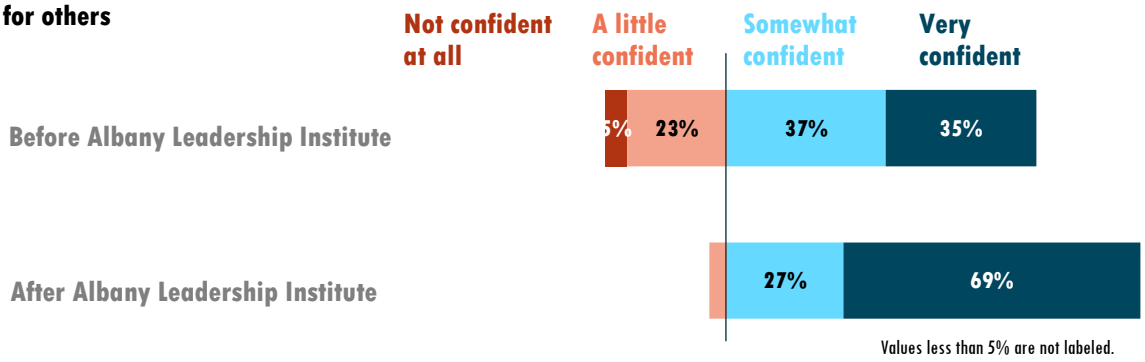
Advocating for others



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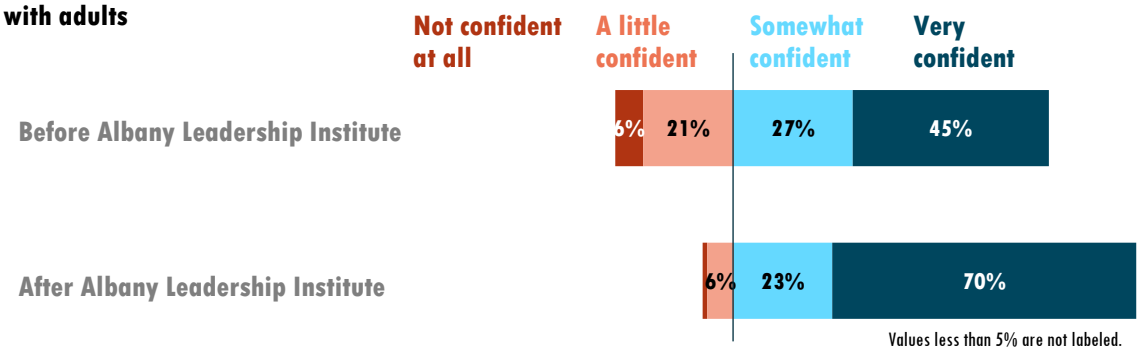
Interacting with adults



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VIA EVALUATION

PR/HYLI Albany Leadership Institute
Student Feedback Survey
May 2025

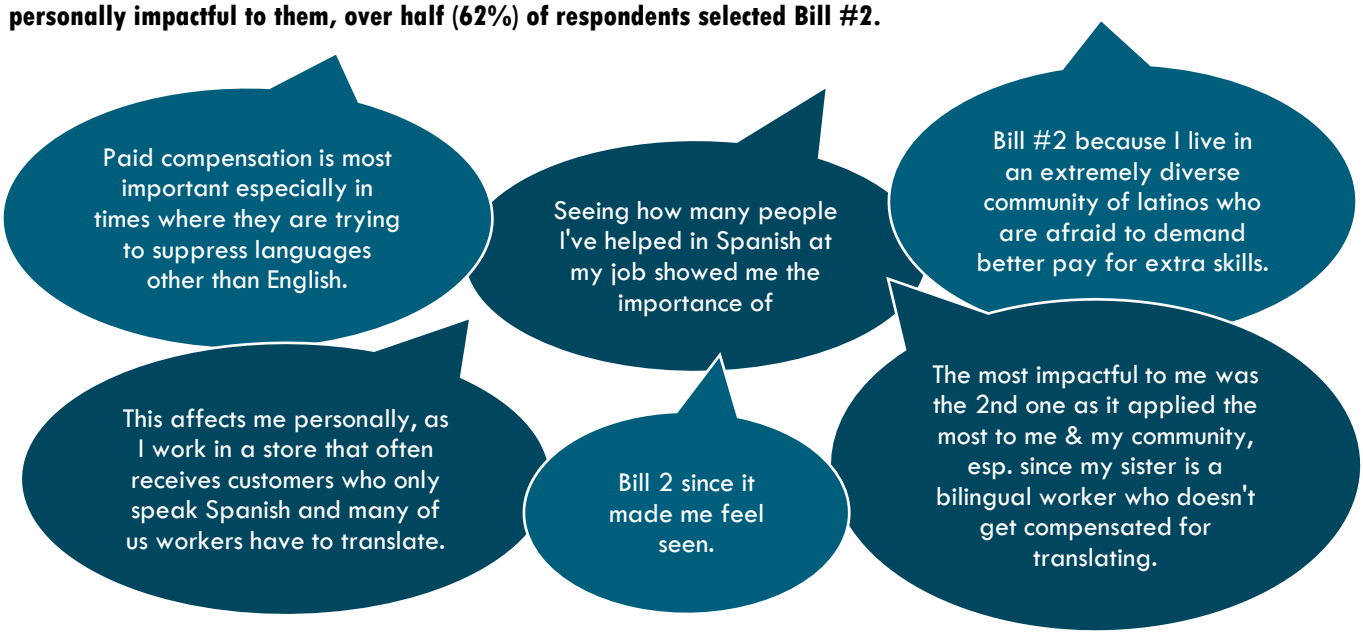
Angelo Del Toro PR/HYLI
Puerto Rican/Hispanic Youth Leadership Institute

Feedback on the Legislative Mock Assembly

Students debated three different bills during the Legislative Mock Assembly and were asked to rank them from most to least in the following categories. The figure shows the percentage of students who gave each bill the highest ranking in each category. Many students did not rank the bills in comparison to each other but in their own right, and sometimes ranked all in a tie.

	Bill #1 (Predatory Marketing Prevention)	Bill #2 (Compensation in Positions Requiring Foreign Language)	Bill #3 (Responding to Students Having a Mental Health Crisis)
Importance to You	32%	72%	49%
Relevance to Your Community	55%	75%	60%
Quality of Student Debate	54%	68%	54%

Most students selected Bill #2 as being the most important to them, having the most relevance to their community, and with the highest quality of student debate. When students were given the opportunity to share which bill was the most personally impactful to them, over half (62%) of respondents selected Bill #2.



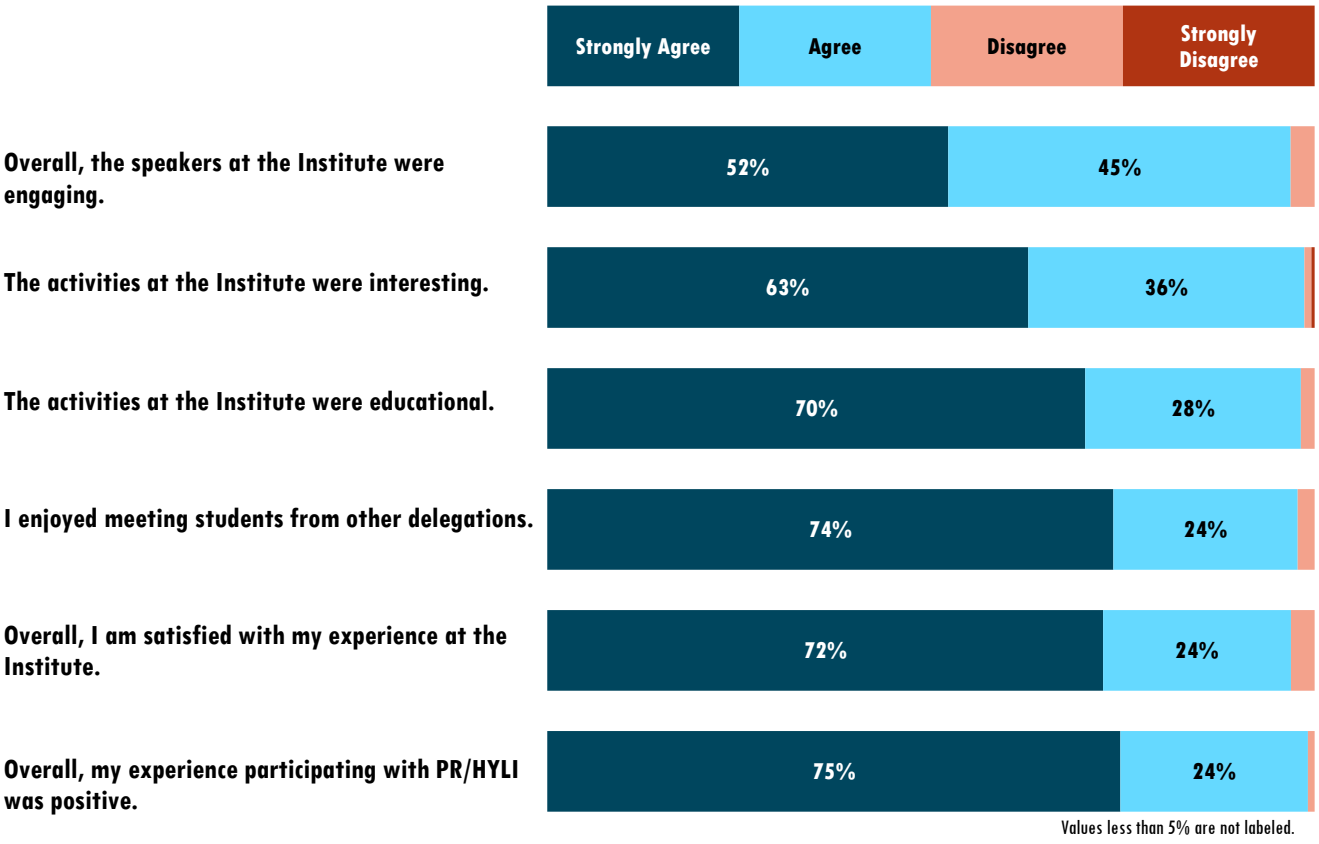
VIA EVALUATION

PR/HYLI Albany Leadership Institute
Student Feedback Survey
May 2025

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

Overall Satisfaction with the Albany Leadership Institute

98%-99% of respondents agreed that the activities at the Leadership Institute were interesting and educational and that they enjoyed meeting students from other delegations.



Values less than 5% are not labeled.

What additional educational content would you have liked to see included in this Institute?

- Group events that involve more delegations meeting each other.
- IdEA: Expand program for all 50 states in the long run, and have two outstanding delegates participate
- Different ways to debate and more teaching on how to research.
- I would like to see more about being a leader, I feel it wasn't so focused on that.
- More about parliamentary procedures & what phrases like "point of order" means.

VIA EVALUATION

PR/HYLI Albany Leadership Institute
Student Feedback Survey
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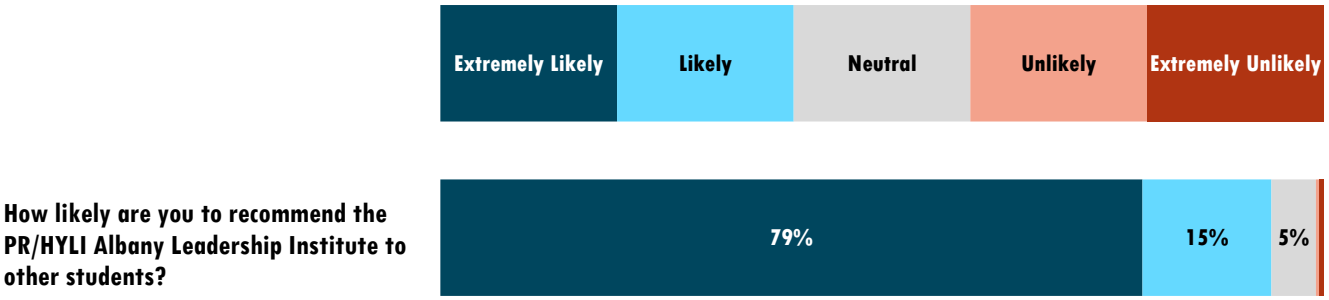
Angelo Del Toro PR/HYLI
Puerto Rican/Hispanic Youth Leadership Institute

Peer Recommendation to Other Students

Most respondents (94%) said that they were extremely likely or likely to recommend the Leadership Institute to other students.



Values less than 5% are not labeled.

Please explain why:

VIA EVALUATION

PR/HYLI Albany Leadership Institute
Student Feedback Survey
May 2025

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

Respondents shared how what they learned throughout the year in their PR/HYLI delegation impacted their performance at the Institute.

- **Public speaking and debating skills, and building an effective argument.**
- **Being a leader and advocating for themselves and others.**
- **Getting out of their comfort zone and gaining confidence.**
- **Understanding parliamentary procedures and how laws are passed.**

Respondents were asked what additional content they would have liked to see included at the Institute in the future. There were a number of common themes.

Provide more in-depth training about parliamentary procedures and roles.	"More lessons about parliamentary procedures, and how the system works."
Offer addtional time for students to network with other delegates.	"It would be nice to have interactions with students in other delegations."
Offer more workshops, and include more interactive elements in workshops	"More workshops to engage with - I liked all but needed more interactive [workshops]."
Provide activites or workshops specifically focused on leadership.	"More overall leadership things or specific exercises that makes us more confident."