

Survey / Test Selection Guide

The Division of Behavioral Health and Recovery (DBHR) Substance Use Disorder Prevention and Mental Health Promotion Online Reporting System, known as Minerva, is designed to collect service delivery data for Washington State, and measure individual outcomes using survey or test data.

This document is for reference only and does not replace any language in fully executed contracts between HCA and a contracted entity. *Note, Tribal agreements do not require tribal prevention services to report participant, survey, or test data in Minerva 2.0.*

What is a survey or test?

A survey or test instrument in Minerva 2.0 represents a set of questions designed to measure individual outcomes; specifically, attitudes, behaviors, or characteristics related to the prevention of a substance use disorder and/or promotion of mental health.

Each survey or test has been developed and validated to accurately capture the information necessary to assess specific risk and protective factors—also referred to as intervening variables, as well as contributing factors—also referred to as local conditions. The risk, protective, and contributing factors selected to be measured with survey or test instruments are determined with extensive prevention science research. Surveys or tests are selected by a Provider and approved by HCA within an Action Plan, and/or Strategic Plan.

How are surveys or tests selected?

Surveys or tests provide a standardized way to collect information that allows us to draw meaningful conclusions about the services we deliver and their impact on service recipients. Each survey or test measures outcomes related to specific risk, protective, and contributing factors. Factors are selected and outlined within an Action Plan, and/or Strategic Plan, and approved by HCA.

If a survey or test instrument is not available in Minerva 2.0, to request a survey or test instrument to be considered for inclusion, please complete and submit this [request form](#).

Why are surveys or tests important?

Surveys or tests results are used to evaluate outcomes; specifically, outcomes of specific risk, protective, and contributing factors. It is a contractual requirement to select, administer, and report surveys or tests for:

- *Cohorts* – Reoccurring services delivered to an individual or group of individuals.
- *Campaigns* – Information dissemination efforts, or other efforts aimed at changing local attitudes, norms, and policies are measured on a case-by-case basis.

All Providers/Partners administering surveys or tests are required to demonstrate positive outcomes. Positive outcomes can be defined as either an improvement or maintenance of outcomes, as determined by the Action Plan for at least half ($\geq 50\%$) of participants receiving a direct service.

How do you report surveys or tests in Minerva 2.0?

Surveys or tests are reported within a Cohort under “Tests.” Participant data is required for each individual receiving services within a Cohort. Participant data is required to measure individual outcomes. The First Name, Last Name, Birth Month and Birth Year are required to match the Participant to each survey or test administered for that individual. Surveys or tests administered are reported in Minerva 2.0 before the **15th of the following month**.

Common Questions	Answer
<i>What is a test type?</i>	<p>Categorization of a test or survey instrument based on their purpose, timing, and the specific context in which they are administered. Each type of test serves a unique role in evaluation. There are six (6) test types available in Minerva 2.0: Pre, Mid, Post, Follow-up, One Time, and N/A.</p> <ul style="list-style-type: none"> • Pre – Administered before service delivery to help us understand what an individual already knows before they start learning something new. • Mid – Conducted during service delivery to understand how well individuals are learning something new mid-way through service delivery. • Post – Administered after the completion of service delivery to measure what an individual learned after their baseline (pre-test). • Follow-up – Conducted some time after the completion of service delivery to measure long-term retention of what was learned. • One Time – Refers to a test that is administered only once without a preceding pre-test or subsequent post-test for comparison. • N/A – When the test does not fit into a standard category.
<i>What is direction of change?</i>	<p>Survey and test instruments are selected to measure the intended influence of services rather than the services themselves. The direction of change is indicated by the anticipated influence of a program/strategy on the identified risk, protective, and contributing factors that are being measured.</p> <ul style="list-style-type: none"> • Increase – Aiming to increase a protective factor, leading to an upward trend in positive outcomes. • Maintain or Increase – Either aiming to preserve the same amount of a protective factor or increase a protective factor. • Maintain – Aiming to preserve the same amount of a protective or risk factor. • Maintain or Decrease – Either aiming to preserve the same amount of a risk factor or decrease a risk factor. • Decrease – Aiming to reduce a risk factor, leading to a downward trend in negative outcomes.
<i>How do I collect test or survey data in Minerva 2.0?</i>	<p>Survey or test instrument submissions are collected in Minerva 2.0 through the <i>Distribute Test</i> web-based online distribution or <i>Manual Test Entry</i> paper collection, where responses are entered manually into Minerva 2.0.</p>

Questions?

Providers can reach out to their Prevention Manager for questions on selecting a survey or test instrument, interpreting survey or test instrument outcomes, or how to overcome survey or test administration challenges.

Risk and Protective Factors / Intervening Variables	Contributing Factor / Local Condition	Survey / Test Instruments
(P)Community: Bonding (opportunity, skills, and recognition)	Acquisition of culturally defined values using a cultural and social context	<i>None currently available</i>
	Opportunities, skills, and recognition for prosocial involvement in the community	Community Connections [APM4_Y]
		Opportunities for Prosocial Involvement [C06]
		VOICE [OrgVOICE]
(P)Community: Healthy Beliefs and Clear Standards	Opportunities, skills, and recognition to promote bonding to community role models who exhibit healthy beliefs and clear standards	Bonding Attachment [AM1_Y]
	Understanding of influence of community norms on children's lives	<i>None currently available</i>
	Understanding of the importance of the Tribe's culture, traditions, and heritage	Snoqualmie Canoe Family [OrgSCF]
(P)Engagement and connections in one or more of the following contexts: school, peers, family, employment, or culture	Opportunities for increasing sense of connectedness to community, self-esteem, and sense of wellbeing	Self Esteem [IP08]
		VOICE [OrgVOICE]
(P)Family: Bonding (opportunity, skills, and recognition)	Knowledge of nurturing parenting techniques	Learning Coalition Parent Skills Index [OrgLCPSI]
		Learning Coalition Parent Skills Index - Revised [OrgLCPSI-RV]
	Opportunities, skills, and recognition to contribute to family bonding	Bonding Attachment [AM1_Y]
		Family Management [AM3_F]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
Mentor Support Tracking [MT04]		

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Risk and Protective Factors / Intervening Variables	Contributing Factor / Local Condition	Survey / Test Instruments		
		Sembrando Salud 10-12 [OrgSS]		
		Sembrando Salud 10-12 - Spanish [OrgSSs]		
		Sembrando Salud - Middle School [OrgSS-MS]		
		Sembrando Salud - Middle School - Spanish [OrgSS-MSs]		
		Strengthening Families WSU [SFWSU_AX]		
		Strengthening Families WSU - Spanish [SFWSU_A1s]		
		Strengthening Families WSU - Spanish [SFWSU_A2s]		
	Opportunities, skills, and recognition to contribute to positive family involvement	Strengthening Families WSU [SFWSU_AX]		
		Strengthening Families WSU [SFWSU_Y]		
		Strengthening Families WSU - Spanish [SFWSU_A1s]		
		Strengthening Families WSU - Spanish [SFWSU_A2s]		
		(P)Family: Healthy Beliefs and Clear Standards	Communication skills among families	Communication Skills [AM6_P]
				Family Communications [APM1_P]
				Family Management [AM3_F]
Family Management Attitudes [AM3_P]				
Managing and Monitoring for Parents [AM2_F]				
Managing and Monitoring for Parents - Spanish [AM2_Fs]				
Managing for Parents of Young Children [APM5_P]				
Parent Communication [APM4_P]				
Strengthening Families WSU [SFWSU_Y]				
Strengthening Families WSU - Spanish [SFWSU_Ys]				

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Risk and Protective Factors / Intervening Variables	Contributing Factor / Local Condition	Survey / Test Instruments
	Family management skills among caregivers	Family Management Skills [AM4_P]
		Family Managing and Monitoring [AM1_F]
		Managing and Monitoring for Parents [AM2_F]
		Managing and Monitoring for Parents - Spanish [AM2_Fs]
		Managing for Parents of Young Children [APM5_P]
		Managing the Family [APM2_P]
	Parent Communication [APM4_P]	
	Attitudes toward holding family meetings where issues are discussed, and family values clarified	Guiding Good Choices [GGC_P]
(P)Peer: Bonding (opportunity, skills, and recognition)	Decision making skills	Decision Making Skills [AM5b_Y]
	Opportunities, skills, and recognition for prosocial involvement with peers	Bonding Attachment [AM1_Y]
		Leadership and Mentoring [IP15]
	Social competence skills (communication, decision making, problem solving, interactions with others, assertiveness)	Assertiveness [AM5a_Y]
		Life Skills Scale - Assertiveness [LST-A]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		Social Competence [AM5c_Y]
(P)Peer: Healthy Beliefs and Clear Standards	Knowledge of life skills	Healthy Decisions - Elementary School [APM2_Y]
		Healthy Decisions - Middle School [APM1_Y]

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		Healthy Decisions - Middle School - Spanish [APM1_Ys]	
		Keep a Clear Mind [OrgKACM]	
		Life Skills - Elementary School [OrgLS-ES]	
		Life Skills Scale [LST-LS]	
		Life Skills Scale - Elementary School [LST-ES]	
		Life Skills Scale - Knowledge [LST-KN]	
		Project SUCCESS [OrgPS]	
	Peer disapproval of use	Individual/Peer [RM-IP]	
		Project SUCCESS [OrgPS]	
	Perception of peer use	<i>None currently available</i>	
	Refusal skills		Healthy Decisions - Middle School [APM1_Y]
			Healthy Decisions - Middle School - Spanish [APM1_Ys]
			Refusal Skills [AM4_Y]
			Refusal Skills [AM4i_Y]
			Sembrando Salud 10-12 [OrgSS]
Sembrando Salud 10-12 - Spanish [OrgSSs]			
Sembrando Salud - Middle School [OrgSS-MS]			
Sembrando Salud - Middle School - Spanish [OrgSS-MSs]			
(P)School: Bonding (opportunity, skills, and recognition)	Opportunities, skills, and recognition for prosocial involvement	Opportunities for Prosocial Involvement [S11]	
		School Connections [APM5_Y]	

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(P)School: Healthy Beliefs and Clear Standards	Awareness of school policies regarding ATOD use/possession	<i>None currently available</i>
	Consistency and clear expectations for parents and students	Strengthening Families WSU [SFWSU_AX]
		Strengthening Families WSU [SFWSU_Y]
Presentation of no-use messages on school campuses	<i>None currently available</i>	
(R)Academic Failure Beginning in the Late Elementary School	Disruptive classroom behaviors	Academic Performance [AM8_Y]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		Strengthening Families WSU [SFWSU_Y]
	Parent involvement in school	<i>None currently available</i>
	Social competence skills (communication, decision making, problem solving, interactions with others, assertiveness)	Assertiveness [AM5a_Y]
		Life Skills Scale - Assertiveness [LST-A]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		Social Competence [AM5c_Y]

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(R)Availability of Drugs	Enforcement of laws and policies	<i>None currently available</i>
	Perceived availability of drugs	<i>None currently available</i>
	Youth access to ATOD	<i>None currently available</i>
(R)Community Laws and Norms Favorable to Drug Use, Firearms and Crimes	Ad placements that appeal to youth	Media Ready [OrgMR]
	Environmental influences favorable to ATOD use	Media Ready [OrgMR]
	Perception of enforcement of laws and policies	<i>None currently available</i>
	Policies, social practices favorable toward ATOD use	<i>None currently available</i>
	Social acceptance of ATOD use	<i>None currently available</i>
(R)Constitutional Factors	Conduct problems among students	Second Step - 11-17 [OrgSS-SD]
	Decision making skills	Decision Making Skills [AM5b_Y]
	Opportunities, skills, and recognition to promote attachment to society, community and/or school	Bonding Attachment [AM1_Y]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		Second Step - 11-17 [OrgSS-SD]
		Sembrando Salud 10-12 [OrgSS]
		Sembrando Salud 10-12 - Spanish [OrgSSs]
		Sembrando Salud - Middle School [OrgSS-MS]

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Risk and Protective Factors / Intervening Variables	Contributing Factor / Local Condition	Survey / Test Instruments
		Sembrando Salud - Middle School - Spanish [OrgSS-MSs]
	Personal Competence (self-control, self-concept, self-efficacy)	Personal Competence [AM6_Y]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
	Social competence skills (communication, decision making, problem solving, interactions with others, assertiveness)	Assertiveness [AM5a_Y]
		Life Skills Scale - Assertiveness [LST-A]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
	Social Competence [AM5c_Y]	
(R)Early and Persistent Antisocial Behavior	Opportunities, skills, and recognition to promote attachment to society, community and/or school	Bonding Attachment [AM1_Y]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		Second Step - 11-17 [OrgSS-SD]
		Sembrando Salud 10-12 [OrgSS]
		Sembrando Salud 10-12 - Spanish [OrgSSs]
		Sembrando Salud - Middle School [OrgSS-MS]
		Sembrando Salud - Middle School - Spanish [OrgSS-MSs]

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	Personal competence (self-control, self-concept, self-efficacy)	Personal Competence [AM6_Y]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
	Rewards for antisocial behavior	Healthy Decisions - Middle School [APM1_Y]
		Healthy Decisions - Middle School - Spanish [APM1_Ys]
Individual/Peer [RM-IP]		
(R)Early Initiation of the Problem Behavior	Destructive behavior in classroom	Spleem Observation Form
	Favorable attitudes towards alcohol	Healthy Decisions - Elementary School [APM2_Y]
		Favorable Attitudes [AM2_Y]
	Favorable attitudes towards use	Healthy Decisions - Elementary School [APM2_Y]
		Favorable Attitudes [AM2_Y]
		Favorable Attitudes Toward Use [IP01]
		Life Skills Scale - Drug Attitudes [LST-DA]
		Life Skills Scale - Elementary School [LST-ES]
		Media Ready [OrgMR]
		Sembrando Salud 10-12 [OrgSS]
		Sembrando Salud 10-12 - Spanish [OrgSSs]
		Sembrando Salud - Middle School [OrgSS-MS]
		Sembrando Salud - Middle School - Spanish [OrgSS-MSs]

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	Knowledge of life skills	Healthy Decisions - Elementary School [APM2_Y]
		Keep a Clear Mind [OrgKACM]
		Life Skills - Elementary School [OrgLS-ES]
		Life Skills Scale [LST-LS]
		Life Skills Scale - Elementary School [LST-ES]
		Life Skills Scale - Knowledge [LST-KN]
		Project SUCCESS [OrgPS]
	Perception of harm	Healthy Decisions - Middle School [APM1_Y]
		Healthy Decisions - Middle School - Spanish [APM1_Ys]
		Individual/Peer [RM-IP]
		Perceived Risk of Use [IP07]
		Project SUCCESS [OrgPS]
	Refusal and resistance skills	Healthy Decisions - Middle School [APM1_Y]
		Healthy Decisions - Middle School - Spanish [APM1_Ys]
		Mentee [MT03_1]
		Mentee [MT03_2]
		Mentee [MT03_3]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]

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Risk and Protective Factors / Intervening Variables	Contributing Factor / Local Condition	Survey / Test Instruments
		Refusal Skills [AM4_Y]
		Refusal Skills [AM4i_Y]
		Sembrando Salud 10-12 [OrgSS]
		Sembrando Salud 10-12 - Spanish [OrgSSs]
		Sembrando Salud - Middle School [OrgSS-MS]
		Sembrando Salud - Middle School - Spanish [OrgSS-MSs]
	Youth intentions to use ATOD	Intentions to Use [OrgSPORT]
(R)Extreme Economic Deprivation	Opportunity for economic self-sufficiency	<i>None currently available</i>
(R)Family Conflict	Desired behaviors among children in response to parenting techniques	Love and Logic [OrgLL_P]
	Effects of stress on caregivers	Love and Logic [LL2003_P]
		Love and Logic [OrgLL_P]
	Family management skills	Family Managing and Monitoring [AM1_F]
		Family Management Skills [AM4_P]
		Managing and Monitoring for Parents [AM2_F]
		Managing and Monitoring for Parents - Spanish [AM2_Fs]
		Managing for Parents of Young Children [APM5_P]
		Managing the Family [APM2_P]
Parent Communication [APM4_P]		
Knowledge and skills to facilitate family cohesion	Family Cohesion [AM1_P]	

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		Strengthening Families WSU [SFWSU_AX]
		Strengthening Families WSU [SFWSU_Y]
	Knowledge and skills to facilitate family communication	Communication Skills [AM6_P]
		Family Communications [APM1_P]
		Family Management [AM3_F]
		Family Management Attitudes [AM3_P]
		Managing and Monitoring for Parents [AM2_F]
		Managing and Monitoring for Parents - Spanish [AM2_Fs]
		Managing for Parents of Young Children [APM5_P]
		Parent Communication [APM4_P]
	Knowledge and skills to reduce family tension	Family Cohesion [AM1_P]
		Strengthening Families - Spanish [SF_Ys]
		Strengthening Families WSU [SFWSU_Y]
	Positive family interactions	Strengthening Families - Spanish [SF_Ys]
		Strengthening Families WSU [SFWSU_AX]
Strengthening Families WSU [SFWSU_Y]		
Love and Logic [LL2003_P]		
(R)Family History of Problem Behavior	Effects of stress on caregivers	Love and Logic [LL2003_P]
		Love and Logic [OrgLL_P]
	Knowledge of physiological impact of ATOD use	Strengthening Families WSU [SFWSU_AX]

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Risk and Protective Factors / Intervening Variables	Contributing Factor / Local Condition	Survey / Test Instruments
	Opportunities for positive involvement in the family	Family Attachment [F06]
		Family Involvement [AM5_P]
		Strengthening Families WSU [SFWSU_AX]
		Strengthening Families WSU - Spanish [SFWSU_A1s]
		Strengthening Families WSU - Spanish [SFWSU_A2s]
	Perception of parental disapproval of substance use	Keep a Clear Mind [OrgKACM]
		Family Norms [APM6_Y]
		Strengthening Families WSU [SFWSU_AX]
		Strengthening Families WSU - Spanish [SFWSU_A1s]
		Strengthening Families WSU - Spanish [SFWSU_A2s]
Self-efficacy of caregivers in their parenting skills	Managing for Parents of Young Children [APM5_P]	
(R)Family Management Problems	Attitudes of family management practices (including monitoring, punishment, discipline, limit setting, control, managing anger)	Family Communications [APM1_P]
		Family Management Attitudes [AM3_P]
		Family Managing and Monitoring [AM1_F]
		Managing and Monitoring for Parents [AM2_F]
		Managing for Parents of Young Children [APM5_P]
		Managing the Family [APM2_P]
	Effects of stress on caregivers	Love and Logic [LL2003_P]
		Love and Logic [OrgLL_P]

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Risk and Protective Factors / Intervening Variables	Contributing Factor / Local Condition	Survey / Test Instruments
	Knowledge and skills to facilitate family communication	Communication Skills [AM6_P]
		Family Communications [APM1_P]
		Family Management [AM3_F]
		Family Management Attitudes [AM3_P]
		Managing and Monitoring for Parents [AM2_F]
		Managing and Monitoring for Parents - Spanish [AM2_Fs]
		Managing for Parents of Young Children [APM5_P]
	Parent Communication [APM4_P]	
	Use of family management skills (i.e., discipline strategies, techniques for setting limits, approaches to monitoring youth behaviors)	Family Management Skills [AM4_P]
		Family Managing and Monitoring [AM1_F]
		Managing and Monitoring for Parents [AM2_F]
		Managing and Monitoring for Parents - Spanish [AM2_Fs]
		Managing for Parents of Young Children [APM5_P]
		Managing the Family [APM2_P]
Parent Communication [APM4_P]		
Strengthening Families WSU [SFWSU_AX]		
(R)Favorable Attitudes Toward the Problem Behavior	Disapproval of peer use	Individual/Peer [RM-IP]
	Favorable attitudes toward use	Favorable Attitudes [AM2_Y]
		Favorable Attitudes Toward Use [IP01]
		Healthy Decisions - Elementary School [APM2_Y]
		Healthy Decisions - Middle School [APM1_Y]

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		Healthy Decisions - Middle School - Spanish [APM1_Ys]
		Life Skills Scale - Elementary School [LST-ES]
		Life Skills Scale - Drug Attitudes [LST-DA]
		Media Ready [OrgMR]
		Sembrando Salud 10-12 [OrgSS]
		Sembrando Salud 10-12 - Spanish [OrgSSs]
	Non-use attitudes	Rainbow Days [OrgCBSB-RD]
	Perception of harm	Healthy Decisions - Middle School [APM1_Y]
		Healthy Decisions - Middle School - Spanish [APM1_Ys]
		Individual/Peer [RM-IP]
		Perceived Risk of Use [IP07]
		Project SUCCESS [OrgPS]
	Perception of parental disapproval of substance use	Family Norms [APM6_Y]
		Keep a Clear Mind [OrgKACM]
		Strengthening Families WSU [SFWSU_Y]
Strengthening Families WSU - Spanish [SFWSU_Ys]		
Perception of peer use	<i>None currently available</i>	
(R)Favorable Parental Attitudes and Involvement in the Problem Behavior	Parental awareness of risk/protective factors and the consequences of involvement	Keep a Clear Mind [OrgKACM]

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	Use of children assisting parents in obtaining their drugs	Keep a Clear Mind [OrgKACM]
(R)Friends Who Engage in the Problem Behavior	Disapproval of peer use	Individual/Peer [RM-IP]
		Project SUCCESS [OrgPS]
	Refusal and resistance skills	Healthy Decisions - Middle School [APM1_Y]
		Healthy Decisions - Middle School - Spanish [APM1_Ys]
		Mentee [MT03_1]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		Refusal Skills [AM4_Y]
		Refusal Skills [AM4i_Y]
		Sembrando Salud 10-12 [OrgSS]
		Sembrando Salud 10-12 - Spanish [OrgSSs]
		Sembrando Salud - Middle School [OrgSS-MS]
	Sembrando Salud - Middle School - Spanish [OrgSS-MSs]	
	Rewards for antisocial behavior	Healthy Decisions - Middle School [APM1_Y]
Healthy Decisions - Middle School - Spanish [APM1_Ys]		
Individual/Peer [RM-IP]		
(R)Lack of Commitment to School	Motivation to attend all classes	Mentee Teacher Survey [MT09]
		Mentee Quality of Match [MT08_3]

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		Mentor Support Tracking [MT04]
		School Connections [APM5_Y]
	Motivation to learn	Media Ready [OrgMR]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		School Connections [APM5_Y]
	Opportunities, skills, and recognition for prosocial involvement in school and the classroom	Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
		School Connections [APM5_Y]
	(R)Low Neighborhood Attachment and Community Disorganization	Community capacity to address ATOD issues
Community readiness to address ATOD issues		Coalition Assessment Tool [CAT]
(R)Rebelliousness	Behavior problems among students	Second Step - 11-17 [OrgSS-SD]
	Opportunities, skills, and recognition to promote attachment to family, community and/or school	Bonding Attachment [AM1_Y]
		Sembrando Salud 10-12 [OrgSS]
		Sembrando Salud 10-12 - Spanish [OrgSSs]
		Sembrando Salud - Middle School [OrgSS-MS]
		Sembrando Salud - Middle School - Spanish [OrgSS-MSs]

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	Personal Competence (self-control, self-concept, self-efficacy)	Personal Competence [AM6_Y]
		Mentee Quality of Match [MT08_3]
		Mentee Teacher Survey [MT09]
		Mentor Support Tracking [MT04]
(R)Transitions and Mobility	Neighborhood attachment	Neighborhood Attachment [C10]
	Opportunities, skills, and recognition for prosocial involvement	Opportunities for Prosocial Involvement [C06]
		Opportunities for Prosocial Involvement [S11]
		Social Disorganization [C09]

Surveys/Tests Instruments Available Upon Request

30-Day Use [A05]

Age at First Use [A01]

All Stars School [OrgBD-MD_1]

All Stars School [OrgBD-MD_2]

Belief in Moral Order [IP10]

Beliefs about Peer Norms [IP13]

Binge Drinking [A03]

CO GRPA [CM01]

Community [RM-C]

Dependency [A06]

Disapproval of Use [IP09]

Education Expectations and Aspirations [S09]

Family [RM-F]

Family Cohesion [F04]

Family Conflict [AM8_P]

Family Conflict [F01]

Family Connections [APMP3_Y]

Family History of AOD [F10]

Family Involvement [F14]

Great Body Shop [OrgGBS]

Individual/Peer - Spanish [RM-IPs]

Intentions and Expectations [IP06]

Intentions to Use [IP25]

Interactions with Antisocial Peers [IP14]

Interactions with Prosocial Peers [IP26]

Life Skills Scale - Alcohol Attitudes [LST-AA]

Life Skills Scale - Drug Knowledge [LST-DK]

Life Skills Scale - Peer Pressure [LST-PP]

Life Skills Scale - Stress Management [LST-SM]

Lifetime Use [A02]

Low Commitment to School [S10]

Making Good Decisions - Elementary School [APM3_Y]

Managing for Parents of Young Children - Spanish [APM5_Ps]

Marysville Middle School [OrgMMS_Y]

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Mentee Risk Profile [MT01]

Mentee Risk Profile - Revised [MT01-R]

Mentee Risk Profile [MT02_1]

Mentee Risk Profile [MT02_2]

Mentee Risk Profile [MT-RP_1]

Mentee Risk Profile [MT-RP_2]

Mentee Quality of Match [MT08]

Mentee School Success [MT06_1]

Mentee School Success [MT06_2]

Mentee School Success [MT06_3]

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Perceived Availability [C11]

Perceived Parental Attitudes Toward Youth ATOD Use [F15]

Perceived Risk of Harm [IP12]

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Problem Drinking [A04]

Prosocial Involvement [IP27]

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Rebelliousness [IP24]

Rebelliousness [AM7b_Y]

Rewards for Antisocial Involvement [IP28]

Rewards for Prosocial Involvement [C05]

Rewards for Prosocial Involvement [S12]

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School Bonding and Commitment [S02]

School Grades and Records [S03]

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Self-Reported Risk Behaviors [AM7a_Y]

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Skills for Connecting [APM9_Y]

Strengthening Families - Spanish [SF_P1s]

Strengthening Families - Spanish [SF_P2s]

Strengthening Families [SF_A]

Strengthening Families [SF_P]

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Strengthening Families WSU [SFWSU_A]

Strengthening Multi-Ethnic Families and Communities [SMEFC]

Strengthening Multi-Ethnic Families and Communities - Spanish [SMEFCs]

Teen Mentor Program [ID01_1]

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Things I Do Well As A Parent [AA_P]

Things I Do Well As A Parent - Spanish [AA_Ps]

Youth Attitudes [APM8_Y]

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