EA SUPPORT 1. **FAMILY SUPPORT**: Family life provides high levels of love and support.

EA SUPPORT 2. **POSITIVE FAMILY COMMUNICATION** Young person and his or her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

EA SUPPORT 3. **OTHER ADULT RELATIONSHIPS** Young person receives support from three or more non-parent adults.

EA SUPPORT 4. **CARING NEIGHBORHOOD** Young person experiences caring neighbors.

EA SUPPORT 5. **CARING SCHOOL CLIMATE** School provides a caring, encouraging environment.

EA SUPPORT 6. **PARENT INVOLVEMENT IN SCHOOLING** Parent(s) are actively involved in helping young person succeed in school.

EA EMPOWERMENT 7. **COMMUNITY VALUES YOUTH** Young person perceives that adults in the community value youth.

EA EMPOWERMENT 8. **YOUTH AS RESOURCES** Young people are given useful roles in the community.
EA EMPOWERMENT 9. SERVICE TO OTHERS Young person serves in the community one hour or more per week.

EA EMPOWERMENT 10. SAFETY Young person feels safe at home, school, and in the neighborhood.

EA BOUNDARIES & EXPECTATIONS 11. FAMILY BOUNDARIES Family has clear rules and consequences and monitors the young person's whereabouts.

EA BOUNDARIES & EXPECTATIONS 12. SCHOOL BOUNDARIES School provides clear rules and consequences.

EA BOUNDARIES & EXPECTATIONS 13. NEIGHBORHOOD BOUNDARIES Neighbors take responsibility for monitoring young people's behavior.

EA BOUNDARIES & EXPECTATIONS 14. ADULT ROLE MODELS Parent(s) and other adults model positive, responsible behavior.

EA BOUNDARIES & EXPECTATIONS 15. POSITIVE PEER INFLUENCE Young person's best friends model responsible behavior.

EA BOUNDARIES & EXPECTATIONS 16. HIGH EXPECTATIONS Both parent(s) and teachers encourage the young person to do well.
EA constructive use of time 17. **CREATIVE ACTIVITIES** Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

EA constructive use of time 18. **YOUTH PROGRAMS** Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

EA constructive use of time 19. **RELIGIOUS COMMUNITY** Young person spends one or more hours per week in activities in a religious institution.

EA constructive use of time 20. **TIME AT HOME** (elementary school) Young person spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

EA constructive use of time 20. **TIME AT HOME** (middle and high school) Young person is out with friends "with nothing special to do" two or fewer nights per week.

IA commitment to learning 21. **ACHIEVEMENT MOTIVATION** Young person is motivated to do well in school.

IA commitment to learning 22. **SCHOOL ENGAGEMENT** Young person is actively engaged in learning.

IA commitment to learning 23. **HOMEWORK** Young person reports doing at least one hour of homework every school day.
IA commitment to learning 24. **BONDING TO SCHOOL** Young person cares about her or his school.

IA commitment to learning 25. **READING FOR PLEASURE** Young person reads for pleasure three or more hours per week.

IA positive values 26. **CARING** Young person places high value on helping other people.

IA positive values 27. **EQUALITY AND SOCIAL JUSTICE** Young person places high value on promoting equality and reducing hunger and poverty.

IA positive values 28. **INTEGRITY** Young person acts on convictions and stands up for her or his beliefs.

IA positive values 29. **HONESTY** Young person "tells the truth even when it is not easy."

IA positive values 30. **RESPONSIBILITY** Young person accepts and takes personal responsibility.

IA positive values 31. **RESTRAINT** Young person believes it is important not to be sexually active or to use alcohol or other drugs.
IA social competencies 32. **PLANNING AND DECISION MAKING** Young person knows how to plan ahead and make choices.

IA social competencies 33. **INTERPERSONAL COMPETENCE** Young person has empathy, sensitivity, and friendship skills.

IA social competencies 34. **CULTURAL COMPETENCE** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

IA social competencies 35. **RESISTANCE SKILLS** Young person can resist negative peer pressure and dangerous situations.

IA social competencies 36. **PEACEFUL CONFLICT RESOLUTION** Young person seeks to resolve conflict nonviolently.

IA positive identity 37. **PERSONAL POWER** Young person feels he or she has control over "things that happen to me."

IA positive identity 38. **SELF-ESTEEM** Young person reports having a high self-esteem.

IA positive identity 39. **SENSE OF PURPOSE** Young person reports that "my life has a purpose."
IA positive identity 40. **POSITIVE VIEW OF PERSONAL FUTURE** Young person is optimistic about her/his personal future.

IA positive identity 41. **POSITIVE CULTURAL IDENTITY** Young person is comfortable with and proud of his or her identity, including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language and sexual orientation.