

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

Year 3 Evaluation Summary

June 2025

Key Evaluation Activities

What has happened?



Findings

What have we learned?



Recommendations

What comes next?





Introduction

This past year, the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) completed its 35th year of youth development and mock assembly experiences. This year's theme was **“Perseverance and the Power of Democracy.”**



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

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

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



KEY EVALUATION ACTIVITIES

Planned Evaluation Activities for Year 3



Key Evaluation Activities

What has happened?



Findings

What have we learned?



Recommendations

What comes next for PR/HYLI?

KEY EVALUATION ACTIVITIES



01

Surveys of Student Participants

Surveys were conducted at the end of the Albany Conference weekend to evaluate student learning, development, and overall Institute experience. Feedback was also gathered from students who participated in trips to Puerto Rico

02

Home Delegation Site Visits

Two delegations were observed in-person. The observation tool was aligned to the intended focus areas of the project.

03

Information Gathering at Caucus Meeting & Specialty Roles Meeting

Meetings were observed virtually. The observation tool was aligned to the intended focus areas of the project.

04

Information Gathering at Train the Trainer Workshop & Surveys of Participants

Surveys were administered to participants of the workshops and one of the workshops was observed in-person.

FINDINGS

Learnings and Feedback from Evaluation Activities



Key Evaluation Activities

What has happened?



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What comes next for PR/HYLI?



Overall Participation



Site visits were completed at 2 home delegations.



3 Train the Trainer workshops were held for PR/HYLI staff in the Fall. A total of 32 participants completed a feedback survey.



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



1 Specialty Roles Meeting and 1 Caucus Meeting were observed virtually.



252 students attended the Albany Conference. 225 (89%) students completed a feedback survey.



12 students traveled to Washington, D.C. to meet with representatives and 100% completed a feedback survey.



Home Delegation Site Visits

From October 2024 through April 2025, the seven PR/HYLI delegations each facilitate a minimum of four training sessions. VIA staff coordinated with the PR/HYLI state project team to observe one training session at the two delegations that were only observed virtually last year (Hudson Valley and Long Island).

PR/HYLI DELEGATION SITE VISIT OBSERVATION FORM

Instructions:

This form was created to gather consistent observational data regarding the fidelity and quality of implementation of the program delivery.
Before you conduct a site visit, review this form so you know what you are looking for to complete the form. It is helpful to take notes throughout your visit.

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

General Observation Information:

Date/Time: # Students in Attendance:

Delegation Name: Activities Observed:

Observer(s):



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



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



Skill & Knowledge Building					
Indicator	Rating				
Civic Engagement (the presence and effectiveness of activities to increase knowledge of elected bills, the NY legislative process, and parliamentary procedure)	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 strong student involvement.	Not Observed
Notes:					
Cultural Competency (how well the program incorporates Puerto Rican Hispanic cultural elements in content and location)	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 efforts to address diverse learning needs.	3 The program is mostly inclusive and addresses diverse learning needs well.	4 The program is fully inclusive and results in differentiated instruction.	Not Observed
Notes:					
Leadership Skill Building (the presence and effectiveness of activities that develop leadership skills)	1 Leadership activities are absent or ineffective.	2 Leadership activities are present but limited in scope.	3 Leadership activities are varied and generally effective.	4 Leadership activities are comprehensive and highly effective.	Not Observed
Notes:					



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



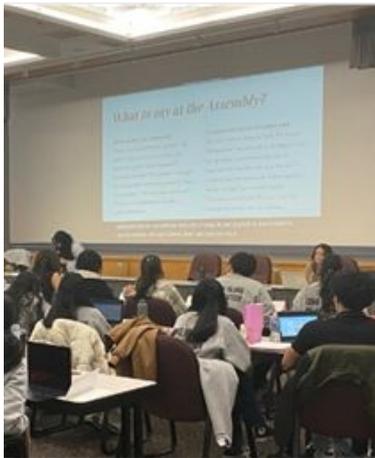


Findings



Both delegations focused on **accessibility** and **language differentiation** practices that effectively engaged both English- and Spanish-dominant students.

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.



The Long Island delegation was notable for the way it **cultivated learner engagement** and **provided scaffolded supports** to strengthen argument development and public speaking confidence.





Train the Trainer Workshops

Train the Trainer workshops were held for PR/HYLI staff in the Fall of 2024. VIA observed the in-person workshop held in New York City.

At the conclusion of each workshop, participants were asked to complete a survey to share about their experience and how they plan to incorporate the training into their teaching.

The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute

Train the Trainers 2024-2025

PART 1: IN PERSON SESSION

Attendees will discuss strategies to:

- Incorporate 2024-2025 theme into curriculum: *Perseverance and the Power of Democracy*
- Differentiate and Scaffold: Modifications for Multilingual Learners
- Empower Language: English dominant vs Spanish dominant student-needs

Albany - October 30, 2024
9:00 AM - 4:00 PM
Questar III BOCES
Room: Conference Room
10 Empire State Boulevard
Castleton, New York 12033
[Registration HERE](#)

OR

NYC - November 16, 2024
9:00 AM - 4:00 PM
Pier 57
Room: Seahorse Room
25 11th Avenue
New York, New York 10011
[Registration HERE](#)

PART 2: VIRTUAL SESSION

Host: Anthony Plonczynski
Attendees will delve deeply into
Parliamentary Procedures for adults and students

October 31, 2024, 11:00 AM - 1:00 PM
[Zoom Link: HERE](#)



Findings

Most of the time was spent practicing interactive learning activities supplemental to the training manual lessons, along with networking and sharing best practices and ideas. This was a good use of time as the majority of participants were PR/HYLI veterans and already familiar with many of the activities.



Participants were **clearly passionate** about finding activities that increased student knowledge and skills and were **eager to share resources** with each other during the group discussions.





Train the Trainer Workshop Survey – Part 1

Part One survey results focused solely on the in-person workshops and had a total of **22 responses**, 10 from the New York City workshop and 12 from the Albany workshop.

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

How well did the workshop achieve the following?

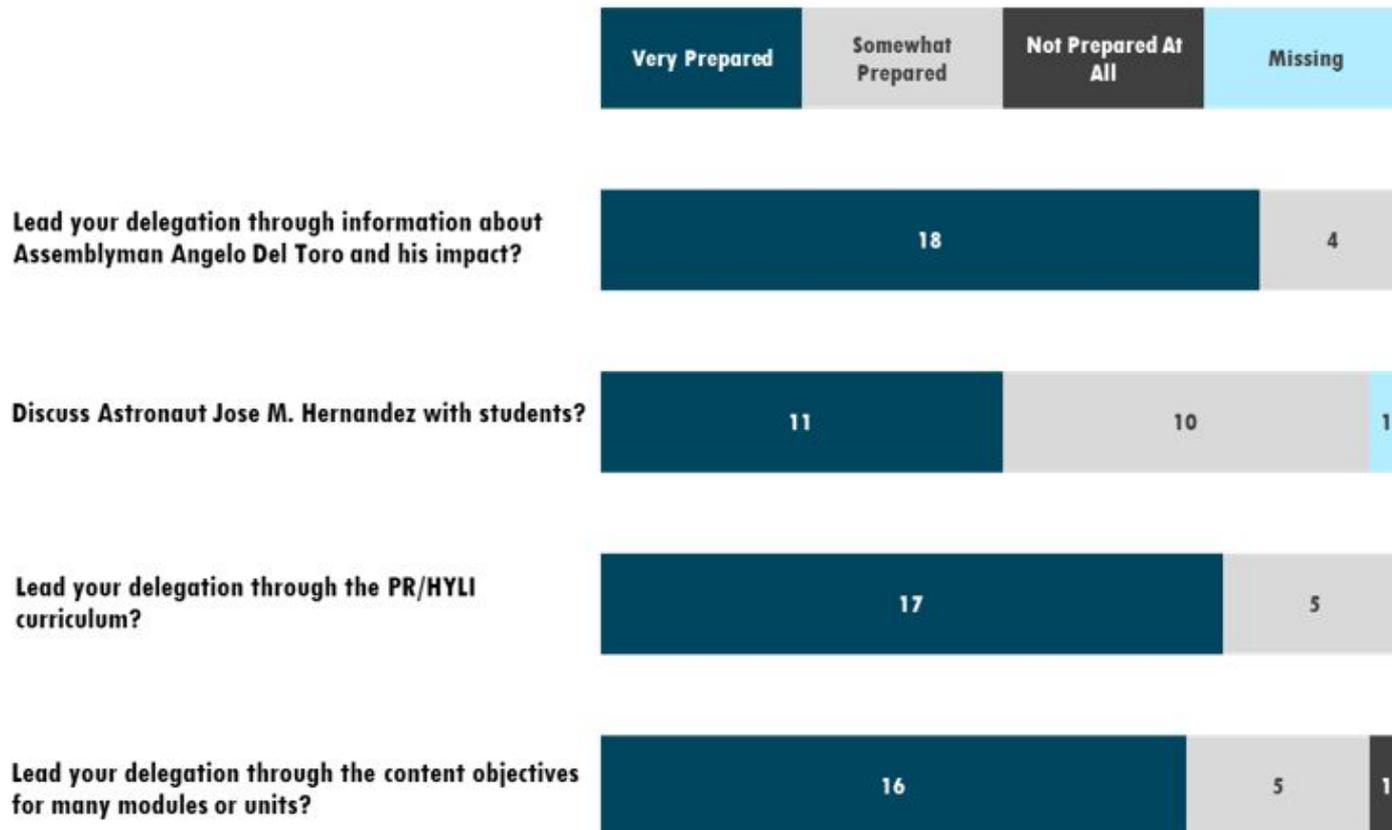




Train the Trainer Workshop Survey – Part 1

Feedback was less positive when asked about how well the in-person workshops aligned with this year's theme and how prepared they felt after the training to discuss Astronaut Jose M. Hernandez with students. Overall, respondents either strongly agreed or agreed that the workshop was a good use of their time and met their expectations.

Following this training, how prepared do you feel to...

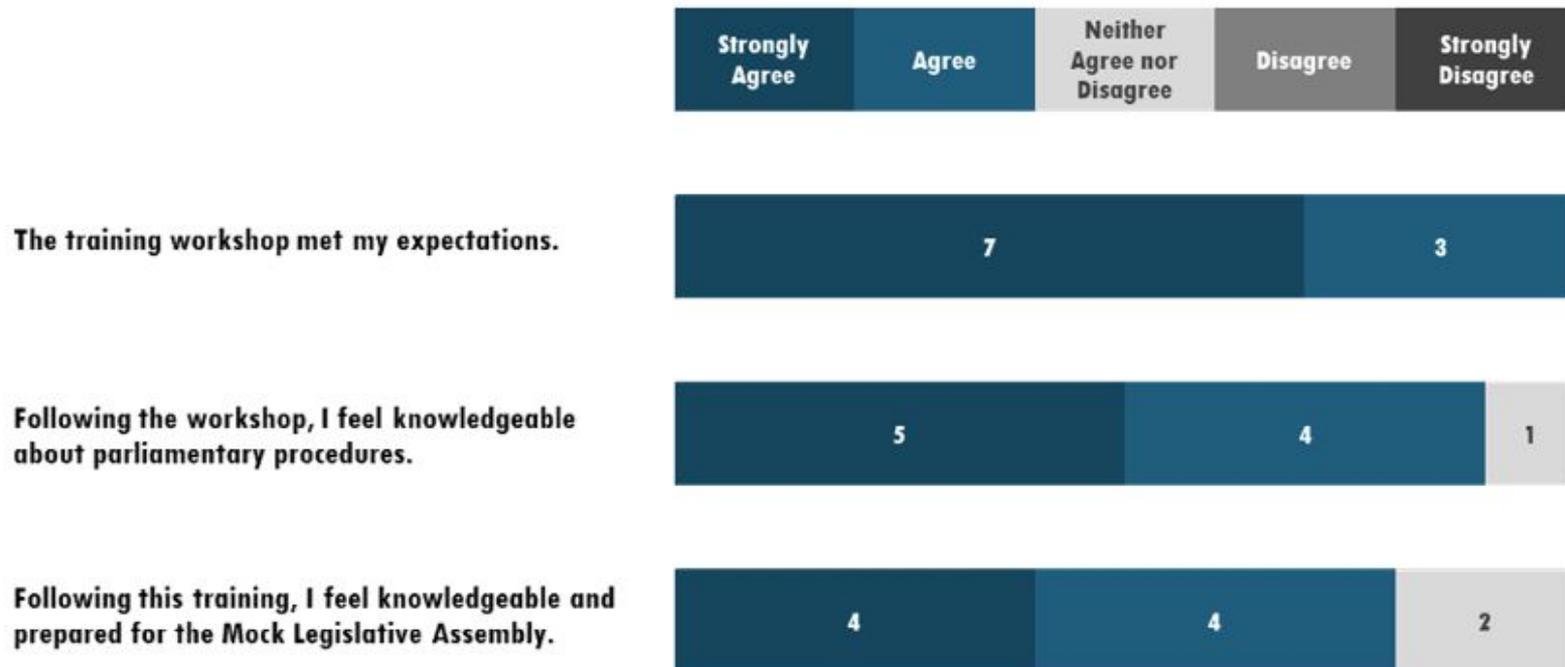




Train the Trainer Workshop Survey – Part 2

Part Two survey results focused solely on the Parliamentary Procedures workshop and had a total of 10 responses.

Some respondents reported they did not feel particularly knowledgeable about parliamentary procedures and the Mock Legislative Assembly. However, they all reported the workshop met their expectations.





Train the Trainer Workshop Survey – Part 2

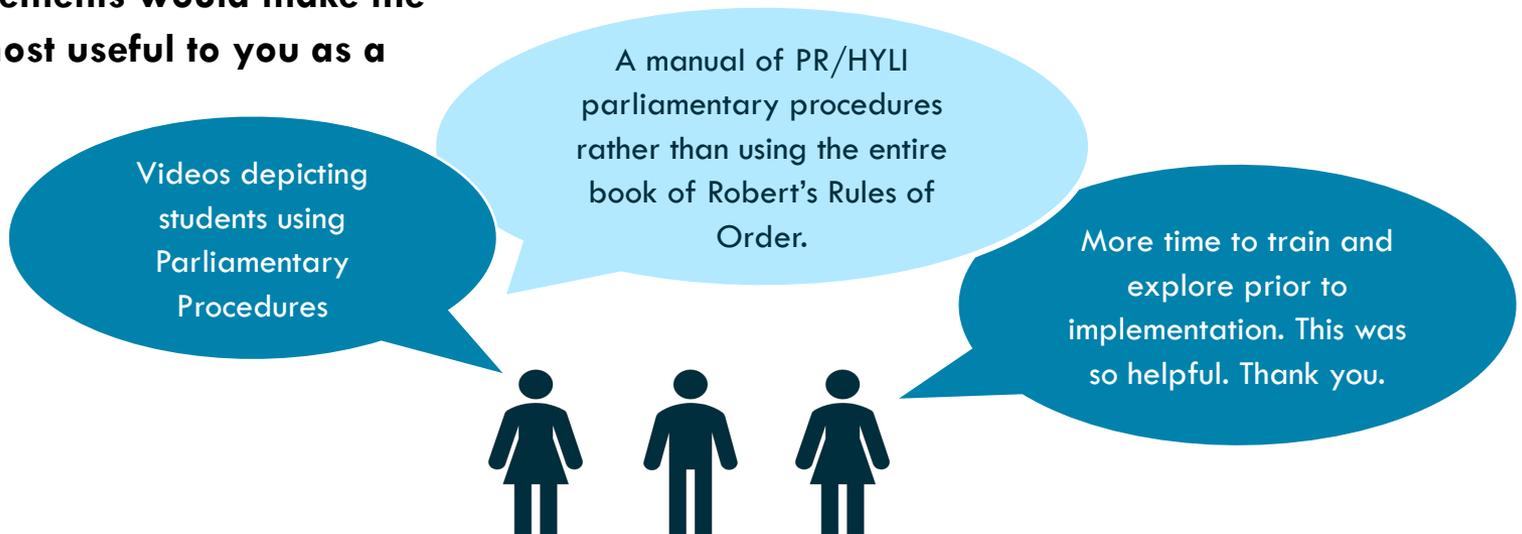
Half of respondents felt only somewhat prepared to train students in specialty roles.



Following this training, how prepared do you feel to explain/train your delegates on the specialty roles for PR/HYLI weekend?



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





Student Survey – Puerto Rico Trip

In November 2024, 7 PR/HYLI participants traveled to Puerto Rico to attend the SOMOS Inc. Conference and learn more about government, leadership and advocacy. At the conclusion of the conference, students were asked to share about their experience as well as how their participation in PR/HYLI impacted that experience.

100% of respondents reported feeling **more confident** about **applying what they learned in PR/HYLI to national issues** after the trip.

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

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.





Specialty Roles & Caucus Meetings

In February, the PR/HYLI state project team held 2 Specialty Roles meetings and 4 Caucus meetings (2 for each party) via Zoom to prepare students for the Mock Assembly. Students assigned a specialty role for the Mock Assembly had to attend one of the Specialty Roles meetings and any other student who wished to speak during the Mock Assembly had to attend one of the Caucus meetings.

This is the first year PR/HYLI has facilitated virtual Caucus meetings prior to the Albany Leadership Institute to better organize the delegations and to give students more time to practice. VIA staff coordinated with the PR/HYLI state project team to observe 1 Specialty Roles meeting and 1 Caucus meeting.

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)



Specialty Roles & Caucus Meetings

Findings

Angelo Del Toro
PR/HYLI
PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE

Specialty Roles Conference Call

AGENDA

6:30 PM **Welcome and Overview**

- Introduction of Staff – PRHYLI Support Specialist
- Congratulations on being nominated and chosen for your roles
- Expectations for the call
- Expectations for the weekend

6:40 PM **Roll Call/Attendance**

- Using the attendance sheet of Specialty Roles, roles by delegation, delegates, attendance

7:00 PM **Overview of the Weekend**

- Expectation of delegates
- Expectations of Specialty Roles
- Question and answer period

7:30 PM **Overview of leadership positions and duties**

- Presentation of the Specialty Roles slide show
- Questions and answers

7:50 PM **Overview of Specialty Roles, duties, and expectations for the entire weekend**

- Present Specialty Roles tentative weekend schedule
- Review format of Mock Assembly
- Review the format of caucuses
 - Review the Calendar of Bills

8:10 PM **Set Agenda for Next Call**

- Review homework and expectations
- Overview of PRHYLI roles
- Understand Caucus Proceedings

8:30 PM **Meeting Adjourned**

RESOURCE: Specialty Roles guide – [PowerPoint](#) and new leadership roles video <https://youtu.be/yous325hbc>

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 Institute.

The impact of both meetings appeared to be significantly linked to the expertise and knowledge of the staff facilitating it.

★ Angelo Del Toro----- ★
★ **PR/HYLI** ★
★ PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE ★

CAUCUS AGENDA ✓ 2025

I. CAUCUS REVIEW / EXPLANATION:

- a) Purpose of Caucus, How does it work?
- B) Link: Sign-Up to Speak
- C) Questions?

II. INTRODUCTION - SENIOR LEADERSHIP:

- a) Speaker of the Assembly
- B) Assistant Speaker(s)
- C) Majority / Minority Leader
- D) Majority / Minority Whip

III. BREAKOUT ROOMS:

- A) Organized by Last Name of Assembly Member
(Room 1 = A-I, Room 2 = J-R, Room 3 = S-Z)
- B) Debating Reminders: MUTED (unless called on),
Raise Hand Feature (for questions),
60 seconds to share best debate points
- c) After 20 Minutes, Senior Leadership moves AM's stay!

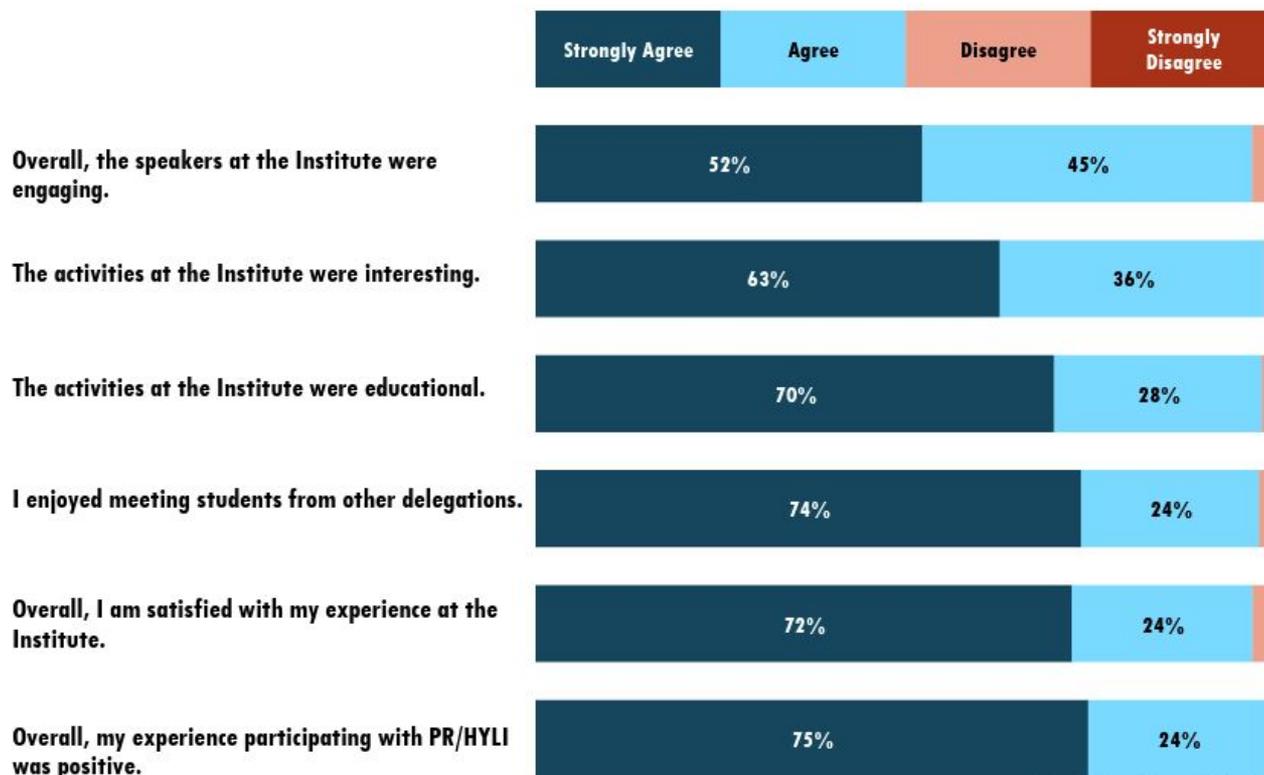
The success of the Caucus meeting breakout rooms hinged on the confidence and competence of the student leaders in the duties of their specialty role and the structures of the Caucus and Mock Assembly and the prior preparation of arguments by the other student participants.



Student Survey – Leadership Institute

At the end of the Albany Leadership Institute weekend, paper surveys were disseminated by PR/HLYI staff to students. A total of 225 students completed the survey, an 89% response rate. The first part of the survey was intended to collect general student satisfaction with their experiences both at the conference weekend and during their Home Delegation Trainings.

98%-99% of respondents found the activities interesting and educational and enjoyed meeting students from other delegations



Values less than 5% are not labeled.

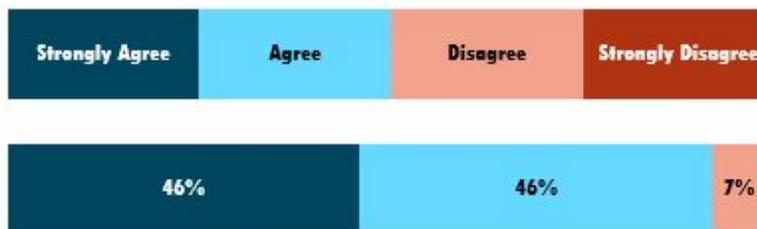


Student Survey – Leadership Institute

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

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

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



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



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



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



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



After participating in PR/HYLI, I can see a connection between the concepts of perseverance and democracy.



Values less than 5% are not labeled.



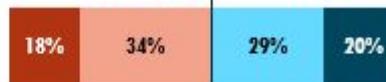
Student Survey – Leadership Institute

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

Speaking in public

Not confident at all A little confident Somewhat confident Very confident

Before Albany Leadership Institute



After Albany Leadership Institute

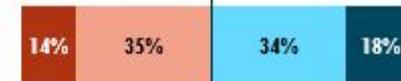


Values less than 5% are not labeled.

Effectively debating an issue or idea

Not confident at all A little confident Somewhat confident Very confident

Before Albany Leadership Institute



After Albany Leadership Institute

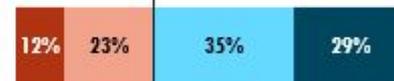


Values less than 5% are not labeled.

Being a leader

Not confident at all A little confident Somewhat confident Very confident

Before Albany Leadership Institute



After Albany Leadership Institute

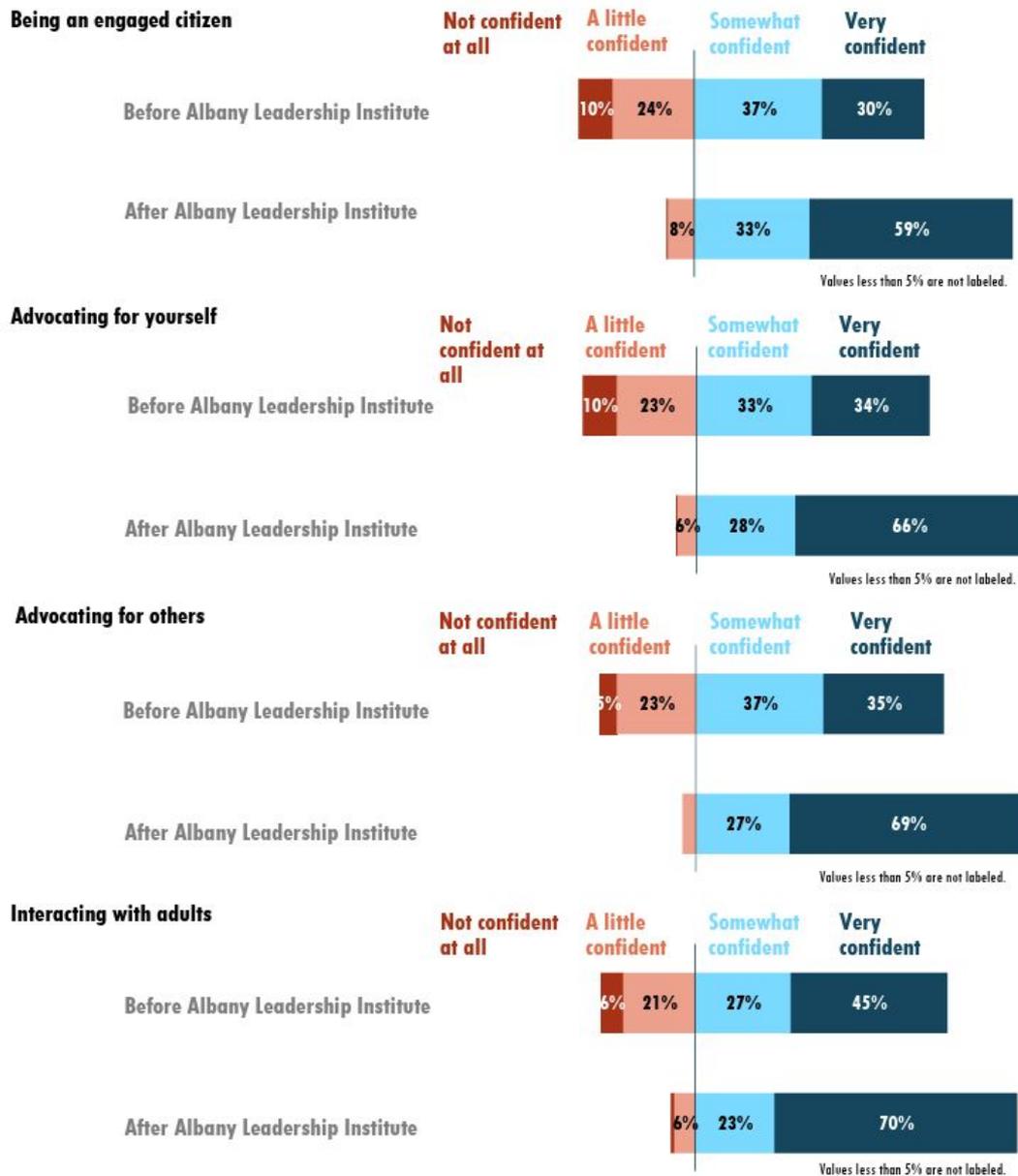


Values less than 5% are not labeled.



Student Survey – Leadership Institute

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

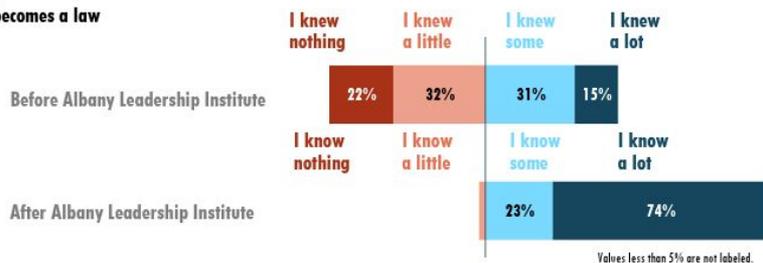




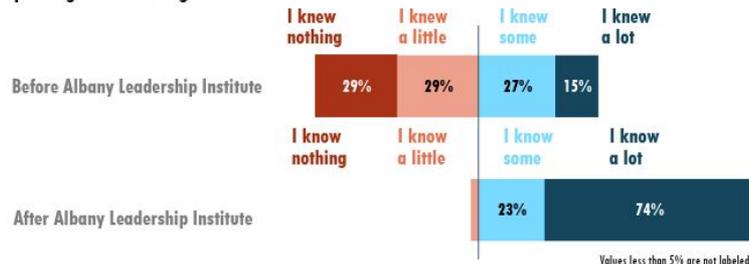
Student Survey – Leadership Institute

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

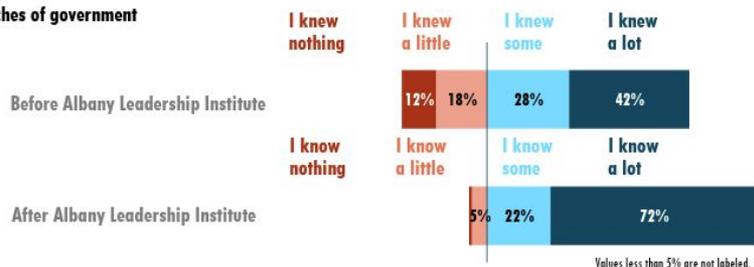
How a bill becomes a law



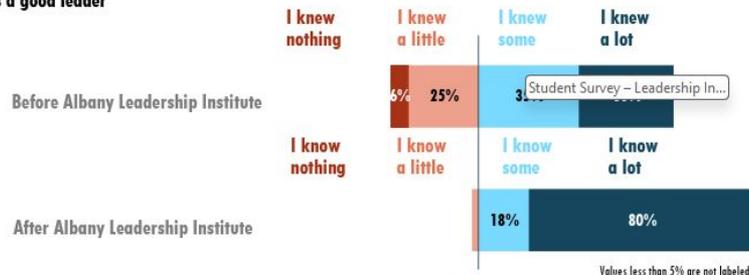
How to develop an argument for or against a bill



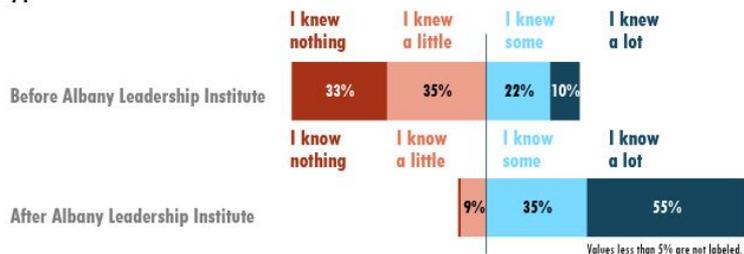
The 3 branches of government



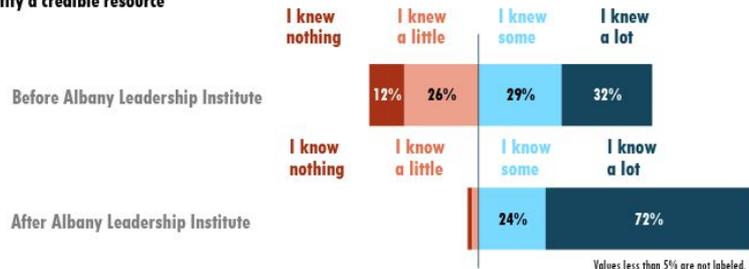
What makes a good leader



Parliamentary procedures



How to identify a credible resource





Student Survey – Leadership Institute

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

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

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.

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





Student Survey – Washington, D.C. Trip

In May 2025, 12 PR/HYLI participants traveled to Washington, D.C. Students met with congressional representatives, toured the capital, and continued to learn about government while developing their leadership and advocacy skills. Students were asked to share feedback on their experience and satisfaction.

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

I loved meeting with Kirsten Gillibrand's staffers and with Adriano Espaillat'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 used what I learned about checks and balances to make connections with how it looks in action [during the trip].



KEY FINDINGS & RECOMMENDATIONS

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



Key Evaluation Activities

What has happened?



Findings

What have we learned?



Recommendations

What comes next for PR/HYLI?

KEY FINDINGS



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 on 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

KEY FINDINGS



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 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 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 only somewhat prepared to explain specialty roles to



RECOMMENDATIONS



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