



Workshop Recap and Office Hours: "Can You Feel My Vibe?" Youth-Led Survey Development and Administration

April 30, 2026



Disclaimer

- Elevate Youth California (EYC) is a program of the California Department of Health Care Services (DHCS) funded through Proposition 64 California Cannabis Tax Fund, Allocation 3, YEPEITA. Sierra Health Foundation: Center for Health Program Management (The Center) is contracted to support the implementation of EYC. This statewide program provides funding and technical assistance for organizations that are developing or increasing community substance use disorder (SUD) prevention, outreach, and education focused on youth.



Learning Objectives

- Create youth-led, Culturally Responsive Evaluation (CRE)-informed surveys aligned with program goals and grant requirements.
- Apply participatory best practices for survey administration, including communication, environment setup, and follow-up strategies.
- Analyze youth-led survey data using quantitative tools to track program progress and inform formative evaluation processes.



Introductions



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Introductions

- Name
- Title
- Organization
- What emoji best represents your current relationship with survey development?

Drop it in the chat. No judgment!



Image description: Simple drawing of a person with long wavy hair waving inside the window of a blue name-tag reading 'hello my name is.'



Professional Norms

- Keep the work at the center.
- Take an asset-based approach.
- Create a safe and brave space.
- Value difference.
- Strive for equity of voice.
- Commit to the learning.



Image description: Three people gathered around a laptop.



Feel free to add questions in the chat as they arise.



Agenda

- Culturally Responsive and Racially Equitable Evaluation and Engagement Foundations Review
- Youth-Led Survey Development in Practice
- Tools and Implementation Strategies
- Office Hours
- Breakout Rooms



Image description: Lit lightbulb with people gathered in the background blurred.



You may further engage with the session in the participant notebook shared in the chat!



Unmute or Share in the Chat



- How often are you administering surveys? What typically prompts you to launch a new survey?
- What challenges are you facing during survey development?
- How are you utilizing responses to surveys to measure your programs' outcomes?



Culturally Responsive and Racially Equitable Evaluation and Engagement (CRREEE)

"Always place the people who are most impacted at the center of conversations which seek to find solutions to problems affecting them."



Assess
diversity of
team, service
provider, and
funder



Reflect
on cultural
responsiveness
of teams



Reach out
to community
leaders/agents



Ensure
community
voices are
heard and
valued



Examine
institutional
and inter-
institutional
aspects of
structural
racism



Understand
racial
historical
legacy



Identify
racial
disparities



Image descriptions: 1) an icon of three people 2) a clipboard with a check mark 3) shaking hands 4) conversation bubbles, one with a heart and one with an ellipsis 5) a magnifying glass held up to a building and a checklist 6) a speech bubble with icons of people arranged in a pyramid inside it 7) a magnifying glass held up to two people with an equal sign between them and a question mark

Youth-Led Survey Development in Practice



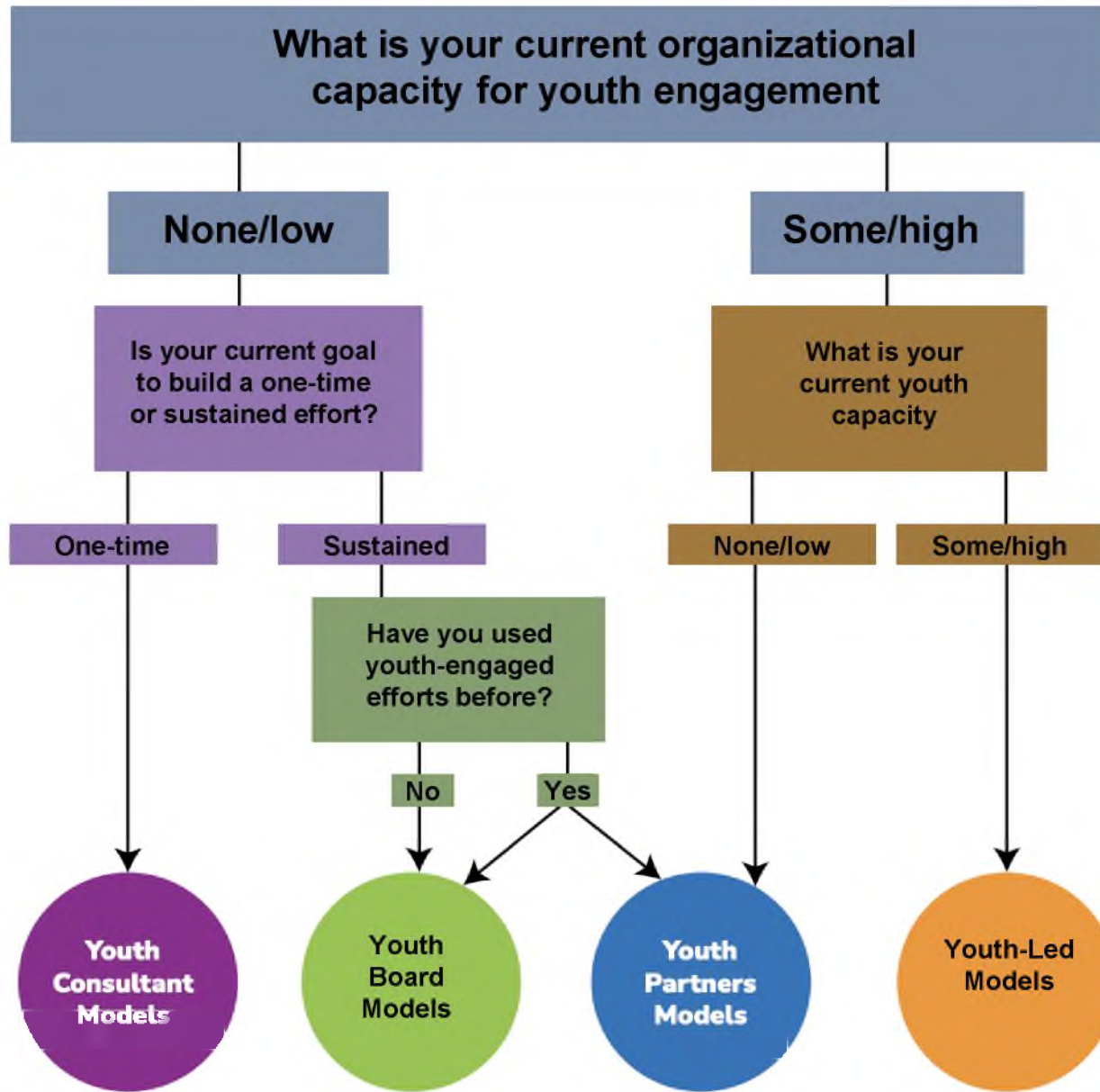
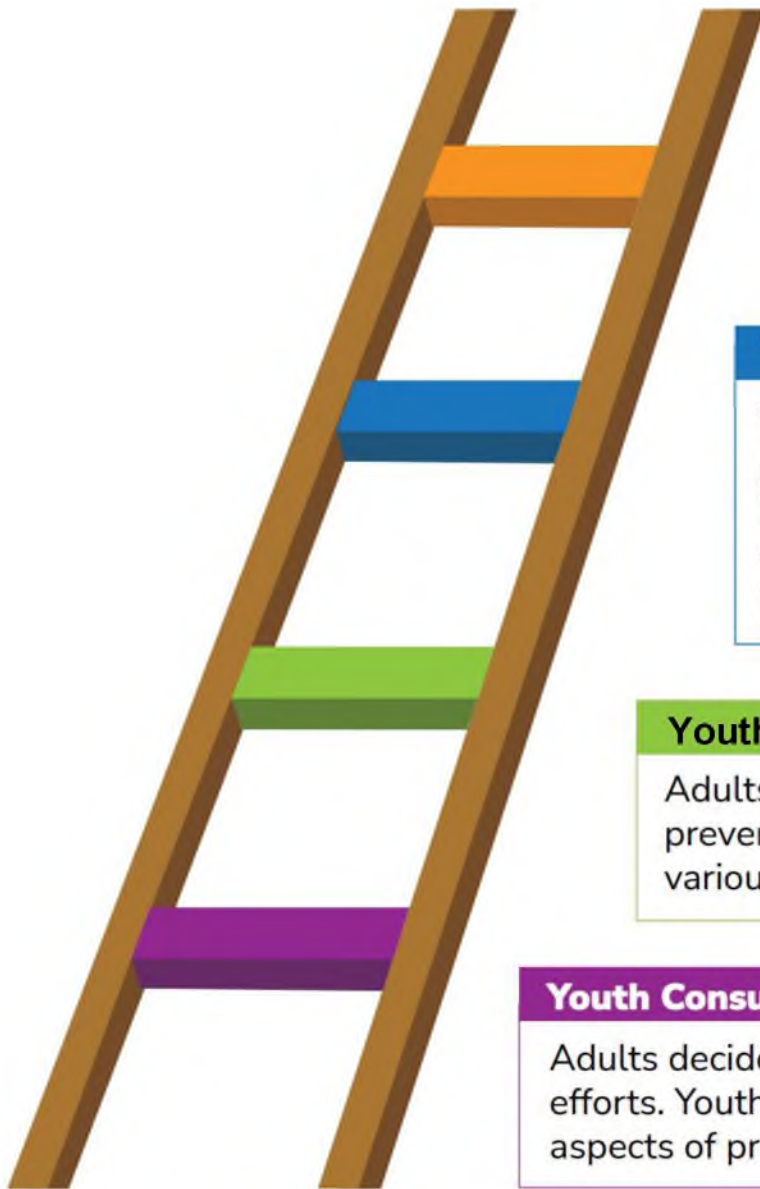


Image description: a flow chart with squares representing level of youth engagement as none or low versus some or high, breaking down responses before segwaying to four circles representing youth models

Source: [Youth Engagement Guide](#)



Overview



Youth-Led Models

Prevention is youth-initiated & youth-led & adults provide support and are invited for shared decision-making.

Youth Partner Models

Youth and adults partner in prevention efforts. Youth can serve in many roles such as researchers, evaluators, advocates, staff or implementors.

Youth Board Models

Adults primarily decide on prevention efforts. Youth advise on various issues in an ongoing way.

Youth Consultant Models

Adults decide on prevention efforts. Youth advise on specific aspects of programs or initiatives.



You may reflect on your participant notebook.



Image description: a ladder with four steps, each one a different color, corresponding to tiers of youth engagement

Source: [Youth Engagement Guide](#)

Youth Partner Models

Youth and adults partner in prevention efforts. Youth can serve in many roles such as researchers, evaluators, advocates, staff or implementors.



For Youth Partner Model, CRREEE could support this by:

Planning

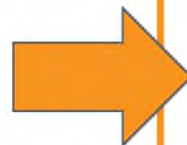
1. Ensure youth partners represent diverse community perspectives.
2. Have youth co-create evaluation questions that matter to their communities.

Implementation

1. Support youth in implementation roles such as gathering data or sharing findings.
2. Build in flexibility to accommodate different youth needs and perspectives.

Youth-Led Models

Prevention is youth-initiated & youth-led & adults provide support and are invited for shared decision-making.



For Youth-Led Model, CRREEE could support this by:

Power Shifting

1. Fully give youth evaluation ownership while providing requested support.
2. Let youth determine how their communities define success.

Systems Change Focus

1. Help youth get access to the data they need about structural barriers.
2. Support youth in using findings to advocate for needed changes.

Youth Engagement Strategies for Beginning, During, and After

- Have youth identify key issues that matter to their peers.
- Let youth propose questions they'd want to answer.
- Review and prioritize questions.
- Have youth conduct pilot tests with peers.

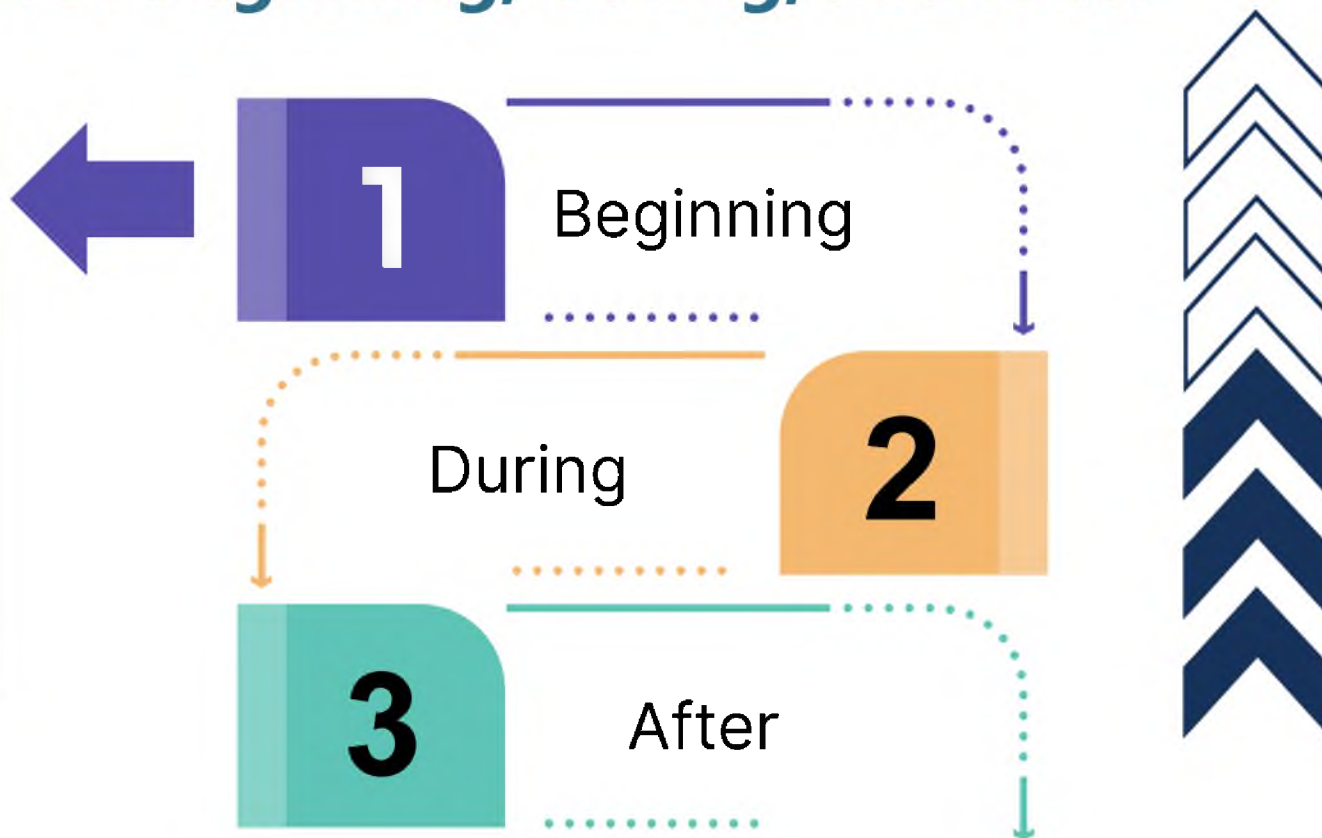


Image description: a numbered list (1-3), whose items read, "beginning, during, and after."

Youth Engagement Strategies for Beginning, During, and After

- Let youth identify best ways to reach their peers.
- Prioritize outreach methods.
- Train a small group of youth to be survey ambassadors to encourage participation.
- Create outreach messages and materials.

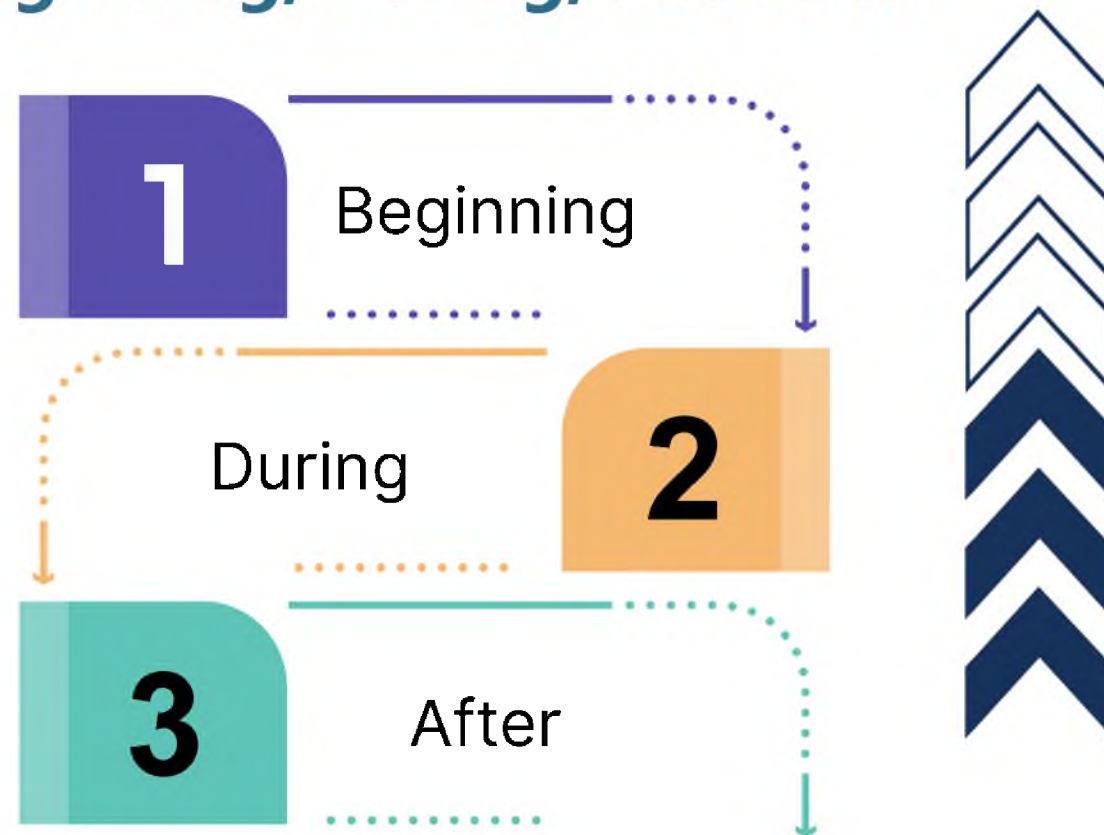


Image description: a numbered list (1-3), whose items read, "beginning, during, and after."

Youth Engagement Strategies for Beginning, During, and After

- Ensure youth are included in analysis, discussions, and interpretations.
- Let youth suggest meaningful ways to share findings.

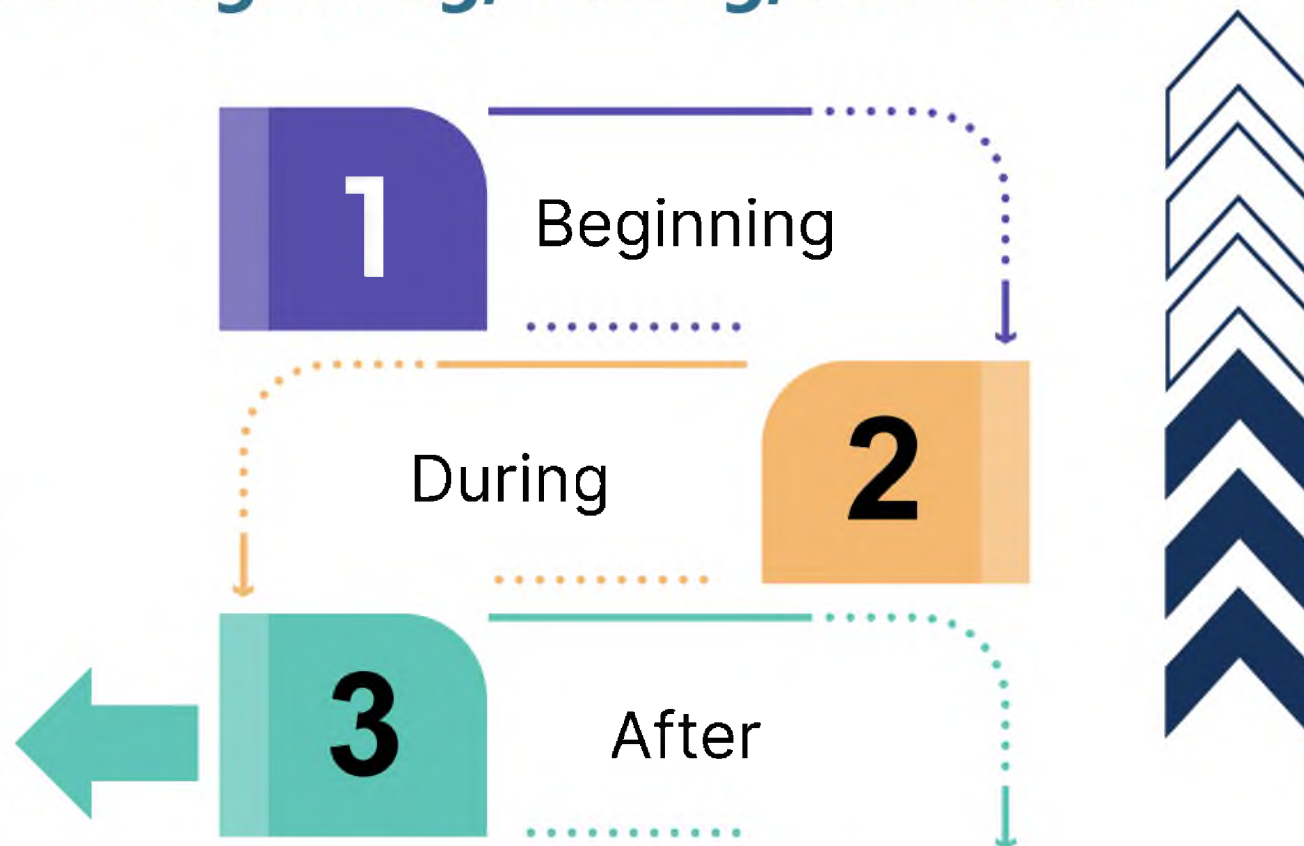


Image description: a numbered list (1-3), whose items read, "beginning, during, and after."

Importance of Planning for Survey Development

The Three
Pillars of Data
Collection

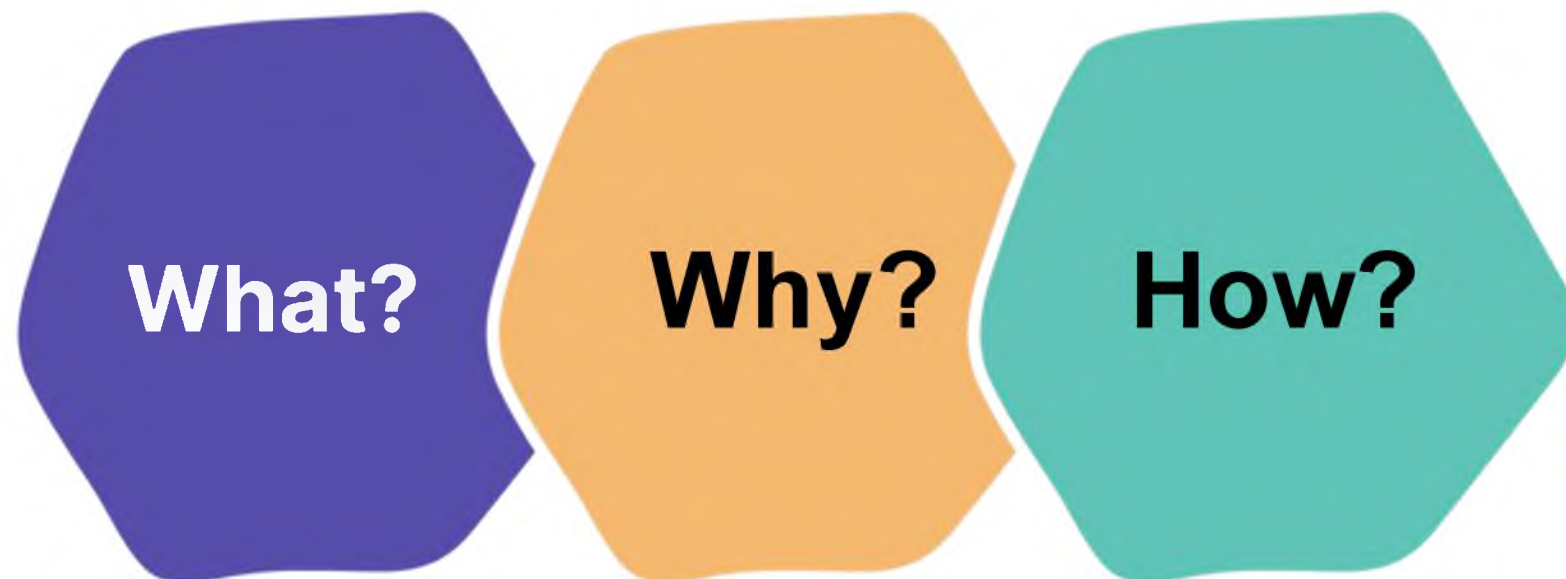


Image description: three hexagons labeled, "what?", "why?", and "how?" (respectively)



Importance of Planning for Survey Development

Planning

Before you conduct any survey, think about what you want to know and how you'll use it.

As you develop your plan, it may be a good idea to review:

- Reporting or funder requirements.
- Goals and objectives stated in grants that fund your program.
- Goals and objectives developed through strategic planning.
- Logic models describing your program.
- Informal goals and objectives held by your program staff, even if not stated elsewhere.

Source: [Creative Ways to Solicit Youth Input](#)





You may reflect on your participant notebook.

Importance of Planning for Survey Development

Most programs have at least one or two of these. Gather whatever you have for a conversation with your program or evaluation planning team.

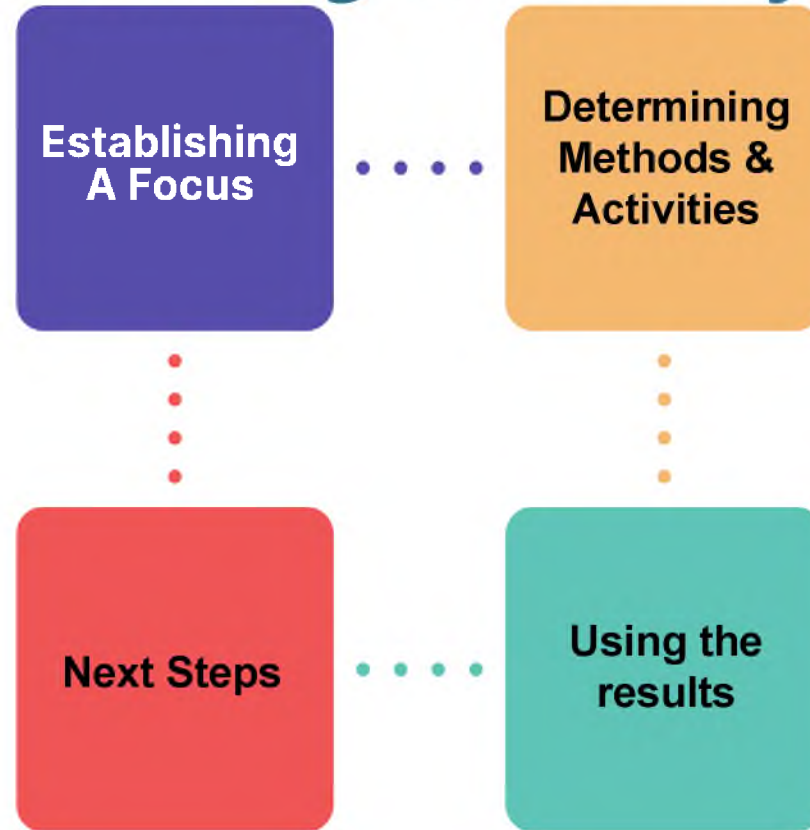
Use the following questions to guide your conversation:

1. What are the 2-3 things we really want to know more about?
2. Who else wants to know and how will they use the data? Will this be used to report to funders? For internal monitoring? Or as part of a process for program improvement?
3. What do they want to know about? Program quality? Why people come to the program or what they get out of it? What they wanted more or less of in the program? Whether they have mastered certain skills or learned certain content?
4. Finally, who is the right person to ask? Youth through self-report? Parents or staff reporting on youth? Or do you want to get this information through an assessment or test?

Source: [Creative Ways to Solicit Youth Input](#)



Importance of Planning for Survey Development



Survey Tip: The Funnel Technique ✨

The funnel technique is where you ask broad, general questions at the beginning and ask more specific questions as the survey goes on.

Create sections to break things up and use progress trackers.

Source: [Funnel Technique in Interviews](#)



Image description: a multi-colored funnel



Tools and Implementation Strategies





You may reflect on your participant notebook.

Tools Overview

What to look for and consider

- Accessibility
 - mobile devices
 - screen readers
 - other devices
- Customization options
- Translation options
- Large text options
- Branching
- Interactive elements

Questions to Ask

- Can youth easily learn and use this tool?
- Does it work across our participants' devices?
- How does it handle lost internet connection?



Image description: A person framed by a cellphone, alongside boxes of text

Youth Survey Administration Best Practices

Survey Ethics

- Consent
- Confidential and anonymous responses

Question structure

- Keep questions clear and concise
- One concept per question
- Include prefer not to answer options

Response options

- Appropriate number of options (4-7)
- Clear rating systems
- Visual supports

Creative Twists

- Include a short video overview
- Gamification of responses (drag and drop ratings)

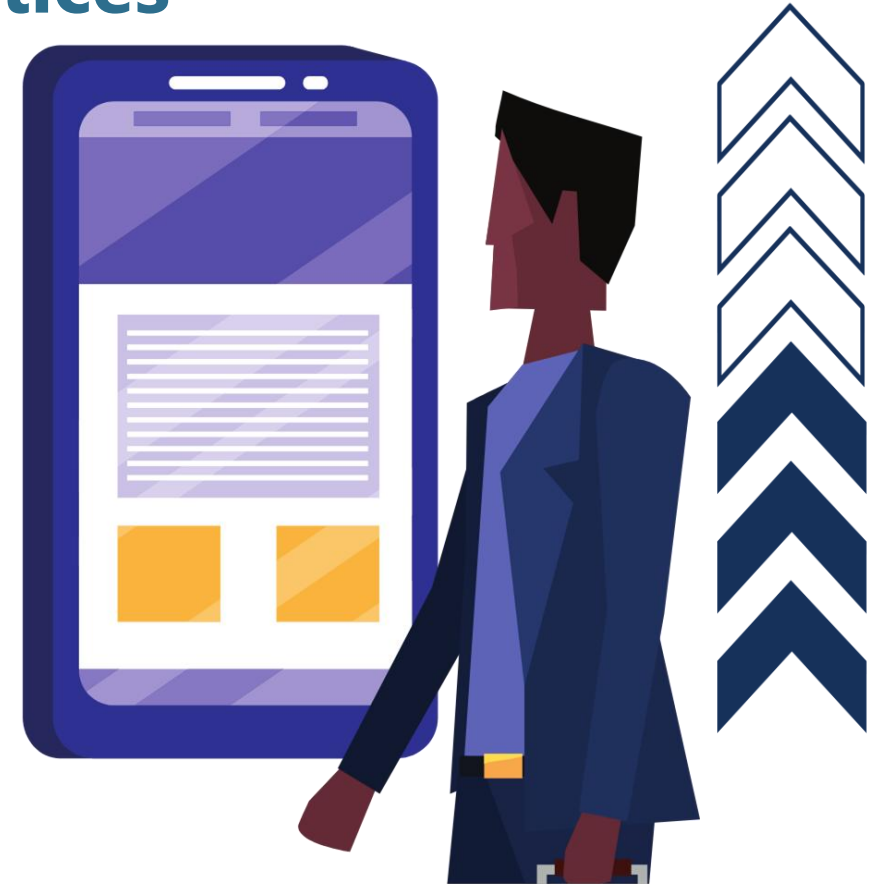
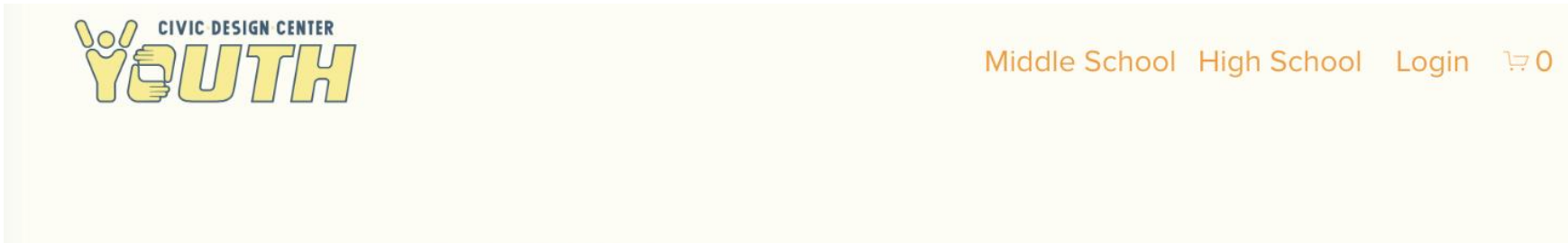


Image description: A person looking back at a large cell phone

Youth-Led Survey Showcase





Using design to foster young civic leaders in Tennessee *now.*



Source: [Civic Design Center](https://youth.civicedesigncenter.org/high-school/internship-with-impact)



Youth-Led Survey Showcase

Do you know your home address?	☐ Yes ☐ No	reset
Where do you go to school?		
What are the reasons that people come to your community to either live or visit?	restaurants, jobs, safety, schools	
What are the reasons that people leave your community and move to another place?	traffic, jobs, safety, schools	
Outside of school and home, where do you spend the most time?	my aunt's house, soccer practice, my job	
Where is ____?	123 South Street, Hadley Park, Subway on Gal	



Source: [Youth Wellness Map Survey](#)

[Designing a Survey](#) - YouTube Video

[Tips for Adult Allies](#) - Two-page overview by youth-led fellowship program

Survey Development Tools & Resources

Digital Survey Platform Resources

[Google Forms - Creating a Research Survey](#) - YouTube Video

[Google Forms Tutorial](#) - YouTube Video

Administrative Resources

Best Practice Guides

- [OMS Youth Feedback Survey-Best Practices Guide](#): Best for initial survey development and planning
- [Youth pre-program survey example](#): Best example of a pre-program baseline survey
- [Creative Ways to Solicit Youth Input](#): A Hands-On Guide for Youth Practitioners
- [YOUth Voices](#): An example of a youth-led evaluation and reporting project



Office Hour

What questions from today's recap do you have?



Breakout Rooms

What does (or could) youth-led survey development look like in practice with your work?



You may take notes in your participant notebook.





Thank You!

We look forward to seeing you in
technical assistance sessions!



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Training Resources

- Participatory Action Research Collective
- Youth Participatory Action Research Network
- Community Science Institute
- Indigenous Research Methods Network

Talking Circles

- Absolon, K., & Willett, C. (2005). Putting ourselves forward: Location in Aboriginal research
- Kovach, M. (2009). Indigenous Methodologies: Characteristics, Conversations, and Contexts
- Wilson, S. (2008). Research is Ceremony: Indigenous Research Methods

Ripple Effect Mapping

- Hutchinson, S., et al. (2012). Ripple Effect Mapping: A "Radiant" Way to Capture Change
- Kubisch, A. C. (2010). Community Change: Tracking Neighborhood Transformations
- Preskill, H., & Godown, J. (2007). Using Evaluation to Support Community Change

Digital Storytelling

- Lambert, J. (2013). Digital Storytelling: Capturing Lives, Creating Community
- Hull, G. A., & Katz, M. L. (2006). Crafting an Agentive Self: Case Studies of Digital Storytelling
- Lundby, K. (Ed.). (2008). Digital Storytelling, Mediatized Stories: Self-Representations in New Media

