

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.