



Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey



Institute of Education Sciences
U.S. Department of Education



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September 2007

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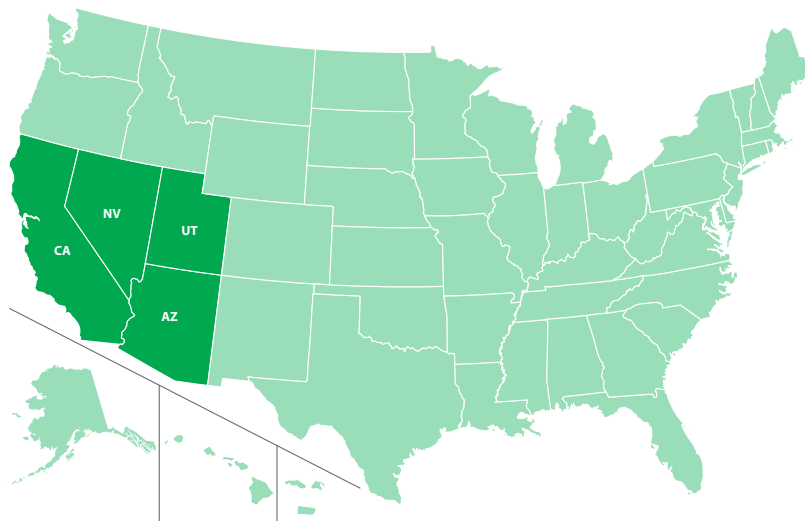
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Summary

Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey

This report summarizes findings from a study of the psychometric properties of the resilience and youth development module, a key component of the Healthy Kids Survey. The study aims to improve resilience assessment and research so that educators can shape the school environment to promote academic resilience.

The Healthy Kids Survey (HKS) is a comprehensive student self-report tool for monitoring the school environment and student health risks. This report focuses on one module of the survey, the resilience and youth development module (RYDM), which assesses environmental and internal assets associated with positive youth development and school success. Environmental assets refer to meaningful and pro-social bonding to community, school, family, and peers. Internal assets are personal resilience traits, such as self-efficacy and problem-solving skills

A part of the resilience and youth development module is administered to 600,000 students in California every year. School districts and schools, which receive both single-year prevalence data and trend data gathered by the module, use the data to evaluate their local programs and guide decisionmaking. The Healthy Kids Survey and the resilience and youth development module were designed as an

epidemiological surveillance tool to track aggregate levels of health risk and resilience. The module increasingly is being used in evaluation work to assess student-level changes over time.

However, widespread use of the module, particularly for evaluation, may be premature. The psychometric properties of specific scales assessed by the elementary school module have yet to be established. The secondary school module has not been validated since 2000, when the instrument was first tested in the field. The instrument has since undergone several modifications, however, and must be re-validated. Moreover, measurement equivalence across different grades, males and females, and racial and ethnic groups has never been examined. Given California's diversity, demonstrating the cultural appropriateness of the module for different racial and ethnic groups is critical.

Using HKS data processed for school districts by WestEd's Health and Human Development Program, Regional Educational Laboratory West analyzed the module's psychometric properties. This report describes the results of this analysis, provides recommendations on the proper use of the instrument, and suggests modifications to the module.

For the secondary school module, the results are consistent with the instrument's current

use as an epidemiological tool and with its conceptual foundation. It provides comprehensive and balanced coverage of eight environmental resilience assets and four internal resilience assets; its subscales exhibit good internal consistency and are associated with student risk factors in expected ways. And if certain items are dropped, the module also demonstrates measurement equivalence across racial/ethnic groups, males and females, and grades. The secondary school RYDM scales exhibit low test-retest reliability, however, which suggests that the module is not well suited for examining student-level changes over time. The instrument was not designed to examine individual differences across students and should not be used this way. Moreover, two of the six internal assets that the secondary

school module was designed to measure—cooperation and goals/aspirations—could not be assessed validly. Several measures would benefit if additional items were included in derived scales to increase domain coverage.

The elementary school module was designed to assess seven environmental resilience assets and three internal resilience assets, but it can reliably assess only two environmental assets and one internal asset. Most of the scales measured by the elementary school instrument have poor psychometric properties. The elementary school instrument should thus be modified considerably to make it suitable for research.

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This report summarizes findings from a study of the psychometric properties of the resilience and youth development module, a key component of the Healthy Kids Survey. The study aims to improve resilience assessment and research so that educators can shape the school environment to promote academic resilience.

WHY THIS STUDY?

As improvements to curriculum and instruction raise academic standards, researchers are looking more and more at what factors account for the varied influence of these improvements. Most have focused on risk factors for academic failure, such as poverty or racial and cultural minority status. But researchers are beginning to look at the other side of risk—resilience—and have identified several traits common to resilient youth that enable the youth to overcome barriers to academic success. There is little research, however, on how to measure these traits within the general student population and how to determine the role of the school environment in promoting these traits.

The Healthy Kids Survey (HKS) is one of the few large-scale surveys to assess both risk and resilience. The survey's resilience and youth development module (RYDM) is based on the premise that youth who experience high levels of environmental assets in three areas—high expectations from adults, caring relationships with adults, and opportunities for meaningful participation—will develop the resilience traits, the connection to school, and motivation to learn that lead to positive academic, social, and health outcomes (Constantine, Benard, & Diaz, 1999).

The resilience and youth development module—which has both elementary and secondary school versions—was designed as an epidemiological surveillance tool to track aggregate levels of protective factors. In California an average of about 600,000 students take the Healthy Kids Survey and a part of the resilience and youth development module every year. School districts and schools use the resulting prevalence and trend data to guide programmatic decisionmaking. With such widespread administration, school districts and independent evaluators are increasingly using the survey data to evaluate local programs by examining student-level changes over time. Capitalizing on the mandated administration of a standard instrument for local evaluation has the benefit of reducing the survey burden for students and

provides comparable outcome data across different program evaluations.

Widespread use of the module for research and local evaluation may be premature, however. The psychometric properties of specific scales assessed by the elementary school module have yet to be established. And the secondary school module has not been validated since 2000, when the instrument was first tested in the field. The instrument has since been modified several times, making validation of the current secondary school resilience and youth development module necessary. In addition, measurement equivalence across racial and ethnic groups, males and females, and different grades has never been systematically examined. The stakes are thus high to ensure that all parts of the module are valid and reliable.

To guide further improvements of this important assessment tool, Regional Educational Laboratory West conducted psychometric analyses of the properties of the resilience and youth development module, using a large set of recent survey data.¹ This report describes the results of these analyses, makes recommendations on the proper use of the module, and suggests modifications to improve the instrument.

For the secondary school module, the results are consistent with the instrument's current use as an epidemiological tool and with its conceptual foundation. It provides comprehensive and balanced coverage of eight environmental resilience assets and four internal resilience assets;² its subscales exhibit good internal consistency and are associated with student risk factors in expected ways. And if certain items are dropped, the module also demonstrates measurement equivalence across racial/ethnic groups, males and females, and grades. The secondary school RYDM scales exhibit low test-retest reliability, however, which suggests that the module is not well suited for examining student-level changes over time.

The resilience and youth development module assesses individual and environmental assets associated with positive youth development and school success

The instrument was not designed to examine individual differences across students and should not be used this way. Moreover, two of the six internal assets that the secondary school module was designed to measure—cooperation and goals/aspirations—could not be assessed validly. Several measures would benefit if additional items were included in derived scales to increase domain coverage.

The elementary school module was designed to assess seven environmental resilience assets and three internal resilience assets, but it can reliably assess only two environmental assets and one internal asset. Most of the scales measured by the elementary school instrument have poor psychometric properties. The elementary school instrument should thus be modified considerably to make it suitable for research.

DEVELOPING A RISK AND RESILIENCE ASSESSMENT TOOL

The Healthy Kids Survey is a comprehensive health risk and resilience data collection system that relies on student self-reporting. The survey's core module tracks health risks and problem behaviors that are significant barriers to learning among students. The resilience and youth development module assesses individual and environmental assets associated with positive youth development and school success. This section provides a brief background on how the survey and the resilience and youth development module were developed and are now used in California.

The Healthy Kids Survey—assessing risk and protective factors

The Healthy Kids Survey is the largest effort in the nation to require school districts to assess student resilience and risk behaviors (box 1). The California Department of Education requires all school districts with federal Title IV funding or with state Tobacco Use Prevention and Education grants to administer the survey every two years—the case

BOX 1

Specifications of the Healthy Kids Survey**Mandate**

Mandated (since fall 2003) by the California Department of Education for compliance with No Child Left Behind and state Tobacco Use Prevention and Education (TUPE) grants

Survey type

- Comprehensive health risk and resilience survey
- Student self-report
- Anonymous, voluntary, confidential
- Modular secondary school instrument; single elementary school version

Grade levels

Grades 5, 7, 9, 11, and students in continuation schools

Sampling

Representative district sample; school-level surveys optional

Required modules**(secondary school)**

- Core (required)
- Resilience and youth development (school and community asset scales required)

Optional modules**(secondary school)**

- Resilience and youth development (home, peer, and internal asset scales)
- Safety (violence and suicide and alcohol and other drug use)
- Tobacco
- Physical health
- Sexual behavior (pregnancy and HIV/AIDS risk)
- Custom module (for adding questions)

Sources

Items based on the California Student Survey, Youth Risk Behavior Survey, and California Student Tobacco Use and Evaluation Survey

Requirements

- Biennial administration
- Module A and school & community asset scales in module B
- Module D by state TUPE grantees
- Written parental consent; passive consent optional since fall 2004
- Representative district samples

Administration

- By school, following detailed instructions
- Processing and reporting by WestEd's Health & Human Development Program

Product

Local reports and aggregated state database

for 85 percent of California school districts. In mandating the survey, the California Department of Education aims to promote accountability and data-driven decisionmaking and to improve health and prevention programs in schools.

The survey was developed in 1997 by WestEd's Health and Human Development Program in collaboration with Duerr Evaluation Resources and an advisory committee of researchers, teachers, prevention and health program practitioners, and public agency representatives. The California Department of Education funded the development of the survey in response to federal requirements that schools implement the Principles of Effectiveness—to collect and use data to assess student needs, justify program funding, guide program development, and monitor progress in achieving program goals. The immediate impetus for mandating the biennial administration of the

survey, however, was meeting the requirements of the No Child Left Behind Act (Title IV—Safe and Drug-Free Schools and Communities Act).

The Healthy Kids Survey consists of a general core module, the resilience and youth development module, and four optional modules on specific risk behaviors. It can be customized to meet local needs:

- The required core module assesses demographic information and health risks relating to school violence, harassment, physical health, mental health, school-related behavior (such as truancy), and alcohol, tobacco, and other drug use.
- The resilience and youth development module assesses environmental factors (environmental assets) and individual traits (internal assets)

associated with academic performance, positive youth development, and protection from risky behaviors. The California Department of Education mandates that the sections on school and community assets be administered to all students who take the Healthy Kids Survey.

- Four optional, topical modules (and one customizable module) collect further detail on subjects covered by the core module, such as violence and alcohol and other drug use (module C); tobacco use and tobacco education (module D); physical activity and diet (module E); and sexual behavior, pregnancy, and HIV risk (module F).
- A custom module that allows schools to incorporate their own items.

The survey was designed as a district surveillance tool to provide prevalence estimates representative of students in the school districts that administer the survey rather than of students in the state as a whole. It was not designed to evaluate student-level changes over time or individual differences across students. The California Department of Education requires that districts administer the survey to 900 randomly selected students from each targeted grade (5, 7, 9, and 11). In districts with fewer than 900 students per grade (the case for 85 percent of California districts), all students in the targeted grades are surveyed. If a district has more than 10 schools per grade, at least 50 percent of schools are randomly sampled. (Los Angeles Unified School District has different requirements because of its size.)

WestEd's Health and Human Development Program provides school districts administering the survey with technical assistance and with a report on the district-level data collected in each module.

Although several adolescent behavior surveys, such as the Youth Risk Behavior Surveillance

System, assess student risk factors and problem behavior, the Healthy Kids Survey's assessment of student supports, strengths, and competencies sets it apart. While some surveys incorporate protective factors, the resilience and youth development module is one of the few assessments that specifically addresses this dimension and does so with a strong theoretical foundation.

The resilience and youth development module—
assessing the other side of risk

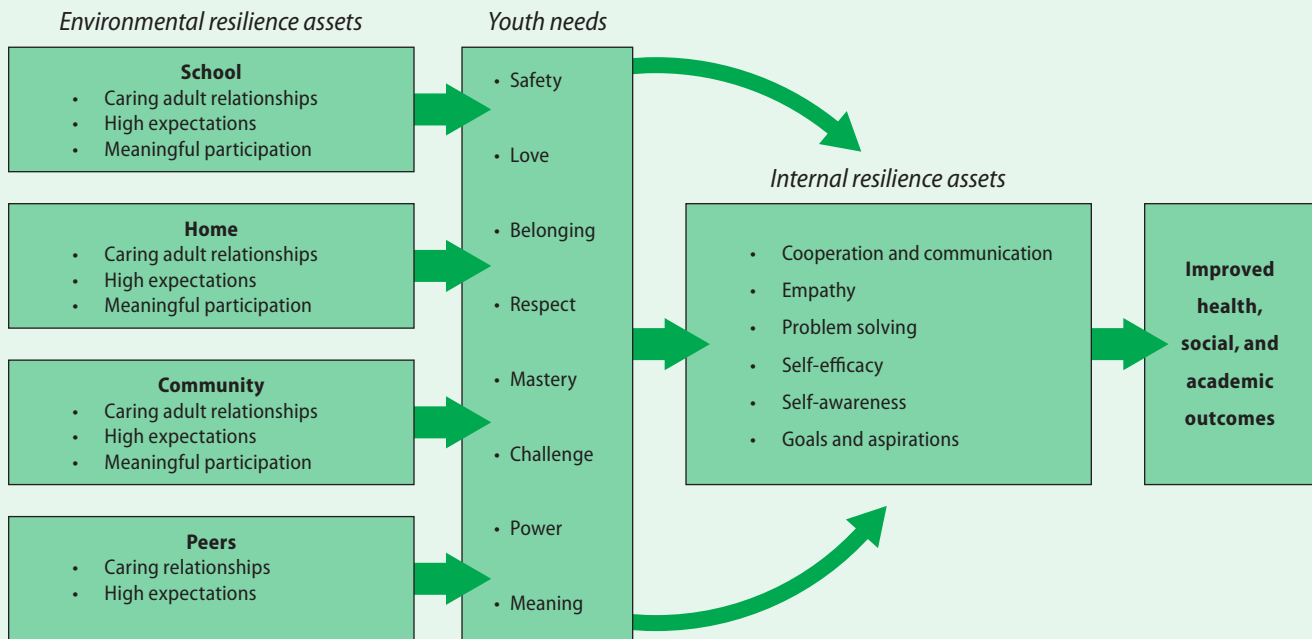
Secondary school module. In early 1998 the HKS Advisory Committee asked WestEd to develop a survey module to assess middle and high school student strengths, competencies, and positive social and health attitudes, feeling that the HKS core module did not give practitioners enough information about the factors behind positive development and school success (Constantine et al., 1999).

WestEd formed a Resilience Assessment Expert Panel to develop and validate a new survey module on youth resilience. The assessment needed to be brief enough to be widely administered along with the HKS core module; have a strong theoretical foundation; demonstrate reliability, validity, and cultural and developmental appropriateness when administered in California school settings; and provide a comprehensive, research-based assessment of environmental factors (environmental assets) and resilience traits (internal assets). Environmental assets refer to meaningful and pro-social bonding to community, school, family, and peers. Internal assets are personal resilience traits, such as self-efficacy and problem-solving skills (Benard, 1991, 1995, 2004).

Failing to find a survey that met its theoretical and psychometric criteria, the panel built on research on resilience and healthy human development systems—particularly the work of Benard (1991, 1995, 2004)—to develop a theoretical framework that describes resilience factors and their interrelationships (figure 1). The resulting module for secondary school students was designed to measure 11 environmental assets,

Failing to find a survey that met its theoretical and psychometric criteria, the panel built on research to develop a theoretical framework that describes resilience factors and their interrelationships

FIGURE 1

Conceptual model for the resilience and youth development module

asking students their perception of adult high expectations, their perceptions of caring relationships with adults, and their opportunities for meaningful participation in school, home, and community environments. The module also assesses caring relationships and high expectations in the peer domain. These external supports promote positive outcomes, discouraging risky behavior and stimulating academic success (Benard, 2004; Constantine et al., 1999; Hawkins, Catalano, & Miller, 1992; Masten & Coatsworth, 1998; Resnick et al., 2000; Rutter, 1987; Werner & Smith, 1982, 1992).

Internal resilience assets—the personal strengths of a resilient child—include social competence, problem solving, autonomy, and sense of purpose, which can each be broken down further (Benard, 1991, 2004). Social competence, for example, entails social communication skills, empathy and caring, and the ability to elicit positive responses from others (responsiveness) (Benard, 2004; Masten, 2001). Problem solving involves planning, flexibility, and resourcefulness;

autonomy entails self-efficacy, self-awareness, and mindfulness; and sense of purpose includes goal direction, achievement motivation, optimism, and hope (Benard, 2004). Internal resilience assets develop both naturally and in response to environmental resilience assets. The resilience and youth development module was designed to measure six internal assets: empathy, problem solving, self-efficacy, self-awareness, cooperation and communication, and goals and aspirations.

A pool of 128 potential items was piloted in one middle and one high school in fall 1998. Researchers, classroom teachers, and other school practitioners helped select and modify items from the pool and revise the format and instructions. The first field test of the resilience and youth development module, with 92 resilience items, was administered to 1,000 high school students in three school districts in winter 1999. Cognitive processing interviews with students were also conducted to find out students' interpretation of the items. Based on analysis of the

TABLE 1

Items on the secondary school resilience and youth development module by construct, 2006/07

Construct	Item	Description
Environmental resilience assets		
School assets		
Caring relationships at school <i>SchlCare</i>	R6 R8 R10	At my school, there is a teacher or some other adult who. . . really cares about me. notices when I'm not there. listens to me when I have something to say.
High expectations at school <i>SchlHigh</i>	R7 R9 R11	At my school, there is a teacher or some other adult who. . . tells me when I do a good job. always wants me to do my best. believes that I will be a success.
Meaningful participation at school <i>SchlPart</i>	R12 R13 R14	At school. . . I do interesting activities. I help decide things like class activities or rules. I do things that make a difference.
Home assets		
Caring relationships at home <i>HomeCare</i>	R49 R51 R53	In my home, there is a parent or some other adult. . . who is interested in my schoolwork. who talks with me about my problems. who listens to me when I have something to say.
High expectations at home <i>HomeHigh</i>	R48 R50 R52	In my home, there is a parent or some other adult. . . who expects me to follow the rules. who believes that I will be a success. who always wants me to do my best.
Meaningful participation at home <i>HomePart</i>	R54 R55 R56	At home. . . I do fun things or go fun places with my parents or other adults. I do things that make a difference. I help make decisions with my family.
Community assets		
Caring relationships in community <i>ComCare</i>	R15 R17 R20	Outside of my home and school, there is an adult. . . who really cares about me. who notices when I am upset about something. whom I trust.
High expectations in community <i>ComHigh</i>	R16 R18 R19	Outside of my home and school, there is an adult. . . who tells me when I do a good job. who believes that I will be a success. who always wants me to do my best.
Meaningful participation in community <i>ComPart</i>	R21 R22 R23	Outside of my home and school, I do these things. . . I am part of clubs, sports teams, church/temple, or other group activities. I am involved in music, art, literature, sports or a hobby. I help other people.
Peer assets		
Caring relationships with peers <i>PeerCare</i>	R42 R43 R44	I have a friend about my own age. . . who really cares about me. who talks with me about my problems. who helps me when I'm having a hard time.
Pro-social peers <i>PeerHigh</i>	R45 R46 R47	My friends. . . get into a lot of trouble. try to do what is right. do well in school.

Construct	Item	Description
Internal resilience assets		
Cooperation and communication <i>Coop</i>	R31	How true do you feel these statements are about you personally? I can work with someone who has different opinions than mine.
	R36	I enjoy working together with other students my age.
	R37	I stand up for myself without putting others down.
Self-efficacy <i>SelfEff</i>	R29	How true do you feel these statements are about you personally? I can work out my problems.
	R30	I can do most things I try.
	R32	There are many things I do well.
Empathy <i>Empathy</i>	R33	How true do you feel these statements are about you personally? I feel bad when someone gets their feelings hurt.
	R34	I try to understand what other people go through.
	R38	I try to understand what other people feel and think.
Problem-solving <i>ProbSolv</i>	R35	How true do you feel these statements are about you personally? When I need help I find someone to talk with.
	R27	I know where to go for help with a problem.
	R28	I try to work out my problems by talking or writing about them.
Self-awareness <i>SelfAware</i>	R39	How true do you feel these statements are about you personally? There is a purpose to my life.
	R40	I understand my moods and feelings.
	R41	I understand why I do what I do.
Goals and aspirations <i>Goals</i>	R24	How true do you feel these statements are about you personally? I have goals and plans for the future.
	R25	I plan to graduate from high school.
	R26	I plan to go to college or some other school after high school.

Note: Possible responses include (1) not at all true, (2) a little true, (3) pretty much true, (4) very much true.

cognitive interview data, frequency distributions, and estimated Cronbach's alpha coefficients, the number of resilience items was reduced from 92 to 51 (table 1). In 2001 the resilience instrument was modified again, based on the results of grade-, gender-, and race/ethnic-specific exploratory factor analyses of data collected during the 1999/2000 academic year. The constructed resilience scales based on the 1999/2000 field test data form the basis of the current RYDM reports provided to school districts, even though the module has since been modified further.

Since 2003 all districts administering the Healthy Kids Survey must also administer the school and community asset parts of the module.³ Thirty-five percent of districts choose to administer the full resilience and youth development module, reflecting widespread interest in assessing resilience. WestEd provides districts with the data for each

scale and a report on the meaning and use of the data—and on how schools can create supportive learning environments that promote school connectedness and achievement. WestEd also provides state-level data to researchers and evaluators who apply for it.⁴

Elementary school module. Pools of resilience items were not independently developed for the elementary school module. They were selected from the secondary school module after focus groups with elementary school students. Initially, the elementary school module used the same constructs as the secondary school module, but with two items per construct instead of three. Analysis of the 1999 field test data and cognitive processing interviews with students suggested item deletions and changes in item wordings and response options. The final version has 21 items (table 2).

TABLE 2
Elementary school resilience and youth development module items by construct, 2006/07

Construct	Item	Description
Environmental resilience assets		
School assets		
Caring relationships at school <i>SchlCare</i>	10	Do the teachers and other grown-ups at school care about you?
	13	Do the teachers and other grown-ups at school listen when you have something to say?
High expectations at school <i>SchlHigh</i>	11	Do the teachers and other grown-ups at school tell you when you do a good job?
	14	Do the teachers and other grown-ups at school believe that you can do a good job?
Meaningful participation at school <i>SchlPart</i>	9	Do you help make class rules or choose things to do at school?
	15	Do you do things to be helpful at school?
Home assets		
Caring relationships at home <i>HomeCare</i>	52	Does a parent or some other grown-up at home care about your schoolwork?
	55	Does a parent or some other grown-up at home listen to you when you have something to say?
High expectations at home <i>HomeHigh</i>	53	Does a parent or some other grown-up at home believe that you can do a good job?
	54	Does a parent or some other grown-up at home want you to do your best?
Meaningful participation at home <i>HomePart</i>	56	Do you help out at home?
	57	Do you get to make rules or choose things to do at home?
Peer assets		
High expectations with peers <i>PeerHigh</i>	50	Do your best friends get into trouble?
	51	Do your best friends try to do the right thing?
Internal resilience assets		
Empathy <i>Empathy</i>	37	Do you try to understand how other people feel?
	38	Do you feel bad when someone gets their feelings hurt?
Problem-solving <i>ProbSolv</i>	39	Do you know where to go to get help with a problem?
	40	Do you try to work out your problems by talking or writing about them?
Goals and aspirations <i>Goals</i>	41	Do you try to do your best?
	42	Do you have goals and plans for the future?
	16	Do you plan to go to college or some other school after high school?

Note: Possible responses include (1) no, never, (2) yes, some of the time, (3) yes, most of the time, (4) yes, all of the time.

EVALUATING THE PSYCHOMETRIC PROPERTIES OF THE RESILIENCE AND YOUTH DEVELOPMENT MODULE

To better understand and improve the psychometric properties of the resilience and youth development module, this report analyzes local HKS data processed between 1998 and spring 2005, asking the following questions:

- How should school districts and local evaluators best use the module? Should the instrument be used exclusively to assess prevalence of environmental and internal assets or should it also be used to assess student-level changes across time?
- What are the psychometric properties of specific scales assessed by the secondary and elementary school resilience and youth development modules (including the dimensionality of scales, scale reliability, and construct validity)?
- Does the module exhibit measurement equivalence across racial and ethnic groups? In other words, is it culturally appropriate for different racial and ethnic groups? Does it exhibit measurement equivalence for males and females? Across different grades?
- What modifications should be made to improve the module?

BOX 2

Data and analytic strategies

The authors used the following data and analytic strategies to analyze the psychometric properties of the secondary and elementary school resilience and youth development modules.

Data

Two mutually exclusive analytic samples—a main sample and a validation sample—were drawn from an aggregate data file that included all HKS data processed between the spring 2003 and the spring 2005 administrations of the Healthy Kids Survey. For the secondary school analysis, separate samples were drawn for each grade (7, 9, and 11), gender, and ethnicity (Chinese American, African American, Mexican American, and white European American)—with 500 respondents randomly sampled per cell (12,000 total). Equal numbers were used for each gender and ethnic group so that models that do not adjust for gender and/or ethnicity would not be affected by gender/ethnic differences in the sample.

For the elementary school analysis, random samples of 1,000 males and 1,000 females (2,000 total) were drawn from the aggregated HKS data file. Thus, for the elementary school resilience and youth development module, only gender differences in measurement structure were examined. Respondents with missing data on more than half the resilience items were excluded from the analysis. For estimating models with missing data,

maximum likelihood estimation with missing at random (MAR) assumptions were used, which assumes that values are missing at random conditional on the other observed items in the data (Little & Rubin, 2002; Muthén & Muthén, 2006).

Statewide data was supplemented with two sets of HKS data originally collected for local evaluation. Data collected in 2006 from a large urban school district in Southern California were used to describe the temporal stability of the derived scales (test-retest reliability). The elementary school Healthy Kids Survey and the secondary school core module and resilience and youth development module were administered two times in two weeks to 132 fifth-grade students and 90 ninth-grade students. Data collected in 2004/05 from students in a large county in Southern California were used to examine the relationship between the RYDM constructs and standardized test scores.

Exploratory and confirmatory factor analyses

Analyses were conducted to test empirically whether the factor structure of the resilience instrument is consistent with current usage and with its underlying conceptual model. For each sample and subsample (grade, gender, ethnicity), the measurement structure of the resilience instrument was established by fitting a series of exploratory and confirmatory factor analysis models. Exploratory factor analysis (EFA) models were estimated to determine roughly the number of factors underlying the data and the measurement structure of the latent

factors. A combination of criteria was used to determine the number of factors to retain in the EFAs, including fit indices, scree plots, the number of eigenvalues greater than 1, conceptual clarity, and simplicity. Models with the fewest possible factors and models with no cross-loadings were favored over more complex models.

The results of the exploratory factor analysis models were then used as a starting point for a series of nested confirmatory factor analysis (CFA) models. Measures of model fit, correlations among the latent constructs (factors), and factor-loading patterns were used to make decisions about models. This process was replicated for each grade, gender, and ethnic group, and for the main sample and the validation sample.

To derive estimates for the EFA and CFA models, Muthén and Muthén's (2006) *Mplus* statistical modeling program was used. Because all the items used to measure resilience assets are ordinal, Muthén's (1984) approach to exploratory and confirmatory factor analysis with ordinal indicators was used.

Confirmatory factor analysis models with covariates

Measurement equivalence across demographic subgroups was examined by estimating confirmatory factor analysis models with covariates. MIMIC modeling—multiple indicator, multiple cause structural equation models—was used to test for differential item functioning across school grade, gender, and ethnicity. An applied strategy was used to

(CONTINUED)

BOX 2 (CONTINUED)

Data and analytic strategies

ascertain whether group differences in measurement intercepts have implications for evaluation research. Recommendations for item changes are made only when the measurement intercepts are substantively different across groups (± 0.20 standard deviations) in both the main sample and the validation sample.

Additional reliability and validity analyses

Internal consistency estimates of reliability of the derived scales were calculated using Cronbach's alpha for each grade, gender, and ethnic group in both the main sample and the validation sample. Nunnally's (1978) criterion of 0.70 was used as the cutoff for determining acceptable internal consistency reliability for the secondary school survey. Because of the notoriously low internal consistency evident in surveys of elementary school students, this criterion was relaxed slightly to 0.60 for the elementary

school module. To examine test-retest reliability, RYDM survey data collected from a small sample of fifth and ninth graders who took the resilience and youth development module twice in two weeks was used.

Differences in resilience scale scores across the demographic subgroups were also examined. To make demographic differences in the resilience scales more interpretable, effect sizes were calculated to represent the magnitude of such differences (Cohen, 1988). With two groups (male/female), the difference in scale means between each group was divided by the pooled standard deviation (Cohen's *d*). Thus the standardized difference represents the difference between each group in standard deviation units. With more than two groups (race/ethnicity), the standardized differences were represented by multiplying Cohen's *f* by 2—which is roughly equivalent to the standardized difference calculated

for two groups when the number of observations in each cell is equal (Cohen, 1988).

Construct validity was assessed by examining the relationship of the derived resilience scales to other theoretically related constructs—including substance use, school violence, school-related behavior, and standardized test scores. To examine these relationships using a common metric, correlations between resilience constructs and criterion variables from confirmatory factor analysis models were estimated using the main and validation samples. Latent constructs represent continuous variables, while the criterion variables are either dichotomous or ordinal. Thus, polychoric correlations are presented, which represent the correlation between a continuous variable and a dichotomous or ordinal variable that reflects an underlying continuous variable (Bedrick & Breslin, 1996).

This report finds that both the secondary school and elementary school modules are used primarily to report aggregate data on prevalence and district-level changes across time. Although several modifications should be made, the RYDM scales are generally consistent with current use of the instruments and with the conceptual foundation of the module. (See box 2 and appendixes A and B for a discussion of the analytic strategy and the results of the analysis.)

Results of the analysis of the secondary school module

The secondary school module is a short instrument (51 items) suitable for widespread administration. It provides comprehensive and balanced

coverage of both environmental (eight dimensions) and internal (four dimensions) resilience assets.⁵ Its subscales exhibit good internal consistency and are associated with student risk factors in expected ways. If certain items are dropped, the module also demonstrates measurement equivalence across racial/ethnic groups, males and females, and grades.

The secondary school instrument is appropriate as an epidemiological tool, but is not well suited for evaluating student-level changes over time or individual differences across students. The instrument exhibits low test-retest reliability, suggesting that the RYDM constructs are temporally specific. Estimates of student-level changes across time are

likely to be imprecise because of the instability of the resilience measures. Even with low student-level stability, however, the module is valuable for tracking school and district prevalence estimates of resilience assets. Student-level errors in measurement likely cancel each other out when the data are aggregated at the school, district, and state levels.

The secondary school module contains eight internally consistent and valid measures of environmental resilience assets:

- Three measures representing supportive relationships in the school, community, and home environments. These supportive relationships include both caring relationships with and high expectations messages from adults. Only the measure for supportive relationships in the home environment, however, demonstrates sufficient test-retest reliability for use in research.
- Three measures of meaningful participation or involvement in relevant, engaging, and interesting activities with opportunities for responsibility and contribution in school, in the community, and at home.
- Two measures of environmental assets in the context of peers—caring relationships and high expectations (affiliation with pro-social peers).

That the scales for caring relationships and high expectations in the school environment turn out to measure the same factor is consistent with knowledge that has emerged since the resilience and youth development module was developed in the late 1990s. In focus groups conducted by HKS staff, when students were asked what they consider to be actions that reflect that a teacher “cares about you,” they most often mentioned that the adult is a good listener, sets high standards, expects responsibility from the student, praises successes, and encourages the student through setbacks. Akey (2006) found that supportive teachers and

clear, high expectations for behavior are key to developing both student engagement and perceived competence. Teachers whom students see as supportive and who set clear expectations for behavior create an atmosphere where students feel in control

and confident about their ability to succeed in school. Akey’s findings suggest that supportive teacher relationships, high academic expectations, and high-quality pedagogy combine to enhance student engagement and academic competence, which lead to higher achievement, consistent with the RYDM conceptual framework. The school and home supportive relationships measures, however, exhibit better psychometric qualities than many other instruments designed to measure similar constructs.

Scores on four of the internal asset scales—self-efficacy, empathy, problem solving, and self-awareness—are internally consistent and adequate for general research purposes. But the RYDM items designed to measure cooperation and goals/aspirations do not, however, provide valid assessments of these constructs.

Although the consistency of the associations of environmental and internal resilience assets to other related constructs—such as substance use, school violence, school-related behavior, and standardized test scores—suggests that the measures demonstrate construct validity, the associations are weak. Thus the constructs exhibit only moderate construct validity.

The secondary school instrument is appropriate as an epidemiological tool, but is not well suited for evaluating student-level changes over time or individual differences across students

Results of the analysis of the elementary school module

The elementary school resilience and youth development module uses 21 items to assess seven environmental assets and three internal assets. Reliably assessing so many factors with so few items is difficult, however, especially with a student

The elementary school module reliably assesses only two environmental asset measures and one internal asset measure, leaving considerable room for improvement

self-report instrument. Not surprisingly, the module reliably assesses only two environmental asset measures and one internal asset measure, leaving considerable room for improvement.

The elementary school module measures meaningful participation, pro-social peers, and supportive relationships in the school and home environments, but only the school supportive relationships and home supportive relationships scales exhibit sufficiently high internal consistency for further use. Only one reliable internal resilience asset measure was detected for elementary school students—empathy. The second factor detected, goals/aspirations, was not reliable enough to be recommended for further use. The third factor, problem solving, was not identified.

RECOMMENDATIONS

This report recommends that neither the secondary school nor the elementary school resilience and youth development module be used to evaluate student-level changes over time or individual differences across students. Estimates of student-level changes across time are likely to be imprecise because of the instability of the resilience measures. Other, longer, companion instruments should be developed to assess student-level changes. The resilience and youth development module is still useful as an epidemiological surveillance tool for reporting aggregate district-level data, however.

The following sections provide recommendations to drop or revise specific items in the module. Tables 3, 4, and 5 present the recommended measures. (See appendix tables B24, B25, B26, and B27 for a side-by-side comparison of the current and recommended measures.)

Secondary school environmental resilience assets

Recommendation 1—Combine the “caring relationships” and “high expectations” items. To maximize

construct validity and reduce redundancy across scales, the “caring relationships” and “high expectations” items should be combined to form one scale representing “supportive relationships.” Caring relationships and high expectations are indistinguishable as currently measured by the module. The new supportive relationships scale should continue to be assessed separately for school, community, and home environments.

Recommendation 2—Drop Item R23 (“I help other people”). This item should not be used to indicate community meaningful participation because the item functions differently, and thus has a different meaning, for females and Mexican American youth. A new item that taps involvement in activities in the community should be developed.

Recommendation 3—Drop Item R54 (“I do fun things or go fun places with my parents or other adults”). The item is not developmentally appropriate for older adolescents because 11th graders report substantially lower participation in such activities for a given level of home meaningful participation. This item distorts developmental trends on the home meaningful participation scale and should be dropped. A different item should be developed to replace it.

Recommendation 4—Drop item R45 (“My friends get into a lot of trouble”). Because it is a biased indicator of pro-social peers for females and Chinese American students, an alternative item should be developed to measure this construct.

Secondary school internal resilience assets

Recommendation 5—Drop the cooperation/communication construct. Two of the items used to measure cooperation/communication measure more than one construct: Items R36 (“I enjoy working together with other students my age”) and R37 (“I stand up for myself without putting others down”). Item R31 (“I can work with someone who has different opinions than mine”) should be moved to the self-efficacy scale. The measurement models suggest that this item

TABLE 3

Recommended measures of environmental resilience assets among secondary school students

Construct	Item
School support	Adult who really cares about me.
	Adult who notices when I'm not there.
	Adult who listens to me when I have something . . .
	Adult who tells me when I do a good job.
	Adult who always wants me to do my best.
School meaningful participation	Adult who believes that I will be a success.
	I do interesting activities.
	I help decide things like class activities or rules.
Community support	I do things that make a difference.
	Adult who really cares about me.
	Adult who notices when I am upset about . . .
	Adult whom I trust.
	Adult who tells me when I do a good job.
	Adult who believes that I will be a success.
Community meaningful participation	Adult who always wants me to do my best.
	I am part of clubs, sports teams, church/temple, or other . . .
Home support	I am involved in taking lessons in music, art, literature . . .
	Adult who is interested in my school work.
	Adult who talks with me about my problems.
	Adult who listens to me when I have something . . .
	Adult who expects me to follow the rules.
	Adult who believes that I will be a success.
Home meaningful participation	Adult who always wants me to do my best.
	I do things at home that make a difference.
Peer caring relationships	I help make decisions with my family.
	A friend who really cares about me.
	A friend who talks with me about my problems.
Pro-social peers	A friend who helps me when I'm having a hard time.
	My friends try to do what is right.
	My friends do well in school.

measures self-efficacy better than it does cooperation and communication.

Recommendation 6—Drop the goals and aspirations construct. Two of the three items used to measure this construct—R24 (“Goals and plans for the future”) and R26 (“I plan to go to college or some other school after high school”)—function differently across racial/ethnic groups.

Recommendation 7—Drop item R27 (“I know where to go for help with a problem”). As an

indicator of problem solving, this item should be dropped because it functions differently for males and females. An alternative item should be developed to assess problem solving.

Elementary school environmental and internal assets

Recommendation 8—Develop more elementary resilience items. The elementary school resilience and youth development module tries to assess too many factors with too few items. Because having an elementary school resilience assessment that

TABLE 4
Recommended measures of internal resilience assets among secondary school students

Construct	Item
Self-efficacy	I can work with someone who has different opinions than mine.
	I can work out my problems.
	I can do most things if I try.
Empathy	There are many things that I do well.
	I feel bad when someone gets their feelings hurt.
	I try to understand what other people go through.
Problem solving	I try to understand what other people feel and think.
	When I need help I find someone to talk with.
	I try to work out problems by talking or writing about them.
Self-awareness	There is a purpose to my life.
	I understand my moods and feelings.
	I understand why I do what I do.

is aligned with the secondary school module is important, additional resilience items should be developed for the elementary school survey. Each of the elementary school RYDM scales demonstrates inadequate domain coverage and marginal internal consistency, at least one additional item should be developed for each of the school supportive relationships, home supportive relationships, and empathy subscales. Two additional items should be developed for the meaningful participation at school and at home scales if it is retained in the survey.

Recommendation 9—Combine the “caring relationships” and “high expectations” items. As with the secondary school module, the “caring relationships” and “high expectations” items should be combined to form one scale representing “supportive relationships” in both the school environment and the home environment.

Recommendation 10—Drop meaningful participation. The meaningful participation scale should either be dropped or redeveloped because of low

TABLE 5
Recommended measures of environmental and internal resilience assets among elementary school students

Construct	Item
Environmental resilience assets	
School support	Do the teachers . . . at school care about you?
	Teachers . . . listen when . . . have something to say?
	Teachers . . . tell you when you do a good job?
Home support	Teachers . . . believe that you can do a good job?
	Parent . . . care about your school work?
	Parent . . . listen when you have something to say?
Empathy	Parent . . . believe that you can do a good job?
	Parent . . . at home want you to do your best?
	Internal resilience assets
Empathy	Do you try to understand how other people feel?
	Do you feel bad when someone gets their feelings hurt?

internal consistency. Moreover, item R15 (“Do you do things to be helpful at school?”) should not be used to indicate meaningful participation because the item functions differently for males and females.

Recommendation 11—Drop pro-social peers. The pro-social peers scale should be dropped because one of the two items used to measure it functions differently for males and females. Perhaps items from other instruments that assess this construct should be used instead.

Recommendation 12—Drop goals and aspirations. The goals and aspirations scale should be dropped or modified because of its low internal consistency.

Recommendation 13—Develop a self-efficacy measure. Items should be developed to assess self-efficacy because this important construct is currently not assessed.

APPENDIX A

ANALYTIC STRATEGY

To describe the psychometric properties of the secondary and elementary school resilience and youth development modules, this report examines

- The dimensionality of scales by using exploratory and confirmatory factor analysis models.
- Measurement equivalence across demographic subgroups by estimating confirmatory factor analysis models with covariates (such as multiple indicator, multiple cause structural equation models).
- Scale reliability by estimating internal consistency and test-retest reliability coefficients.
- Construct validity by examining the relationship of scales to other theoretically related constructs and mean differences across demographic subgroups.

Data

Statewide data from the local administration of the Healthy Kids Survey. The data for the analyses in this report are from local administration of the Healthy Kids Survey (HKS) in elementary, middle, and high schools. These data were drawn from a database of all local HKS data processed between 1998 and spring 2005 by WestEd's Health and Human Development Program (approximately 2.1 million observations). Analyzing such a large sample size would, however, make almost every parameter estimate statistically significant, would inflate chi-square values of model fit, and would make assessing substantive significance more difficult. Thus, two mutually exclusive analytic samples were used in the analyses: a main sample and a validation sample. The samples were drawn from the aggregate data file that included all HKS data processed between the spring 2003 and the spring 2005 administrations of the Healthy Kids Survey. For the secondary school analysis, separate samples were drawn for each grade (7, 9, and 11),

gender, and ethnicity (Chinese American, African American, Mexican American, and white European American)—with 500 respondents randomly sampled per cell (12,000 total). Equal numbers were used for each gender and ethnic group so that models that do not adjust for gender and/or ethnicity would not be affected by gender/ethnic differences in the sample.

The elementary school Healthy Kids Survey is administered only to fifth graders and does not ask students about their ethnic/racial group. Random samples of 1,000 males and 1,000 females (2,000 total) were drawn from the aggregated HKS data file. Thus, for the elementary school resilience and youth development module, only gender differences in measurement structure were examined. Respondents with missing data on more than half the resilience items were excluded from the analysis. For estimating models with missing data, maximum likelihood estimation with missing at random (MAR) assumptions were used, which assume that values are missing at random conditional on the other observed items in the data (Little & Rubin, 2002; Muthén & Muthén, 2006). (See section on missing data patterns.)

The same procedures were used to draw the validation samples for both the secondary school and elementary school samples—except that respondents included in the main sample were excluded from the validation sample. The data were weighted by grade, race/ethnicity, and gender to represent the characteristics of HKS respondents surveyed from spring 2003 to spring 2005.

Local evaluation HKS data. Statewide data was supplemented with two sets of HKS data originally collected for local evaluation. Data collected in 2006 from a large urban school district in Southern California were used to describe the temporal stability of the derived scales (test-retest reliability). The elementary school Healthy Kids Survey and the secondary school core module and resilience and youth development module were administered two times in two weeks to 132 fifth-grade students and 90 ninth-grade students. Data collected in 2004/05

from students in a large county in Southern California were used to examine the relationship between the RYDM constructs and standardized test scores. Standardized test score and school/community asset data were available for 2,898 students, while test score and home and internal asset data were available for 651 students.⁶ English Language Arts and Mathematics California Standards Test scale scores were used as criterion variables.

Missing data patterns. Approximately 0.5 percent of respondents in the elementary and secondary modules were excluded from the sampling pool because of missing data on more than half the resilience items (table A1). In the secondary school samples, approximately 65 percent of respondents provided answers to all the survey items in the resilience and youth development module; an additional 18 percent had missing values on one or two items; 8 percent had missing values on 3 to 10 items; and 8 percent had missing values on 11 or more items. Respondents with missing values on 11 or more items had lower scores on about one-quarter of the secondary RYDM items—scoring approximately 9–12 percent of a standard deviation lower on these items. These results held for both the main and validation samples. Differences in item means were diminished significantly after controlling for one or two of the remaining items,

suggesting that the missing at random assumption is reasonable.

Approximately 81 percent of elementary students provided valid answers to all the RYDM items and 15 percent answered all but one or two items. Respondents with missing values on two or more items had lower scores on seven of the elementary RYDM items (averaging 0.24 standard deviations). These differences were no longer apparent after controlling for any two of the remaining items, again suggesting that maximum likelihood estimation with missing at random assumptions will yield unbiased parameter estimates.

Exploratory and confirmatory factor analyses

Analyses were conducted to test empirically whether the factor structure of the resilience instrument is consistent with current usage and with its underlying conceptual model. For each sample and subsample (grade, gender, ethnicity), the measurement structure of the resilience instrument was established by fitting a series of exploratory and confirmatory factor analysis models. Exploratory factor analysis (EFA) models were estimated to determine roughly the number of factors underlying the data and the measurement structure of the latent factors. A combination of factors was

TABLE A1
Missing data patterns for secondary and elementary samples from the resilience and youth development module

Number of missing items	Secondary				Elementary			
	Main sample		Validation sample		Main sample		Validation sample	
	Number of respondents	Percent	Number of respondents	Percent	Number of respondents	Percent	Number of respondents	Percent
0	7,819	65.2	7,865	65.5	1,627	81.4	1,622	81.1
1	1,634	13.6	1,615	13.5	266	13.3	249	12.5
2	585	4.9	545	4.5	55	2.8	59	3.0
3–5	497	4.1	539	4.5	33	1.7	45	2.3
6–10	445	3.7	437	3.6	15	0.8	14	0.7
11 or more	1,020	8.5	999	8.3	4	0.2	11	0.6
Total	12,000	100	12,000	100	2,000	100	2,000	100

Note: Analytic samples randomly drawn from students surveyed between spring 2003 and spring 2005. Secondary school resilience and youth development module has 51 survey items. The elementary school module has 21 survey items.

used to determine the number of factors to retain in the EFAs, including fit indices, scree plots, the number of eigenvalues greater than 1, conceptual clarity, and simplicity. Models with the fewest possible factors and models with no cross-loadings were favored over more complex models.

The results of the exploratory factor analysis models were then used as a starting point for a series of nested confirmatory factor analysis (CFA) models. Measures of model fit, correlations among the latent constructs (factors), and factor-loading patterns were used to make decisions about models. This process was replicated for each grade, gender, and ethnic group, and for the main sample and the validation sample.

To derive estimates for the EFA and CFA models, Muthén and Muthén's (2006) *Mplus* statistical modeling program was used. Because all the items used to measure resilience assets are ordinal, Muthén's (1984) approach to exploratory and confirmatory factor analysis with ordinal indicators was used.

In the general factor analysis model, the relationship between the indicators (y^*) and the underlying constructs (η) can be represented by:

$$(A1) \quad y^* = \nu + \Lambda\eta + \varepsilon$$

where ν is a vector of measurement intercepts, Λ is a matrix of measurement slopes (factor loadings), and ε is a matrix of residuals, assumed to be independent of η and with zero expectation. The model implies the following covariance matrix of y^* :

$$(A2) \quad \Sigma = \Lambda \Psi \Lambda' + \Theta$$

where Ψ is the covariance matrix of η and Θ is the covariance matrix of ε (see Long, 1983).

In general, the indicators y^* are assumed to be normally distributed, latent continuous variables. A person's observed score on item y depends on her/his position on y^* . If the observed item is continuous, y^* is directly observed ($y = y^*$). However,

if the observed item is dichotomous or ordinal, the observed categorical variable (y) is linked to the latent continuous variable (y^*) in a nonlinear way through a model of thresholds (see Muthén, 1984). The relationships between an observed ordinal or dichotomous item y with c categories to y^* can be expressed as:

$$(A3) \quad y = c, \text{ if } \tau_c < y^* \leq \tau_{c+1}$$

for $c = 0, 1, 2, \dots, c-1$. The τ s represent threshold parameters. Muthén's (1987) approach models the relationships among these more fundamental latent y^* variables. With ordinal items, polychoric correlations represent the correlations of the underlying continuous y^* variables.

The measurement model is estimated by minimizing the weighted least squares (WLS) fitting function

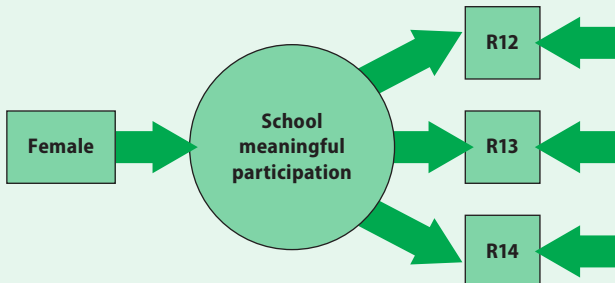
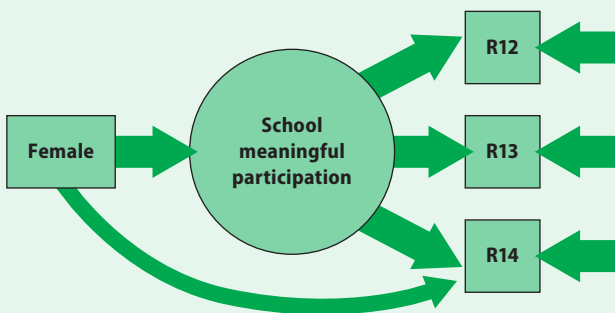
$$(A4) \quad WLS = \frac{1}{2} (s - \sigma)' W^{-1} (s - \sigma)$$

where s is a matrix of sample statistics (probit thresholds and polychoric correlations), σ is a matrix of the population counterparts to s implied by equation [A2], and W is the covariance matrix for the vector or sample statistics.⁷

Confirmatory factor analysis models with covariates

MIMIC modeling—multiple indicator, multiple cause structural equation models—was used to test for differential item functioning across school grade, gender, and ethnicity. A simple graphical example of this approach is presented in figure A1. Panel A shows a classic MIMIC model that assumes there are no female/male differences in measurement intercepts. The three arrows connecting school meaningful participation to items R12, R13, and R14 are factor loadings and represent the strength of the relationships between the underlying constructs and the items used to measure them. The arrows pointing from right to left toward the items (R12, R13, R14) are residuals and represent true measurement error and item-specific variation. Finally, the arrow pointing from

FIGURE A1

Hypothetical example of MIMIC approach for testing for measurement equivalence**Panel A** MIMIC modeling—no measurement invariance**Panel B** MIMIC modeling—hypothetical gender measurement intercept invariance (differential item functioning for R14)

Note: MIMIC refers to multiple indicators multiple causes structural equation models.

female to school meaningful participation indicates that the means of the underlying construct are allowed to be different for males and females. The factor loadings are not allowed to be different for males and females, and there is no direct effect of female on the individual items. The model assumes that the items function identically for males and females in measuring school meaningful participation.⁸

The measurement model in panel B allows for female/male nonequivalence in the measurement intercept for item R14. That is, it allows for a direct effect of female on R14 that is not “dependent” on the underlying construct. This is indicated by the arrow going directly from female to R14. A significant female/male difference in measurement

intercept indicates that the item functions differently for females and males in measuring the underlying construct. For example, if the measurement intercept for R14 is 25 percent of a standard deviation (female → R14) lower for females than males, then for a given level of school meaningful participation, females score 25 percent of a standard deviation lower on R14. In this example, a given score on item R14 does not mean the same thing for males and females—at least not with reference to the school meaningful participation construct.

An applied strategy was used to ascertain whether group differences in measurement intercepts have implications for evaluation research. Recommendations for item changes are made only when the measurement intercepts are substantively different across groups (± 0.20 standard deviations) in both the main sample and the validation sample.

Fit indices

A mean- and variance-adjusted χ^2 test of model fit is obtained by multiplying the minimum function by twice the total sample size and dividing by a scaling correction factor (for more details, see Muthén, 1984, 1987; Muthén & Muthén, 2006). After adjusting for the scaling correction factor (see Satorra, 2000; Satorra & Bentler, 1999; Muthén & Muthén, 2006), the difference in χ^2 tests for two nested models follows a χ^2 distribution and can be used to test whether a model results in a statistically significant improvement in fit. However, χ^2 difference tests are sensitive to sample size and can be influenced by substantively meaningless parameter differences in large samples. For this reason, the analysis also relied on several other indices of model fit.

For EFA models, root mean square residual (RMSR) and root mean square error of approximation (RMSEA) values were used to assess model fit (Hu & Bentler, 1999). RMSR is the square root of the mean of the squared residuals and indexes the difference between the sample variance/covariance matrix and the variance/covariance matrix predicted by the model. Hu and Bentler (1999)

suggest that RMSR values less than 0.05 indicate good fit. The RMSEA is also based on differences between the observed and predicted variance/covariance matrices, but penalizes for model complexity. RMSEA is computed by:

$$(A5) \quad \text{RMSEA} = \sqrt{\chi^2 / (n \cdot df) - (1/n)}$$

where χ^2 is the model chi-square value, n is the total sample size, and df is the degrees of freedom. RMSEA penalizes for model complexity by dividing χ^2 by $(n \cdot df)$. Hu and Bentler (1999) recommend RMSEA values of 0.06 or less as the cut-off for good model fit. Based on Hu and Bentler's recommendations, more emphasis is placed on RMSEA than on RMSR in EFA model selection.

In addition to RMSEA, several additional fit indices were used to assess CFA models, including Bentler's comparative fit index (CFI), the Tucker-Lewis index (TLI), and Muthén and Muthén's (2006) weighted root mean square residual (WRMR). As implemented in Mplus, both the CFI and TLI compare estimated CFA models to baseline models with uncorrelated variables (independence model). CFI and TLI are calculated as follows:

$$(A6) \quad \text{CFI} = \frac{1 - \max(\chi_{Ho}^2 - df_{Ho}, 0)}{\max(\chi_{Ho}^2 - df_{Ho}, \chi_B^2 - df_B, 0)}$$

$$(A7) \quad \text{TLI} = \frac{\left(\frac{\chi_B^2}{df_B} - \frac{\chi_{Ho}^2}{df_{Ho}} \right)}{\left(\frac{\chi_B^2}{df_B} - 1 \right)}$$

where χ_{Ho}^2 and df_{Ho} denote the chi-squared value and degrees of freedom of the estimated model and χ_B^2 and df_B denote the same for the baseline model. Both CFI and TLI are not appreciably influenced by sample size. By convention, CFI and TLI values greater than 0.95 indicate good fit (Hu & Bentler, 1999).

Yu and Muthén (2001) recently developed WRMR to identify good-fitting models with categorical outcomes. It is defined as follows:

$$(A8) \quad \text{WRMR} = \sqrt{\frac{\sum_r^e (s_r - \sigma_r)}{v_r} / e}$$

where s_r is an element in the sample variance/covariance (or probit threshold/polychoric correlation) matrix, σ_r is the element in the variance/covariance matrix predicted by the model, v_r is an estimate of the variance of s_r , and e is the number of elements in the variance/covariance matrix. According to Muthén, WRMR is suitable for models where sample statistics have widely varying variances, when sample statistics are on different scales, and in models with categorical outcomes. Yu and Muthén (2001) suggest WRMR values less than or equal to 1.00 for good models with categorical outcomes. Because WRMR has been tested for models with categorical outcomes, greater weight is placed on this index in CFA model selection.

Modification indices and χ^2 difference testing were also used to compare nested confirmatory factor analyses models, particularly for testing measurement intercept invariance.

Additional reliability and validity analyses

Internal consistency estimates of reliability of the derived scales were calculated using Cronbach's alpha for each grade, gender, and ethnic group in both the main sample and the validation sample. Nunnally's (1978) criterion of 0.70 was used as the cutoff for determining acceptable internal consistency reliability for the secondary school survey. Because of the notoriously low internal consistency evident in surveys of elementary school students, this criterion was relaxed slightly to 0.60 for the elementary school resilience and youth development module. To examine test-retest reliability, RYDM survey data collected from a small sample of fifth and ninth graders who took the resilience and youth development module twice in two weeks was used.

Differences in resilience scale scores across the demographic subgroups were also examined. To make demographic differences in the resilience scales more interpretable, effect sizes were calculated to represent the magnitude of such differences (Cohen, 1988). With two groups (male/female), the difference in scale means between each group was divided by the pooled standard deviation (Cohen's d). Thus, the standardized difference represents the difference between each group in standard deviation units. With more than two groups (race/ethnicity), the standardized differences were represented by multiplying Cohen's f by 2—which is roughly equivalent to the standardized difference calculated for two groups when the number of observations in each cell is equal (Cohen, 1988). Cohen's f was calculated by

$$(A9) \quad f = \sqrt{\frac{\sum_{i=1}^k \frac{(m_i - m)^2}{k}}{\sigma}}$$

where m_i represents the mean for each subgroup i , m represents the population mean, k the number of subgroups, and σ the pooled standard deviation.

Construct validity was assessed by examining the relationship of the derived resilience scales to other theoretically related constructs—including substance use, school violence, school-related behavior, and standardized test scores. To examine these relationships using a common metric, correlations between resilience constructs and criterion variables from confirmatory factor analysis models were estimated using the main and validation samples. Latent constructs represent continuous variables, while the criterion variables are either dichotomous or ordinal. Thus, polyserial correlations are presented, which represent the correlation between a continuous variable and a dichotomous or ordinal variable that reflects an underlying continuous variable (Bedrick & Breslin, 1996).

APPENDIX B RESULTS

This appendix presents the results of the analyses conducted to evaluate the psychometric properties of the resilience and youth development module.

Secondary school environmental resilience assets

Exploratory factor analysis results. EFA models were estimated for each subpopulation and for the main and validation samples to determine the number of factors underlying the items. The EFA models suggested that the environmental resilience assets items measure eight factors.⁹ The factor pattern and loadings for the main sample and cross-validation sample are displayed in tables B1 and B2, respectively. The 8-factor EFA solutions show conceptually clear factor-loading patterns that are mostly consistent with the underlying theory guiding the development of the instrument. The pattern of factor loadings across all the demographic subgroups is consistent with those displayed in tables B1 and B2.¹⁰ Distinct factors are apparent for support and meaningful participation in the school, community, and home environments, as well as caring and pro-social relationships in the peer environment.

However, the factor pattern evident in the 8-factor solution is inconsistent with how the instrument currently is being used in California because the results suggest that caring relationships and high expectations at school, in the home, and in the community are *not* distinct factors.

Confirmatory factor analysis results. A CFA model equivalent to the 8-factor EFA models in tables B1 and B2 was estimated—except that all but the highest magnitude loadings from the EFA model were constrained to be zero.¹¹ That is, each item was forced to load on only one factor. As with the EFA models, the results were consistent across each sample. The CFA models indicated that item R45 (“My friends get into a lot of trouble”) has a relatively small factor loading—suggesting that an association with peers who get into a lot of trouble is a less sensitive indicator of pro-social peers

than the other two items assessing this construct. Moreover, there was a relatively high correlation between home support and home meaningful participation (0.78 and 0.79), which suggests that these two constructs may not be distinct.

The CFA models were re-estimated to include covariates to detect differences in measurement intercepts across demographic subgroups. Several measurement intercepts differed by demographic subgroup:

- The results for R23 (“I help other people”) suggest that for a given level of community meaningful participation, female and Mexican American youth report between one-fifth and one-third of a standard deviation higher for “helping other people.” The item thus has a different meaning for these two populations.
- For R54 (“I do fun things or go fun places with my parents”), 11th graders report substantially lower levels of participation in fun activities with parents for a given level of home meaningful participation than do seventh and ninth graders (0.29 to 0.33 standard deviations). This represents a developmental difference in the appropriateness of this item.
- Female and Chinese American youth report lower frequencies on R45 (“My friends get into a lot of trouble”) for a given level of pro-social peers—reflecting the different meaning attached to this item by these populations.

Each of these measurement intercept differences is substantively significant. That is, these particular items assess the underlying constructs differently for demographic subgroups and thus should not be used as indicators. Dropping these items, however, leaves three subscales with only two items, which is far from ideal. Table B3 presents revised CFA models after dropping the items with non-invariant measurement intercepts. Table B4 reports latent factor correlations.¹² Note that the correlations between home support and home meaningful participation remain relatively high (0.73), indicating a high degree of overlap between these two factors.

TABLE B1
Secondary school environmental resilience asset exploratory factor analysis results, main sample, 8-factor solution

Item	Original construct	Item description	Factors							
			1	2	3	4	5	6	7	8
R6	SchlCare	School—adult who really cares about me.	0.75	0.08	0.02	-0.02	-0.07	0.03	0.06	-0.01
R8	SchlCare	School—adult who notices when I’m not there.	0.79	0.02	0.01	-0.03	-0.03	0.04	0.04	-0.06
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.02	0.01	-0.01	0.02	0.04	-0.02	0.00
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.02	0.00	0.01	0.02	-0.01	0.02	-0.02
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.05	-0.02	0.03	0.05	-0.06	-0.03	0.02
R11	SchlHigh	School—adult who believes that I will be a success.	0.83	0.01	0.05	0.00	0.03	-0.01	-0.05	0.04
R12	SchlPart	School—I do interesting activities.	0.08	0.57	-0.01	0.19	0.08	-0.06	-0.01	-0.01
R13	SchlPart	School—I help decide things like class activities or rules	0.02	0.91	-0.02	-0.09	-0.01	-0.02	0.00	0.00
R14	SchlPart	School—I do things that make a difference.	0.04	0.79	0.04	0.01	-0.02	0.05	0.00	0.04
R15	ComCare	Community—adult who really cares about me.	0.04	-0.05	0.95	0.03	-0.04	-0.04	0.02	0.00
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.03	0.90	-0.05	0.01	0.07	0.05	-0.04
R20	ComCare	Community—adult whom I trust.	0.02	-0.04	0.82	0.02	0.03	0.08	0.00	0.00
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.01	0.90	0.02	0.03	0.04	-0.01	-0.01
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.05	0.90	-0.02	0.10	-0.05	-0.02	0.03
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.01	0.95	0.00	0.05	-0.08	-0.03	0.04
R21	ComPart	I am part of clubs, sports teams, church/ temple, or other . . .	-0.03	0.06	0.02	0.82	0.01	0.03	-0.04	-0.03
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.02	-0.07	-0.03	0.97	0.00	0.01	-0.01	-0.06
R23	ComPart	I help other people.	0.05	0.10	0.09	0.46	-0.09	0.19	0.08	0.07
R49	HomeCare	Home—adult who is interested in my school work.	-0.02	0.07	-0.03	0.00	0.86	0.01	0.01	-0.02
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.08	0.02	-0.12	0.77	0.27	0.01	-0.10
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.01	0.03	-0.12	0.76	0.32	-0.03	-0.06
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	-0.02	0.01	0.13	0.76	-0.18	0.06	0.09
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	-0.02	0.07	0.03	0.83	0.02	0.00	0.03
R52	HomeHigh	Home—adult who always wants me to do my best.	0.03	-0.08	0.05	0.09	0.89	-0.08	-0.01	0.06
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.08	-0.01	0.04	0.30	0.63	-0.02	0.04
R55	HomePart	I do things at home that make a difference.	-0.02	0.11	0.00	0.08	0.09	0.68	0.00	0.08
R56	HomePart	I help make decisions with my family.	0.03	-0.02	-0.02	0.01	0.23	0.70	0.03	0.01
R42	PeerCare	A friend who really cares about me.	0.02	-0.04	0.04	0.05	0.04	-0.04	0.83	0.06
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.03	-0.01	-0.03	-0.01	0.01	0.96	0.00
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.00	0.00	0.00	-0.03	0.02	0.02	0.92	0.02
R45	PeerHigh	My friends get into a lot of trouble.	-0.05	0.05	0.03	0.03	0.01	0.01	0.02	-0.45
R46	PeerHigh	My friends try to do what is right.	-0.02	0.02	0.02	-0.07	-0.03	0.05	0.04	0.92
R47	PeerHigh	My friends do well in school.	0.02	0.03	-0.01	0.01	0.05	0.05	-0.02	0.68

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. Loadings with largest absolute values **bolded**.

TABLE B2

Secondary school environmental resilience asset exploratory factor analysis results, validation sample, 8-factor solution

Item	Original construct	Item description	Factors							
			1	2	3	4	5	6	7	8
R6	SchlCare	School—adult who really cares about me.	0.76	0.03	0.03	0.01	-0.10	0.06	0.05	-0.03
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.03	0.02	-0.03	-0.04	0.04	0.03	-0.04
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	0.02	-0.02	-0.03	0.04	0.04	-0.01	-0.01
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	-0.02	0.01	0.01	0.01	0.01	0.01	0.02
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.07	0.01	0.03	0.05	-0.05	-0.04	0.01
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.07	0.01	-0.03	0.06	-0.05	-0.01	0.02
R12	SchlPart	School—I do interesting activities.	0.11	0.59	-0.01	0.18	0.06	-0.07	-0.04	0.03
R13	SchlPart	School—I help decide things like class activities or rules	0.03	0.88	-0.03	-0.09	-0.01	0.01	0.00	0.00
R14	SchlPart	School—I do things that make a difference.	0.02	0.80	0.04	0.00	-0.02	0.04	0.01	0.03
R15	ComCare	Community—adult who really cares about me.	0.02	-0.06	0.95	0.03	-0.08	-0.01	0.03	0.02
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.01	0.89	-0.06	0.02	0.08	0.03	-0.03
R20	ComCare	Community—adult whom I trust.	0.00	-0.02	0.83	0.01	0.04	0.06	-0.02	0.03
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	-0.01	0.89	0.02	0.01	0.07	0.00	-0.01
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.08	0.89	-0.02	0.11	-0.07	-0.01	0.00
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.02	0.95	0.01	0.07	-0.12	-0.03	0.01
R21	ComPart	I am part of clubs, sports teams, church/ temple, or other . . .	-0.03	0.06	0.02	0.83	0.02	0.01	-0.02	-0.03
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.00	-0.07	-0.01	0.97	0.02	0.03	-0.02	-0.05
R23	ComPart	I help other people.	0.04	0.13	0.08	0.47	-0.08	0.16	0.09	0.05
R49	HomeCare	Home—adult who is interested in my school work.	-0.03	0.05	-0.03	0.03	0.85	0.03	-0.01	0.00
R51	HomeCare	Home—adult who talks with me about my problems.	-0.05	0.08	0.04	-0.12	0.74	0.30	0.02	-0.09
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.03	0.06	-0.12	0.73	0.32	-0.02	-0.07
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	-0.03	0.00	0.11	0.75	-0.20	0.07	0.12
R50	HomeHigh	Home—adult who believes that I will be a success.	0.06	-0.02	0.07	0.03	0.81	0.04	-0.01	0.03
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.08	0.05	0.08	0.85	-0.05	0.03	0.03
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.04	-0.07	-0.01	0.05	0.23	0.67	-0.06	0.06
R55	HomePart	I do things at home that make a difference.	-0.03	0.15	-0.03	0.10	0.06	0.68	0.04	0.05
R56	HomePart	I help make decisions with my family.	0.02	-0.02	0.00	-0.01	0.16	0.77	0.02	0.02
R42	PeerCare	A friend who really cares about me.	0.04	-0.05	0.04	0.04	0.03	-0.02	0.83	0.05
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.03	-0.02	-0.03	0.00	0.02	0.96	-0.01
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.01	0.01	0.01	-0.03	0.03	0.01	0.91	0.03
R45	PeerHigh	My friends get into a lot of trouble.	-0.07	0.07	0.04	-0.01	-0.02	-0.03	0.09	-0.42
R46	PeerHigh	My friends try to do what is right.	-0.02	0.02	-0.01	-0.04	-0.01	0.02	0.07	0.85
R47	PeerHigh	My friends do well in school.	-0.01	0.04	0.04	-0.05	-0.02	0.05	-0.01	0.77

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. Loadings with largest absolute values **bolded**.

TABLE B3

Final secondary school environmental assets model, main sample

Item	Original construct	Construct and associated items	Estimated loadings	Standard loadings
<i>School support</i>				
R6	SchlCare	School—adult who really cares about me.	1	0.80
R8	SchlCare	School—adult who notices when I'm not there.	0.98	0.79
R10	SchlCare	School—adult who listens to me when I have something . . .	1.08	0.86
R7	SchlHigh	School—adult who tells me when I do a good job.	1.05	0.84
R9	SchlHigh	School—adult who always wants me to do my best.	1.09	0.87
R11	SchlHigh	School—adult who believes that I will be a success.	1.10	0.88
<i>School meaningful participation</i>				
R12	SchlPart	School—I do interesting activities.	1	0.78
R13	SchlPart	School—I help decide things like class activities or rules.	0.98	0.77
R14	SchlPart	School—I do things that make a difference.	1.12	0.88
<i>Community support</i>				
R15	ComCare	Community—adult who really cares about me.	1	0.92
R17	ComCare	Community—adult who notices when I am upset about . . .	0.99	0.91
R20	ComCare	Community—adult whom I trust.	0.97	0.88
R16	ComHigh	Community—adult who tells me when I do a good job.	1.03	0.94
R18	ComHigh	Community—adult who believes that I will be a success.	1.04	0.95
R19	ComHigh	Community—adult who always wants me to do my best.	1.04	0.95
<i>Community meaningful participation</i>				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	1	0.88
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.97	0.86
<i>Home support</i>				
R49	HomeCare	Home—adult who is interested in my schoolwork.	1	0.84
R51	HomeCare	Home—adult who talks with me about my problems.	1.03	0.87
R53	HomeCare	Home—adult who listens to me when I have something . . .	1.05	0.89
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.93	0.78
R50	HomeHigh	Home—adult who believes that I will be a success.	1.10	0.92
R52	HomeHigh	Home—adult who always wants me to do my best.	1.10	0.92
<i>Home meaningful participation</i>				
R55	HomePart	I do things at home that make a difference.	1	0.85
R56	HomePart	I help make decisions with my family.	1.02	0.86
<i>Peer caring relationships</i>				
R42	PeerCare	A friend who really cares about me.	1	0.92
R43	PeerCare	A friend who talks with me about my problems.	1.01	0.92
R44	PeerCare	A friend who helps me when I'm having a hard time.	1.03	0.94
<i>Pro-social peers</i>				
R46	PeerHigh	My friends try to do what is right.	1	0.86
R47	PeerHigh	My friends do well in school.	0.91	0.78

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

TABLE B4
Correlations among secondary school environmental resilience assets, final confirmatory factor analysis model

Main sample	Factors							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) School support	1.00							
(2) School meaningful participation	0.59	1.00						
(3) Community support	0.54	0.42	1.00					
(4) Community meaningful participation	0.42	0.58	0.46	1.00				
(5) Home support	0.47	0.37	0.59	0.44	1.00			
(6) Home meaningful participation	0.48	0.59	0.51	0.38	0.73	1.00		
(7) Peer caring relationships	0.41	0.35	0.46	0.34	0.46	0.44	1.00	
(8) Pro-social peers	0.42	0.40	0.38	0.39	0.49	0.50	0.54	1.00

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

TABLE B5
Elementary school environmental resilience asset exploratory factor analysis results, main sample, 4-factor solution

Item	Original construct	Item description	1	2	3	4
10	SchlCare	Do the teachers . . . at school care about you?	0.74	0.05	0.01	-0.01
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.62	0.07	0.00	0.05
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.56	-0.02	0.17	-0.07
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.67	0.10	-0.02	0.03
52	HomeCare	Parent . . . care about your school work?	0.00	0.81	0.01	0.01
55	HomeCare	Parent . . . listen when you have something to say?	0.06	0.51	0.20	0.01
53	HomeHigh	Parent . . . believe that you can do a good job?	0.11	0.79	0.00	0.02
54	HomeHigh	Parent . . . at home want you to do your best?	0.10	0.77	-0.03	0.00
9	SchlPart	Do you make class rules/choose things to do at school?	0.14	-0.16	0.48	-0.05
15	SchlPart	Do you do things to be helpful at school?	0.16	-0.11	0.50	0.15
56	HomePart	Do you help out at home?	-0.17	0.21	0.48	0.03
56	HomePart	Do you make rules or choose things to do at home?	-0.10	0.05	0.37	-0.03
50	PeerHigh	Do your best friends get into trouble?	0.03	-0.01	-0.07	0.63
51	PeerHigh	Do your best friends try to do the right thing?	-0.02	0.04	0.18	0.68

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. Loadings with largest absolute values **bolded**.

Elementary school environmental resilience assets

Exploratory factor analysis results. An identical strategy was used to analyze the elementary school RYDM environmental resilience items. EFA models suggested that a 4-factor model best represents the environmental resilience items,

with distinct factors for school support (caring relationships and high expectations), home support, meaningful participation (in the school and home domains), and pro-social peers (tables B5 and B6). These results were found for both the main sample and the validation sample and for both boys and girls.

TABLE B6

Elementary school environmental resilience asset exploratory factor analysis results, validation sample, 4-factor solution

Item	Original construct	Item description	1	2	3	4
10	SchlCare	Do the teachers . . . at school care about you?	0.73	0.03	0.03	-0.01
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.65	0.02	0.03	-0.01
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.51	-0.05	0.18	-0.02
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.71	0.14	-0.07	0.02
52	HomeCare	Parent . . . care about your school work?	0.01	0.73	0.00	0.01
55	HomeCare	Parent . . . listen when you have something to say?	0.07	0.48	0.22	0.01
53	HomeHigh	Parent . . . believe that you can do a good job?	0.10	0.90	-0.09	-0.01
54	HomeHigh	Parent . . . at home want you to do your best?	0.07	0.81	0.01	0.04
9	SchlPart	Do you make class rules/choose things to do at school?	0.05	-0.20	0.62	-0.06
15	SchlPart	Do you do things to be helpful at school?	0.10	-0.05	0.50	0.18
56	HomePart	Do you help out at home?	-0.07	0.16	0.36	0.08
56	HomePart	Do you make rules or choose things to do at home?	-0.16	0.16	0.38	-0.09
50	PeerHigh	Do your best friends get into trouble?	0.02	-0.03	0.00	0.51
51	PeerHigh	Do your best friends try to do the right thing?	-0.02	0.03	0.05	0.77

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

Confirmatory factor analysis results. The CFA results also supported the 4-factor model. The analyses of differential item functioning suggested that the measurement intercepts for item 15 (“Do you do things to be helpful at school?”) and item 51 (“Do your best friends try to do the right thing?”) differ for boys and girls. For a given level of meaningful participation, females report between 20 and 36 percent of a standard deviation higher frequencies of “doing things to be helpful at school” for a given level of meaningful participation. In addition, females are substantially less likely to report that their “best friends try to do the right thing” (0.43 standard deviations). Because of the magnitude of these measurement intercept differences, these items should not be used to measure the underlying constructs. Because dropping item 51 means that only one item is left to measure pro-social peers, item 50 (“Do your best friends get into trouble?”) should also be dropped. The elementary school module thus would not assess pro-social peer assets.

After dropping the pro-social peer items, a 3-factor model is left—with factors for school support, home support, and meaningful participation.

Because meaningful participation is measured with only three items, a 2-factor model was also estimated by forcing the relevant meaningful participation items to load on the school and home factors. The fit of the 2-factor model is relatively close to that of the 3-factor model, although the latter resulted in a statistically significant improvement in model fit (see $\Delta\chi^2$ values for Model 4 versus Model 3 in appendix C). Moreover, an inspection of the standardized loadings in the 2-factor model for items 9, 56, and 57 indicates that these meaningful participation items are only weakly related to underlying school and home factors (0.26, 0.37, and 0.24, respectively). Thus the 3-factor model has the most support.

Table B7 presents the results for the final CFA model. A look at the standardized factor loadings reveals that the relationships between meaningful participation and its items are still weak (0.40, 0.53, and 0.30 for items 9, 56, and 57, respectively), suggesting that the items are insensitive indicators of meaningful participation. Overall, however, the results are consistent with those reported for the secondary school resilience and youth development

TABLE B7

Final elementary school environmental resilience assets model, main sample

Item	Original construct	Construct and associated items	Estimated loadings	Standard loadings	
<i>School support</i>					
10	SchlCare	Do the teachers . . . at school care about you?	1	0.76	
13	SchlCare	Teachers . . . listen when you have something to say?	0.90	0.68	
11	SchlHigh	Do the teachers . . . tell you when you do a good job?	0.79	0.60	
14	SchlHigh	Do the teachers . . . believe that you can do a good job?	0.95	0.72	
<i>Home support</i>					
52	HomeCare	Does a parent . . . care about your school work?	1	0.78	
55	HomeCare	Does a parent . . . listen when you have something to say?	0.89	0.69	
53	HomeHigh	Does a parent . . . believe that you can do a good job?	1.11	0.86	
54	HomeHigh	Does a parent . . . at home want you to do your best?	1.01	0.79	
<i>Meaningful participation</i>					
9	SchlPart	Do you make class rules or choose things to do at school?	1	0.40	
56	HomePart	Do you help out at home?	1.36	0.53	
57	HomePart	Do you get to make rules or choose things to do at home?	0.77	0.30	
			Latent factor correlations		
			(1)	(2)	(3)
(1)	School support		1.00		
(2)	Home support		0.64	1.00	
(3)	Meaningful participation		0.48	0.62	1.00

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

module—with the exception that meaningful participation is global, rather than domain-specific, for the elementary school items and that pro-social peers cannot be measured adequately.

Secondary school internal resilience assets

Exploratory factor analysis results. The EFA models indicated that two of the three items used to assess cooperation and communication—R36 (“I enjoy working together with other students my age”) and R37 (“I stand up for myself without putting others down”)—either load on more than one factor or do not load significantly on any factor. For simplicity, these items were dropped from the analysis, and EFA and CFA models were estimated on the remaining set of items. The EFA results suggested that five factors underlie the observed items—self-efficacy, empathy, problem solving, self-awareness, and goals/aspirations (tables B8

and B9). The 5-factor solution is conceptually clear and is consistent with how the instrument is currently used in California.

Confirmatory factor analysis results. CFA models consistent with the 5-factor EFA model were estimated, with all but the highest loadings from the EFA models constrained to be zero. Several consistent, substantively significant differences in measurement intercepts across racial/ethnic groups were evident when covariates were included:

- Female youth are between 0.22 and 0.34 of a standard deviation less likely to endorse item R27 (“I know where to go for help with a problem”) for a given level of problem solving.
- African American and Mexican American youth report higher levels of “having goals and plans for the future” (R24) than white

TABLE B8

Secondary school internal resilience asset exploratory factor analysis results, main sample, 4-factor model

Item	Original construct	Item description	Factors			
			1	2	3	4
R31	Coop	I can work with someone who has different opinions than mine.	0.39	0.16	0.08	0.23
R36	Coop	I enjoy working together with other students my age.	Items dropped because of cross-loadings			
R37	Coop	I stand up for myself without putting others down.				
R29	SelfEff	I can work out my problems.	0.66	-0.09	0.15	0.11
R30	SelfEff	I can do most things if I try.	0.50	-0.11	0.16	0.35
R32	SelfEff	There are many things that I do well.	0.32	-0.02	0.21	0.37
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.06	0.71	-0.02	0.15
R34	Empathy	I try to understand what other people go through.	0.02	0.88	0.02	0.09
R38	Empathy	I try to understand what other people feel and think.	0.11	0.70	0.12	0.03
R35	ProbSolv	When I need help I find someone to talk with.	0.64	0.33	0.07	-0.18
R27	ProbSolv	I know where to go for help with a problem.	0.68	-0.01	0.07	0.11
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.80	0.24	-0.14	-0.12
R39	SelfAware	There is a purpose to my life.	0.12	0.06	0.46	0.28
R40	SelfAware	I understand my moods and feelings.	0.01	0.05	0.91	-0.07
R41	SelfAware	I understand why I do what I do.	0.01	0.03	0.86	-0.04
R24	Goals	I have goals and plans for the future.	0.11	0.02	0.10	0.64
R25	Goals	I plan to graduate from high school.	-0.09	0.07	-0.02	0.98
R26	Goals	I plan to go to college or some other school after high school.	0.01	0.09	-0.11	0.88

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

European American and Chinese American youth, even after accounting for ethnic group differences in the latent construct.

- Chinese American youth report substantially lower levels of “having goals and plans for the future” than the other ethnic groups for a given score on the underlying construct. In addition, Chinese American youth also are about 25–30 percent of a standard deviation less likely to report that they plan to go to college after high school (R26) for a given level on goals.

With such pronounced racial/ethnic group measurement intercept differences, items R24 and R26 should be dropped, and so goals would not be assessed on the secondary school module. Item R27 should not be used to assess problem solving.

Table B10 shows the final recommended CFA model for the secondary school internal resilience

items after dropping items R24, R25, R26, and R27 from the analysis. Overall, the latent constructs are consistent with current usage of the RYDM, except that the communication and cooperation construct is dropped because two of the items for this scale did not uniquely load on one factor, the goals construct is dropped because of measurement slope invariance, and the problem-solving construct is measured with just two items.

Elementary school internal resilience assets

Exploratory factor analysis results. The elementary school resilience and youth development module was designed to measure three internal resilience traits—empathy, problem solving, and goals and aspirations—with seven items. Although exploratory factor analyses of these items suggest that a 2-factor solution was appropriate for both the main and validation samples, the factor patterns were different for the two samples as well as for

TABLE B9

Secondary school internal resilience asset exploratory factor analysis results, validation sample, 4-factor model

Item	Original construct	Item description	Factors			
			1	2	3	4
R31	Coop	I can work with someone who has different opinions than mine.	0.45	0.11	0.06	0.22
R36	Coop	I enjoy working together with other students my age.	Items dropped because of cross-loadings			
R37	Coop	I stand up for myself without putting others down.				
R29	SelfEff	I can work out my problems.	0.65	-0.06	0.13	0.12
R30	SelfEff	I can do most things if I try.	0.55	-0.10	0.10	0.36
R32	SelfEff	There are many things that I do well.	0.46	-0.10	0.16	0.36
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.12	0.68	-0.03	0.14
R34	Empathy	I try to understand what other people go through.	0.02	0.84	0.03	0.11
R38	Empathy	I try to understand what other people feel and think.	0.09	0.70	0.12	0.09
R35	ProbSolv	When I need help I find someone to talk with.	0.63	0.31	0.10	-0.21
R27	ProbSolv	I know where to go for help with a problem.	0.66	0.02	0.09	0.07
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.81	0.26	-0.15	-0.14
R39	SelfAware	There is a purpose to my life.	0.17	0.05	0.45	0.27
R40	SelfAware	I understand my moods and feelings.	-0.02	0.07	0.94	-0.07
R41	SelfAware	I understand why I do what I do.	0.09	0.01	0.79	-0.01
R24	Goals	I have goals and plans for the future.	0.11	0.04	0.10	0.63
R25	Goals	I plan to graduate from high school.	-0.09	0.11	-0.03	0.97
R26	Goals	I plan to go to college or some other school after high school.	0.01	0.11	-0.08	0.85

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

males and females. The items measure empathy and goals/aspirations, but item 40 (“Do you try to work out your problems by talking or writing about them?”) either cross-loads or does not load significantly on the two factors, depending on the analytic sample (see tables E124a–E132). The EFA factor patterns were still ambiguous after dropping item 40, most likely because so few items remained to be analyzed (tables B11 and B12). After moving to a CFA framework, two nested models were estimated—a 1-factor model measuring overall internal assets and a 2-factor model measuring empathy and goals/aspirations.

Confirmatory factor analysis results. The 2-factor CFA model—which includes distinct factors for empathy and goals/aspirations—exhibited a significantly better fit to the observed data than the 1-factor model. Table B13 presents the factor loadings and factor correlations for this CFA model based on the main sample. An examination of the

standardized item loadings for goals/aspirations indicates that two of the four items are weakly associated with the underlying construct. Although goals/aspirations is poorly measured by the included items, this scale should be retained so that its reliability and relationship to other constructs can be further investigated.

Reliability of the secondary and elementary school scales

Internal consistency. The internal consistency of the RYDM scales was estimated using Cronbach’s alpha coefficient for the main sample, the validation sample, and each demographic subsample (tables B14 and B15). The secondary school RYDM scales (table B14) demonstrate acceptable levels of reliability, with all scales exhibiting reliabilities greater than 0.70, and 11 of 13 scales demonstrating reliabilities greater than 0.75. The school support, community support, and peer caring relationships scales exhibit the highest internal

TABLE B10

Final secondary school internal resilience assets model, main sample

Item	Original construct	Construct and associated items	Estimated loadings	Standard loadings		
<i>Self-efficacy</i>						
R31	Coop	I can work with someone who has different opinions . . .	1.00	0.77		
R29	SelfEff	I can work out my problems.	1.04	0.80		
R30	SelfEff	I can do most things if I try.	1.09	0.84		
R32	SelfEff	There are many things that I do well.	1.04	0.80		
<i>Empathy</i>						
R33	Empathy	I feel bad when someone gets their feelings hurt.	1.00	0.82		
R34	Empathy	I try to understand what other people go through.	1.11	0.91		
R38	Empathy	I try to understand what other people feel and think.	1.09	0.90		
<i>Problem solving</i>						
R35	ProbSolv	When I need help I find someone to talk with.	1.00	0.85		
R28	ProbSolv	I try to work out problems by talking/writing about them.	0.94	0.80		
<i>Self-awareness</i>						
R39	SelfAware	There is a purpose to my life.	1.00	0.84		
R40	SelfAware	I understand my moods and feelings.	1.02	0.86		
R41	SelfAware	I understand why I do what I do.	0.99	0.83		
			Latent factor correlations			
			(1)	(2)	(3)	(4)
(1)	Self-efficacy		1.00			
(2)	Empathy		0.73	1.00		
(3)	Problem solving		0.78	0.82	1.00	
(4)	Self-awareness		0.82	0.69	0.62	1.00

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

TABLE B11

Elementary school internal resilience asset exploratory factor analysis results, main sample, 2-factor model

Item	Original construct	Item description	Factors	
			1	2
37	Empathy	Do you try to understand how other people feel?	0.70	0.04
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.73	0.03
39	ProbSolv	Do you know where to go to get help with a problem?	-0.06	0.63
40	ProbSolv	Do you try to work out your problems by talking/writing . . . ?	0.31	0.36
41	Goals/Asp	Do you try to do your best?	0.17	0.52
42	Goals/Asp	Do you have goals and plans for the future?	-0.03	0.38
16	Goals/Asp	Do you plan to go to college . . . after high school?	-0.07	0.34

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

consistency, with alphas all exceeding 0.90. The problem-solving (alpha = 0.73) and pro-social peers (alpha = 0.74) scales exhibit moderate but acceptable levels of internal consistency, especially

considering that the scales have only two items. Internal consistency does not differ markedly by student grade, gender, or race/ethnicity. However, the problem-solving scale shows lower reliability

TABLE B12

Elementary school internal resilience asset exploratory factor analysis results, validation sample, 2-factor model

Item	Original construct	Item description	Factors	
			1	2
37	Empathy	Do you try to understand how other people feel?	0.80	-0.13
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.80	-0.06
39	ProbSolv	Do you know where to go to get help with a problem?	0.20	0.42
40	ProbSolv	Do you try to work out your problems by talking/writing . . . ?	0.38	0.22
41	Goals/Asp	Do you try to do your best?	0.34	0.36
42	Goals/Asp	Do you have goals and plans for the future?	-0.17	0.76
16	Goals/Asp	Do you plan to go to college . . . after high school?	-0.08	0.56

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

TABLE B13

Final elementary school internal resilience asset model, main sample

Item	Original construct	Construct and associated items	Estimated loadings	Standard loadings
<i>Empathy</i>				
37	Empathy	Do you try to understand how other people feel?	1	0.71
38	Empathy	Do you feel bad when someone gets their feelings hurt?	1.07	0.76
<i>Goals/aspirations</i>				
39	ProbSolv	Do you know where to go to get help with a problem?	1	0.50
41	Goals/Asp	Do you try to do your best?	1.56	0.78
42	Goals/Asp	Do you have goals and plans for the future?	0.69	0.35
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.50	0.25
			Latent factor correlations	
			(1)	(2)
(1)	Empathy		1.00	
(2)	Goals/aspirations		0.64	1.00

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

for African American students than for other ethnic groups.

Internal consistency reliabilities for the elementary school RYDM scales are noticeably lower than those for the secondary school instrument (see table B15). These low reliabilities are typical of instruments administered to elementary school students. The school support, home support, and empathy subscales demonstrate adequate reliability—with alphas ranging from 0.63 to 0.65 for empathy to 0.70 to 0.72 for school and home support. The elementary school meaningful participation

and goals/aspirations scales exhibit low levels of reliability. These scales should not be used in research or local evaluation activities requiring precise measurement.

Stability. Tables B16 and B17 show construct- and item-level test-retest stability coefficients for the secondary school RYDM asset measures. Unlike the internal consistency estimates, the resilience scales evidence fairly low levels of stability, with 8 of the 12 scales exhibiting pre-post correlations of less than 0.60. Only the community meaningful participation, home support, peer caring relationships, and

TABLE B14

Secondary school internal consistency reliability coefficients by demographic subgroup

	Grade			Gender		Race/ethnicity				
	All	7	9	11	Male	Female	African American	Chinese American	Mexican American	White
<i>Environmental resilience assets</i>										
School support	0.90	0.89	0.91	0.92	0.90	0.91	0.89	0.90	0.90	0.91
School meaningful participation	0.78	0.76	0.77	0.80	0.77	0.78	0.74	0.79	0.78	0.79
Community support	0.95	0.94	0.95	0.95	0.95	0.95	0.95	0.95	0.95	0.95
Community meaningful participation	0.75	0.73	0.76	0.77	0.76	0.75	0.76	0.72	0.77	0.73
Home support	0.89	0.89	0.89	0.88	0.89	0.88	0.90	0.86	0.90	0.88
Home meaningful participation	0.78	0.76	0.78	0.79	0.78	0.78	0.75	0.79	0.77	0.79
Peer caring relationships	0.90	0.88	0.90	0.92	0.89	0.90	0.89	0.90	0.91	0.89
Pro-social peers	0.74	0.73	0.75	0.74	0.72	0.74	0.72	0.71	0.75	0.73
<i>Internal resilience assets</i>										
Self-efficacy	0.82	0.81	0.82	0.82	0.83	0.80	0.82	0.82	0.82	0.81
Empathy	0.85	0.86	0.85	0.85	0.85	0.83	0.84	0.85	0.85	0.86
Problem solving	0.73	0.73	0.73	0.72	0.73	0.69	0.68	0.74	0.73	0.76
Self-awareness	0.81	0.80	0.81	0.82	0.82	0.80	0.81	0.82	0.80	0.81

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Results are based on main sample. Cronbach’s alpha coefficients were almost identical in the validation sample.

TABLE B15

Elementary school internal consistency reliability coefficients by gender

	Main sample			Validation sample		
	All	Male	Female	All	Male	Female
<i>Environmental resilience assets</i>						
School support	0.71	0.70	0.72	0.70	0.71	0.69
Home support	0.71	0.70	0.71	0.72	0.71	0.73
Meaningful participation	0.34	0.32	0.35	0.32	0.30	0.34
<i>Internal resilience assets</i>						
Empathy	0.63	0.64	0.57	0.65	0.63	0.64
Goals/aspirations	0.36	0.41	0.27	0.39	0.43	0.33

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

self-awareness scales demonstrate adequate stability. In the context of relatively high levels of internal consistency, these comparatively low levels of stability suggest that the resilience assets assessed by the secondary school module demonstrate adequate reliability at a single point in time.

A look at the item-specific stability coefficients in tables B16 and B17 shows the variation across

items. Although several are particularly unstable, the individual item test-retest reliabilities have a negligible impact on the total scale test-retest reliabilities. For example, the pre-post correlation of item R8 (“There is a teacher or some other adult who notices when I am not there”) is only 0.29. However, dropping this item from the school support scale does not markedly improve the stability of the scale score (0.54 versus. 0.55).

TABLE B16

Test-retest reliability of secondary school environmental resilience asset constructs and items

Item	Original construct	Construct and associated items	Stability coefficient (r)
<i>School support</i>			0.54
R6	SchlCare	School—adult who really cares about me.	0.50
R8	SchlCare	School—adult who notices when I'm not there.	0.29
R10	SchlCare	School—adult who listens to me when I have something . . .	0.51
R7	SchlHigh	School—adult who tells me when I do a good job.	0.43
R9	SchlHigh	School—adult who always wants me to do my best.	0.47
R11	SchlHigh	School—adult who believes that I will be a success.	0.46
<i>School meaningful participation</i>			0.53
R12	SchlPart	School—I do interesting activities.	0.33
R13	SchlPart	School—I help decide things like class activities or rules.	0.56
R14	SchlPart	School—I do things that make a difference.	0.37
<i>Community support</i>			0.44
R15	ComCare	Community—adult who really cares about me.	0.33
R17	ComCare	Community—adult who notices when I am upset about . . .	0.41
R20	ComCare	Community—adult whom I trust.	0.53
R16	ComHigh	Community—adult who tells me when I do a good job.	0.44
R18	ComHigh	Community—adult who believes that I will be a success.	0.39
R19	ComHigh	Community—adult who always wants me to do my best.	0.46
<i>Community meaningful participation</i>			0.82
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.83
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.64
<i>Home support</i>			0.68
R49	HomeCare	Home—adult who is interested in my schoolwork.	0.57
R51	HomeCare	Home—adult who talks with me about my problems.	0.62
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.60
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.53
R50	HomeHigh	Home—adult who believes that I will be a success.	0.52
R52	HomeHigh	Home—adult who always wants me to do my best.	0.63
<i>Home meaningful participation</i>			0.49
R55	HomePart	I do things at home that make a difference.	0.52
R56	HomePart	I help make decisions with my family.	0.43
<i>Peer caring relationships</i>			0.73
R42	PeerCare	A friend who really cares about me.	0.52
R43	PeerCare	A friend who talks with me about my problems.	0.62
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.76
<i>Pro-social peers</i>			0.51
R46	PeerHigh	My friends try to do what is right.	0.51
R47	PeerHigh	My friends do well in school.	0.46

Note: Results are based on a sample of 90 ninth-grade respondents from seven classrooms in two schools in a large urban school district. Two weeks separated the first and second administrations of the survey instruments.

TABLE B17

Test-retest reliability of secondary school internal resilience asset constructs and items

Item	Construct and associated items	Stability coefficient (r)
<i>Self-efficacy</i>		0.58
R31	I can work with someone who has different opinions . . .	0.36
R29	I can work out my problems.	0.58
R30	I can do most things if I try.	0.37
R32	There are many things that I do well.	0.50
<i>Empathy</i>		0.57
R33	I feel bad when someone gets their feelings hurt.	0.44
R34	I try to understand what other people go through.	0.45
R38	I try to understand what other people feel and think.	0.45
<i>Problem solving</i>		0.52
R35	When I need help I find someone to talk with.	0.48
R28	I try to work out problems by talking/writing about them.	0.66
<i>Self-awareness</i>		0.71
R39	There is a purpose to my life.	0.59
R40	I understand my moods and feelings.	0.48
R41	I understand why I do what I do.	0.66

Note: Results are based on a sample of 90 ninth-grade respondents from seven classrooms in two schools in a large urban school district. Two weeks separated the first and second administrations of the survey instruments.

The elementary school RYDM scales exhibit higher stability than the secondary school scales (table B18). Only two of the five elementary school scales exhibit pre-post correlations below 0.60. The stability coefficients in table B18 are similar or higher than the internal consistency reliability estimates presented in table B15 for elementary school students.

Validity of the secondary and elementary school scales

Scale means. To assess construct validity, demographic differences in resilience scale scores were examined across grade, gender, and racial/ethnic groups. Secondary school RYDM scale means, standard deviations, and standardized differences across groups are presented in table B19. With the exception of caring relationships with peers, 9th and 11th graders report marginally lower environmental resilience assets than seventh graders. Caring relationships with peers increases with school grade, consistent with the notion that adolescents become more involved with peers (although not necessarily pro-social ones) as they age. Student internal

resilience asset scores do not differ markedly by grade, although empathy increases with school grade, and self-awareness declines with grade.

Gender differences in resilience assets generally favor females, who report marginally higher school and community support and substantially higher peer caring relationships and exposure to pro-social peers. Females also report considerably higher levels of empathy and problem solving. These differences are consistent with expectations—girls often have more extensive social support resources than boys (Colarossi & Eccles, 2000; Crosnoe, Johnson, & Elder, 2004; Frey & Röthlisberger, 1996) and evidence higher empathy (Eisenberg & Lennon, 1983).

White students generally report the highest environmental assets in each area except for pro-social peers. Chinese American students report the highest affiliation with pro-social peers. Mexican American students report the lowest environmental resilience assets in the school and peer domains and the lowest meaningful participation in the community.

TABLE B18

Test-retest reliability of elementary school resilience asset constructs and items

Item	Construct and associated items	Stability coefficient (r)
<i>Environmental resilience assets</i>		
<i>School support</i>		
10	Do the teachers . . . at school care about you?	0.53
13	Do the teachers . . . listen when you have something to say?	0.52
11	Do the teachers . . . tell you when you do a good job?	0.38
14	Do the teachers . . . believe that you can do a good job?	0.39
<i>Home support</i>		
52	Does a parent . . . care about your school work?	0.56
55	Does a parent . . . listen when you have something to say?	0.65
53	Does a parent . . . believe that you can do a good job?	0.53
54	Does a parent . . . at home want you to do your best?	0.29
<i>Meaningful participation</i>		
9	Do you make class rules or choose things to do at school?	0.39
56	Do you help out at home?	0.34
57	Do you get to make rules or choose things to do at home?	0.44
<i>Internal resilience assets</i>		
<i>Empathy</i>		
37	Do you try to understand how other people feel?	0.55
38	Do you feel bad when someone gets their feelings hurt?	0.56
<i>Goals/aspirations</i>		
39	Do you know where to go to get help with a problem?	0.30
41	Do you try to do your best?	0.49
42	Do you have goals and plans for the future?	-0.04
16	Do you plan to go to college . . . after high school?	-0.03

Note: Results are based on a sample of 136 fifth-grade respondents from eight classrooms in three schools in a large urban school district. Two weeks separated the first and second administrations of the survey instruments.

Chinese American students exhibit the lowest environmental resilience assets in the home domain and the lowest reported community support.

White students also report the highest level of internal assets in self-efficacy, empathy, and problem solving. Mexican American and Chinese American students report the lowest self-efficacy, African American students exhibit the lowest empathy scores.

Table B20 presents elementary school RYDM scale means for males and females. Overall, the gender differences for elementary school students are

consistent with those for secondary school students. Compared with boys, girls report marginally higher school support, meaningful participation, and goals/aspirations and substantially higher empathy.

Relationships with other constructs. To further assess construct validity, the relationship of each resilience asset construct to other theoretically related constructs assessed on the Healthy Kids Survey was examined—including substance use, violence, harassment, depression, and self-reported school grades and truancy. The relationships of resilience assets to California Standardized English Language Arts and Mathematics

TABLE B19
Secondary school subscale means by demographic subgroup

	Grade			Standardized difference ^a	Male	Female	Standardized difference ^a	African American	Chinese American	Mexican American	White	Standardized difference ^a
	7	9	11									
<i>Environmental resilience assets</i>												
School support	2.91 (0.80)	2.74 (0.82)	2.83 (0.81)	0.17	2.77 (0.83)	2.89 (0.80)	0.14	2.84 (0.85)	2.79 (0.76)	2.74 (0.82)	2.96 (0.80)	0.20
School meaningful participation	2.32 (0.86)	2.20 (0.84)	2.21 (0.87)	0.12	2.24 (0.85)	2.26 (0.85)	0.02	2.28 (0.88)	2.22 (0.81)	2.13 (0.84)	2.36 (0.86)	0.20
Community support	3.24 (0.92)	3.15 (0.94)	3.17 (0.95)	0.08	3.11 (0.96)	3.26 (0.90)	0.16	3.19 (0.97)	3.00 (0.96)	3.12 (0.95)	3.44 (0.81)	0.34
Community meaningful participation	2.93 (1.10)	2.81 (1.12)	2.81 (1.12)	0.11	2.86 (1.11)	2.82 (1.12)	-0.05	2.84 (1.13)	2.89 (1.05)	2.51 (1.16)	3.16 (1.01)	0.42
Home support	3.45 (0.71)	3.36 (0.74)	3.33 (0.74)	0.14	3.35 (0.76)	3.40 (0.71)	0.07	3.35 (0.80)	3.27 (0.70)	3.34 (0.75)	3.55 (0.64)	0.28
Home meaningful participation	2.88 (0.94)	2.72 (0.94)	2.71 (0.94)	0.17	2.73 (0.96)	2.81 (0.93)	0.09	2.76 (0.98)	2.65 (0.93)	2.72 (0.95)	2.94 (0.91)	0.23
Peer caring relationships	3.10 (0.93)	3.17 (0.91)	3.26 (0.89)	0.15	2.92 (0.96)	3.44 (0.78)	0.58	3.13 (0.95)	3.15 (0.87)	3.07 (0.96)	3.37 (0.84)	0.25
Pro-social peers	3.05 (0.85)	2.95 (0.82)	2.96 (0.78)	0.11	2.84 (0.83)	3.13 (0.77)	0.35	2.89 (0.85)	3.18 (0.73)	2.83 (0.84)	3.04 (0.79)	0.33
<i>Internal resilience assets</i>												
Self-efficacy	3.24 (0.72)	3.18 (0.72)	3.22 (0.72)	0.08	3.19 (0.74)	3.23 (0.67)	0.06	3.22 (0.76)	3.15 (0.68)	3.12 (0.73)	3.36 (0.64)	0.25
Empathy	3.10 (0.87)	3.17 (0.82)	3.23 (0.78)	0.13	2.97 (0.88)	3.36 (0.71)	0.46	3.03 (0.90)	3.22 (0.74)	3.10 (0.85)	3.31 (0.77)	0.26
Problem solving	2.87 (0.99)	2.85 (0.96)	2.87 (0.95)	0.02 ^{ns}	2.64 (1.00)	3.08 (0.88)	0.45	2.82 (1.00)	2.82 (0.93)	2.81 (0.99)	2.99 (0.94)	0.15
Self-awareness	3.31 (0.78)	3.21 (0.80)	3.21 (0.79)	0.12	3.22 (0.82)	3.27 (0.76)	0.06	3.27 (0.83)	3.16 (0.78)	3.23 (0.79)	3.32 (0.76)	0.14

a. Standardized difference represents the difference between groups divided by the pooled standard deviation (*Cohen's d*). With more than two groups, the standardized difference is represented by multiplying *Cohen's f* by 2—which is generally equivalent to the standardized difference calculated for two groups (see appendix A).

ns = not statistically significant from 0 ($p < .05$)

Note: Standard deviations in parentheses. Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005.

test scores were examined using data previously collected by WestEd.

Table B21 shows the relationships between environmental resilience assets and theoretically related constructs for secondary school students. All but one of the assessed dimensions of environmental assets are correlated with student substance use. Students who report high environmental resilience

assets are less likely to report that they engage in substance use. The exception is peer caring relationships, which is weakly correlated with most of the substance use indicators except substance use on school property.

Environmental resilience assets are also negatively associated with student depression and truancy, and positively associated with students'

TABLE B20

Elementary school subscale means by gender

	All	Male	Female	Standardized difference ^a
<i>Environmental resilience assets</i>				
School support	3.32 (0.61)	3.28 (0.62)	3.37 (0.59)	0.15
Home support	3.72 (0.44)	3.70 (0.46)	3.74 (0.42)	0.07 ^{ns}
Meaningful participation	2.50 (0.60)	2.46 (0.60)	2.54 (0.60)	0.12
<i>Internal resilience assets</i>				
Empathy	3.01 (0.79)	2.84 (0.84)	3.18 (0.71)	0.42
Goals/aspirations	2.24 (0.35)	2.21 (0.39)	2.26 (0.31)	0.15

a. Standardized difference represents the difference between groups divided by the pooled standard deviation (*Cohen's d*).

ns = not statistically significant from 0 ($p < .05$)

Note: Standard deviations in parentheses. Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

self-reported school connectedness and grades. The environmental resilience asset scales are less consistently related to indicators of violence, harassment, and perceptions of school safety.

The criterion variables—California Standards Test (CST) English Language Arts and Mathematics test scores—are associated with school and community assets, as well as home support. The associations are weak, however, with school support showing the strongest relationship to test scores. Test scores are not significantly associated with meaningful participation in the home environment, peer caring relationships, and pro-social peers.

Table B21 suggests that the secondary school RYDM instrument provides a valid assessment of environmental resilience assets because these constructs are associated with student substance use, depression, self-reported grades, truancy, and test scores in expected ways. Although the correlations with school connectedness and self-reported grades are moderate and have medium effect sizes, the correlations for most of the criterion variables are small.

Table B22 shows correlations between internal resilience assets and the criterion variables for

secondary school students. The results are similar to those for environmental assets. With the exception of standardized test scores, each dimension of internal resilience—self-efficacy, empathy, problem solving, and self-awareness—is correlated with most of the considered criterion variables, which supports construct validity.

Table B23 presents correlations between the elementary school resilience assets and the criterion variables of substance use, aggression, perceived safety, and self-reported academic performance. Both the environmental resilience and internal resilience scales are positively associated with most of the criterion variables, which supports construct validity. Although the criterion variables are different in the two samples, the correlations are stronger for the elementary school resilience instrument than for the secondary school instrument.

Comparison of current and recommended measures of resilience assets

Tables B24–B27 compare the current use of items to measure resilience assets among secondary and elementary students with this study's recommended use.

TABLE B21

Correlations between secondary school environmental resilience assets and criterion variables

	School support	School meaningful participation	Community support	Community meaningful participation	Home support	Home meaningful participation	Peer caring relationships	Pro-social peers
<i>Substance use</i>								
Lifetime tobacco use	-0.17	-0.20	-0.14	-0.25	-0.21	-0.20	-0.02 ^{ns}	-0.30
30-day tobacco use	-0.17	-0.18	-0.15	-0.27	-0.24	-0.23	-0.02 ^{ns}	-0.33
Tobacco use at school	-0.18	-0.23	-0.25	-0.26	-0.33	-0.29	-0.16	-0.37
Lifetime alcohol use	-0.16	-0.15	-0.07	-0.16	-0.20	-0.20	0.03 ^{ns}	-0.28
30-day alcohol use	-0.16	-0.14	-0.06	-0.17	-0.20	-0.20	0.03 ^{ns}	-0.28
30-day binge drinking	-0.13	-0.14	-0.05	-0.16	-0.19	-0.18	0.03 ^{ns}	-0.29
Alcohol use at school	-0.16	-0.10	-0.14	-0.18	-0.23	-0.21	-0.11	-0.27
Lifetime marijuana use	-0.16	-0.16	-0.08	-0.19	-0.18	-0.19	0.00 ^{ns}	-0.29
30-day marijuana use	-0.20	-0.19	-0.10	-0.22	-0.20	-0.20	-0.04 ^{ns}	-0.32
Marijuana use at school	-0.19	-0.18	-0.13	-0.22	-0.20	-0.24	-0.14	-0.33
<i>Violence</i>								
Been pushed, shoved, etc.	-0.10	-0.06	-0.08	-0.04 ^{ns}	-0.09	-0.08	-0.14	-0.15
Afraid of being beat up	-0.08	-0.08	-0.06	-0.08	-0.10	-0.08	-0.07	-0.08
Physical fight	-0.14	-0.07	-0.10	-0.09	-0.14	-0.12	-0.16	-0.26
Mean rumors about you	-0.04 ^{ns}	0.00 ^{ns}	0.02 ^{ns}	0.00 ^{ns}	-0.10	-0.09	0.06	-0.11
Sexual jokes, comments	-0.04 ^{ns}	-0.03 ^{ns}	0.01 ^{ns}	0.00 ^{ns}	-0.10	-0.11	0.09	-0.14
Had property stolen	-0.06	-0.02 ^{ns}	-0.06	0.02 ^{ns}	-0.09	-0.07	-0.07	-0.11
Offered drugs	-0.12	-0.10	-0.05	-0.10	-0.16	-0.17	0.00 ^{ns}	-0.33
Damaged school property	-0.18	-0.08	-0.14	-0.09	-0.22	-0.17	-0.12	-0.29
Feel unsafe at school	-0.12	0.00 ^{ns}	-0.09	-0.01 ^{ns}	-0.15	-0.12	-0.09	-0.21
<i>Psychological well-being</i>								
Depressed	-0.16	-0.16	-0.10	-0.15	-0.21	-0.23	-0.05	-0.17
<i>School-related factors</i>								
School connectedness	0.49	0.38	0.30	0.26	0.32	0.29	0.28	0.30
School grades (self-report)	0.24	0.26	0.13	0.29	0.20	0.19	0.13	0.29
Truancy	-0.15	-0.15	-0.08	-0.15	-0.23	-0.22	0.01 ^{ns}	-0.27
<i>Standardized test scores^a</i>								
CST English Language Arts	0.15	0.04	0.12	0.12	0.12	0.00 ^{ns}	0.02 ^{ns}	0.02 ^{ns}
CST Mathematics	0.11	0.04	0.09	0.10	0.09	-0.03 ^{ns}	-0.02 ^{ns}	0.01 ^{ns}

a. Analytic sample for standardized test score results based on local evaluation data obtained from a large county in Southern California. Standardized test score and school/community asset data were available for 2,898 students, while test score and home and internal asset data were available for 651 students.

CST = California Standards Test

ns = not statistically significant from 0 ($p < .05$)

Note: Analytic sample for substance use, violence, psychological well-being, and school-related factors based on 12,000 7th-, 9th-, and 11th-grade respondents sampled from HKS surveys administered between spring 2003 and spring 2005.

TABLE B22

Correlations between secondary school internal resilience assets and criterion variables

	Self-efficacy	Empathy	Problem solving	Self-awareness
<i>Substance use</i>				
Lifetime tobacco use	-0.22	-0.14	-0.17	-0.24
30-day tobacco use	-0.19	-0.11	-0.14	-0.22
Tobacco use at school	-0.20	-0.13	-0.17	-0.21
Lifetime alcohol use	-0.20	-0.14	-0.16	-0.22
30-day alcohol use	-0.20	-0.13	-0.12	-0.20
30-day binge drinking	-0.17	-0.17	-0.14	-0.18
Alcohol use at school	-0.22	-0.20	-0.22	-0.25
Lifetime marijuana use	-0.29	-0.23	-0.14	-0.19
30-day marijuana use	-0.20	-0.16	-0.08	-0.14
Marijuana use at school	-0.25	-0.23	-0.20	-0.21
<i>Violence</i>				
Been pushed, shoved, etc.	-0.13	-0.14	-0.12	-0.11
Afraid of being beat up	-0.12	0.01 ^{ns}	-0.02 ^{ns}	-0.10
Physical fight	-0.16	-0.25	-0.22	-0.13
Mean rumors about you	-0.11	0.03 ^{ns}	0.02 ^{ns}	-0.12
Sexual jokes, comments	-0.09	0.04	0.01 ^{ns}	-0.15
Had property stolen	-0.11	-0.05	-0.08	-0.15
Offered drugs	-0.19	-0.14	-0.16	-0.22
Damaged school property	-0.23	-0.26	-0.26	-0.23
Feel unsafe at school	-0.25	-0.17	-0.21	-0.24
<i>Psychological well-being</i>				
Depressed	-0.26	0.02	-0.11	-0.30
<i>School-related factors</i>				
School connectedness	0.33	0.29	0.28	0.32
School grades (self-report)	0.29	0.22	0.21	-0.20
Truancy	-0.20	-0.15	-0.17	-0.19
<i>Standardized test scores^a</i>				
CST English Language Arts	0.05 ^{ns}	0.09	-0.03 ^{ns}	0.02 ^{ns}
CST Mathematics	0.05 ^{ns}	0.05 ^{ns}	-0.05 ^{ns}	0.02 ^{ns}

a. Analytic sample for standardized test score results based on local evaluation data obtained from a large county in Southern California. Standardized test score and school/community asset data were available for 2,898 students, while test score and home and internal asset data were available for 651 students.

CST = California Standards Test

ns = not statistically significant from 0 ($p < .05$)

Note: Analytic sample for substance use, violence, psychological well-being, and school-related factors based on 12,000 7th-, 9th-, and 11th-grade respondents sampled from HKS surveys administered between spring 2003 and spring 2005.

TABLE B23

Correlations between elementary school resilience assets and criterion variables

	Environmental assets			Internal assets	
	School support	Home support	Meaningful participation	Empathy	Goals and aspirations
<i>Substance use</i>					
Lifetime tobacco use	-0.25	-0.31	-0.20	-0.20	-0.28
Lifetime alcohol use	-0.26	-0.21	-0.23	-0.18	-0.28
Lifetime marijuana use	-0.12	-0.15	-0.13	-0.01 ^{ns}	-0.14
<i>Aggression victimization</i>					
Been pushed, shoved, etc.	-0.17	-0.12	-0.07	-0.07	-0.14
Mean rumors about you	-0.10	-0.13	-0.12	0.05 ^{ns}	-0.14
Been teased about body	-0.10	-0.13	-0.12	0.02 ^{ns}	-0.06 ^{ns}
<i>Aggression perpetration</i>					
Pushed, shoved, hit	-0.28	-0.23	-0.22	-0.33	-0.34
Spread mean rumors	-0.22	-0.21	-0.12	-0.22	-0.31
<i>Perceived safety</i>					
Feel unsafe at school	-0.48	-0.30	-0.14	-0.19	-0.41
Feel unsafe at other places	-0.20	-0.20	-0.11	-0.01 ^{ns}	-0.25
<i>Academic performance</i>					
School performance	0.17	0.20	0.14	0.09	0.25

ns = not statistically significant from 0 ($p < .05$)

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

TABLE B24
Current and recommended measures of environmental resilience assets among secondary school students

Current use of secondary school items		Recommended use of secondary school items	
Construct	Item	Construct	Item
School caring relationships	Adult who really cares about me.	School support	Adult who really cares about me.
	Adult who notices when I'm not there.		Adult who notices when I'm not there.
	Adult who listens to me when I have something . . .		Adult who listens to me when I have something . . .
School high expectations	Adult who tells me when I do a good job.	School support	Adult who tells me when I do a good job.
	Adult who always wants me to do my best.		Adult who always wants me to do my best.
	Adult who believes that I will be a success.		Adult who believes that I will be a success.
School meaningful participation	I do interesting activities.	School meaningful participation	I do interesting activities.
	I help decide things like class activities or rules.		I help decide things like class activities or rules.
	I do things that make a difference.		I do things that make a difference.
Community caring relations	Adult who really cares about me.	Community support	Adult who really cares about me.
	Adult who notices when I am upset about . . .		Adult who notices when I am upset about . . .
	Adult whom I trust.		Adult whom I trust.
Community high expectations	Adult who tells me when I do a good job.	Community support	Adult who tells me when I do a good job.
	Adult who believes that I will be a success.		Adult who believes that I will be a success.
	Adult who always wants me to do my best.		Adult who always wants me to do my best.
Community meaningful participation	I am part of clubs, sports teams, church/temple, or other . . .	Community meaningful participation	I am part of clubs, sports teams, church/temple, or other . . .
	I am involved in taking lessons in music, art, literature . . .		I am involved in taking lessons in music, art, literature . . .
	I help other people.		Item dropped—functions differently for female/Mexican Americans
Home caring relationships	Adult who is interested in my school work.	Home support	Adult who is interested in my school work.
	Adult who talks with me about my problems.		Adult who talks with me about my problems.
	Adult who listens to me when I have something . . .		Adult who listens to me when I have something . . .
Home high expectations	Adult who expects me to follow the rules.	Home support	Adult who expects me to follow the rules.
	Adult who believes that I will be a success.		Adult who believes that I will be a success.
	Adult who always wants me to do my best.		Adult who always wants me to do my best.
Home meaningful participation	I do fun things or go fun places with my parents or other . . .	Home meaningful participation	Item dropped—functions differently for 11th graders
	I do things at home that make a difference.		I do things at home that make a difference.
	I help make decisions with my family.		I help make decisions with my family.
Peer caring relationships	A friend who really cares about me.	Peer caring relationships	A friend who really cares about me.
	A friend who talks with me about my problems.		A friend who talks with me about my problems.
	A friend who helps me when I'm having a hard time.		A friend who helps me when I'm having a hard time.
Pro-social peers	My friends get into a lot of trouble.	Pro-social peers	Item dropped—functions differently for females/Chinese Americans
	My friends try to do what is right.		My friends try to do what is right.
	My friends do well in school.		My friends do well in school.

Note: **Green items** dropped from the recommended model because of differential item functioning, inconsistent loading patterns, or cross-loadings or because only a single item remains to measure construct.

TABLE B25

Current and recommended measures of internal resilience assets among secondary school students

Current use of secondary school items		Recommended use of secondary school items	
Construct	Item	Construct	Item
Cooperation and communication	I stand up for myself without putting others down.	Cooperation and communication ^a	Item dropped—cross-loadings
	I enjoy working together with other students my age.		Item dropped—cross-loadings
	I can work with someone who has different opinions than mine.		I can work with someone who has different opinions than mine.
Self-efficacy	I can work out my problems.	Self-efficacy	I can work out my problems.
	I can do most things if I try.		I can do most things if I try.
	There are many things that I do well.		There are many things that I do well.
Empathy	I feel bad when someone gets their feelings hurt.	Empathy	I feel bad when someone gets their feelings hurt.
	I try to understand what other people go through.		I try to understand what other people go through.
	I try to understand what other people feel and think.		I try to understand what other people feel and think.
Problem solving	I know where to go for help with a problem.	Problem solving	Item dropped—functions differently for females and males
	When I need help I find someone to talk with.		When I need help I find someone to talk with.
	I try to work out problems by talking or writing about them.		I try to work out problems by talking or writing about them.
Self-awareness	There is a purpose to my life.	Self-awareness	There is a purpose to my life.
	I understand my moods and feelings.		I understand my moods and feelings.
	I understand why I do what I do.		I understand why I do what I do.
Goals and aspirations	I have goals and plans for the future.	Goals and aspirations ^a	Item dropped—functions differently for African Americans/Mexican Americans
	I plan to graduate from high school.		Item dropped—only one item left to measure construct
	I plan to go to college or some other school after high school.		Item dropped—functions differently for Chinese Americans

a. Construct dropped because of insufficient number of items.

Note: **Green items** dropped from the recommended model because of differential item functioning, inconsistent loading patterns, or cross-loadings or because only a single item remains to measure construct.

TABLE B26

Current and recommended measures of environmental resilience assets among elementary school students

Current use of elementary school items		Recommended use of elementary school items	
Construct	Item	Construct	Item
School caring relationships	Do the teachers . . . at school care about you?	School support	Do the teachers . . . at school care about you?
	Teachers . . . listen when . . . have something to say?		Teachers . . . listen when . . . have something to say?
	Teachers . . . tell you when you do a good job?		Teachers . . . tell you when you do a good job?
	Teachers . . . believe that you can do a good job?		Teachers . . . believe that you can do a good job?
Home caring relationships	Parent . . . care about your school work?	Home support	Parent . . . care about your school work?
	Parent . . . listen when you have something to say?		Parent . . . listen when you have something to say?
	Parent . . . believe that you can do a good job?		Parent . . . believe that you can do a good job?
	Parent . . . at home want you to do your best?		Parent . . . at home want you to do your best?
School meaningful participation	Do you make class rules/choose things to do at school?	Meaningful participation ^a	Item dropped—construct has low internal consistency
	Do you do things to be helpful at school?		Item dropped—functions differently for boys and girls
	Do you help out at home?		Item dropped—construct has low internal consistency
	Do you make rules or choose things to do at home?		Item dropped—construct has low internal consistency
Pro-social peers	Do your best friends get into trouble?	Pro-social peers ^b	Item dropped—functions differently for boys and girls
	Do your best friends try to do the right thing?		Item not used—only one item left to measure construct

a. Construct dropped because of low internal consistency.

b. Construct dropped because of insufficient number of items.

Note: **Green items** are dropped from the recommended model because of differential item functioning, inconsistent loading patterns, or cross-loadings or because only a single item remains to measure construct. **Blue items** and the constructs they measure are not used in the recommended model because the constructs exhibit low internal consistency reliability.

TABLE B27

Current and recommended measurement of internal resilience assets among elementary school students

Current use of elementary school items		Recommended use of elementary school items	
Construct	Item	Construct	Item
Empathy	Do you try to understand how other people feel?	Empathy	Do you try to understand how other people feel?
	Do you feel bad when someone gets their feelings hurt?		Do you feel bad when someone gets their feelings hurt?
Problem solving	Do you try to work out your problems by talking/writing . . . ?	Problem solving	Item dropped—inconsistent loadings/cross-loadings
	Do you know where to go to get help with a problem?		Item dropped—construct has low internal consistency
Goals/aspirations	Do you try to do your best?	Goals/aspirations	Item dropped—construct has low internal consistency
	Do you have goals and plans for the future?		Item dropped—construct has low internal consistency
	Do you plan to go to college . . . after high school?		Item dropped—construct has low internal consistency

a. Construct dropped because of low internal consistency.

Note: **Green items** are dropped from the recommended model because of differential item functioning, inconsistent loading patterns, or cross-loadings or because only a single item remains to measure construct. **Blue items** and the constructs they measure are not used in the recommended model because the constructs exhibit low internal consistency reliability.

**APPENDIX C
RESULTS AND MODEL SELECTION DETAILS**

Secondary school environmental resilience assets

Exploratory factor analysis results. EFA models were estimated for each subpopulation and for the main and validation samples to determine the number of factors underlying the items. Figure C1 shows scree plots for the main and validation samples based on the total sample of secondary students. In both cases, seven eigenvalues are greater than 1.0. Focusing on the number of factors indicated on the x-axis before the plotted line turns sharply right, the plots are consistent with solutions ranging from 6 to 10 extracted factors.

An examination of the goodness-of-fit information for the EFA results produces ambiguous results (table C1).¹³ Using the RMSEA cut-off value of 0.06, a 7-factor solution is supported, while the RMSR cut-off value of 0.05 supports a 5-factor solution. What is clear from table C1 (and figure C1) is that the 4-factor solution is not supported by the pattern of fit indices.

To adjudicate between these different solutions, the factor loadings for solutions ranging from

four to nine extracted factors were examined. The factor pattern and loadings for these models are presented in appendix tables E4a–E10b. Appendix tables E11–E63 show EFA factor loadings for each demographic subgroup (main sample only). The

TABLE C1
Secondary school environmental resilience assets, total analytic sample, goodness-of-fit information for exploratory factor analysis models

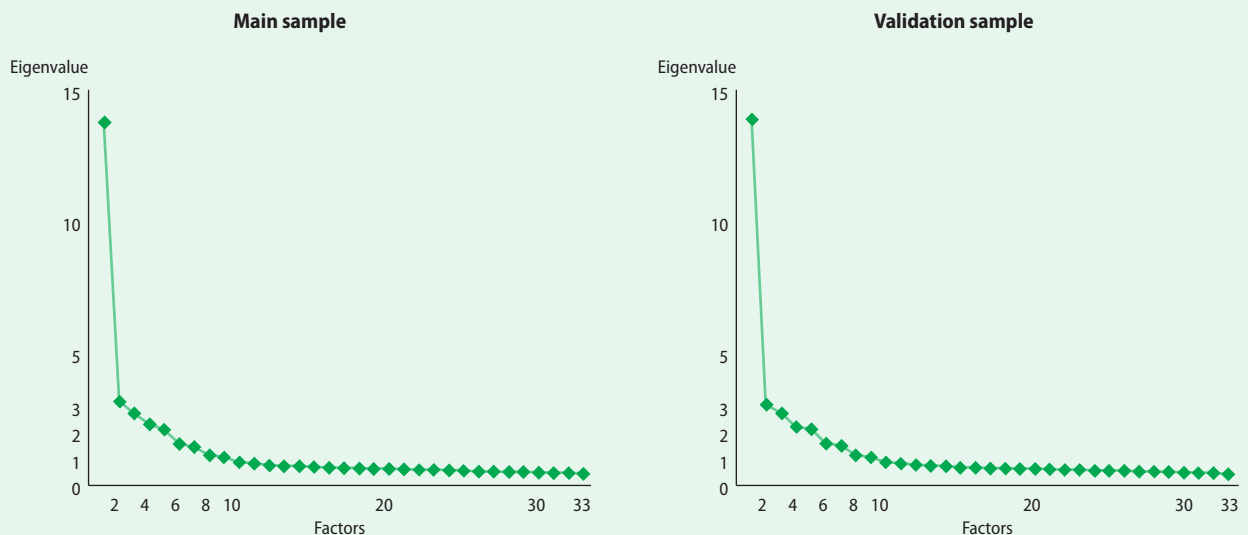
Model	Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.187	0.163	0.186	0.158
2 Factor	0.159	0.129	0.156	0.123
3 Factor	0.131	0.092	0.133	0.092
4 Factor	0.108	0.064	0.111	0.066
5 Factor	0.081	0.042	0.084	0.045
6 Factor	0.064	0.033	0.067	0.034
7 Factor	0.044	0.021	0.047	0.021
8 Factor	0.030	0.012	0.033	0.013
9 Factor	0.024	0.012	0.025	0.010

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

FIGURE C1
Secondary environmental resilience asset scree plot, total analytic samples



patterns of loadings for 4-factor solutions (tables E4a and E4b) suggest that global 9-item school-, 6-item community-, and 9-item home asset constructs can be assessed by the RYDM items. There is also some support for a 5-item peer asset construct, although the loadings for the peer high expectations items (R46 and R47) are quite low. However, several of the items do not consistently load on any of the underlying constructs. Moreover, the factor patterns differ for 7th graders, 11th graders, and males (see tables E10, E22, and E28, respectively).

The 5-factor solutions presented in tables E5a and E5b produce a more general meaningful participation factor based on the school and community meaningful participation items. However, item R55 (“I do things at home that make a difference”) cross-loads on two factors, and item R45 (“My friends get into a lot of trouble”) does not load on any factor. Item cross-loadings and inconsistency across the main and validation samples are also apparent for the 6-factor and 7-factor solutions in tables E6a–E7b.

The 8-factor solutions in tables E8a and E8b show conceptually clear factor-loading patterns that are mostly consistent with the underlying theory guiding the development of the instrument. The pattern of factor loadings across all the demographic subgroups was consistent with those displayed in tables E8a and E8b.¹⁴ Distinct factors are apparent for support and meaningful participation in the school, community, and home environments and caring and pro-social relationships in the peer environment. The factor pattern evident in the 8-factor solution is inconsistent with how the instrument is currently being used in California because the results suggest that caring relationships and high expectations at school, in the home, and the community are not distinct factors.

Confirmatory factor analysis results. CFA models were estimated based on the EFA results. Table C2 shows CFA goodness-of-fit information

for 4-factor, 7-factor, and 8-factor CFA models. These models are equivalent to the EFA models shown in the appendix tables E4a, E4b, E7a, E7b, E8a, E8b, except that all but the highest magnitude loadings from the EFA models were constrained to be zero. An examination of the fit indices shows that the 4-factor solution has relatively poor fit, as demonstrated by the CFI, RMSEA, and WRMR values (model 1). The 7-factor model (model 2)—which includes a global home environmental assets factor, peer caring relations and peer high expectations factors, and distinct factors for support and meaningful participation in the school and community environments (4 factors)—provided a significantly better fit to the observed data than the 4-factor model. This is evident by the significant χ^2 difference between the 7- and 4-factor models and the RMSEA values of 0.53 and 0.55 for the main and validation samples, respectively. The 8-factor model (model 3a) was an improvement in fit over the 7-factor model, with a highly significant χ^2 difference test and CFI, TLI, and RMSEA values all within the thresholds for acceptable fit. The 8-factor solution is thus the most suitable model.

To test for differential item functioning across demographic subgroups, the CFA models were re-estimated with covariates to detect differences in measurement intercepts. An inspection of the measurement intercept modification indices revealed that several measurement intercepts differed by demographic subgroup. Models 3b and 3c in table C2 show fit indices for models with and without restrictions on the measurement intercepts identified.¹⁵ A comparison of model 3b and model 3c suggests that relaxing the assumption of equal measurement intercepts improves model fit. Table C3 presents estimates of these measurement intercept differences for model 3c for both the main and the validation sample. Items R23 (“I help other people”), R54 (“I do fun things or go fun places with my parents”), and R45 (“My friends get into a lot of trouble”) assess the underlying constructs differently for demographic subgroups.

TABLE C2
**Secondary school environmental resilience asset, total analytic sample,
 goodness-of-fit information for confirmatory factor analysis models**

Model	CFI	TLI	RMSEA	WRMR	$\Delta\chi^2$	df
<i>Main sample</i>						
(1) 4 Factors—school, community, home, peers	0.878	0.968	0.091	6.678		
(2) 7 Factors—one home factor	0.944	0.989	0.053	3.514	4,144.52	12
(3a) 8 Factors—see preferred EFA model (table B1)	0.961	0.993	0.042	2.869	1,045.00	6
(3b) 8 Factors—invariant measurement intercepts	0.959	0.991	0.038	2.453		
(3c) 8 Factors—5 variant measurement intercepts	0.962	0.992	0.037	2.380	417.98	5
(4) 8 Factors—3 items deleted	0.969	0.993	0.035	2.168 ^a		
<i>Validation sample</i>						
(1) 4 Factors—school, community, home, peers	0.857	0.966	0.094	6.896		
(2) 7 Factors—one home factor	0.935	0.988	0.055	3.641	4,471.26	12
(3a) 8 Factors—see preferred EFA model (table B2)	0.956	0.993	0.043	2.761	1,160.09	6
(3b) 8 Factors—invariant measurement intercepts	0.954	0.991	0.040	2.555		
(3c) 8 Factors—5 variant measurement intercepts	0.956	0.991	0.039	2.497	344.33	5
(4) 8 Factors—3 items deleted	0.965	0.993	0.037	2.253 ^a		

a. Preferred model

CFI = Comparative fit index (recommended value ≥ 0.95)

TLI = Tucker Lewis index (recommended value ≥ 0.95)

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

WRMR = Weighted root mean square residual (recommended value ≤ 1.00)

df = degrees of freedom

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. All $\Delta\chi^2$ values are statistically significant ($p < .05$).

FIGURE C2
Elementary school environmental resilience asset scree plot, total analytic samples

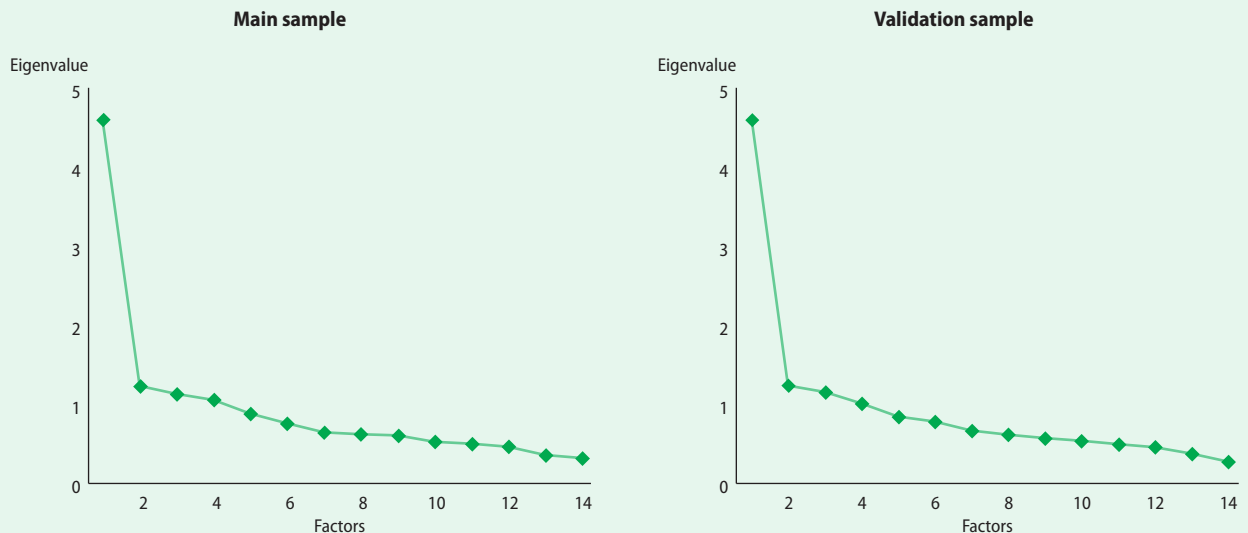


TABLE C3

Measurement intercept differences for environmental resilience assets, secondary school sample

Item	Female	Grade 9	Grade 11	African American	Chinese American	Mexican American
Main sample						
<i>Community meaningful participation</i>						
R21	I am part of clubs, sports teams, church/temp	0.00	0.00	0.00	0.00	0.00
R22	I am involved in taking lessons in music, art . . .	0.00	0.00	0.00	0.00	0.00
R23	I help other people.	0.32	0.00	0.00	0.00	0.20
<i>Home meaningful participation</i>						
R54	I do fun things or go fun places with parents . . .	0.00	0.00	-0.29	0.00	0.00
R55	I do things at home that make a difference.	0.00	0.00	0.00	0.00	0.00
R56	I help make decisions with my family.	0.00	0.00	0.00	0.00	0.00
<i>Pro-social peers</i>						
R45	My friends get into a lot of trouble.	0.22	0.00	0.00	0.00	0.24
R46	My friends try to do what is right.	0.00	0.00	0.00	0.00	0.00
R47	My friends do well in school.	0.00	0.00	0.00	0.00	0.00
Validation sample						
<i>Community meaningful participation</i>						
R21	I am part of clubs, sports teams, church/temple . . .	0.00	0.00	0.00	0.00	0.00
R22	I am involved in taking lessons in music, art . . .	0.00	0.00	0.00	0.00	0.00
R23	I help other people.	0.28	0.00	0.00	0.00	0.18
<i>Home meaningful participation</i>						
R54	I do fun things or go fun places with parents . . .	0.00	0.00	-0.33	0.00	0.00
R55	I do things at home that make a difference.	0.00	0.00	0.00	0.00	0.00
R56	I help make decisions with my family.	0.00	0.00	0.00	0.00	0.00
<i>Pro-social peers</i>						
R45	My friends get into a lot of trouble.	0.20	0.00	0.00	0.00	0.18
R46	My friends try to do what is right.	0.00	0.00	0.00	0.00	0.00
R47	My friends do well in school.	0.00	0.00	0.00	0.00	0.00

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. Non-bolded intercepts were constrained to be zero.

Elementary school environmental resilience assets

Exploratory factor analysis results. Figure C2 shows scree plots for the main and validation samples based on the total sample of elementary students. In both cases, four eigenvalues are greater than 1.0—suggesting that a 4-factor solution is most appropriate for the data. The fit indices in table C4 and the factor loadings for solutions ranging from 2 to 5 extracted factors (see appendix tables E65–E72) suggest that a 4-factor model best represents the environmental resilience items,

with distinct factors for school support (caring relationships and high expectations), home support, meaningful participation (in the school and home domains), and pro-social peers. These results were found for both the main and the validation sample and for both boys and girls.

Confirmatory factor analysis results. Based on the EFA results, table C5 presents goodness-of-fit information for 3- and 4-factor CFA models. One 3-factor model (model 1) was fitted with distinct global factors for assets in the school, home, and

TABLE C4
Elementary school environmental resilience assets, total analytic sample, goodness-of-fit information for exploratory factor analysis models

Model	Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.093	0.087	0.092	0.089
2 Factor	0.079	0.063	0.079	0.063
3 Factor	0.067	0.048	0.063	0.042
4 Factor	0.046	0.032	0.048	0.030
5 Factor	0.033	0.020	0.043	0.023
6 Factor	0.021	0.014	—	—
7 Factor	0.007	0.008	—	—

— indicates solution could not be obtained due to over-factoring (Heywood case).

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

peer environments. This model fit the data less well than the 4-factor model with distinct factors for school support, home support, meaningful participation, and pro-social peers (model 2a).

To test for differences in measurement intercepts, model 2a was re-estimated with a covariate for student gender (model 2b).¹⁶ The measurement intercept modification indices suggest that the intercepts for item 15 (“Do you do things to be helpful at school?”) and item 51 (“Do your best friends try to do the right thing?”) differ for boys and girls. Allowing these measurement intercepts to vary by gender significantly improves the fit of the model (see table C5, models 2b versus 2c). For a given level of meaningful participation, females report between 20 and 36 percent of a standard deviation higher frequencies of “doing things to be helpful at school” for a given level of meaningful participation (table C6). In addition, females are substantially less likely to report that their “best friends try to do the right thing” (0.43 standard deviations). Because these measurement intercept differences are so large, these items should not be used to measure the underlying constructs.

Because dropping item 51 leaves only one item to measure pro-social peers, item 50 (“Do your best friends get into trouble?”) should be dropped as well, and pro-social peer assets not be assessed on the elementary module.

After the pro-social peer items are dropped, the 3-factor model is left—with factors for school support, home support, and meaningful participation (model 4 in table C6). Because meaningful participation is measured with only three items, a 2-factor model was also estimated by forcing the relevant meaningful participation items to load on the school and home factors. The fit of the 2-factor model is relatively close to that of the 3-factor model, although the latter resulted in a statistically significant improvement in model fit (see $\Delta\chi^2$ values for model 4). Moreover, an inspection of the standardized loadings in the 2-factor model for items 9, 56, and 57 indicated that these meaningful participation items are weakly related to the underlying school and home factors (0.26, 0.37, and 0.24, respectively). Therefore the most support is found for the 3-factor model.

Secondary school internal resilience assets

Exploratory factor analysis results. The EFA models indicate that two of the three items used to assess cooperation and communication among middle and high school students—R36 (“I enjoy working together with other students my age”) and R37 (“I stand up for myself without putting others down”)—either load on more than one factor or do not load significantly on any factor. These items were therefore dropped from the analysis. Figure C3 presents scree plots for the main and validation samples. The plot shows that four eigenvalues are greater than one, and the plots are consistent with solutions ranging from three to six extracted factors. Using conventional cut-off levels, the RMSEA and RMSR values presented in table C7 are consistent with 4- and 3-factor solutions, respectively. A comparison of the factor pattern and loadings for the 3-factor and 4-factor models (see tables E84a, E84b, E85a, and E85b) suggests that the 4-factor solution has a simpler and more conceptually clear

TABLE C5

Elementary school environmental resilience asset, total analytic sample, goodness-of-fit information for confirmatory factor analysis models

Model	CFI	TLI	RMSEA	WRMR	$\Delta\chi^2$	df
<i>Main sample</i>						
(1) 3 Factors—school, home, peers	0.908	0.951	0.058	1.911		
(2a) 4 Factors—see preferred EFA model	0.938	0.966	0.048	1.578	82.39	3
(2b) 4 Factors—invariant measurement intercepts	0.932	0.960	0.049	1.598		
(2c) 4 Factors—2 variant measurement intercepts	0.943	0.966	0.045	1.480	46.31	2
(3) 2 Factors—school and home (3 items deleted)	0.943	0.966	0.053	1.729		
(4) 3 Factors—school support, home support, meaningful participation	0.944	0.966	0.053	1.663	10.71	2
<i>Validation sample</i>						
(1) 3 Factors—school, home, peers	0.898	0.932	0.065	2.148		
(2a) 4 Factors—see preferred EFA model	0.943	0.963	0.048	1.601	125.24	3
(2b) 4 Factors—invariant measurement intercepts	0.942	0.960	0.046	1.556		
(2c) 4 Factors—2 variant measurement intercepts	0.948	0.962	0.045	1.495	23.79	2
(3) 2 Factors—school and home	0.948	0.962	0.053	1.785		
(4) 3 Factors—school support, home support, meaningful participation (3 items deleted)	0.948	0.961	0.049	1.731 ^a	8.07	2

a. Preferred model.

CFI = Comparative fit index (recommended value ≥ 0.95)

TLI = Tucker Lewis index (recommended value ≥ 0.95)

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

WRMR = Weighted root mean square residual (recommended value ≤ 1.00)

df = degrees of freedom

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. All $\Delta\chi^2$ values are statistically significant ($p < .05$).

TABLE C6

Gender measurement intercept differences for environmental resilience assets, elementary school sample

Item	Construct	Main sample	Validation sample
<i>Meaningful participation</i>			
9	... make class rules or choose things to do at school	0.000	0.000
15	Do you do things to be helpful at school?	0.363	0.201
56	Do you help out at home?	0.000	0.000
57	Do you get to make rules/choose things to do at home?	0.000	0.000
<i>Pro-social peers</i>			
50	Do your best friends get into trouble?	0.000	0.000
51	Do your best friends try to do the right thing?	-0.425	-0.431

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. Non-bolded intercepts were constrained to be zero.

factor structure. In the 3-factor solution, two items load on more than one factor (see table E84a). The 5-factor solution (table E86a)—with distinct factors

identified for self-efficacy, empathy, problem solving, self-awareness, and goals/aspirations—is also conceptually clear and is consistent with how the

FIGURE C3
Secondary school internal resilience asset scree plot, total analytic samples

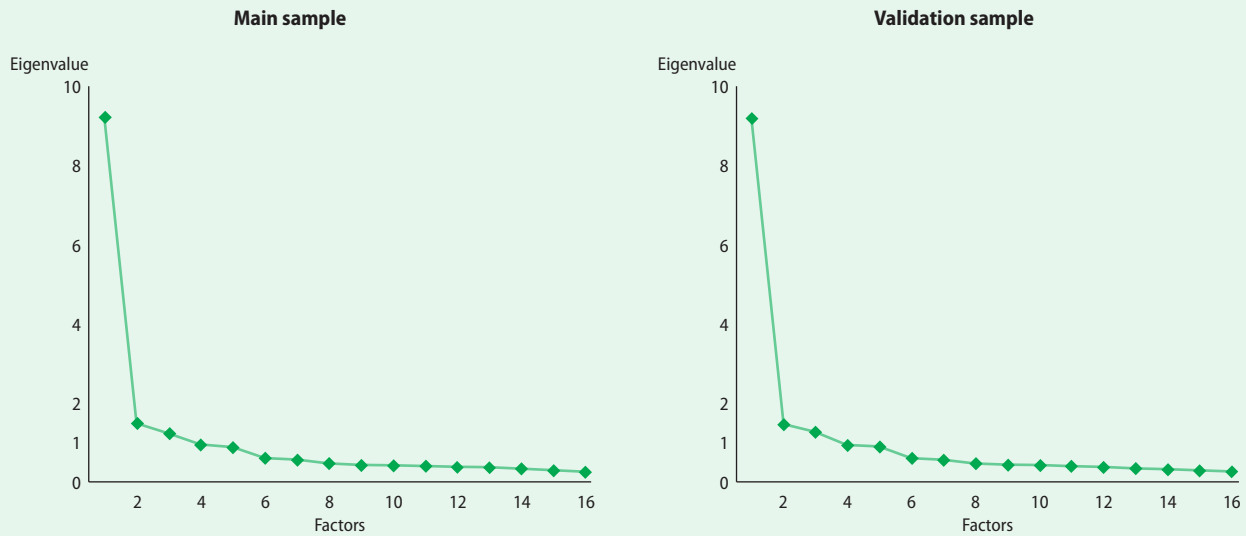


TABLE C7
Secondary school internal resilience assets, total analytic sample, goodness-of-fit information for exploratory factor analysis models

Model	Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.130	0.091	0.132	0.090
2 Factor	0.097	0.062	0.099	0.064
3 Factor	0.072	0.036	0.075	0.037
4 Factor	0.054	0.024	0.056	0.025
5 Factor	0.028	0.011	0.029	0.011
6 Factor	0.021	0.008	0.017	0.007
7 Factor	0.016	0.005	0.017	0.006

RMSEA = Root mean square error of approximation

RMSR = Root mean square residual

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

instrument is currently being used in California. CFA models were estimated to help adjudicate between the 4- and 5-factor solutions.

Confirmatory factor analysis results. CFA models were estimated consistent with the 4- and 5-factor EFA models, with all but the highest loadings from the EFA models constrained to be zero. As shown

in table C8, estimation of the 5-factor model resulted in an improvement in fit over the 4-factor model. The CFA models confirmed the pattern of factor loadings in table E86a.

Several consistent, substantively significant differences in measurement intercepts across racial/ethnic groups were evident when covariates were included in the CFA models. These differences are presented in table C9. Items R27 (“I know where to go for help with a problem”), R24 (“having goals and plans for the future”), and R26 (“plan to go to college after high school”) function differently across demographic subgroups.

Elementary school internal resilience assets

Exploratory factor analysis results. Exploratory factor analyses of the elementary school internal resilience asset items suggested that a 2-factor solution was appropriate for both the main and validation samples. However, the factor patterns were different for the two samples and for males and females. The items measure empathy and goals/aspirations, but item 40 (“Do you try to work out your problems by talking or writing about them?”) either cross-loads or does not load significantly on the two factors, depending on the analytic sample

TABLE C8

Secondary school internal assets, total analytic sample, goodness-of-fit information for confirmatory factor analysis models

Model	CFI	TLI	RMSEA	WRMR	$\Delta\chi^2$	df
<i>Main sample</i>						
(1) 4 Factors	0.891	0.979	0.079	4.841		
(2a) 5 Factors	0.915	0.984	0.068	3.988	770.99	4
(2b) 5 Factors—invariant measurement intercepts	0.923	0.980	0.055	3.200		
(2c) 5 Factors—5 variant measurement intercepts	0.931	0.982	0.053	3.007	288.45	3
(3) 4 Factors—4 items deleted	0.955	0.988	0.067	3.731		
<i>Validation sample</i>						
(1) 4 Factors	0.881	0.980	0.077	4.702		
(2a) 5 Factors	0.910	0.985	0.066	3.827	761.37	4
(2b) 5 Factors—invariant measurement intercepts	0.919	0.981	0.054	3.123		
(2c) 5 Factors—5 variant measurement intercepts	0.926	0.982	0.052	2.955	251.52	3
(3) 4 Factors—4 items deleted	0.948	0.988	0.066	3.623		

CFI = Comparative fit index

TLI = Tucker Lewis index

RMSEA = Root mean square error of approximation

WRMR = Weighted root mean square residual

df = degrees of freedom

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

TABLE C9

Measurement intercept differences for internal resilience assets, secondary school sample

Item	Construct	Female	African American	Chinese American	Mexican American
Main sample					
<i>Problem solving</i>					
R35	When I need help I find someone to talk with.	0.00	0.00	0.00	0.00
R27	I know where to go for help with a problem	-0.34	0.00	0.00	0.00
R28	I try to work out problems by talking or writing about them.	0.00	0.00	0.00	0.00
<i>Goals</i>					
R24	I have goals and plans for the future.	0.00	0.00	0.00	0.00
R25	I plan to graduate from high school.	0.00	0.34	-0.51	0.23
R26	I plan to go to college or some other school after high school.	0.00	0.00	-0.25	0.00
Validation sample					
<i>Problem solving</i>					
R35	When I need help I find someone to talk with.	0.00	0.00	0.00	0.00
R27	I know where to go for help with a problem	-0.22	0.00	0.00	0.00
R28	I try to work out problems by talking or writing about them.	0.00	0.00	0.00	0.00
<i>Goals</i>					
R24	I have goals and plans for the future.	0.00	0.00	0.00	0.00
R25	I plan to graduate from high school.	0.00	0.32	-0.52	0.20
R26	I plan to go to college or some other school after high school.	0.00	0.00	-0.30	0.00

Note: Analytic samples consist of 12,000 7th-, 9th-, and 11th-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data. Non-bolded intercepts were constrained to be zero.

FIGURE C4
Elementary school internal resilience asset scree plot, total analytic samples

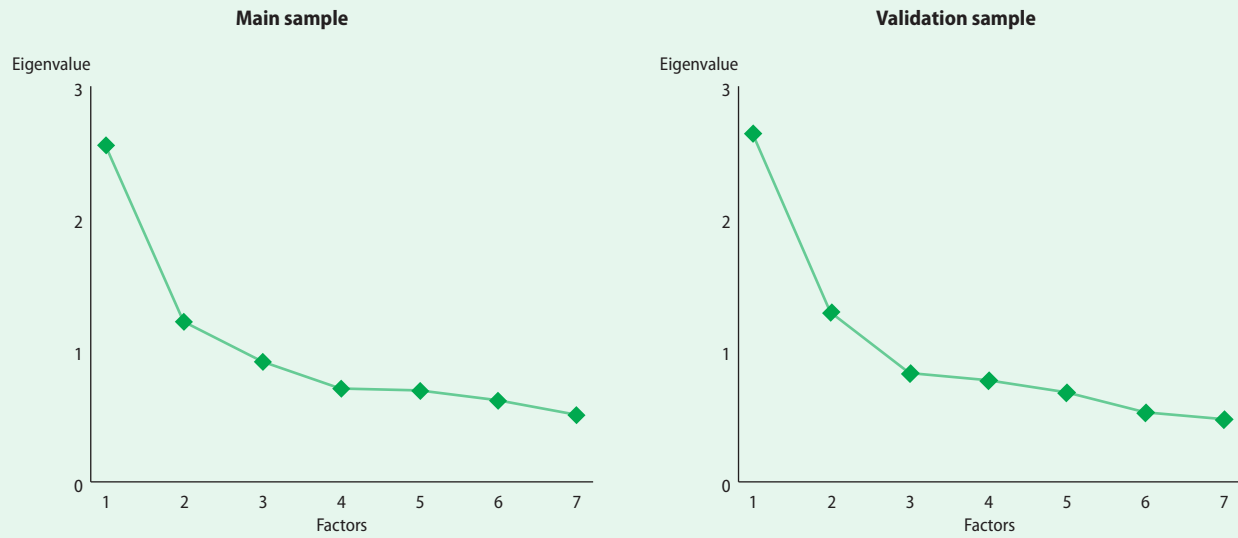


TABLE C10
Elementary school internal resilience assets, total analytic sample, goodness-of-fit information for confirmatory factor analysis models

Model	CFI	TLI	RMSEA	WRMR	$\Delta\chi^2$	df
<i>Main sample</i>						
(1) 1 Factor—Item 40 dropped	0.919	0.898	0.079	2.198		
(2) 2 Factor—empathy & goals/aspirations	0.987	0.982	0.033	1.014	69.57	1
<i>Validation sample</i>						
(1) 1 Factor—Item 40 deleted	0.877	0.846	0.103	2.777		
(2) 2 Factor—Empathy and goals/aspirations	0.959	0.942	0.063	1.649	79.92	1

CFI = Comparative fit index

TLI = Tucker Lewis index

RMSEA = Root mean square error of approximation

WRMR = Weighted root mean square residual

df = degrees of freedom

Note: Analytic samples consist of 2,000 fifth-grade respondents sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

(see tables E124a–E132). The EFA factor patterns continued to be ambiguous after dropping item 40—most likely because so few items remained to be analyzed. Thus a CFA framework was estimated with two nested models—a 1-factor model measuring overall internal assets and a 2-factor model measuring empathy and goals/aspirations.

Confirmatory factor analysis results. Table C10 shows goodness-of-fit information for the 1-factor and 2-factor CFA models. The 2-factor model (model 2)—which includes distinct factors for empathy and goals/aspirations—exhibited a significantly better fit to the observed data than the 1-factor model.

APPENDIX D

OTHER ASSESSMENTS OF RESILIENCE AND RELATED FACTORS

This appendix describes the quality and psychometric properties of other elementary and secondary school assessments of environmental and internal resilience assets.

The Search Institute's Attitude and Behavior Questionnaire (ABQ), the most commonly used asset assessment in the United States, is a 152-item questionnaire designed to assess 40 developmental assets¹⁷ among students in grades 6–12—including social competence, self-esteem, and social support in the school and home environments (Price, Dake, & Kucharewski, 2002). The instrument averages 2.3 items per subscale (asset), with 13 of the 40 Search Institute assets measured by just one item. Price et al.'s psychometric analyses of the ABQ indicated that the items assess eight developmental assets—with average internal consistency of 0.50 and stability reliabilities of 0.45 (Price et al., 2002). Thus, the ABQ has relatively poor psychometric properties. In addition, the ABQ is not built upon a strong theoretical approach and assesses only one environmental asset in the school domain (caring school climate).

The Communities That Care Youth Survey (CTC) was designed to assess an array of risk and protective factors among adolescents aged 11 to 18, including family attachment, peer pro-social involvement, and opportunities for pro-social involvement and recognition of pro-social involvement in the school, family, and community domains (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002). The instrument contains an average of 3.3 items per protective factor measured, with a mean alpha of 0.75 (Arthur et al., 1996). The protective factor scales have demonstrated respectable internal consistency on large national samples (Beyers, Toumbourou, Catalano, Arthur, & Hawkins, 2004). Although the content of the CTC survey overlaps with the resilience and youth development module, its coverage of environmental and internal assets is more limited. Just two are used to measure

opportunities for pro-social involvement and just three for recognition of pro-social involvement in the school domain. These constructs exhibited internal consistency reliabilities of 0.55 and 0.60. No test-retest reliabilities have been reported.

Several environmental and internal asset scales also have been developed for the Child Development Project (CDP) (Battistich, 2003; Battistich, Schaps, Watson, Solomon, & Lewis, 2000; Battistich, Schaps, & Wilson, 2004). The items, designed for students in grades 3–6, assess sense of school community (18 items, alpha=0.81), trust and respect for teachers (6 items, alpha=0.79), positive teacher-student relations (3 items, alpha=0.63), and peers' positive involvement in school (5 items, alpha=0.78). The CDP instrument also assesses personal and social attitudes consistent with resilience theory, including concern for others (10 items, alpha=0.80), efficacy (9 items, alpha=0.81), and global self-esteem (3 items, alpha=0.79). The domains covered by CDP are consistent with Benard's (2004) resiliency framework, and the protective factor scales demonstrate respectable internal consistency reliability, particularly given that the instrument targets elementary school students. However, with 147 items, the instrument is too lengthy for widespread administration in California school settings.

The Social Skills Rating System (SSRS) Student Form (Gresham & Elliot, 1990), another more widely used and respected assessment, assesses several personal strengths characteristic of resilience. The instrument includes 10-item scales measuring cooperation (alpha=0.68), assertion (alpha=0.59), empathy (alpha=0.75), and self-control (alpha=0.66). Stability reliabilities for these scales average 0.58 (Gresham & Elliot, 1990). Thus, both internal consistency and stability reliabilities for the SSRS student form are below conventional levels of adequacy.

Numerous other resilience-related assessments exist, including the Resilience Scale (Wagnild & Young, 1993), the Rochester Evaluation of Asset Development for Youth (Klein et al., 2006), the

Youth Asset Survey (Oman et al., 2002), the Individual Protective Factors Index (Springer & Philips, 1995), and the Resilience Scale for Adolescents (Hjemda, Friborg, Stiles, Martinussen, & Rosenvinge, 2006). However, no other instrument,

when compared with the resilience and youth development module, provides as comprehensive and balanced coverage of environmental and internal assets and is short enough for widespread administration in classroom settings.¹⁸

APPENDIX E
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TABLE E1

Secondary RYDM Environmental Assets, Grades 7, 9, and 11, Goodness of Fit Information for EFA Models

Model	Grade 7				Grade 9				Grade 11			
	Main sample		Validation sample		Main sample		Validation sample		Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.165	0.143	0.167	0.141	0.194	0.168	0.194	0.165	0.202	0.182	0.199	0.174
2 Factor	0.140	0.113	0.142	0.112	0.164	0.132	0.163	0.129	0.169	0.139	0.164	0.131
3 Factor	0.113	0.079	0.121	0.083	0.136	0.096	0.138	0.095	0.143	0.103	0.140	0.098
4 Factor	0.091	0.058	0.103	0.065	0.111	0.064	0.113	0.068	0.120	0.075	0.114	0.067
5 Factor	0.074	0.041	0.077	0.045	0.083	0.043	0.087	0.046	0.086	0.045	0.088	0.046
6 Factor	0.055	0.031	0.061	0.034	0.067	0.034	0.070	0.035	0.070	0.035	0.072	0.035
7 Factor	0.037	0.019	0.041	0.021	0.049	0.023	0.049	0.022	0.050	0.023	0.053	0.023
8 Factor	0.028	0.014	0.030	0.014	0.032	0.014	0.033	0.014	0.036	0.014	0.039	0.016
9 Factor	0.024	0.012	0.024	0.012	0.025	0.011	0.025	0.010	0.028	0.011	0.029	0.012

Note: Analytic samples consist of 4,000 respondents per grade sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

TABLE E2

Environmental Assets, Males and Females, Goodness of Fit Information for EFA Models

Model	Males				Females			
	Main sample		Validation sample		Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.183	0.153	0.185	0.150	0.186	0.170	0.182	0.164
2 Factor	0.156	0.120	0.156	0.115	0.156	0.134	0.153	0.131
3 Factor	0.124	0.082	0.131	0.085	0.131	0.097	0.129	0.095
4 Factor	0.104	0.059	0.111	0.062	0.108	0.070	0.106	0.069
5 Factor	0.078	0.041	0.086	0.044	0.082	0.046	0.082	0.046
6 Factor	0.062	0.032	0.068	0.034	0.065	0.034	0.067	0.036
7 Factor	0.043	0.021	0.046	0.021	0.046	0.022	0.048	0.023
8 Factor	0.029	0.012	0.031	0.012	0.032	0.014	0.036	0.015
9 Factor	0.023	0.010	0.024	0.010	0.026	0.011	0.027	0.011

Note: Analytic samples consist of 6,000 respondents per gender sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

TABLE E3
Environmental Assets, African American, Chinese American, Mexican American, and White, Goodness of Fit Information for EFA Models

Model	African American			Chinese American			Mexican American			White						
	Main sample		Validation sample	Main sample		Validation sample	Main sample		Validation sample	Main sample		Validation sample				
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR				
1 Factor	0.222	0.154	0.225	0.157	0.231	0.149	0.243	0.155	0.246	0.174	0.239	0.165	0.228	0.164	0.231	0.160
2 Factor	0.187	0.119	0.189	0.123	0.186	0.111	0.199	0.117	0.208	0.136	0.200	0.129	0.191	0.130	0.194	0.124
3 Factor	0.151	0.083	0.158	0.089	0.156	0.084	0.169	0.090	0.171	0.096	0.171	0.097	0.161	0.095	0.163	0.091
4 Factor	0.124	0.083	0.132	0.064	0.127	0.058	0.140	0.066	0.137	0.067	0.139	0.071	0.131	0.065	0.135	0.064
5 Factor	0.090	0.039	0.092	0.040	0.095	0.040	0.101	0.042	0.104	0.045	0.106	0.047	0.099	0.042	0.104	0.045
6 Factor	0.071	0.029	0.073	0.030	0.076	0.031	0.081	0.032	0.082	0.034	0.087	0.037	0.077	0.033	0.083	0.034
7 Factor	0.047	0.019	0.055	0.022	0.061	0.023	0.061	0.022	0.059	0.023	0.061	0.024	0.055	0.021	0.058	0.021
8 Factor	0.033	0.013	0.038	0.014	0.046	0.016	0.048	0.016	0.041	0.014	0.042	0.015	0.037	0.013	0.041	0.014
9 Factor	0.026	0.010	0.031	0.011	0.037	0.013	0.038	0.012	0.033	0.012	0.032	0.011	0.031	0.011	0.032	0.011

Note: Analytic samples consist of 3,000 respondents per racial/ethnic group sampled from surveys administered between spring 2003 and spring 2005.

Weighted data.

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

TABLE E4A
Secondary RYDM Environmental Asset EFA Results, Main Sample, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.81	0.12	-0.11	-0.03					
R8	SchlCare	School—adult who notices when I’m not there.	0.81	0.12	-0.08	-0.09					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.88	0.14	-0.04	-0.14					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.86	0.13	-0.07	-0.10					
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	0.14	-0.07	-0.15					
R11	SchlHigh	School—adult who believes that I will be a success.	0.88	0.16	-0.03	-0.13					
R12	SchlPart	School—I do interesting activities.	0.51	-0.11	0.10	0.16					
R13	SchlPart	School—I help decide things like class activities or rules	0.64	-0.26	0.04	0.18					
R14	SchlPart	School—I do things that make a difference.	0.62	-0.20	0.09	0.20					
R15	ComCare	Community—adult who really cares about me.	0.10	0.84	0.00	0.10					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.07	0.78	0.11	0.09					
R20	ComCare	Community—adult whom I trust.	0.09	0.72	0.16	0.07					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.11	0.79	0.12	0.08					
R18	ComHigh	Community—adult who believes that I will be a success.	0.11	0.80	0.13	0.08					
R19	ComHigh	Community—adult who always wants me to do my best.	0.12	0.84	0.06	0.08					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.29	-0.05	0.17	0.34					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.28	-0.05	0.16	0.35					
R23	ComPart	I help other people.	0.29	0.03	0.18	0.29					
R49	HomeCare	Home—adult who is interested in my school work.	-0.08	0.08	0.86	-0.05					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.06	0.07	0.93	-0.12					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.04	0.08	0.96	-0.16					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.09	0.13	0.68	0.08					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.07	0.17	0.88	-0.03					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.11	0.17	0.90	-0.01					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.05	-0.06	0.78	-0.03					
R55	HomePart	I do things at home that make a difference.	0.18	-0.12	0.68	0.05					
R56	HomePart	I help make decisions with my family.	0.10	-0.09	0.78	-0.01					
R42	PeerCare	A friend who really cares about me.	-0.11	0.18	-0.11	0.93					
R43	PeerCare	A friend who talks with me about my problems.	-0.16	0.14	-0.18	1.05					
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.15	0.14	-0.13	1.02					
R45	PeerHigh	My friends get into a lot of trouble.	-0.02	0.06	-0.06	-0.24					
R46	PeerHigh	My friends try to do what is right.	0.04	-0.08	0.19	0.54					
R47	PeerHigh	My friends do well in school.	0.07	-0.10	0.21	0.46					

TABLE E4B

Secondary RYDM Environmental Asset EFA Results, Validation Sample, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.81	0.10	-0.01	-0.12					
R8	SchlCare	School—adult who notices when I'm not there.	0.81	0.10	-0.07	-0.09					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.89	0.09	-0.11	-0.02					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.86	0.12	-0.07	-0.06					
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	0.13	-0.13	-0.07					
R11	SchlHigh	School—adult who believes that I will be a success.	0.90	0.10	-0.09	-0.05					
R12	SchlPart	School—I do interesting activities.	0.45	-0.13	0.20	0.15					
R13	SchlPart	School—I help decide things like class activities or rules	0.52	-0.26	0.20	0.16					
R14	SchlPart	School—I do things that make a difference.	0.49	-0.20	0.22	0.20					
R15	ComCare	Community—adult who really cares about me.	0.08	0.84	0.13	0.02					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.05	0.77	0.09	0.15					
R20	ComCare	Community—adult whom I trust.	0.06	0.72	0.09	0.18					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.09	0.78	0.09	0.15					
R18	ComHigh	Community—adult who believes that I will be a success.	0.12	0.79	0.09	0.14					
R19	ComHigh	Community—adult who always wants me to do my best.	0.12	0.85	0.08	0.07					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.12	-0.08	0.49	0.19					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.12	-0.07	0.49	0.20					
R23	ComPart	I help other people.	0.21	0.02	0.36	0.20					
R49	HomeCare	Home—adult who is interested in my school work.	-0.09	0.10	-0.08	0.87					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.09	0.11	-0.13	0.94					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.05	0.13	-0.16	0.94					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.07	0.13	0.06	0.67					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.02	0.18	-0.08	0.87					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.04	0.19	-0.06	0.86					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.02	-0.04	-0.05	0.80					
R55	HomePart	I do things at home that make a difference.	0.09	-0.11	0.11	0.72					
R56	HomePart	I help make decisions with my family.	0.02	-0.06	0.00	0.82					
R42	PeerCare	A friend who really cares about me.	-0.09	0.19	0.94	-0.15					
R43	PeerCare	A friend who talks with me about my problems.	-0.15	0.15	1.07	-0.21					
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.13	0.17	1.04	-0.18					
R45	PeerHigh	My friends get into a lot of trouble.	-0.05	0.06	-0.13	-0.15					
R46	PeerHigh	My friends try to do what is right.	0.02	-0.08	0.49	0.24					
R47	PeerHigh	My friends do well in school.	0.03	-0.07	0.44	0.23					

TABLE E5A

Secondary RYDM Environmental Asset EFA Results, Main Sample, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.08	0.03	-0.04	0.04				
R8	SchlCare	School—adult who notices when I’m not there.	0.77	0.03	0.03	0.00	0.00				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.01	0.03	0.05	-0.02				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.03	0.03	0.02	0.01				
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	-0.03	0.02	0.03	-0.01				
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.03	0.06	0.05	-0.01				
R12	SchlPart	School—I do interesting activities.	0.19	0.61	0.00	-0.03	-0.02				
R13	SchlPart	School—I help decide things like class activities or rules	0.22	0.76	-0.10	-0.14	-0.06				
R14	SchlPart	School—I do things that make a difference.	0.21	0.76	-0.04	-0.08	-0.04				
R15	ComCare	Community—adult who really cares about me.	0.04	0.01	0.90	-0.03	0.05				
R17	ComCare	Community—adult who notices when I am upset about . . .	0.00	0.05	0.84	0.07	0.03				
R20	ComCare	Community—adult whom I trust.	0.02	0.06	0.77	0.11	0.01				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.08	0.85	0.08	0.00				
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	0.04	0.85	0.09	0.02				
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.02	0.90	0.03	0.02				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.17	0.80	0.17	-0.02	0.01				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.16	0.77	0.16	-0.03	0.04				
R23	ComPart	I help other people.	0.01	0.54	0.13	0.05	0.13				
R49	HomeCare	Home—adult who is interested in my school work.	0.03	-0.08	0.03	0.84	0.02				
R51	HomeCare	Home—adult who talks with me about my problems.	0.00	-0.01	0.03	0.90	-0.08				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	-0.03	0.04	0.93	-0.11				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.03	-0.11	0.08	0.67	0.14				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.06	-0.13	0.12	0.85	0.05				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.05	-0.17	0.12	0.87	0.08				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.05	0.25	-0.06	0.71	-0.07				
R55	HomePart	I do things at home that make a difference.	-0.04	0.46	-0.08	0.57	-0.05				
R56	HomePart	I help make decisions with my family.	-0.03	0.32	-0.08	0.70	-0.06				
R42	PeerCare	A friend who really cares about me.	0.00	-0.03	0.11	-0.04	0.88				
R43	PeerCare	A friend who talks with me about my problems.	-0.03	-0.02	0.06	-0.10	0.98				
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.02	-0.04	0.06	-0.05	0.96				
R45	PeerHigh	My friends get into a lot of trouble.	-0.06	0.00	0.12	-0.08	-0.27				
R46	PeerHigh	My friends try to do what is right.	0.05	0.15	-0.16	0.19	0.54				
R47	PeerHigh	My friends do well in school.	0.05	0.16	-0.17	0.21	0.46				

TABLE E5B

Secondary RYDM Environmental Asset EFA Results, Validation Sample, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.08	0.05	-0.06	0.02				
R8	SchlCare	School—adult who notices when I'm not there.	0.76	0.03	0.04	-0.02	-0.01				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.01	0.01	0.06	-0.03				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.01	0.04	0.03	0.01				
R9	SchlHigh	School—adult who always wants me to do my best.	0.87	-0.04	0.04	0.03	-0.03				
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.02	0.03	0.03	0.00				
R12	SchlPart	School—I do interesting activities.	0.24	0.60	-0.02	-0.03	-0.02				
R13	SchlPart	School—I help decide things like class activities or rules	0.24	0.72	-0.11	-0.07	-0.05				
R14	SchlPart	School—I do things that make a difference.	0.22	0.72	-0.05	-0.04	-0.03				
R15	ComCare	Community—adult who really cares about me.	0.03	0.02	0.90	-0.03	0.06				
R17	ComCare	Community—adult who notices when I am upset about . . .	0.00	0.04	0.83	0.10	0.02				
R20	ComCare	Community—adult whom I trust.	0.01	0.06	0.78	0.13	0.02				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.07	0.84	0.10	0.01				
R18	ComHigh	Community—adult who believes that I will be a success.	0.07	0.05	0.84	0.09	0.02				
R19	ComHigh	Community—adult who always wants me to do my best.	0.07	0.01	0.90	0.03	0.01				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.16	0.81	0.15	-0.06	0.05				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.16	0.79	0.15	-0.04	0.05				
R23	ComPart	I help other people.	0.02	0.55	0.12	0.03	0.14				
R49	HomeCare	Home—adult who is interested in my school work.	0.01	-0.07	0.04	0.84	0.00				
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.02	0.06	0.89	-0.08				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.01	0.00	0.08	0.90	-0.10				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.05	-0.12	0.06	0.66	0.16				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.11	0.12	0.84	0.02				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.09	-0.16	0.12	0.84	0.07				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.05	0.29	-0.04	0.70	-0.11				
R55	HomePart	I do things at home that make a difference.	-0.07	0.50	-0.08	0.56	-0.02				
R56	HomePart	I help make decisions with my family.	-0.07	0.35	-0.05	0.70	-0.07				
R42	PeerCare	A friend who really cares about me.	0.01	0.00	0.11	-0.06	0.87				
R43	PeerCare	A friend who talks with me about my problems.	-0.05	0.02	0.05	-0.10	0.98				
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.02	0.00	0.07	-0.07	0.95				
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	0.01	0.12	-0.17	-0.17				
R46	PeerHigh	My friends try to do what is right.	0.07	0.08	-0.19	0.27	0.52				
R47	PeerHigh	My friends do well in school.	0.07	0.09	-0.17	0.25	0.46				

TABLE E6A
Secondary RYDM Environmental Asset EFA Results, Main Sample, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.12	0.03	-0.02	-0.04	0.04			
R8	SchlCare	School—adult who notices when I’m not there.	0.76	0.07	0.02	-0.05	0.01	0.01			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.05	0.02	0.00	0.04	-0.04			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.06	0.02	0.01	0.02	-0.01			
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	-0.01	0.01	0.05	0.01	-0.06			
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.05	0.05	0.04	0.03	-0.05			
R12	SchlPart	School—I do interesting activities.	0.16	0.58	0.01	0.13	-0.02	-0.01			
R13	SchlPart	School—I help decide things like class activities or rules	0.16	0.77	-0.08	-0.06	-0.07	0.08			
R14	SchlPart	School—I do things that make a difference.	0.15	0.75	-0.01	0.00	-0.03	0.07			
R15	ComCare	Community—adult who really cares about me.	0.04	-0.03	0.93	-0.01	-0.05	0.05			
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.04	0.87	-0.10	0.07	0.08			
R20	ComCare	Community—adult whom I trust.	0.02	0.03	0.80	-0.02	0.10	0.03			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.05	0.88	-0.03	0.07	0.02			
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	0.01	0.88	0.00	0.08	0.02			
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.03	0.93	0.01	0.01	0.01			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.12	0.54	0.15	0.60	-0.06	-0.20			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.10	0.50	0.13	0.63	-0.08	-0.18			
R23	ComPart	I help other people.	0.01	0.44	0.13	0.32	0.03	0.05			
R49	HomeCare	Home—adult who is interested in my school work.	0.03	-0.08	0.02	0.14	0.79	-0.04			
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	0.02	0.03	-0.06	0.89	-0.02			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.00	0.04	-0.06	0.92	-0.04			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.05	-0.15	0.07	0.29	0.58	0.01			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.07	-0.13	0.11	0.18	0.78	-0.03			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.07	-0.20	0.10	0.27	0.78	-0.05			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.07	0.28	-0.05	-0.04	0.71	0.03			
R55	HomePart	I do things at home that make a difference.	-0.08	0.48	-0.06	-0.02	0.58	0.07			
R56	HomePart	I help make decisions with my family.	-0.06	0.36	-0.07	-0.09	0.71	0.07			
R42	PeerCare	A friend who really cares about me.	-0.01	-0.01	0.11	0.15	-0.02	0.80			
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.04	0.06	0.06	-0.04	0.92			
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.03	0.01	0.06	0.08	0.00	0.89			
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	0.07	0.12	-0.33	-0.01	-0.11			
R46	PeerHigh	My friends try to do what is right.	0.06	0.02	-0.15	0.63	0.07	0.29			
R47	PeerHigh	My friends do well in school.	0.07	0.04	-0.16	0.60	0.10	0.19			

TABLE E6B

Secondary RYDM Environmental Asset EFA Results, Validation Sample, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.12	0.04	-0.03	-0.05	0.04			
R8	SchlCare	School—adult who notices when I'm not there.	0.75	0.07	0.03	-0.05	-0.01	0.01			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.05	0.00	-0.02	0.06	-0.03			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.04	0.03	0.02	0.01	0.00			
R9	SchlHigh	School—adult who always wants me to do my best.	0.87	-0.01	0.03	0.04	0.00	-0.06			
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.06	0.02	0.01	0.02	-0.02			
R12	SchlPart	School—I do interesting activities.	0.20	0.58	-0.01	0.15	-0.01	-0.02			
R13	SchlPart	School—I help decide things like class activities or rules	0.19	0.73	-0.09	-0.05	0.00	0.06			
R14	SchlPart	School—I do things that make a difference.	0.16	0.72	-0.02	0.01	0.02	0.07			
R15	ComCare	Community—adult who really cares about me.	0.02	-0.02	0.93	-0.01	-0.05	0.06			
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.02	0.85	-0.08	0.11	0.06			
R20	ComCare	Community—adult whom I trust.	0.00	0.02	0.80	0.00	0.11	0.02			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.04	0.86	-0.03	0.09	0.03			
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	0.01	0.86	0.00	0.08	0.02			
R19	ComHigh	Community—adult who always wants me to do my best.	0.07	-0.04	0.93	0.02	0.01	0.00			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.12	0.56	0.14	0.64	-0.11	-0.16			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.12	0.53	0.14	0.67	-0.09	-0.17			
R23	ComPart	I help other people.	0.01	0.47	0.12	0.33	0.01	0.06			
R49	HomeCare	Home—adult who is interested in my school work.	0.02	-0.06	0.02	0.19	0.77	-0.06			
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.04	0.06	-0.03	0.88	-0.03			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.02	0.07	-0.03	0.88	-0.05			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.15	0.05	0.33	0.54	0.03			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.10	0.10	0.20	0.76	-0.05			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.11	-0.16	0.10	0.26	0.73	-0.04			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.06	0.31	-0.04	-0.04	0.71	0.00			
R55	HomePart	I do things at home that make a difference.	-0.09	0.51	-0.06	-0.02	0.58	0.09			
R56	HomePart	I help make decisions with my family.	-0.09	0.37	-0.04	-0.11	0.72	0.07			
R42	PeerCare	A friend who really cares about me.	0.01	-0.01	0.10	0.11	-0.04	0.82			
R43	PeerCare	A friend who talks with me about my problems.	-0.05	0.03	0.05	0.04	-0.05	0.94			
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.02	0.01	0.07	0.06	-0.02	0.90			
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.04	0.12	-0.30	-0.09	-0.03			
R46	PeerHigh	My friends try to do what is right.	0.06	0.02	-0.18	0.60	0.11	0.30			
R47	PeerHigh	My friends do well in school.	0.06	0.03	-0.15	0.56	0.10	0.23			

TABLE E7A
Secondary RYDM Environmental Asset EFA Results, Main Sample, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.13	0.02	-0.04	-0.03	0.05	-0.01		
R8	SchlCare	School—adult who notices when I’m not there.	0.77	0.08	0.01	-0.06	0.02	0.04	-0.05		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.84	0.05	0.01	-0.05	0.06	-0.03	0.01		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.05	0.00	-0.01	0.04	0.02	-0.02		
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.03	-0.01	0.00	0.04	-0.04	0.02		
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.04	0.05	-0.02	0.04	-0.05	0.05		
R12	SchlPart	School—I do interesting activities.	0.16	0.49	-0.01	0.29	-0.03	0.01	-0.03		
R13	SchlPart	School—I help decide things like class activities or rules	0.14	0.77	-0.03	0.11	-0.15	0.03	-0.04		
R14	SchlPart	School—I do things that make a difference.	0.13	0.73	0.02	0.16	-0.11	0.02	0.01		
R15	ComCare	Community—adult who really cares about me.	0.03	-0.05	0.94	0.02	-0.06	0.02	0.00		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.07	0.89	-0.06	0.05	0.05	-0.04		
R20	ComCare	Community—adult whom I trust.	0.01	0.03	0.82	0.00	0.09	0.00	0.00		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.04	0.89	0.01	0.05	-0.01	-0.01		
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	-0.01	0.89	0.01	0.06	-0.02	0.02		
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.05	0.94	0.02	0.00	-0.03	0.04		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.07	0.19	0.02	0.80	0.04	-0.05	-0.02		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.05	0.12	-0.02	0.87	0.04	-0.02	-0.03		
R23	ComPart	I help other people.	0.01	0.29	0.09	0.40	0.04	0.07	0.09		
R49	HomeCare	Home—adult who is interested in my school work.	0.05	-0.08	-0.04	0.11	0.84	0.03	-0.04		
R51	HomeCare	Home—adult who talks with me about my problems.	0.00	0.10	0.01	-0.07	0.91	0.02	-0.11		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.03	0.08	0.03	-0.10	0.93	-0.02	-0.08		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.23	0.00	0.23	0.63	0.07	0.07		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.14	0.06	0.11	0.82	0.01	0.02		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.25	0.05	0.18	0.83	0.01	0.05		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.08	0.35	0.01	-0.11	0.67	-0.04	0.07		
R55	HomePart	I do things at home that make a difference.	-0.10	0.54	0.01	-0.05	0.50	-0.03	0.10		
R56	HomePart	I help make decisions with my family.	-0.07	0.45	-0.01	-0.15	0.65	-0.01	0.05		
R42	PeerCare	A friend who really cares about me.	0.02	-0.03	0.05	0.04	0.02	0.83	0.06		
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.05	-0.01	-0.04	0.00	0.96	0.00		
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.01	0.03	0.00	-0.04	0.04	0.92	0.03		
R45	PeerHigh	My friends get into a lot of trouble.	-0.05	0.06	0.03	0.03	0.04	0.02	-0.46		
R46	PeerHigh	My friends try to do what is right.	-0.01	0.02	0.02	-0.05	-0.06	0.05	0.93		
R47	PeerHigh	My friends do well in school.	0.03	0.04	-0.01	0.03	0.03	-0.02	0.70		

TABLE E7B

Secondary RYDM Environmental Asset EFA Results, Validation Sample, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.11	0.03	-0.03	-0.04	0.05	-0.02		
R8	SchlCare	School—adult who notices when I'm not there.	0.76	0.08	0.02	-0.06	0.01	0.02	-0.04		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.06	-0.01	-0.06	0.08	-0.01	0.00		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.03	0.02	-0.03	0.04	0.01	0.03		
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	-0.05	0.02	-0.01	0.06	-0.04	0.02		
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.05	0.01	-0.03	0.04	-0.01	0.02		
R12	SchlPart	School—I do interesting activities.	0.20	0.48	-0.02	0.29	-0.06	-0.02	0.01		
R13	SchlPart	School—I help decide things like class activities or rules	0.17	0.74	-0.05	0.12	-0.14	0.02	-0.03		
R14	SchlPart	School—I do things that make a difference.	0.14	0.70	0.02	0.17	-0.12	0.02	-0.01		
R15	ComCare	Community—adult who really cares about me.	0.01	-0.04	0.95	0.01	-0.07	0.03	0.02		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.05	0.88	-0.06	0.07	0.03	-0.03		
R20	ComCare	Community—adult whom I trust.	-0.01	0.02	0.82	0.00	0.08	-0.02	0.03		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.04	0.89	0.00	0.06	0.00	-0.01		
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	-0.01	0.88	0.03	0.06	-0.01	0.00		
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.07	0.95	0.05	0.00	-0.03	0.01		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.08	0.15	0.02	0.82	0.04	-0.03	-0.02		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.07	0.09	0.01	0.87	0.07	-0.03	-0.03		
R23	ComPart	I help other people.	0.01	0.28	0.08	0.43	0.03	0.09	0.06		
R49	HomeCare	Home—adult who is interested in my school work.	0.04	-0.06	-0.04	0.12	0.84	0.00	-0.01		
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	0.15	0.03	-0.06	0.88	0.02	-0.11		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.03	0.13	0.05	-0.09	0.88	-0.01	-0.08		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.08	-0.24	-0.02	0.21	0.63	0.07	0.11		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.10	-0.10	0.06	0.11	0.81	0.00	0.02		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.12	-0.20	0.04	0.15	0.81	0.03	0.03		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.07	0.43	0.01	-0.11	0.60	-0.07	0.08		
R55	HomePart	I do things at home that make a difference.	-0.11	0.61	-0.01	-0.02	0.44	0.03	0.08		
R56	HomePart	I help make decisions with my family.	-0.09	0.53	0.02	-0.17	0.59	0.00	0.05		
R42	PeerCare	A friend who really cares about me.	0.03	-0.03	0.04	0.02	0.02	0.83	0.05		
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.05	-0.02	-0.03	0.01	0.96	-0.01		
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	0.02	0.01	-0.03	0.03	0.91	0.03		
R45	PeerHigh	My friends get into a lot of trouble.	-0.06	0.04	0.04	0.01	-0.03	0.09	-0.43		
R46	PeerHigh	My friends try to do what is right.	-0.01	0.02	-0.01	-0.02	-0.04	0.08	0.86		
R47	PeerHigh	My friends do well in school.	0.01	0.05	0.03	-0.03	-0.04	-0.01	0.78		

TABLE E8A

Secondary RYDM Environmental Asset EFA Results, Main Sample, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.08	0.02	-0.02	-0.07	0.03	0.06	-0.01	
R8	SchlCare	School—adult who notices when I’m not there.	0.79	0.02	0.01	-0.03	-0.03	0.04	0.04	-0.06	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.02	0.01	-0.01	0.02	0.04	-0.02	0.00	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.02	0.00	0.01	0.02	-0.01	0.02	-0.02	
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.05	-0.02	0.03	0.05	-0.06	-0.03	0.02	
R11	SchlHigh	School—adult who believes that I will be a success.	0.83	0.01	0.05	0.00	0.03	-0.01	-0.05	0.04	
R12	SchlPart	School—I do interesting activities.	0.08	0.57	-0.01	0.19	0.08	-0.06	-0.01	-0.01	
R13	SchlPart	School—I help decide things like class activities or rules	0.02	0.91	-0.02	-0.09	-0.01	-0.02	0.00	0.00	
R14	SchlPart	School—I do things that make a difference.	0.04	0.79	0.04	0.01	-0.02	0.05	0.00	0.04	
R15	ComCare	Community—adult who really cares about me.	0.04	-0.05	0.95	0.03	-0.04	-0.04	0.02	0.00	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.03	0.90	-0.05	0.01	0.07	0.05	-0.04	
R20	ComCare	Community—adult whom I trust.	0.02	-0.04	0.82	0.02	0.03	0.08	0.00	0.00	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.01	0.90	0.02	0.03	0.04	-0.01	-0.01	
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.05	0.90	-0.02	0.10	-0.05	-0.02	0.03	
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.01	0.95	0.00	0.05	-0.08	-0.03	0.04	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.06	0.02	0.82	0.01	0.03	-0.04	-0.03	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.02	-0.07	-0.03	0.97	0.00	0.01	-0.01	-0.06	
R23	ComPart	I help other people.	0.05	0.10	0.09	0.46	-0.09	0.19	0.08	0.07	
R49	HomeCare	Home—adult who is interested in my school work.	-0.02	0.07	-0.03	0.00	0.86	0.01	0.01	-0.02	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.08	0.02	-0.12	0.77	0.27	0.01	-0.10	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.01	0.03	-0.12	0.76	0.32	-0.03	-0.06	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	-0.02	0.01	0.13	0.76	-0.18	0.06	0.09	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	-0.02	0.07	0.03	0.83	0.02	0.00	0.03	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.03	-0.08	0.05	0.09	0.89	-0.08	-0.01	0.06	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.08	-0.01	0.04	0.30	0.63	-0.02	0.04	
R55	HomePart	I do things at home that make a difference.	-0.02	0.11	0.00	0.08	0.09	0.68	0.00	0.08	
R56	HomePart	I help make decisions with my family.	0.03	-0.02	-0.02	0.01	0.23	0.70	0.03	0.01	
R42	PeerCare	A friend who really cares about me.	0.02	-0.04	0.04	0.05	0.04	-0.04	0.83	0.06	
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.03	-0.01	-0.03	-0.01	0.01	0.96	0.00	
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.00	0.00	0.00	-0.03	0.02	0.02	0.92	0.02	
R45	PeerHigh	My friends get into a lot of trouble.	-0.05	0.05	0.03	0.03	0.01	0.01	0.02	-0.45	
R46	PeerHigh	My friends try to do what is right.	-0.02	0.02	0.02	-0.07	-0.03	0.05	0.04	0.92	
R47	PeerHigh	My friends do well in school.	0.02	0.03	-0.01	0.01	0.05	0.05	-0.02	0.68	

TABLE E8B

Secondary RYDM Environmental Asset EFA Results, Validation Sample, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.03	0.03	0.01	-0.10	0.06	0.05	-0.03	
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.03	0.02	-0.03	-0.04	0.04	0.03	-0.04	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	0.02	-0.02	-0.03	0.04	0.04	-0.01	-0.01	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	-0.02	0.01	0.01	0.01	0.01	0.01	0.02	
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.07	0.01	0.03	0.05	-0.05	-0.04	0.01	
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.07	0.01	-0.03	0.06	-0.05	-0.01	0.02	
R12	SchlPart	School—I do interesting activities.	0.11	0.59	-0.01	0.18	0.06	-0.07	-0.04	0.03	
R13	SchlPart	School—I help decide things like class activities or rules	0.03	0.88	-0.03	-0.09	-0.01	0.01	0.00	0.00	
R14	SchlPart	School—I do things that make a difference.	0.02	0.80	0.04	0.00	-0.02	0.04	0.01	0.03	
R15	ComCare	Community—adult who really cares about me.	0.02	-0.06	0.95	0.03	-0.08	-0.01	0.03	0.02	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.01	0.89	-0.06	0.02	0.08	0.03	-0.03	
R20	ComCare	Community—adult whom I trust.	0.00	-0.02	0.83	0.01	0.04	0.06	-0.02	0.03	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	-0.01	0.89	0.02	0.01	0.07	0.00	-0.01	
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.08	0.89	-0.02	0.11	-0.07	-0.01	0.00	
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.02	0.95	0.01	0.07	-0.12	-0.03	0.01	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.06	0.02	0.83	0.02	0.01	-0.02	-0.03	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.00	-0.07	-0.01	0.97	0.02	0.03	-0.02	-0.05	
R23	ComPart	I help other people.	0.04	0.13	0.08	0.47	-0.08	0.16	0.09	0.05	
R49	HomeCare	Home—adult who is interested in my school work.	-0.03	0.05	-0.03	0.03	0.85	0.03	-0.01	0.00	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.05	0.08	0.04	-0.12	0.74	0.30	0.02	-0.09	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.03	0.06	-0.12	0.73	0.32	-0.02	-0.07	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	-0.03	0.00	0.11	0.75	-0.20	0.07	0.12	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.06	-0.02	0.07	0.03	0.81	0.04	-0.01	0.03	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.08	0.05	0.08	0.85	-0.05	0.03	0.03	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.04	-0.07	-0.01	0.05	0.23	0.67	-0.06	0.06	
R55	HomePart	I do things at home that make a difference.	-0.03	0.15	-0.03	0.10	0.06	0.68	0.04	0.05	
R56	HomePart	I help make decisions with my family.	0.02	-0.02	0.00	-0.01	0.16	0.77	0.02	0.02	
R42	PeerCare	A friend who really cares about me.	0.04	-0.05	0.04	0.04	0.03	-0.02	0.83	0.05	
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.03	-0.02	-0.03	0.00	0.02	0.96	-0.01	
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.01	0.01	0.01	-0.03	0.03	0.01	0.91	0.03	
R45	PeerHigh	My friends get into a lot of trouble.	-0.07	0.07	0.04	-0.01	-0.02	-0.03	0.09	-0.42	
R46	PeerHigh	My friends try to do what is right.	-0.02	0.02	-0.01	-0.04	-0.01	0.02	0.07	0.85	
R47	PeerHigh	My friends do well in school.	-0.01	0.04	0.04	-0.05	-0.02	0.05	-0.01	0.77	

TABLE E9A

Secondary RYDM Environmental Asset EFA Results, Main Sample, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.07	0.02	0.02	-0.04	-0.05	0.05	0.03	0.11
R8	SchlCare	School—adult who notices when I'm not there.	0.79	0.01	0.01	0.01	-0.01	-0.02	0.04	-0.03	0.08
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.02	0.01	-0.01	0.02	0.03	-0.02	0.00	-0.01
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.01	0.00	0.04	0.04	-0.05	0.02	0.00	0.06
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.04	-0.02	-0.01	0.04	0.00	-0.03	-0.02	-0.12
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.02	0.05	-0.05	0.00	0.08	-0.04	0.00	-0.15
R12	SchlPart	School—I do interesting activities.	0.09	0.57	-0.01	0.17	0.08	-0.04	-0.01	-0.02	-0.03
R13	SchlPart	School—I help decide things like class activities or rules	0.02	0.91	-0.02	-0.08	0.00	-0.03	0.00	0.01	0.07
R14	SchlPart	School—I do things that make a difference.	0.04	0.80	0.04	-0.02	-0.04	0.09	0.00	0.02	-0.04
R15	ComCare	Community—adult who really cares about me.	0.04	-0.05	0.95	0.03	-0.03	-0.08	0.01	0.02	0.01
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.03	0.90	-0.02	0.02	0.01	0.04	-0.01	0.09
R20	ComCare	Community—adult whom I trust.	0.02	-0.04	0.82	0.04	0.04	0.04	0.00	0.02	0.05
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.02	0.90	0.03	0.04	-0.01	-0.01	0.01	0.05
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.05	0.90	-0.05	0.07	0.03	-0.01	-0.01	-0.09
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.00	0.95	-0.03	0.02	-0.01	-0.02	0.00	-0.11
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.05	0.02	0.83	0.03	-0.02	-0.04	-0.01	0.02
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.01	-0.08	-0.03	0.98	0.02	-0.03	-0.01	-0.03	0.00
R23	ComPart	I help other people.	0.05	0.10	0.09	0.44	-0.10	0.21	0.08	0.06	-0.05
R49	HomeCare	Home—adult who is interested in my school work.	-0.02	0.07	-0.03	0.01	0.89	-0.03	0.01	-0.02	0.12
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.04	0.01	0.02	0.84	0.06	0.01	0.01	0.44
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	-0.04	0.03	-0.02	0.78	0.19	-0.04	0.01	0.30
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	0.01	0.01	0.06	0.75	-0.10	0.06	0.03	-0.12
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	0.00	0.08	-0.04	0.83	0.08	0.01	-0.01	-0.01
R52	HomeHigh	Home—adult who always wants me to do my best.	0.04	-0.06	0.06	0.02	0.89	0.01	0.00	0.01	-0.06
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.06	-0.01	-0.01	0.28	0.66	-0.02	0.00	0.02
R55	HomePart	I do things at home that make a difference.	-0.02	0.13	0.01	0.02	0.06	0.74	0.00	0.03	-0.03
R56	HomePart	I help make decisions with my family.	0.04	0.00	-0.02	-0.03	0.22	0.72	0.03	-0.02	0.05
R42	PeerCare	A friend who really cares about me.	0.03	-0.04	0.05	0.04	0.04	-0.02	0.83	0.05	-0.05
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.03	-0.01	-0.02	-0.01	0.00	0.96	0.00	0.03
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	0.00	0.00	-0.03	0.02	0.03	0.92	0.02	-0.01
R45	PeerHigh	My friends get into a lot of trouble.	-0.05	0.05	0.03	0.02	0.00	0.03	0.02	-0.45	0.01
R46	PeerHigh	My friends try to do what is right.	-0.03	0.02	0.02	-0.04	-0.02	0.00	0.04	0.93	0.00
R47	PeerHigh	My friends do well in school.	0.02	0.02	-0.01	0.04	0.06	0.01	-0.02	0.68	0.01

TABLE E9B

Secondary RYDM Environmental Asset EFA Results, Validation Sample, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.03	0.02	0.05	-0.10	0.01	0.06	-0.01	0.07
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.02	0.02	0.00	-0.04	-0.01	0.03	-0.02	0.08
R10	SchlCare	School—adult who listens to me when I have something . . .	0.84	0.02	-0.02	-0.02	0.05	0.02	-0.01	-0.01	0.01
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	-0.02	0.01	0.03	0.02	-0.03	0.01	0.04	0.04
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.07	0.01	0.01	0.05	0.00	-0.04	-0.01	-0.09
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.08	0.01	-0.07	0.06	0.01	-0.01	-0.01	-0.12
R12	SchlPart	School—I do interesting activities.	0.11	0.58	-0.01	0.18	0.07	-0.08	-0.04	0.03	0.02
R13	SchlPart	School—I help decide things like class activities or rules	0.03	0.88	-0.03	-0.07	-0.01	-0.02	0.00	0.01	0.09
R14	SchlPart	School—I do things that make a difference.	0.02	0.82	0.04	-0.04	-0.02	0.09	0.00	0.00	-0.07
R15	ComCare	Community—adult who really cares about me.	0.02	-0.04	0.95	0.04	-0.06	-0.05	0.03	0.03	0.00
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.02	0.89	-0.03	0.03	0.01	0.04	0.00	0.11
R20	ComCare	Community—adult whom I trust.	0.00	-0.02	0.82	0.04	0.05	0.02	-0.01	0.05	0.07
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.00	0.89	0.03	0.02	0.02	-0.01	0.00	0.05
R18	ComHigh	Community—adult who believes that I will be a success.	0.03	0.07	0.89	-0.05	0.09	0.02	-0.01	-0.03	-0.08
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.00	0.96	-0.03	0.04	-0.01	-0.03	-0.02	-0.13
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.05	0.01	0.84	0.03	-0.03	-0.02	0.00	0.02
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.00	-0.09	-0.02	0.99	0.03	-0.02	-0.02	-0.03	0.01
R23	ComPart	I help other people.	0.04	0.13	0.08	0.44	-0.08	0.20	0.09	0.04	-0.09
R49	HomeCare	Home—adult who is interested in my school work.	-0.03	0.05	-0.03	0.03	0.88	-0.02	-0.01	0.01	0.16
R51	HomeCare	Home—adult who talks with me about my problems.	-0.05	0.05	0.01	0.02	0.75	0.10	0.03	-0.01	0.48
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.03	-0.02	0.05	-0.01	0.70	0.19	-0.02	0.00	0.34
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	0.00	0.01	0.05	0.78	-0.13	0.06	0.08	-0.08
R50	HomeHigh	Home—adult who believes that I will be a success.	0.05	0.01	0.08	-0.03	0.82	0.10	-0.01	-0.02	0.01
R52	HomeHigh	Home—adult who always wants me to do my best.	0.07	-0.06	0.06	0.01	0.85	0.04	0.02	-0.02	-0.03
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.04	-0.06	0.00	0.00	0.21	0.70	-0.06	0.03	0.03
R55	HomePart	I do things at home that make a difference.	-0.04	0.16	-0.02	0.03	0.03	0.76	0.04	0.01	-0.06
R56	HomePart	I help make decisions with my family.	0.02	-0.01	0.01	-0.04	0.14	0.78	0.02	0.00	0.07
R42	PeerCare	A friend who really cares about me.	0.04	-0.04	0.04	0.03	0.03	-0.01	0.83	0.04	-0.03
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.02	-0.02	-0.02	0.00	0.01	0.96	0.00	0.03
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.01	0.00	0.01	-0.02	0.03	0.01	0.91	0.03	0.01
R45	PeerHigh	My friends get into a lot of trouble.	-0.07	0.07	0.04	-0.02	-0.03	-0.02	0.09	-0.42	0.01
R46	PeerHigh	My friends try to do what is right.	-0.02	0.01	-0.01	-0.02	0.00	0.01	0.08	0.84	-0.03
R47	PeerHigh	My friends do well in school.	-0.01	0.03	0.03	-0.02	-0.02	0.00	-0.01	0.79	0.03

TABLE E10

Secondary RYDM Environmental Asset EFA Results, Grade 7, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.78	0.08	-0.18	0.13					
R8	SchlCare	School—adult who notices when I'm not there.	0.75	0.08	-0.16	0.10					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.81	0.10	-0.12	0.08					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.79	0.11	-0.15	0.10					
R9	SchlHigh	School—adult who always wants me to do my best.	0.84	0.12	-0.17	0.10					
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.15	-0.14	0.10					
R12	SchlPart	School—I do interesting activities.	0.53	-0.07	0.25	-0.07					
R13	SchlPart	School—I help decide things like class activities or rules	0.65	-0.18	0.24	-0.10					
R14	SchlPart	School—I do things that make a difference.	0.65	-0.16	0.29	-0.09					
R15	ComCare	Community—adult who really cares about me.	0.08	0.86	0.02	0.02					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.05	0.80	0.13	0.03					
R20	ComCare	Community—adult whom I trust.	0.06	0.75	0.15	0.02					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.12	0.80	0.15	-0.02					
R18	ComHigh	Community—adult who believes that I will be a success.	0.09	0.81	0.16	0.01					
R19	ComHigh	Community—adult who always wants me to do my best.	0.12	0.86	0.08	0.01					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.34	0.08	0.47	-0.35					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.33	0.09	0.49	-0.31					
R23	ComPart	I help other people.	0.34	0.05	0.40	-0.04					
R49	HomeCare	Home—adult who is interested in my school work.	-0.11	0.11	0.81	0.06					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.13	0.08	0.85	0.07					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.11	0.07	0.87	0.06					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.13	0.16	0.70	0.10					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.14	0.18	0.84	0.11					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.19	0.18	0.88	0.09					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.05	-0.06	0.70	0.10					
R55	HomePart	I do things at home that make a difference.	0.19	-0.15	0.68	0.06					
R56	HomePart	I help make decisions with my family.	0.09	-0.09	0.72	0.09					
R42	PeerCare	A friend who really cares about me.	0.08	0.10	0.10	0.75					
R43	PeerCare	A friend who talks with me about my problems.	0.08	0.02	0.05	0.84					
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.05	0.02	0.10	0.85					
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.07	-0.07	-0.25					
R46	PeerHigh	My friends try to do what is right.	0.16	-0.13	0.32	0.45					
R47	PeerHigh	My friends do well in school.	0.16	-0.14	0.33	0.36					

TABLE E11

Secondary RYDM Environmental Asset EFA Results, Grade 7, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.04	0.03	-0.08	0.05				
R8	SchlCare	School—adult who notices when I'm not there.	0.77	-0.02	0.03	-0.02	0.00				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.00	0.04	0.05	-0.04				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.79	-0.01	0.06	0.01	-0.02				
R9	SchlHigh	School—adult who always wants me to do my best.	0.86	-0.06	0.06	0.03	-0.02				
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	-0.01	0.10	0.02	-0.02				
R12	SchlPart	School—I do interesting activities.	0.27	0.51	-0.03	0.01	-0.01				
R13	SchlPart	School—I help decide things like class activities or rules	0.28	0.67	-0.11	-0.10	-0.02				
R14	SchlPart	School—I do things that make a difference.	0.30	0.66	-0.10	-0.04	-0.01				
R15	ComCare	Community—adult who really cares about me.	0.07	0.00	0.86	-0.02	0.05				
R17	ComCare	Community—adult who notices when I am upset about . . .	0.03	0.04	0.80	0.09	0.05				
R20	ComCare	Community—adult whom I trust.	0.02	0.07	0.76	0.09	0.04				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.08	0.09	0.80	0.10	0.00				
R18	ComHigh	Community—adult who believes that I will be a success.	0.07	0.06	0.81	0.12	0.02				
R19	ComHigh	Community—adult who always wants me to do my best.	0.09	0.04	0.86	0.04	0.03				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.18	0.84	0.19	-0.06	-0.06				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.19	0.83	0.20	-0.05	-0.02				
R23	ComPart	I help other people.	0.03	0.52	0.10	0.11	0.09				
R49	HomeCare	Home—adult who is interested in my school work.	0.02	-0.04	0.07	0.85	-0.05				
R51	HomeCare	Home—adult who talks with me about my problems.	0.01	-0.05	0.04	0.89	-0.06				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	-0.07	0.02	0.94	-0.08				
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.03	-0.06	0.13	0.73	0.04				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.00	-0.07	0.15	0.86	0.02				
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.04	-0.08	0.15	0.91	-0.01				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.01	0.19	-0.08	0.65	0.04				
R55	HomePart	I do things at home that make a difference.	0.00	0.40	-0.15	0.54	0.04				
R56	HomePart	I help make decisions with my family.	0.01	0.24	-0.11	0.66	0.03				
R42	PeerCare	A friend who really cares about me.	-0.02	0.00	0.14	-0.06	0.86				
R43	PeerCare	A friend who talks with me about my problems.	-0.03	-0.02	0.06	-0.11	0.97				
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.04	-0.05	0.05	-0.03	0.96				
R45	PeerHigh	My friends get into a lot of trouble.	-0.11	0.07	0.08	-0.08	-0.27				
R46	PeerHigh	My friends try to do what is right.	0.07	0.07	-0.13	0.22	0.52				
R47	PeerHigh	My friends do well in school.	0.09	0.08	-0.15	0.25	0.41				

TABLE E12

Secondary RYDM Environmental Asset EFA Results, Grade 7, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.13	0.02	-0.05	-0.07	0.05			
R8	SchlCare	School—adult who notices when I'm not there.	0.76	0.08	0.02	-0.08	-0.01	0.00			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.08	0.02	-0.04	0.05	-0.06			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.79	0.07	0.05	-0.04	0.01	-0.03			
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	0.00	0.03	-0.01	0.03	-0.05			
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.06	0.08	-0.02	0.02	-0.03			
R12	SchlPart	School—I do interesting activities.	0.22	0.45	-0.02	0.23	0.01	0.00			
R13	SchlPart	School—I help decide things like class activities or rules	0.17	0.73	-0.04	0.08	-0.08	0.07			
R14	SchlPart	School—I do things that make a difference.	0.21	0.66	-0.04	0.15	-0.03	0.05			
R15	ComCare	Community—adult who really cares about me.	0.06	-0.08	0.88	0.03	-0.02	0.05			
R17	ComCare	Community—adult who notices when I am upset about . . .	0.00	0.02	0.83	-0.04	0.09	0.08			
R20	ComCare	Community—adult whom I trust.	0.01	0.00	0.77	0.06	0.09	0.05			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.06	0.02	0.82	0.05	0.09	0.01			
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	-0.01	0.83	0.04	0.11	0.03			
R19	ComHigh	Community—adult who always wants me to do my best.	0.08	-0.04	0.88	0.06	0.03	0.04			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.11	0.31	0.14	0.77	-0.08	-0.16			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.12	0.26	0.14	0.87	-0.10	-0.14			
R23	ComPart	I help other people.	0.03	0.30	0.08	0.45	0.08	0.04			
R49	HomeCare	Home—adult who is interested in my school work.	0.04	-0.03	0.05	0.05	0.83	-0.07			
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	0.11	0.07	-0.19	0.90	-0.01			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.04	0.07	0.04	-0.17	0.94	-0.04			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.03	-0.18	0.09	0.21	0.67	-0.02			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.03	-0.09	0.12	0.10	0.82	-0.02			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.18	0.10	0.18	0.86	-0.08			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.05	0.27	-0.05	0.01	0.65	0.08			
R55	HomePart	I do things at home that make a difference.	-0.07	0.47	-0.10	0.07	0.53	0.09			
R56	HomePart	I help make decisions with my family.	-0.05	0.36	-0.06	-0.05	0.66	0.09			
R42	PeerCare	A friend who really cares about me.	-0.03	0.04	0.15	0.01	-0.04	0.84			
R43	PeerCare	A friend who talks with me about my problems.	-0.05	0.11	0.09	-0.11	-0.07	0.96			
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.05	0.06	0.07	-0.09	0.00	0.94			
R45	PeerHigh	My friends get into a lot of trouble.	-0.16	0.17	0.12	-0.21	-0.04	-0.18			
R46	PeerHigh	My friends try to do what is right.	0.11	-0.11	-0.18	0.44	0.14	0.40			
R47	PeerHigh	My friends do well in school.	0.14	-0.11	-0.19	0.43	0.18	0.27			

TABLE E13

Secondary RYDM Environmental Asset EFA Results, Grade 7, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.10	0.00	-0.02	-0.05	0.08	-0.03		
R8	SchlCare	School—adult who notices when I'm not there.	0.75	0.07	0.00	-0.05	0.01	0.03	-0.04		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.80	0.06	0.01	-0.03	0.06	-0.04	0.02		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.78	0.04	0.02	-0.02	0.03	0.00	-0.01		
R9	SchlHigh	School—adult who always wants me to do my best.	0.87	-0.05	-0.01	0.02	0.05	-0.01	0.00		
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.03	0.05	0.00	0.04	0.00	-0.02		
R12	SchlPart	School—I do interesting activities.	0.19	0.45	0.00	0.20	-0.01	-0.03	0.04		
R13	SchlPart	School—I help decide things like class activities or rules	0.11	0.80	0.05	0.03	-0.14	-0.01	0.00		
R14	SchlPart	School—I do things that make a difference.	0.15	0.71	0.03	0.09	-0.09	-0.04	0.07		
R15	ComCare	Community—adult who really cares about me.	0.04	-0.06	0.92	0.02	-0.04	0.03	-0.01		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.06	0.87	-0.06	0.07	0.04	-0.04		
R20	ComCare	Community—adult whom I trust.	-0.01	0.02	0.81	0.03	0.07	0.02	0.00		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.05	0.86	0.02	0.07	-0.03	0.00		
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.03	0.88	-0.01	0.08	-0.02	0.03		
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	0.00	0.93	-0.01	0.00	-0.02	0.05		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.02	0.12	0.00	0.81	0.02	0.01	-0.12		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.03	0.05	-0.01	0.91	-0.01	0.01	-0.02		
R23	ComPart	I help other people.	0.03	0.25	0.06	0.41	0.08	0.03	0.11		
R49	HomeCare	Home—adult who is interested in my school work.	0.06	-0.07	0.02	0.06	0.83	-0.03	0.00		
R51	HomeCare	Home—adult who talks with me about my problems.	0.01	0.11	0.05	-0.13	0.90	0.04	-0.14		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	0.08	0.03	-0.14	0.93	-0.02	-0.08		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.06	-0.25	0.03	0.21	0.67	0.01	0.11		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.05	-0.13	0.08	0.10	0.82	0.01	0.05		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.05	-0.23	0.05	0.17	0.86	-0.04	0.09		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.07	0.30	-0.03	-0.04	0.62	0.04	0.05		
R55	HomePart	I do things at home that make a difference.	-0.10	0.52	-0.06	0.00	0.49	0.03	0.06		
R56	HomePart	I help make decisions with my family.	-0.07	0.41	-0.03	-0.10	0.63	0.04	0.01		
R42	PeerCare	A friend who really cares about me.	0.03	-0.06	0.06	0.08	0.01	0.81	0.05		
R43	PeerCare	A friend who talks with me about my problems.	0.01	0.03	0.00	-0.02	-0.02	0.92	0.00		
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.02	-0.02	-0.02	-0.02	0.06	0.89	0.04		
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.08	0.02	0.05	0.03	0.00	-0.46		
R46	PeerHigh	My friends try to do what is right.	-0.06	0.08	0.03	-0.08	-0.04	0.06	0.94		
R47	PeerHigh	My friends do well in school.	0.02	0.07	-0.01	-0.02	0.09	-0.03	0.67		

TABLE E14
Secondary RYDM Environmental Asset EFA Results, Grade 7, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.08	0.00	-0.02	-0.06	0.00	0.07	-0.02	
R8	SchlCare	School—adult who notices when I’m not there.	0.76	0.03	0.00	-0.04	-0.01	0.01	0.02	-0.04	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.00	0.02	-0.01	0.01	0.05	-0.05	0.02	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.79	0.04	0.02	-0.01	0.04	-0.04	0.01	-0.02	
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.07	-0.01	0.04	0.04	-0.03	-0.01	0.01	
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	-0.02	0.06	0.03	0.01	0.02	-0.01	-0.01	
R12	SchlPart	School—I do interesting activities.	0.14	0.51	-0.03	0.15	0.06	-0.03	-0.02	0.03	
R13	SchlPart	School—I help decide things like class activities or rules	0.01	0.91	0.01	-0.08	-0.02	-0.02	0.02	-0.02	
R14	SchlPart	School—I do things that make a difference.	0.08	0.74	0.01	0.02	-0.01	0.03	-0.02	0.06	
R15	ComCare	Community—adult who really cares about me.	0.04	-0.02	0.92	0.01	0.00	-0.10	0.03	-0.02	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.02	0.88	-0.05	0.03	0.06	0.04	-0.04	
R20	ComCare	Community—adult whom I trust.	0.00	-0.03	0.82	0.05	0.03	0.05	0.02	0.00	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.06	0.86	0.01	0.07	-0.02	-0.03	0.00	
R18	ComHigh	Community—adult who believes that I will be a success.	0.03	0.02	0.88	0.00	0.07	0.01	-0.02	0.03	
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.03	0.93	0.01	-0.02	0.00	-0.03	0.05	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.01	0.02	0.01	0.83	-0.02	0.06	0.00	-0.12	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.00	-0.05	0.00	0.95	-0.03	0.02	0.00	-0.02	
R23	ComPart	I help other people.	0.04	0.17	0.06	0.42	0.04	0.10	0.03	0.12	
R49	HomeCare	Home—adult who is interested in my school work.	-0.02	0.13	-0.01	-0.03	0.89	-0.06	-0.01	-0.02	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	0.10	0.04	-0.16	0.82	0.21	0.04	-0.14	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	0.01	0.02	-0.14	0.82	0.25	-0.02	-0.08	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.00	-0.05	0.01	0.14	0.78	-0.18	0.03	0.09	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.01	-0.03	0.07	0.05	0.83	0.00	0.02	0.04	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.13	0.04	0.13	0.88	-0.03	-0.03	0.08	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.03	-0.08	0.00	0.07	0.34	0.53	0.01	0.06	
R55	HomePart	I do things at home that make a difference.	-0.04	0.16	-0.03	0.09	0.18	0.58	0.01	0.08	
R56	HomePart	I help make decisions with my family.	0.03	-0.01	0.01	0.00	0.30	0.62	0.02	0.03	
R42	PeerCare	A friend who really cares about me.	0.02	-0.01	0.05	0.06	0.05	-0.06	0.81	0.04	
R43	PeerCare	A friend who talks with me about my problems.	0.00	0.04	0.00	-0.03	-0.02	0.02	0.92	0.00	
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.02	-0.03	-0.02	-0.01	0.03	0.04	0.89	0.04	
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	0.03	0.03	0.07	-0.02	0.09	0.00	-0.46	
R46	PeerHigh	My friends try to do what is right.	-0.05	0.03	0.03	-0.07	-0.06	0.07	0.05	0.94	
R47	PeerHigh	My friends do well in school.	0.04	0.01	-0.01	0.00	0.05	0.09	-0.03	0.66	

TABLE E15

Secondary RYDM Environmental Asset EFA Results, Grade 7, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.06	-0.01	0.06	-0.05	-0.05	0.06	0.03	0.13
R8	SchlCare	School—adult who notices when I'm not there.	0.76	0.03	0.00	0.00	0.00	-0.02	0.02	0.00	0.07
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.00	0.02	0.00	0.01	0.05	-0.05	0.03	-0.01
R7	SchlHigh	School—adult who tells me when I do a good job.	0.79	0.03	0.01	0.02	0.05	-0.06	0.00	0.00	0.04
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.06	0.00	-0.01	0.03	0.00	0.00	-0.03	-0.14
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.00	0.07	-0.06	-0.03	0.08	0.01	-0.07	-0.19
R12	SchlPart	School—I do interesting activities.	0.14	0.53	-0.02	0.09	0.05	0.00	-0.01	-0.01	-0.10
R13	SchlPart	School—I help decide things like class activities or rules	0.00	0.91	0.01	-0.08	-0.03	-0.01	0.02	-0.02	0.05
R14	SchlPart	School—I do things that make a difference.	0.08	0.75	0.01	0.00	-0.01	0.04	-0.02	0.05	0.01
R15	ComCare	Community—adult who really cares about me.	0.03	-0.03	0.91	0.05	0.02	-0.13	0.02	0.02	0.06
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.02	0.88	-0.03	0.03	0.04	0.04	-0.02	0.06
R20	ComCare	Community—adult whom I trust.	0.00	-0.05	0.81	0.08	0.04	0.03	0.01	0.03	0.07
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.06	0.86	0.02	0.08	-0.02	-0.03	0.01	0.01
R18	ComHigh	Community—adult who believes that I will be a success.	0.03	0.04	0.89	-0.06	0.06	0.05	0.00	-0.02	-0.11
R19	ComHigh	Community—adult who always wants me to do my best.	0.07	-0.01	0.94	-0.03	-0.03	0.03	-0.01	0.01	-0.11
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.00	0.02	0.01	0.81	0.00	0.04	-0.01	-0.09	-0.01
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.01	-0.08	-0.01	0.99	-0.01	-0.02	-0.01	0.02	0.01
R23	ComPart	I help other people.	0.04	0.17	0.06	0.41	0.05	0.10	0.02	0.12	-0.02
R49	HomeCare	Home—adult who is interested in my school work.	-0.02	0.13	-0.01	-0.02	0.92	-0.07	-0.02	-0.01	0.10
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.06	0.02	-0.01	0.87	0.11	0.02	-0.04	0.39
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	-0.04	0.01	-0.04	0.84	0.20	-0.04	0.00	0.27
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.00	-0.04	0.01	0.09	0.80	-0.15	0.04	0.05	-0.07
R50	HomeHigh	Home—adult who believes that I will be a success.	0.02	0.01	0.08	-0.05	0.83	0.05	0.04	-0.02	-0.07
R52	HomeHigh	Home—adult who always wants me to do my best.	0.03	-0.10	0.05	0.05	0.88	0.03	-0.01	0.02	-0.08
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.04	-0.06	0.00	0.00	0.32	0.57	0.03	0.02	-0.03
R55	HomePart	I do things at home that make a difference.	-0.03	0.19	-0.02	0.04	0.15	0.62	0.01	0.04	0.00
R56	HomePart	I help make decisions with my family.	0.03	0.00	0.01	-0.01	0.29	0.63	0.02	0.02	0.10
R42	PeerCare	A friend who really cares about me.	0.02	-0.01	0.05	0.05	0.05	-0.05	0.81	0.03	-0.02
R43	PeerCare	A friend who talks with me about my problems.	0.00	0.04	0.00	-0.03	-0.02	0.02	0.93	0.00	0.03
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.02	-0.03	-0.02	-0.03	0.03	0.05	0.89	0.03	-0.01
R45	PeerHigh	My friends get into a lot of trouble.	-0.07	0.04	0.03	0.02	-0.05	0.11	0.01	-0.46	-0.02
R46	PeerHigh	My friends try to do what is right.	-0.06	0.02	0.03	-0.02	-0.05	0.04	0.04	0.96	0.00
R47	PeerHigh	My friends do well in school.	0.04	0.01	-0.01	0.00	0.06	0.09	-0.02	0.62	-0.07

TABLE E16

Secondary RYDM Environmental Asset EFA Results, Grade 9, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.82	0.10	-0.08	-0.06					
R8	SchlCare	School—adult who notices when I'm not there.	0.81	0.13	-0.11	-0.07					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.88	0.13	-0.17	0.01					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.86	0.10	-0.12	-0.03					
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	0.11	-0.18	-0.03					
R11	SchlHigh	School—adult who believes that I will be a success.	0.87	0.14	-0.14	0.00					
R12	SchlPart	School—I do interesting activities.	0.50	-0.08	0.23	0.02					
R13	SchlPart	School—I help decide things like class activities or rules	0.63	-0.24	0.27	-0.07					
R14	SchlPart	School—I do things that make a difference.	0.62	-0.16	0.28	0.02					
R15	ComCare	Community—adult who really cares about me.	0.10	0.86	0.10	-0.02					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.06	0.80	0.12	0.06					
R20	ComCare	Community—adult whom I trust.	0.09	0.72	0.09	0.13					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.09	0.81	0.09	0.09					
R18	ComHigh	Community—adult who believes that I will be a success.	0.11	0.82	0.07	0.11					
R19	ComHigh	Community—adult who always wants me to do my best.	0.12	0.85	0.07	0.04					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.30	-0.03	0.41	0.11					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.29	-0.03	0.43	0.09					
R23	ComPart	I help other people.	0.30	0.07	0.34	0.12					
R49	HomeCare	Home—adult who is interested in my school work.	-0.08	0.04	-0.02	0.88					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.05	0.04	-0.10	0.92					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.02	0.05	-0.11	0.93					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.08	0.12	0.05	0.70					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.05	0.15	-0.07	0.90					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.08	0.18	-0.05	0.89					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.04	-0.10	0.04	0.77					
R55	HomePart	I do things at home that make a difference.	0.21	-0.11	0.11	0.63					
R56	HomePart	I help make decisions with my family.	0.15	-0.13	0.03	0.76					
R42	PeerCare	A friend who really cares about me.	-0.17	0.19	0.94	-0.09					
R43	PeerCare	A friend who talks with me about my problems.	-0.20	0.13	1.04	-0.14					
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.20	0.15	1.02	-0.10					
R45	PeerHigh	My friends get into a lot of trouble.	-0.04	0.07	-0.21	-0.09					
R46	PeerHigh	My friends try to do what is right.	0.06	-0.06	0.57	0.16					
R47	PeerHigh	My friends do well in school.	0.07	-0.08	0.50	0.17					

TABLE E17

Secondary RYDM Environmental Asset EFA Results, Grade 9, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.14	0.02	-0.04	-0.02				
R8	SchlCare	School—adult who notices when I'm not there.	0.76	0.05	0.05	-0.02	0.00				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.02	0.04	0.06	-0.04				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.05	0.01	0.02	0.00				
R9	SchlHigh	School—adult who always wants me to do my best.	0.89	-0.03	0.00	0.03	-0.01				
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.07	0.05	0.04	-0.03				
R12	SchlPart	School—I do interesting activities.	0.17	0.62	0.02	-0.05	-0.02				
R13	SchlPart	School—I help decide things like class activities or rules	0.20	0.78	-0.09	-0.15	-0.06				
R14	SchlPart	School—I do things that make a difference.	0.19	0.78	-0.01	-0.08	-0.04				
R15	ComCare	Community—adult who really cares about me.	0.04	0.01	0.91	-0.03	0.03				
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.07	0.86	0.04	0.03				
R20	ComCare	Community—adult whom I trust.	0.02	0.06	0.77	0.11	0.02				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.08	0.87	0.07	0.00				
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	0.01	0.87	0.10	0.01				
R19	ComHigh	Community—adult who always wants me to do my best.	0.09	-0.03	0.90	0.04	0.02				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.14	0.75	0.13	0.02	0.07				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.13	0.72	0.12	0.01	0.11				
R23	ComPart	I help other people.	0.03	0.51	0.14	0.05	0.16				
R49	HomeCare	Home—adult who is interested in my school work.	0.03	-0.07	-0.01	0.86	0.05				
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.05	0.04	0.89	-0.09				
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.02	0.06	0.05	0.90	-0.10				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.08	-0.17	0.07	0.68	0.14				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.14	0.11	0.87	0.02				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.10	-0.21	0.14	0.86	0.06				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.10	0.31	-0.07	0.71	-0.04				
R55	HomePart	I do things at home that make a difference.	-0.05	0.50	-0.05	0.54	-0.04				
R56	HomePart	I help make decisions with my family.	-0.03	0.39	-0.09	0.68	-0.07				
R42	PeerCare	A friend who really cares about me.	-0.03	-0.02	0.11	-0.05	0.89				
R43	PeerCare	A friend who talks with me about my problems.	-0.07	0.03	0.05	-0.10	0.97				
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.06	0.01	0.07	-0.06	0.95				
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	-0.02	0.12	-0.10	-0.24				
R46	PeerHigh	My friends try to do what is right.	0.14	0.06	-0.16	0.17	0.59				
R47	PeerHigh	My friends do well in school.	0.13	0.07	-0.17	0.18	0.52				

TABLE E18
Secondary RYDM Environmental Asset EFA Results, Grade 9, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.73	0.16	0.02	-0.03	-0.03	0.01			
R8	SchlCare	School—adult who notices when I’m not there.	0.76	0.07	0.05	-0.08	-0.01	0.04			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.04	0.04	-0.01	0.06	-0.03			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.06	0.00	0.02	0.02	0.00			
R9	SchlHigh	School—adult who always wants me to do my best.	0.89	-0.02	-0.01	0.07	0.01	-0.05			
R11	SchlHigh	School—adult who believes that I will be a success.	0.79	0.08	0.05	0.07	0.03	-0.06			
R12	SchlPart	School—I do interesting activities.	0.14	0.59	0.03	0.16	-0.04	-0.03			
R13	SchlPart	School—I help decide things like class activities or rules	0.17	0.77	-0.08	-0.02	-0.10	0.05			
R14	SchlPart	School—I do things that make a difference.	0.16	0.76	0.00	0.02	-0.03	0.05			
R15	ComCare	Community—adult who really cares about me.	0.03	-0.01	0.94	-0.02	-0.04	0.04			
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.06	0.89	-0.11	0.05	0.09			
R20	ComCare	Community—adult whom I trust.	0.02	0.04	0.79	-0.02	0.10	0.04			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.06	0.89	-0.05	0.06	0.03			
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	-0.01	0.89	0.01	0.08	0.01			
R19	ComHigh	Community—adult who always wants me to do my best.	0.08	-0.05	0.92	0.05	0.00	-0.01			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.14	0.58	0.12	0.61	-0.02	-0.19			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.12	0.53	0.11	0.62	-0.04	-0.14			
R23	ComPart	I help other people.	0.01	0.45	0.14	0.29	0.04	0.07			
R49	HomeCare	Home—adult who is interested in my school work.	0.03	-0.08	-0.02	0.14	0.82	-0.01			
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.05	0.03	-0.04	0.88	-0.04			
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.01	0.05	0.04	-0.04	0.90	-0.04			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.18	0.06	0.26	0.61	0.01			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.13	0.11	0.17	0.81	-0.07			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.21	0.13	0.24	0.78	-0.06			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.08	0.29	-0.06	-0.09	0.72	0.08			
R55	HomePart	I do things at home that make a difference.	-0.05	0.49	-0.04	-0.05	0.55	0.08			
R56	HomePart	I help make decisions with my family.	-0.01	0.37	-0.09	-0.11	0.70	0.07			
R42	PeerCare	A friend who really cares about me.	-0.01	-0.03	0.11	0.16	-0.03	0.81			
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.03	0.04	0.08	-0.04	0.92			
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.03	0.01	0.06	0.08	0.00	0.90			
R45	PeerHigh	My friends get into a lot of trouble.	-0.06	0.00	0.12	-0.32	-0.04	-0.08			
R46	PeerHigh	My friends try to do what is right.	0.08	0.01	-0.14	0.62	0.05	0.32			
R47	PeerHigh	My friends do well in school.	0.08	0.03	-0.14	0.60	0.07	0.23			

TABLE E19

Secondary RYDM Environmental Asset EFA Results, Grade 9, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.17	0.02	-0.05	-0.03	0.02	-0.01		
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.09	0.03	-0.08	0.01	0.08	-0.09		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.04	0.03	-0.06	0.07	-0.02	0.00		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.05	-0.02	-0.02	0.04	0.02	0.00		
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.05	-0.03	0.01	0.05	-0.03	0.03		
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.06	0.05	0.00	0.03	-0.07	0.09		
R12	SchlPart	School—I do interesting activities.	0.14	0.48	0.01	0.33	-0.05	-0.02	-0.03		
R13	SchlPart	School—I help decide things like class activities or rules	0.15	0.74	-0.05	0.16	-0.18	0.02	-0.03		
R14	SchlPart	School—I do things that make a difference.	0.14	0.72	0.03	0.19	-0.11	0.01	-0.01		
R15	ComCare	Community—adult who really cares about me.	0.03	-0.03	0.95	0.00	-0.05	0.01	0.00		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.08	0.90	-0.05	0.03	0.08	-0.08		
R20	ComCare	Community—adult whom I trust.	0.00	0.04	0.81	-0.02	0.07	-0.01	0.04		
R16	ComHigh	Community—adult who tells me when I do a good job.	-0.01	0.06	0.90	0.00	0.05	0.01	-0.03		
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	-0.03	0.90	0.01	0.07	-0.03	0.03		
R19	ComHigh	Community—adult who always wants me to do my best.	0.07	-0.09	0.93	0.05	0.01	-0.05	0.05		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.08	0.22	0.02	0.77	0.08	-0.06	0.01		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.06	0.14	-0.02	0.84	0.08	0.02	-0.04		
R23	ComPart	I help other people.	0.02	0.31	0.10	0.37	0.05	0.09	0.07		
R49	HomeCare	Home—adult who is interested in my school work.	0.04	-0.07	-0.07	0.11	0.86	0.06	-0.04		
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	0.13	0.01	-0.03	0.89	0.00	-0.11		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.00	0.14	0.04	-0.06	0.89	-0.03	-0.06		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.09	-0.24	0.01	0.18	0.66	0.07	0.06		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.13	0.07	0.11	0.85	-0.02	0.01		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.10	-0.25	0.08	0.17	0.83	-0.01	0.03		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.10	0.41	0.00	-0.15	0.64	0.00	0.07		
R55	HomePart	I do things at home that make a difference.	-0.07	0.59	0.03	-0.07	0.44	-0.02	0.11		
R56	HomePart	I help make decisions with my family.	-0.03	0.50	-0.03	-0.14	0.61	-0.01	0.05		
R42	PeerCare	A friend who really cares about me.	0.01	-0.05	0.05	0.03	0.01	0.83	0.09		
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.04	-0.02	-0.02	-0.01	0.94	0.01		
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.01	0.02	0.00	-0.03	0.04	0.92	0.02		
R45	PeerHigh	My friends get into a lot of trouble.	-0.03	0.01	0.04	-0.02	0.00	0.06	-0.43		
R46	PeerHigh	My friends try to do what is right.	0.01	0.02	0.01	-0.04	-0.07	0.08	0.92		
R47	PeerHigh	My friends do well in school.	0.02	0.03	0.00	0.02	0.01	0.01	0.72		

TABLE E20
Secondary RYDM Environmental Asset EFA Results, Grade 9, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.10	0.02	-0.04	-0.08	0.07	0.02	-0.01	
R8	SchlCare	School—adult who notices when I’m not there.	0.80	0.03	0.03	-0.05	-0.04	0.05	0.08	-0.09	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.05	0.02	-0.01	0.01	0.06	-0.02	-0.01	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.83	0.01	-0.02	0.00	0.02	0.00	0.02	0.00	
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.05	-0.04	0.04	0.08	-0.10	-0.03	0.02	
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.03	0.05	0.02	0.03	-0.02	-0.07	0.08	
R12	SchlPart	School—I do interesting activities.	0.07	0.54	0.01	0.23	0.05	-0.04	-0.02	-0.01	
R13	SchlPart	School—I help decide things like class activities or rules	0.02	0.92	-0.04	-0.09	0.00	-0.03	0.01	0.02	
R14	SchlPart	School—I do things that make a difference.	0.04	0.80	0.04	0.00	0.00	0.05	0.00	0.03	
R15	ComCare	Community—adult who really cares about me.	0.04	-0.07	0.95	0.03	-0.06	-0.01	0.01	0.00	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.04	0.90	-0.05	-0.01	0.08	0.08	-0.08	
R20	ComCare	Community—adult whom I trust.	0.02	-0.03	0.81	0.01	0.03	0.09	-0.01	0.03	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	-0.01	0.90	0.02	0.00	0.07	0.01	-0.03	
R18	ComHigh	Community—adult who believes that I will be a success.	0.01	0.06	0.91	-0.04	0.12	-0.07	-0.03	0.04	
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.02	0.93	0.01	0.09	-0.14	-0.04	0.05	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.04	0.06	0.02	0.81	0.03	0.03	-0.05	-0.01	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.01	-0.07	-0.04	0.98	0.02	-0.01	0.02	-0.07	
R23	ComPart	I help other people.	0.06	0.08	0.11	0.44	-0.11	0.22	0.09	0.05	
R49	HomeCare	Home—adult who is interested in my school work.	-0.01	0.05	-0.07	0.01	0.85	0.06	0.06	-0.03	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.07	0.02	-0.09	0.73	0.32	0.00	-0.09	
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.01	0.02	0.04	-0.08	0.71	0.37	-0.04	-0.05	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.04	-0.04	0.01	0.10	0.75	-0.16	0.07	0.08	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	0.01	0.08	0.01	0.85	0.02	-0.02	0.03	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.05	-0.06	0.09	0.07	0.89	-0.10	-0.01	0.05	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.01	-0.08	-0.02	0.01	0.25	0.70	0.01	0.04	
R55	HomePart	I do things at home that make a difference.	0.00	0.10	0.03	0.06	0.03	0.74	-0.01	0.08	
R56	HomePart	I help make decisions with my family.	0.06	-0.02	-0.04	0.01	0.20	0.74	0.00	0.01	
R42	PeerCare	A friend who really cares about me.	0.02	-0.05	0.05	0.05	0.03	-0.05	0.83	0.09	
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.03	-0.02	-0.01	-0.01	0.01	0.94	0.01	
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.00	0.01	0.00	-0.02	0.03	0.01	0.92	0.02	
R45	PeerHigh	My friends get into a lot of trouble.	-0.04	0.06	0.05	-0.04	0.02	-0.05	0.06	-0.42	
R46	PeerHigh	My friends try to do what is right.	-0.01	0.02	0.01	-0.08	-0.03	0.04	0.07	0.92	
R47	PeerHigh	My friends do well in school.	0.01	0.04	0.00	-0.01	0.04	0.03	0.01	0.70	

TABLE E21

Secondary RYDM Environmental Asset EFA Results, Grade 9, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.09	0.03	0.00	-0.06	-0.01	0.01	0.03	0.10
R8	SchlCare	School—adult who notices when I'm not there.	0.80	0.01	0.03	0.00	-0.01	-0.05	0.07	-0.04	0.13
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.05	0.03	0.00	0.01	0.05	-0.02	-0.01	-0.01
R7	SchlHigh	School—adult who tells me when I do a good job.	0.83	0.01	-0.02	0.03	0.04	-0.06	0.01	0.02	0.05
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.04	-0.04	0.00	0.06	-0.02	-0.01	-0.02	-0.15
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.04	0.05	-0.04	0.00	0.09	-0.06	0.03	-0.18
R12	SchlPart	School—I do interesting activities.	0.07	0.55	0.01	0.21	0.04	0.00	-0.02	-0.03	-0.06
R13	SchlPart	School—I help decide things like class activities or rules	0.02	0.92	-0.04	-0.08	0.01	-0.07	0.01	0.03	0.08
R14	SchlPart	School—I do things that make a difference.	0.03	0.81	0.04	-0.03	-0.01	0.10	0.01	0.00	-0.05
R15	ComCare	Community—adult who really cares about me.	0.04	-0.06	0.95	0.04	-0.04	-0.05	0.00	0.02	0.01
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.03	0.91	-0.02	0.01	0.00	0.07	-0.04	0.10
R20	ComCare	Community—adult whom I trust.	0.02	-0.04	0.81	0.00	0.02	0.10	0.00	0.02	-0.01
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.00	0.91	0.05	0.04	-0.03	-0.01	0.02	0.11
R18	ComHigh	Community—adult who believes that I will be a success.	0.01	0.05	0.91	-0.06	0.10	0.01	-0.02	0.00	-0.08
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.01	0.94	-0.03	0.05	-0.03	-0.03	0.00	-0.15
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.05	0.02	0.82	0.04	-0.01	-0.06	0.02	0.03
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.01	-0.08	-0.04	1.00	0.04	-0.05	0.02	-0.05	0.00
R23	ComPart	I help other people.	0.06	0.07	0.11	0.44	-0.12	0.23	0.09	0.04	-0.03
R49	HomeCare	Home—adult who is interested in my school work.	-0.01	0.06	-0.07	0.02	0.88	0.02	0.06	-0.02	0.12
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.02	0.02	0.02	0.79	0.10	-0.02	0.01	0.44
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.00	-0.02	0.04	-0.01	0.73	0.24	-0.05	0.01	0.28
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.04	-0.02	0.01	0.05	0.75	-0.08	0.07	0.04	-0.08
R50	HomeHigh	Home—adult who believes that I will be a success.	0.03	0.02	0.08	-0.02	0.86	0.04	-0.02	0.01	0.05
R52	HomeHigh	Home—adult who always wants me to do my best.	0.04	-0.04	0.09	0.02	0.89	-0.01	0.00	0.00	-0.06
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.01	-0.07	-0.02	-0.04	0.24	0.73	0.02	-0.01	0.03
R55	HomePart	I do things at home that make a difference.	-0.01	0.12	0.02	0.01	0.00	0.79	0.00	0.03	-0.02
R56	HomePart	I help make decisions with my family.	0.06	-0.01	-0.04	-0.03	0.19	0.77	0.01	-0.03	0.03
R42	PeerCare	A friend who really cares about me.	0.02	-0.04	0.05	0.03	0.02	-0.01	0.83	0.07	-0.07
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.03	-0.02	0.00	-0.01	-0.01	0.95	0.02	0.04
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	0.01	0.00	-0.03	0.02	0.03	0.92	0.01	-0.01
R45	PeerHigh	My friends get into a lot of trouble.	-0.04	0.06	0.05	-0.05	0.01	-0.03	0.06	-0.42	0.01
R46	PeerHigh	My friends try to do what is right.	-0.01	0.02	0.01	-0.05	-0.02	-0.01	0.06	0.93	0.00
R47	PeerHigh	My friends do well in school.	0.01	0.03	0.00	0.02	0.06	-0.02	0.01	0.70	0.02

TABLE E22
Secondary RYDM Environmental Asset EFA Results, Grade 11, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.78	-0.02	0.13	-0.05					
R8	SchlCare	School—adult who notices when I’m not there.	0.83	-0.10	0.11	-0.02					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.91	-0.13	0.12	-0.01					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.86	-0.08	0.13	-0.02					
R9	SchlHigh	School—adult who always wants me to do my best.	0.94	-0.14	0.13	-0.05					
R11	SchlHigh	School—adult who believes that I will be a success.	0.90	-0.13	0.14	0.01					
R12	SchlPart	School—I do interesting activities.	0.43	0.37	-0.15	0.03					
R13	SchlPart	School—I help decide things like class activities or rules	0.53	0.39	-0.29	-0.05					
R14	SchlPart	School—I do things that make a difference.	0.49	0.44	-0.22	0.00					
R15	ComCare	Community—adult who really cares about me.	0.12	0.14	0.85	-0.01					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.09	0.10	0.78	0.12					
R20	ComCare	Community—adult whom I trust.	0.11	0.09	0.73	0.16					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.11	0.12	0.80	0.10					
R18	ComHigh	Community—adult who believes that I will be a success.	0.13	0.12	0.80	0.11					
R19	ComHigh	Community—adult who always wants me to do my best.	0.11	0.11	0.86	0.04					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.17	0.57	-0.05	0.09					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.18	0.53	-0.07	0.07					
R23	ComPart	I help other people.	0.20	0.43	0.03	0.11					
R49	HomeCare	Home—adult who is interested in my school work.	-0.05	-0.06	0.07	0.82					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	-0.12	0.04	0.93					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.02	-0.19	0.06	0.97					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.04	0.12	0.10	0.64					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.02	-0.03	0.15	0.85					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.07	0.01	0.13	0.87					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.01	-0.05	0.79					
R55	HomePart	I do things at home that make a difference.	0.09	0.12	-0.10	0.69					
R56	HomePart	I help make decisions with my family.	0.03	0.04	-0.08	0.79					
R42	PeerCare	A friend who really cares about me.	-0.16	0.91	0.26	-0.10					
R43	PeerCare	A friend who talks with me about my problems.	-0.24	1.05	0.25	-0.16					
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.20	1.01	0.26	-0.15					
R45	PeerHigh	My friends get into a lot of trouble.	0.05	-0.21	0.05	-0.09					
R46	PeerHigh	My friends try to do what is right.	-0.02	0.49	-0.04	0.21					
R47	PeerHigh	My friends do well in school.	0.00	0.44	-0.08	0.23					

TABLE E23

Secondary RYDM Environmental Asset EFA Results, Grade 11, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.73	0.09	0.04	-0.01	0.06				
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.06	0.01	0.04	-0.02				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	0.02	0.01	0.04	0.00				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.06	0.03	0.03	0.02				
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.01	0.01	0.01	0.02				
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.02	0.03	0.06	0.01				
R12	SchlPart	School—I do interesting activities.	0.19	0.66	-0.02	-0.04	-0.03				
R13	SchlPart	School—I help decide things like class activities or rules	0.23	0.79	-0.12	-0.12	-0.09				
R14	SchlPart	School—I do things that make a difference.	0.18	0.80	-0.03	-0.09	-0.05				
R15	ComCare	Community—adult who really cares about me.	0.03	0.02	0.93	-0.05	0.06				
R17	ComCare	Community—adult who notices when I am upset about . . .	0.01	0.04	0.86	0.09	0.00				
R20	ComCare	Community—adult whom I trust.	0.03	0.04	0.80	0.12	-0.01				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.06	0.87	0.06	0.01				
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	0.05	0.87	0.07	0.02				
R19	ComHigh	Community—adult who always wants me to do my best.	0.02	0.01	0.94	0.01	0.03				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.17	0.79	0.17	-0.02	0.05				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.13	0.75	0.13	-0.03	0.02				
R23	ComPart	I help other people.	-0.02	0.57	0.14	0.03	0.11				
R49	HomeCare	Home—adult who is interested in my school work.	0.04	-0.10	0.02	0.81	0.04				
R51	HomeCare	Home—adult who talks with me about my problems.	0.03	-0.06	0.01	0.92	-0.06				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	-0.10	0.03	0.96	-0.12				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.04	-0.05	0.04	0.61	0.20				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.14	0.09	0.82	0.10				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.05	-0.16	0.06	0.84	0.15				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.06	0.21	-0.02	0.76	-0.12				
R55	HomePart	I do things at home that make a difference.	-0.06	0.43	-0.03	0.63	-0.11				
R56	HomePart	I help make decisions with my family.	-0.06	0.29	-0.04	0.75	-0.10				
R42	PeerCare	A friend who really cares about me.	0.05	-0.05	0.09	-0.03	0.88				
R43	PeerCare	A friend who talks with me about my problems.	0.00	-0.04	0.05	-0.08	0.99				
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.03	-0.04	0.07	-0.06	0.96				
R45	PeerHigh	My friends get into a lot of trouble.	0.02	-0.04	0.12	-0.07	-0.29				
R46	PeerHigh	My friends try to do what is right.	-0.03	0.22	-0.14	0.16	0.52				
R47	PeerHigh	My friends do well in school.	-0.03	0.25	-0.16	0.17	0.45				

TABLE E24
Secondary RYDM Environmental Asset EFA Results, Grade 11, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.73	0.10	0.04	0.00	-0.02	0.05			
R8	SchlCare	School—adult who notices when I’m not there.	0.78	0.08	0.01	-0.02	0.03	-0.02			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.87	0.04	0.01	-0.01	0.03	-0.03			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.08	0.03	-0.01	0.02	0.00			
R9	SchlHigh	School—adult who always wants me to do my best.	0.91	0.00	0.01	0.03	-0.01	-0.03			
R11	SchlHigh	School—adult who believes that I will be a success.	0.86	0.03	0.03	0.03	0.04	-0.03			
R12	SchlPart	School—I do interesting activities.	0.15	0.64	-0.02	0.08	-0.01	0.02			
R13	SchlPart	School—I help decide things like class activities or rules	0.17	0.80	-0.12	-0.09	-0.06	0.09			
R14	SchlPart	School—I do things that make a difference.	0.12	0.80	-0.02	-0.03	-0.05	0.10			
R15	ComCare	Community—adult who really cares about me.	0.04	-0.03	0.95	0.01	-0.06	0.04			
R17	ComCare	Community—adult who notices when I am upset about . . .	0.00	0.03	0.88	-0.09	0.09	0.04			
R20	ComCare	Community—adult whom I trust.	0.03	0.02	0.82	-0.05	0.12	0.02			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.03	0.90	-0.03	0.06	0.02			
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	0.01	0.89	-0.01	0.06	0.02			
R19	ComHigh	Community—adult who always wants me to do my best.	0.03	-0.03	0.97	-0.02	0.00	0.02			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.11	0.59	0.17	0.56	-0.06	-0.20			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.06	0.54	0.13	0.51	-0.06	-0.21			
R23	ComPart	I help other people.	-0.02	0.49	0.14	0.27	0.02	0.04			
R49	HomeCare	Home—adult who is interested in my school work.	0.05	-0.10	0.02	0.13	0.77	-0.03			
R51	HomeCare	Home—adult who talks with me about my problems.	0.02	-0.03	0.00	-0.01	0.90	-0.03			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	-0.06	0.03	-0.04	0.94	-0.08			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.10	0.04	0.29	0.55	0.05			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.10	-0.14	0.09	0.17	0.77	0.00			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.19	0.06	0.27	0.77	0.00			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.09	0.25	-0.02	-0.07	0.76	0.01			
R55	HomePart	I do things at home that make a difference.	-0.11	0.46	-0.03	-0.04	0.63	0.03			
R56	HomePart	I help make decisions with my family.	-0.10	0.34	-0.04	-0.13	0.76	0.07			
R42	PeerCare	A friend who really cares about me.	0.02	-0.01	0.08	0.17	-0.01	0.80			
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.04	0.04	0.08	-0.02	0.94			
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.01	0.02	0.06	0.10	-0.01	0.89			
R45	PeerHigh	My friends get into a lot of trouble.	-0.02	0.06	0.11	-0.38	0.00	-0.08			
R46	PeerHigh	My friends try to do what is right.	0.02	0.05	-0.11	0.67	0.05	0.21			
R47	PeerHigh	My friends do well in school.	0.03	0.08	-0.14	0.65	0.07	0.13			

TABLE E25

Secondary RYDM Environmental Asset EFA Results, Grade 11, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.10	0.04	-0.03	-0.02	0.05	0.02		
R8	SchlCare	School—adult who notices when I'm not there.	0.79	0.08	0.00	-0.03	0.04	-0.02	-0.02		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.88	0.04	0.00	-0.04	0.04	-0.02	0.00		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.06	0.01	0.00	0.04	0.02	-0.04		
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.01	0.01	-0.02	0.01	-0.03	0.03		
R11	SchlHigh	School—adult who believes that I will be a success.	0.87	0.03	0.04	-0.06	0.04	-0.05	0.07		
R12	SchlPart	School—I do interesting activities.	0.14	0.54	-0.05	0.32	-0.02	0.05	-0.07		
R13	SchlPart	School—I help decide things like class activities or rules	0.15	0.78	-0.09	0.13	-0.13	0.06	-0.07		
R14	SchlPart	School—I do things that make a difference.	0.10	0.76	0.01	0.17	-0.12	0.06	-0.01		
R15	ComCare	Community—adult who really cares about me.	0.04	-0.06	0.96	0.04	-0.07	0.02	0.02		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.05	0.90	-0.05	0.06	0.01	-0.02		
R20	ComCare	Community—adult whom I trust.	0.03	0.02	0.82	0.00	0.11	0.00	-0.03		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.02	0.91	0.01	0.04	0.00	0.00		
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	-0.01	0.89	0.03	0.05	0.00	0.00		
R19	ComHigh	Community—adult who always wants me to do my best.	0.02	-0.06	0.97	0.03	-0.01	0.00	0.00		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.10	0.21	0.06	0.82	0.03	-0.08	0.05		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.05	0.16	-0.01	0.82	0.05	-0.08	-0.02		
R23	ComPart	I help other people.	-0.02	0.32	0.10	0.41	0.03	0.05	0.09		
R49	HomeCare	Home—adult who is interested in my school work.	0.05	-0.11	-0.04	0.13	0.82	0.04	-0.07		
R51	HomeCare	Home—adult who talks with me about my problems.	0.02	0.04	-0.02	-0.04	0.92	0.01	-0.08		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	0.01	0.02	-0.08	0.95	-0.06	-0.07		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.06	-0.18	-0.03	0.26	0.59	0.12	0.06		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.15	0.05	0.11	0.81	0.05	0.01		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.07	-0.23	0.00	0.20	0.82	0.06	0.03		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.08	0.31	0.03	-0.12	0.70	-0.06	0.06		
R55	HomePart	I do things at home that make a difference.	-0.10	0.51	0.05	-0.08	0.54	-0.07	0.14		
R56	HomePart	I help make decisions with my family.	-0.09	0.43	0.03	-0.18	0.69	-0.01	0.06		
R42	PeerCare	A friend who really cares about me.	0.02	-0.01	0.04	0.00	0.03	0.85	0.06		
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.08	0.00	-0.07	0.02	0.99	0.00		
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.01	0.06	0.02	-0.07	0.02	0.94	0.03		
R45	PeerHigh	My friends get into a lot of trouble.	-0.03	0.08	0.03	0.04	0.05	0.03	-0.51		
R46	PeerHigh	My friends try to do what is right.	0.03	-0.02	0.01	0.00	-0.06	0.05	0.87		
R47	PeerHigh	My friends do well in school.	0.03	0.01	-0.03	0.08	0.01	-0.01	0.71		

TABLE E26
Secondary RYDM Environmental Asset EFA Results, Grade 11, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.08	0.04	-0.03	-0.03	0.00	0.05	0.01	
R8	SchlCare	School—adult who notices when I’m not there.	0.82	0.00	-0.01	0.02	-0.01	0.05	0.00	-0.03	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.90	0.00	0.00	-0.01	0.02	0.00	-0.01	-0.01	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.84	0.01	0.00	0.03	0.01	0.01	0.03	-0.05	
R9	SchlHigh	School—adult who always wants me to do my best.	0.94	-0.03	0.00	0.01	0.02	-0.05	-0.02	0.02	
R11	SchlHigh	School—adult who believes that I will be a success.	0.88	0.01	0.04	-0.04	0.03	0.00	-0.05	0.06	
R12	SchlPart	School—I do interesting activities.	0.05	0.64	-0.01	0.19	0.11	-0.09	0.00	-0.03	
R13	SchlPart	School—I help decide things like class activities or rules	0.04	0.90	-0.04	-0.08	-0.02	0.01	0.00	0.00	
R14	SchlPart	School—I do things that make a difference.	0.01	0.80	0.06	0.02	-0.06	0.07	0.01	0.05	
R15	ComCare	Community—adult who really cares about me.	0.03	-0.03	0.96	0.03	-0.03	-0.07	0.02	0.02	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.03	0.90	-0.06	0.02	0.07	0.01	-0.01	
R20	ComCare	Community—adult whom I trust.	0.03	-0.02	0.82	0.01	0.07	0.07	0.01	-0.03	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.01	0.91	0.01	0.02	0.04	0.00	0.00	
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.03	0.90	0.00	0.07	-0.03	-0.01	0.01	
R19	ComHigh	Community—adult who always wants me to do my best.	0.01	-0.01	0.97	0.01	0.03	-0.07	-0.01	0.00	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.06	0.08	0.04	0.84	0.03	-0.01	-0.05	0.03	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.03	-0.06	-0.04	0.94	0.00	0.02	-0.04	-0.07	
R23	ComPart	I help other people.	0.05	0.05	0.08	0.52	-0.16	0.25	0.10	0.04	
R49	HomeCare	Home—adult who is interested in my school work.	-0.01	0.04	-0.01	0.02	0.85	-0.01	0.00	-0.04	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.08	0.01	-0.12	0.82	0.22	-0.01	-0.05	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.01	0.03	-0.13	0.82	0.27	-0.07	-0.05	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.00	0.02	0.00	0.14	0.72	-0.18	0.08	0.09	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.06	-0.07	0.07	0.04	0.80	0.04	0.03	0.02	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.06	0.03	0.09	0.89	-0.08	0.03	0.06	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.06	-0.01	0.03	0.36	0.59	-0.02	0.01	
R55	HomePart	I do things at home that make a difference.	-0.02	0.10	0.01	0.07	0.14	0.69	-0.02	0.09	
R56	HomePart	I help make decisions with my family.	0.01	-0.01	-0.02	-0.01	0.28	0.70	0.05	-0.01	
R42	PeerCare	A friend who really cares about me.	0.05	-0.06	0.03	0.04	0.04	-0.02	0.85	0.05	
R43	PeerCare	A friend who talks with me about my problems.	-0.03	0.03	-0.01	-0.05	0.00	0.02	0.99	-0.01	
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.00	0.02	0.01	-0.04	0.01	0.01	0.94	0.02	
R45	PeerHigh	My friends get into a lot of trouble.	-0.01	0.04	0.02	0.07	0.01	0.01	0.04	-0.50	
R46	PeerHigh	My friends try to do what is right.	0.00	0.02	0.03	-0.04	-0.02	0.04	0.04	0.87	
R47	PeerHigh	My friends do well in school.	0.01	0.03	-0.03	0.05	0.04	0.04	-0.02	0.70	

TABLE E27

Secondary RYDM Environmental Asset EFA Results, Grade 11, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.08	0.04	0.00	0.00	-0.05	0.06	0.04	0.10
R8	SchlCare	School—adult who notices when I'm not there.	0.81	0.01	-0.01	0.02	-0.01	0.04	0.00	-0.03	0.01
R10	SchlCare	School—adult who listens to me when I have something . . .	0.90	-0.01	0.00	-0.01	0.01	0.01	-0.02	-0.01	-0.02
R7	SchlHigh	School—adult who tells me when I do a good job.	0.84	0.00	0.00	0.06	0.04	-0.04	0.04	-0.03	0.09
R9	SchlHigh	School—adult who always wants me to do my best.	0.94	-0.03	0.00	-0.01	0.00	-0.02	-0.02	0.00	-0.07
R11	SchlHigh	School—adult who believes that I will be a success.	0.88	0.02	0.04	-0.06	0.01	0.03	-0.05	0.04	-0.07
R12	SchlPart	School—I do interesting activities.	0.05	0.63	-0.01	0.20	0.12	-0.11	0.01	-0.02	0.02
R13	SchlPart	School—I help decide things like class activities or rules	0.04	0.90	-0.04	-0.08	-0.02	0.02	0.00	-0.01	0.02
R14	SchlPart	School—I do things that make a difference.	0.01	0.82	0.06	-0.02	-0.08	0.12	0.00	0.02	-0.07
R15	ComCare	Community—adult who really cares about me.	0.03	-0.03	0.96	0.01	-0.05	-0.03	0.01	0.01	-0.07
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.03	0.91	-0.04	0.04	0.02	0.02	0.01	0.10
R20	ComCare	Community—adult whom I trust.	0.03	-0.04	0.83	0.06	0.09	-0.01	0.02	0.00	0.13
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.01	0.91	0.00	0.02	0.04	-0.01	0.00	-0.01
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.04	0.90	-0.01	0.06	-0.01	-0.02	0.00	-0.04
R19	ComHigh	Community—adult who always wants me to do my best.	0.01	0.00	0.97	-0.01	0.01	-0.03	-0.01	-0.01	-0.06
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.06	0.06	0.04	0.85	0.05	-0.06	-0.04	0.06	0.01
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.03	-0.07	-0.05	0.95	0.02	-0.02	-0.03	-0.04	-0.01
R23	ComPart	I help other people.	0.05	0.05	0.07	0.49	-0.17	0.29	0.10	0.03	-0.07
R49	HomeCare	Home—adult who is interested in my school work.	-0.02	0.04	-0.01	0.03	0.86	-0.04	0.00	-0.03	-0.02
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.03	-0.01	0.01	0.88	0.04	0.03	0.03	0.30
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.03	-0.06	0.03	-0.02	0.84	0.15	-0.05	0.01	0.22
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	0.06	0.01	0.03	0.65	-0.04	0.04	0.02	-0.37
R50	HomeHigh	Home—adult who believes that I will be a success.	0.07	-0.04	0.07	-0.03	0.78	0.10	0.01	-0.02	-0.15
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.04	0.04	0.02	0.85	-0.01	0.01	0.03	-0.18
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.04	-0.01	0.00	0.37	0.59	-0.02	-0.01	0.04
R55	HomePart	I do things at home that make a difference.	-0.02	0.12	0.01	0.02	0.13	0.72	-0.04	0.05	-0.01
R56	HomePart	I help make decisions with my family.	0.01	0.01	-0.02	-0.05	0.28	0.70	0.04	-0.03	0.05
R42	PeerCare	A friend who really cares about me.	0.05	-0.06	0.03	0.04	0.03	-0.02	0.85	0.05	-0.04
R43	PeerCare	A friend who talks with me about my problems.	-0.03	0.03	-0.01	-0.03	0.00	0.01	0.99	0.00	0.01
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	0.02	0.01	-0.03	0.01	0.00	0.94	0.02	0.01
R45	PeerHigh	My friends get into a lot of trouble.	-0.01	0.04	0.02	0.07	0.02	0.01	0.04	-0.49	0.04
R46	PeerHigh	My friends try to do what is right.	0.00	0.01	0.02	-0.03	-0.01	0.02	0.04	0.85	-0.02
R47	PeerHigh	My friends do well in school.	0.01	0.01	-0.03	0.09	0.06	-0.02	-0.01	0.72	0.06

TABLE E28
Secondary RYDM Environmental Asset EFA Results, Male, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.77	0.01	0.05	-0.04					
R8	SchlCare	School—adult who notices when I’m not there.	0.80	-0.08	0.04	-0.01					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.88	-0.15	0.05	0.06					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.86	-0.11	0.05	0.02					
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.17	0.02	0.06					
R11	SchlHigh	School—adult who believes that I will be a success.	0.87	-0.12	0.07	0.06					
R12	SchlPart	School—I do interesting activities.	0.38	0.35	0.00	-0.05					
R13	SchlPart	School—I help decide things like class activities or rules	0.49	0.47	-0.13	-0.21					
R14	SchlPart	School—I do things that make a difference.	0.48	0.49	-0.06	-0.15					
R15	ComCare	Community—adult who really cares about me.	0.03	0.04	0.91	-0.02					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.02	0.08	0.83	0.06					
R20	ComCare	Community—adult whom I trust.	0.04	0.06	0.78	0.11					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.04	0.07	0.86	0.05					
R18	ComHigh	Community—adult who believes that I will be a success.	0.08	0.02	0.86	0.07					
R19	ComHigh	Community—adult who always wants me to do my best.	0.07	0.01	0.89	0.03					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.11	0.44	0.13	0.08					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.09	0.46	0.14	0.10					
R23	ComPart	I help other people.	0.20	0.40	0.09	0.11					
R49	HomeCare	Home—adult who is interested in my school work.	-0.01	-0.05	0.02	0.86					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	-0.03	0.02	0.85					
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.00	-0.07	0.04	0.89					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.02	-0.04	0.08	0.79					
R50	HomeHigh	Home—adult who believes that I will be a success.	0.02	-0.07	0.11	0.88					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.01	-0.09	0.10	0.92					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.03	0.12	-0.05	0.68					
R55	HomePart	I do things at home that make a difference.	0.10	0.26	-0.12	0.58					
R56	HomePart	I help make decisions with my family.	0.06	0.20	-0.11	0.67					
R42	PeerCare	A friend who really cares about me.	-0.16	0.86	0.14	0.00					
R43	PeerCare	A friend who talks with me about my problems.	-0.21	1.04	0.05	-0.08					
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.19	1.00	0.06	-0.03					
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	-0.10	0.11	-0.05					
R46	PeerHigh	My friends try to do what is right.	0.05	0.46	-0.12	0.27					
R47	PeerHigh	My friends do well in school.	0.08	0.39	-0.12	0.27					

TABLE E29

Secondary RYDM Environmental Asset EFA Results, Male, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.71	0.10	0.02	-0.04	0.08				
R8	SchlCare	School—adult who notices when I'm not there.	0.74	0.05	0.02	0.00	0.01				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.80	0.04	0.02	0.08	-0.03				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.79	0.06	0.03	0.03	0.00				
R9	SchlHigh	School—adult who always wants me to do my best.	0.86	0.01	-0.01	0.07	-0.02				
R11	SchlHigh	School—adult who believes that I will be a success.	0.79	0.07	0.05	0.06	-0.02				
R12	SchlPart	School—I do interesting activities.	0.18	0.59	0.02	-0.06	0.01				
R13	SchlPart	School—I help decide things like class activities or rules	0.18	0.85	-0.08	-0.21	-0.09				
R14	SchlPart	School—I do things that make a difference.	0.19	0.82	-0.01	-0.15	-0.03				
R15	ComCare	Community—adult who really cares about me.	0.02	-0.01	0.92	-0.02	0.02				
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.07	0.85	0.05	0.01				
R20	ComCare	Community—adult whom I trust.	0.02	0.03	0.79	0.10	0.03				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.08	0.87	0.05	0.01				
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	0.02	0.87	0.07	0.00				
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.01	0.91	0.03	0.01				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.13	0.68	0.16	0.04	0.03				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.12	0.63	0.16	0.06	0.09				
R23	ComPart	I help other people.	0.03	0.51	0.11	0.06	0.14				
R49	HomeCare	Home—adult who is interested in my school work.	0.04	-0.06	0.00	0.86	-0.01				
R51	HomeCare	Home—adult who talks with me about my problems.	0.00	0.03	0.01	0.85	-0.05				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.01	0.04	0.88	-0.08				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.16	0.07	0.78	0.07				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.12	0.09	0.87	0.02				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.09	-0.21	0.09	0.90	0.06				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.09	0.33	-0.03	0.65	-0.08				
R55	HomePart	I do things at home that make a difference.	-0.08	0.51	-0.09	0.53	-0.02				
R56	HomePart	I help make decisions with my family.	-0.08	0.42	-0.08	0.62	-0.04				
R42	PeerCare	A friend who really cares about me.	0.00	-0.05	0.12	-0.01	0.84				
R43	PeerCare	A friend who talks with me about my problems.	-0.03	0.00	0.02	-0.09	0.97				
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.02	-0.02	0.03	-0.03	0.94				
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.01	0.12	-0.03	-0.17				
R46	PeerHigh	My friends try to do what is right.	0.05	0.13	-0.14	0.21	0.48				
R47	PeerHigh	My friends do well in school.	0.06	0.14	-0.13	0.21	0.41				

TABLE E30
Secondary RYDM Environmental Asset EFA Results, Male, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.72	0.12	0.02	-0.04	-0.04	0.09			
R8	SchlCare	School—adult who notices when I’m not there.	0.75	0.08	0.02	-0.09	0.01	0.04			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.05	0.02	-0.01	0.06	-0.04			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.08	0.02	-0.02	0.03	-0.01			
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	0.00	-0.02	0.04	0.05	-0.06			
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.07	0.04	0.02	0.05	-0.04			
R12	SchlPart	School—I do interesting activities.	0.16	0.51	0.03	0.19	-0.05	0.00			
R13	SchlPart	School—I help decide things like class activities or rules	0.15	0.81	-0.05	0.01	-0.14	0.01			
R14	SchlPart	School—I do things that make a difference.	0.16	0.75	0.02	0.07	-0.10	0.04			
R15	ComCare	Community—adult who really cares about me.	0.01	-0.04	0.93	0.02	-0.03	0.02			
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.08	0.86	-0.07	0.07	0.06			
R20	ComCare	Community—adult whom I trust.	0.02	-0.01	0.80	0.04	0.09	0.03			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.05	0.88	0.01	0.05	0.02			
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	-0.01	0.88	0.01	0.07	0.01			
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.05	0.92	0.02	0.02	0.01			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.09	0.30	0.14	0.72	-0.02	-0.18			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.08	0.23	0.14	0.74	-0.01	-0.12			
R23	ComPart	I help other people.	0.03	0.33	0.10	0.42	0.03	0.04			
R49	HomeCare	Home—adult who is interested in my school work.	0.04	-0.06	0.00	0.05	0.84	-0.02			
R51	HomeCare	Home—adult who talks with me about my problems.	0.01	0.07	0.02	-0.10	0.86	0.01			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.04	0.04	-0.08	0.89	-0.02			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.08	-0.20	0.06	0.16	0.72	0.00			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.13	0.08	0.11	0.83	-0.03			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.10	-0.25	0.07	0.18	0.84	-0.03			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.10	0.33	-0.02	0.00	0.66	-0.01			
R55	HomePart	I do things at home that make a difference.	-0.10	0.51	-0.06	0.01	0.54	0.07			
R56	HomePart	I help make decisions with my family.	-0.09	0.43	-0.06	-0.06	0.65	0.06			
R42	PeerCare	A friend who really cares about me.	0.01	-0.03	0.12	0.07	0.01	0.78			
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.06	0.02	-0.02	-0.04	0.94			
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.01	0.03	0.03	0.02	0.02	0.89			
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.12	0.13	-0.32	0.04	-0.03			
R46	PeerHigh	My friends try to do what is right.	0.03	-0.04	-0.15	0.56	0.11	0.28			
R47	PeerHigh	My friends do well in school.	0.05	-0.03	-0.13	0.54	0.11	0.20			

TABLE E31

Secondary RYDM Environmental Asset EFA Results, Male, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.72	0.11	0.02	-0.06	-0.03	0.09	0.00		
R8	SchlCare	School—adult who notices when I'm not there.	0.76	0.07	0.01	-0.07	0.03	0.06	-0.06		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.05	0.02	-0.04	0.07	-0.04	0.01		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.06	0.01	-0.01	0.04	0.01	-0.03		
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	-0.03	-0.03	0.02	0.06	-0.05	0.03		
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.06	0.04	-0.02	0.05	-0.05	0.05		
R12	SchlPart	School—I do interesting activities.	0.16	0.48	0.01	0.25	-0.05	0.01	-0.02		
R13	SchlPart	School—I help decide things like class activities or rules	0.14	0.82	-0.03	0.07	-0.18	-0.02	-0.04		
R14	SchlPart	School—I do things that make a difference.	0.15	0.75	0.04	0.11	-0.13	0.01	0.00		
R15	ComCare	Community—adult who really cares about me.	0.01	-0.04	0.95	0.01	-0.04	0.00	0.01		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.09	0.88	-0.05	0.05	0.04	-0.05		
R20	ComCare	Community—adult whom I trust.	0.02	-0.02	0.81	0.04	0.09	0.01	0.00		
R16	ComHigh	Community—adult who tells me when I do a good job.	-0.01	0.05	0.90	0.01	0.03	0.00	-0.01		
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	0.00	0.90	-0.01	0.05	-0.03	0.03		
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.04	0.93	0.00	0.01	-0.02	0.02		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.05	0.17	0.02	0.76	0.06	-0.05	-0.02		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.05	0.06	-0.01	0.88	0.08	0.02	-0.04		
R23	ComPart	I help other people.	0.03	0.27	0.06	0.41	0.04	0.06	0.10		
R49	HomeCare	Home—adult who is interested in my school work.	0.05	-0.06	-0.04	0.07	0.85	0.02	-0.04		
R51	HomeCare	Home—adult who talks with me about my problems.	0.02	0.09	-0.01	-0.05	0.87	0.04	-0.12		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.03	0.07	0.04	-0.08	0.89	-0.01	-0.05		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.08	-0.22	0.01	0.16	0.74	0.03	0.03		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.13	0.06	0.09	0.84	-0.02	0.04		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.10	-0.26	0.03	0.15	0.86	0.00	0.06		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.10	0.37	0.03	-0.08	0.63	-0.06	0.08		
R55	HomePart	I do things at home that make a difference.	-0.11	0.55	-0.01	-0.08	0.50	0.01	0.10		
R56	HomePart	I help make decisions with my family.	-0.09	0.47	-0.02	-0.12	0.61	0.02	0.04		
R42	PeerCare	A friend who really cares about me.	0.02	-0.06	0.07	0.05	0.04	0.79	0.04		
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.04	-0.03	-0.03	-0.01	0.94	0.02		
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.01	0.01	-0.01	0.00	0.04	0.88	0.04		
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	0.09	0.05	-0.02	0.08	0.08	-0.43		
R46	PeerHigh	My friends try to do what is right.	-0.02	0.02	0.01	-0.05	0.00	0.08	0.86		
R47	PeerHigh	My friends do well in school.	0.02	0.05	0.01	0.00	0.04	0.01	0.68		

TABLE E32
Secondary RYDM Environmental Asset EFA Results, Male, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.08	0.02	-0.05	-0.06	0.02	0.09	0.00	
R8	SchlCare	School—adult who notices when I’m not there.	0.78	0.03	0.01	-0.05	-0.01	0.02	0.06	-0.07	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.03	0.02	0.00	0.02	0.04	-0.04	0.00	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.83	0.01	0.01	0.02	0.01	0.00	0.01	-0.03	
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.04	-0.03	0.04	0.06	-0.07	-0.04	0.03	
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.01	0.05	0.01	0.02	0.01	-0.04	0.04	
R12	SchlPart	School—I do interesting activities.	0.09	0.54	0.00	0.18	0.05	-0.04	0.01	-0.01	
R13	SchlPart	School—I help decide things like class activities or rules	0.02	0.89	-0.03	-0.08	-0.03	0.02	-0.03	-0.01	
R14	SchlPart	School—I do things that make a difference.	0.03	0.85	0.04	-0.03	0.01	0.00	0.01	0.03	
R15	ComCare	Community—adult who really cares about me.	0.02	-0.04	0.96	0.02	-0.04	-0.03	0.00	0.01	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.04	0.89	-0.04	0.00	0.09	0.04	-0.05	
R20	ComCare	Community—adult whom I trust.	0.03	-0.06	0.81	0.06	0.05	0.04	0.02	0.00	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.03	0.91	0.01	0.00	0.04	0.00	-0.01	
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	0.04	0.90	-0.03	0.08	-0.04	-0.03	0.03	
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.01	0.94	-0.01	0.05	-0.08	-0.02	0.02	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.01	0.06	0.02	0.79	0.01	0.04	-0.04	-0.03	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.01	-0.09	-0.02	0.98	0.03	-0.01	0.03	-0.06	
R23	ComPart	I help other people.	0.05	0.14	0.06	0.44	-0.05	0.14	0.06	0.09	
R49	HomeCare	Home—adult who is interested in my school work.	-0.03	0.10	-0.03	-0.02	0.87	0.01	0.01	-0.02	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	0.06	0.00	-0.08	0.75	0.24	0.04	-0.11	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.04	-0.05	0.04	-0.08	0.72	0.31	-0.01	-0.05	
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.01	0.02	0.02	0.06	0.85	-0.17	0.03	0.05	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	-0.02	0.07	0.02	0.83	0.02	-0.02	0.05	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.04	-0.08	0.04	0.08	0.91	-0.10	-0.01	0.07	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.07	0.02	0.05	0.24	0.64	-0.06	0.06	
R55	HomePart	I do things at home that make a difference.	-0.02	0.12	-0.01	0.02	0.07	0.71	0.01	0.08	
R56	HomePart	I help make decisions with my family.	0.03	-0.01	-0.02	0.01	0.18	0.72	0.03	0.00	
R42	PeerCare	A friend who really cares about me.	0.02	-0.05	0.07	0.06	0.06	-0.05	0.79	0.04	
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.03	-0.03	-0.03	-0.02	0.02	0.94	0.02	
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.01	-0.01	-0.01	0.01	0.03	0.02	0.89	0.04	
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	0.07	0.05	-0.02	0.04	0.05	0.08	-0.42	
R46	PeerHigh	My friends try to do what is right.	-0.03	0.01	0.01	-0.07	0.01	0.07	0.08	0.84	
R47	PeerHigh	My friends do well in school.	0.00	0.05	0.01	-0.02	0.06	0.05	0.01	0.67	

TABLE E33

Secondary RYDM Environmental Asset EFA Results, Male, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.73	0.07	0.03	-0.02	-0.04	-0.05	0.08	0.04	0.10
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.02	0.02	-0.02	0.00	-0.04	0.05	-0.03	0.09
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	-0.03	0.02	0.00	0.02	0.02	-0.04	0.01	0.01
R7	SchlHigh	School—adult who tells me when I do a good job.	0.83	0.01	0.01	0.04	0.01	-0.03	0.01	-0.01	0.05
R9	SchlHigh	School—adult who always wants me to do my best.	0.91	-0.03	-0.04	0.01	0.05	0.00	-0.03	-0.02	-0.13
R11	SchlHigh	School—adult who believes that I will be a success.	0.83	0.02	0.04	-0.03	-0.01	0.08	-0.03	0.00	-0.12
R12	SchlPart	School—I do interesting activities.	0.09	0.55	0.00	0.15	0.04	0.02	0.02	-0.04	-0.10
R13	SchlPart	School—I help decide things like class activities or rules	0.01	0.90	-0.02	-0.07	-0.03	0.00	-0.03	0.00	0.06
R14	SchlPart	School—I do things that make a difference.	0.03	0.85	0.04	-0.04	0.00	0.03	0.01	0.02	-0.01
R15	ComCare	Community—adult who really cares about me.	0.02	-0.04	0.96	0.01	-0.04	-0.01	0.00	0.00	-0.04
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.03	0.90	0.00	0.01	0.00	0.03	0.01	0.17
R20	ComCare	Community—adult whom I trust.	0.03	-0.06	0.81	0.06	0.05	0.04	0.02	0.00	0.00
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.02	0.91	0.02	0.01	0.02	0.00	0.01	0.03
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	0.05	0.90	-0.05	0.07	-0.01	-0.02	0.01	-0.04
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.02	0.94	-0.03	0.05	-0.05	-0.01	0.00	-0.04
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.02	0.06	0.02	0.79	0.01	0.02	-0.05	-0.01	0.00
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.00	-0.10	-0.01	1.00	0.03	-0.05	0.02	-0.04	0.01
R23	ComPart	I help other people.	0.05	0.14	0.06	0.45	-0.05	0.12	0.06	0.10	0.03
R49	HomeCare	Home—adult who is interested in my school work.	-0.03	0.09	-0.03	0.01	0.89	-0.04	0.01	0.01	0.16
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	0.03	0.00	0.03	0.82	0.05	0.01	0.01	0.44
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.04	-0.07	0.04	-0.02	0.73	0.23	-0.03	0.01	0.23
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.00	0.04	0.02	0.02	0.85	-0.10	0.04	0.00	-0.06
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	-0.01	0.06	-0.02	0.83	0.07	-0.01	0.01	0.00
R52	HomeHigh	Home—adult who always wants me to do my best.	0.05	-0.07	0.03	0.02	0.91	-0.01	0.01	0.00	-0.07
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.06	0.02	-0.01	0.22	0.71	-0.04	0.00	-0.05
R55	HomePart	I do things at home that make a difference.	-0.02	0.14	-0.01	-0.02	0.06	0.75	0.02	0.04	0.00
R56	HomePart	I help make decisions with my family.	0.03	0.01	-0.02	-0.01	0.17	0.73	0.04	-0.02	0.05
R42	PeerCare	A friend who really cares about me.	0.03	-0.04	0.07	0.03	0.05	0.01	0.80	0.00	-0.09
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.02	-0.03	-0.01	-0.02	-0.02	0.95	0.04	0.09
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.01	-0.01	-0.01	-0.01	0.02	0.04	0.89	0.02	-0.03
R45	PeerHigh	My friends get into a lot of trouble.	-0.08	0.07	0.05	-0.04	0.03	0.08	0.09	-0.43	0.00
R46	PeerHigh	My friends try to do what is right.	-0.04	0.00	0.02	-0.03	0.01	0.01	0.06	0.90	0.04
R47	PeerHigh	My friends do well in school.	0.01	0.06	0.01	-0.02	0.06	0.06	0.02	0.62	-0.07

TABLE E34
Secondary RYDM Environmental Asset EFA Results, Female, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.83	0.12	-0.10	-0.06					
R8	SchlCare	School—adult who notices when I’m not there.	0.81	0.13	-0.12	-0.04					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.88	0.14	-0.15	-0.02					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.84	0.13	-0.12	-0.02					
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	0.15	-0.18	-0.04					
R11	SchlHigh	School—adult who believes that I will be a success.	0.88	0.16	-0.15	-0.01					
R12	SchlPart	School—I do interesting activities.	0.50	-0.11	0.28	0.04					
R13	SchlPart	School—I help decide things like class activities or rules	0.61	-0.23	0.26	0.00					
R14	SchlPart	School—I do things that make a difference.	0.59	-0.19	0.28	0.06					
R15	ComCare	Community—adult who really cares about me.	0.14	0.84	0.12	-0.03					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.08	0.79	0.10	0.11					
R20	ComCare	Community—adult whom I trust.	0.11	0.71	0.11	0.14					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.14	0.78	0.09	0.12					
R18	ComHigh	Community—adult who believes that I will be a success.	0.12	0.79	0.11	0.13					
R19	ComHigh	Community—adult who always wants me to do my best.	0.13	0.85	0.11	0.05					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.28	-0.03	0.58	-0.04					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.29	-0.05	0.59	-0.07					
R23	ComPart	I help other people.	0.30	0.04	0.34	0.12					
R49	HomeCare	Home—adult who is interested in my school work.	-0.07	0.10	-0.02	0.83					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.07	0.08	-0.12	0.95					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.05	0.08	-0.14	0.96					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.05	0.12	0.10	0.60					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.06	0.18	-0.02	0.86					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.10	0.19	0.00	0.87					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.05	-0.07	-0.04	0.80					
R55	HomePart	I do things at home that make a difference.	0.20	-0.11	0.05	0.66					
R56	HomePart	I help make decisions with my family.	0.12	-0.09	-0.05	0.80					
R42	PeerCare	A friend who really cares about me.	-0.18	0.20	0.93	-0.07					
R43	PeerCare	A friend who talks with me about my problems.	-0.24	0.19	1.01	-0.11					
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.24	0.19	1.00	-0.07					
R45	PeerHigh	My friends get into a lot of trouble.	-0.03	0.08	-0.14	-0.22					
R46	PeerHigh	My friends try to do what is right.	0.09	-0.13	0.39	0.31					
R47	PeerHigh	My friends do well in school.	0.10	-0.17	0.32	0.33					

TABLE E35

Secondary RYDM Environmental Asset EFA Results, Female, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.77	0.08	0.04	-0.04	-0.01				
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.01	0.03	-0.01	0.01				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	-0.01	0.04	0.02	0.01				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.01	0.02	0.01	0.02				
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.05	0.04	0.00	0.02				
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.00	0.07	0.03	0.01				
R12	SchlPart	School—I do interesting activities.	0.20	0.61	-0.01	-0.02	-0.02				
R13	SchlPart	School—I help decide things like class activities or rules	0.25	0.71	-0.10	-0.06	-0.10				
R14	SchlPart	School—I do things that make a difference.	0.22	0.73	-0.05	-0.01	-0.10				
R15	ComCare	Community—adult who really cares about me.	0.07	0.02	0.89	-0.04	0.05				
R17	ComCare	Community—adult who notices when I am upset about . . .	0.01	0.04	0.84	0.09	0.01				
R20	ComCare	Community—adult whom I trust.	0.02	0.07	0.76	0.12	0.02				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.05	0.08	0.83	0.11	-0.02				
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	0.06	0.84	0.12	0.02				
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.05	0.89	0.03	0.03				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.20	0.85	0.18	-0.09	0.07				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.17	0.84	0.15	-0.13	0.10				
R23	ComPart	I help other people.	-0.01	0.59	0.15	0.06	0.04				
R49	HomeCare	Home—adult who is interested in my school work.	0.00	-0.09	0.06	0.81	0.06				
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	-0.08	0.06	0.94	-0.06				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	-0.10	0.05	0.95	-0.07				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.00	-0.03	0.09	0.57	0.17				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	-0.14	0.14	0.83	0.09				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.00	-0.13	0.15	0.84	0.11				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.03	0.17	-0.06	0.78	-0.10				
R55	HomePart	I do things at home that make a difference.	-0.02	0.42	-0.04	0.62	-0.14				
R56	HomePart	I help make decisions with my family.	0.00	0.23	-0.06	0.77	-0.14				
R42	PeerCare	A friend who really cares about me.	0.02	0.00	0.08	-0.06	0.89				
R43	PeerCare	A friend who talks with me about my problems.	-0.01	-0.02	0.06	-0.08	0.95				
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	-0.04	0.05	-0.04	0.95				
R45	PeerHigh	My friends get into a lot of trouble.	-0.04	-0.06	0.14	-0.18	-0.21				
R46	PeerHigh	My friends try to do what is right.	0.06	0.22	-0.20	0.23	0.46				
R47	PeerHigh	My friends do well in school.	0.05	0.23	-0.23	0.25	0.39				

TABLE E36

Secondary RYDM Environmental Asset EFA Results, Female, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.10	0.03	-0.03	0.00	0.00			
R8	SchlCare	School—adult who notices when I'm not there.	0.77	0.04	0.03	0.00	0.01	-0.01			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.84	0.02	0.03	0.02	-0.01	0.03			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.03	0.02	0.00	-0.01	0.05			
R9	SchlHigh	School—adult who always wants me to do my best.	0.89	-0.03	0.04	-0.02	-0.04	0.08			
R11	SchlHigh	School—adult who believes that I will be a success.	0.83	0.02	0.07	0.01	-0.04	0.08			
R12	SchlPart	School—I do interesting activities.	0.17	0.60	-0.02	0.02	0.04	0.03			
R13	SchlPart	School—I help decide things like class activities or rules	0.21	0.71	-0.12	0.03	0.09	-0.16			
R14	SchlPart	School—I do things that make a difference.	0.18	0.72	-0.06	0.07	0.05	-0.10			
R15	ComCare	Community—adult who really cares about me.	0.07	-0.01	0.93	-0.07	0.03	-0.04			
R17	ComCare	Community—adult who notices when I am upset about . . .	0.00	0.03	0.88	0.09	0.05	-0.13			
R20	ComCare	Community—adult whom I trust.	0.02	0.05	0.79	0.11	0.05	-0.07			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.04	0.06	0.87	0.09	-0.01	-0.05			
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	0.04	0.88	0.09	0.01	-0.02			
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.01	0.94	-0.01	-0.01	0.01			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.16	0.72	0.18	-0.12	-0.10	0.40			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.13	0.71	0.15	-0.17	-0.09	0.43			
R23	ComPart	I help other people.	-0.01	0.55	0.16	0.05	-0.01	0.18			
R49	HomeCare	Home—adult who is interested in my school work.	0.01	-0.08	0.05	0.74	-0.01	0.20			
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	-0.04	0.05	0.90	0.01	-0.02			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.01	-0.06	0.04	0.92	0.00	-0.01			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.02	-0.06	0.10	0.45	0.01	0.36			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.05	-0.13	0.14	0.73	-0.01	0.24			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.14	0.15	0.72	-0.04	0.33			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.05	0.20	-0.08	0.77	0.01	-0.04			
R55	HomePart	I do things at home that make a difference.	-0.04	0.44	-0.05	0.63	-0.02	-0.04			
R56	HomePart	I help make decisions with my family.	-0.02	0.26	-0.08	0.78	0.01	-0.09			
R42	PeerCare	A friend who really cares about me.	0.00	0.00	0.06	-0.04	0.84	0.17			
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.01	0.04	-0.01	0.93	0.03			
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.03	-0.02	0.03	0.03	0.92	0.05			
R45	PeerHigh	My friends get into a lot of trouble.	-0.07	0.00	0.11	-0.08	-0.03	-0.38			
R46	PeerHigh	My friends try to do what is right.	0.10	0.10	-0.15	0.04	0.14	0.71			
R47	PeerHigh	My friends do well in school.	0.10	0.11	-0.17	0.08	0.04	0.68			

TABLE E37

Secondary RYDM Environmental Asset EFA Results, Female, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.13	0.03	-0.03	-0.03	0.00	-0.01		
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.08	0.01	-0.05	0.02	0.02	-0.03		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.84	0.05	0.01	-0.05	0.04	-0.01	0.00		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.05	-0.01	-0.02	0.03	0.01	-0.01		
R9	SchlHigh	School—adult who always wants me to do my best.	0.91	-0.03	0.00	-0.01	0.03	-0.02	0.01		
R11	SchlHigh	School—adult who believes that I will be a success.	0.83	0.03	0.05	-0.02	0.03	-0.04	0.04		
R12	SchlPart	School—I do interesting activities.	0.16	0.49	-0.03	0.31	-0.04	0.04	-0.02		
R13	SchlPart	School—I help decide things like class activities or rules	0.15	0.74	-0.05	0.14	-0.12	0.06	-0.04		
R14	SchlPart	School—I do things that make a difference.	0.12	0.71	0.01	0.19	-0.08	0.02	0.01		
R15	ComCare	Community—adult who really cares about me.	0.06	-0.07	0.93	0.03	-0.07	0.02	-0.01		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.05	0.90	-0.06	0.06	0.03	-0.04		
R20	ComCare	Community—adult whom I trust.	-0.01	0.07	0.82	-0.05	0.07	0.02	0.03		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.03	0.88	0.02	0.07	-0.02	-0.02		
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	-0.01	0.89	0.03	0.08	-0.01	0.01		
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	-0.06	0.95	0.04	-0.01	-0.03	0.04		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.08	0.20	0.03	0.82	0.02	-0.04	-0.03		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.04	0.15	-0.02	0.86	-0.02	-0.02	-0.01		
R23	ComPart	I help other people.	-0.01	0.32	0.11	0.44	0.06	0.00	0.04		
R49	HomeCare	Home—adult who is interested in my school work.	0.05	-0.10	-0.04	0.13	0.83	0.04	-0.05		
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	0.10	0.03	-0.09	0.92	0.02	-0.09		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.09	0.03	-0.12	0.94	0.01	-0.07		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.23	-0.01	0.29	0.56	0.05	0.08		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.15	0.07	0.12	0.82	0.03	-0.01		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.06	-0.22	0.06	0.20	0.83	0.00	0.03		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.07	0.34	-0.02	-0.12	0.69	-0.02	0.06		
R55	HomePart	I do things at home that make a difference.	-0.09	0.54	0.03	-0.02	0.50	-0.06	0.09		
R56	HomePart	I help make decisions with my family.	-0.05	0.43	0.00	-0.15	0.68	-0.03	0.05		
R42	PeerCare	A friend who really cares about me.	0.02	-0.03	0.03	0.04	0.00	0.85	0.10		
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.05	0.00	-0.02	0.02	0.95	-0.04		
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.02	0.04	0.01	-0.06	0.05	0.93	0.02		
R45	PeerHigh	My friends get into a lot of trouble.	-0.03	0.03	0.03	0.03	-0.04	0.02	-0.45		
R46	PeerHigh	My friends try to do what is right.	-0.01	0.01	0.03	-0.04	-0.10	0.05	0.96		
R47	PeerHigh	My friends do well in school.	0.03	0.03	-0.03	0.04	0.03	-0.03	0.71		

TABLE E38

Secondary RYDM Environmental Asset EFA Results, Female, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.77	0.08	0.02	-0.01	-0.07	0.04	0.01	-0.01	
R8	SchlCare	School—adult who notices when I’m not there.	0.80	0.01	0.01	-0.02	-0.04	0.05	0.03	-0.04	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.01	0.01	-0.02	0.01	0.03	0.00	-0.01	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.02	-0.01	0.00	0.03	-0.01	0.02	-0.01	
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.05	0.00	0.01	0.04	-0.05	-0.02	0.01	
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	0.01	0.05	-0.01	0.04	-0.02	-0.03	0.04	
R12	SchlPart	School—I do interesting activities.	0.08	0.59	-0.02	0.19	0.09	-0.09	0.00	0.00	
R13	SchlPart	School—I help decide things like class activities or rules	0.03	0.91	-0.02	-0.07	0.01	-0.04	0.02	0.00	
R14	SchlPart	School—I do things that make a difference.	0.05	0.73	0.03	0.07	-0.04	0.08	-0.02	0.05	
R15	ComCare	Community—adult who really cares about me.	0.07	-0.06	0.93	0.04	-0.04	-0.06	0.02	-0.01	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.03	0.91	-0.06	0.02	0.06	0.03	-0.03	
R20	ComCare	Community—adult whom I trust.	0.00	0.00	0.83	-0.03	0.00	0.10	0.03	0.03	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.00	0.88	0.03	0.05	0.03	-0.02	-0.02	
R18	ComHigh	Community—adult who believes that I will be a success.	0.00	0.04	0.89	0.00	0.11	-0.04	-0.01	0.02	
R19	ComHigh	Community—adult who always wants me to do my best.	0.03	-0.01	0.95	0.02	0.04	-0.09	-0.03	0.04	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.05	0.06	0.03	0.84	0.02	0.03	-0.02	-0.04	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.01	-0.04	-0.04	0.94	-0.03	0.02	0.01	-0.04	
R23	ComPart	I help other people.	0.04	0.06	0.11	0.52	-0.10	0.25	0.03	0.02	
R49	HomeCare	Home—adult who is interested in my school work.	0.00	0.04	-0.02	0.02	0.85	0.01	0.01	-0.03	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.05	0.10	0.04	-0.16	0.78	0.28	0.01	-0.07	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.00	0.06	0.04	-0.17	0.77	0.31	-0.01	-0.05	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.03	-0.05	0.00	0.20	0.69	-0.18	0.03	0.09	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.05	-0.04	0.08	0.04	0.83	0.02	0.01	0.00	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.07	0.07	0.10	0.88	-0.05	-0.02	0.04	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.02	-0.09	-0.05	0.04	0.33	0.63	0.01	0.02	
R55	HomePart	I do things at home that make a difference.	-0.02	0.09	0.01	0.13	0.09	0.69	-0.02	0.07	
R56	HomePart	I help make decisions with my family.	0.05	-0.04	-0.03	0.01	0.27	0.70	0.01	0.01	
R42	PeerCare	A friend who really cares about me.	0.03	-0.03	0.02	0.05	0.02	-0.05	0.85	0.10	
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.03	0.00	0.00	0.00	0.01	0.95	-0.04	
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.00	0.01	0.00	-0.04	0.02	0.03	0.93	0.01	
R45	PeerHigh	My friends get into a lot of trouble.	-0.02	0.03	0.03	0.04	-0.06	-0.02	0.02	-0.44	
R46	PeerHigh	My friends try to do what is right.	-0.02	0.03	0.04	-0.07	-0.07	0.02	0.04	0.96	
R47	PeerHigh	My friends do well in school.	0.02	0.02	-0.03	0.03	0.05	0.04	-0.03	0.69	

TABLE E39

Secondary RYDM Environmental Asset EFA Results, Female, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.77	0.07	0.02	0.04	-0.05	-0.02	0.01	0.01	0.09
R8	SchlCare	School—adult who notices when I'm not there.	0.80	0.00	0.01	0.03	-0.02	0.00	0.02	-0.01	0.08
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	-0.01	0.01	-0.01	0.01	0.03	0.01	-0.01	-0.02
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.02	-0.01	0.04	0.05	-0.06	0.01	0.01	0.06
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.04	0.00	-0.02	0.03	0.00	-0.02	-0.01	-0.11
R11	SchlHigh	School—adult who believes that I will be a success.	0.85	0.02	0.05	-0.07	0.01	0.06	-0.03	0.01	-0.14
R12	SchlPart	School—I do interesting activities.	0.08	0.59	-0.02	0.18	0.10	-0.08	0.00	0.00	0.00
R13	SchlPart	School—I help decide things like class activities or rules	0.03	0.92	-0.02	-0.08	0.01	-0.04	0.02	0.00	0.06
R14	SchlPart	School—I do things that make a difference.	0.04	0.74	0.03	0.01	-0.06	0.14	-0.02	0.03	-0.06
R15	ComCare	Community—adult who really cares about me.	0.06	-0.06	0.94	0.05	-0.02	-0.10	0.02	0.00	0.01
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.02	0.91	-0.02	0.03	0.01	0.03	-0.02	0.10
R20	ComCare	Community—adult whom I trust.	0.00	-0.01	0.83	0.01	0.01	0.06	0.02	0.04	0.09
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.00	0.88	0.05	0.07	-0.01	-0.03	0.00	0.05
R18	ComHigh	Community—adult who believes that I will be a success.	0.00	0.05	0.89	-0.05	0.09	0.04	0.00	-0.01	-0.09
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	-0.01	0.95	-0.03	0.01	0.00	-0.02	0.02	-0.12
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.05	0.04	0.02	0.86	0.04	-0.04	-0.02	-0.02	0.03
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.02	-0.06	-0.04	0.96	-0.01	-0.03	0.00	-0.01	-0.01
R23	ComPart	I help other people.	0.05	0.06	0.10	0.48	-0.12	0.29	0.03	0.01	-0.09
R49	HomeCare	Home—adult who is interested in my school work.	0.00	0.05	-0.02	0.01	0.88	-0.01	0.01	-0.03	0.09
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.04	0.03	0.02	0.82	0.10	0.00	-0.01	0.42
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.01	-0.02	0.03	-0.02	0.80	0.17	-0.02	0.00	0.35
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.03	-0.02	0.00	0.10	0.69	-0.09	0.03	0.06	-0.18
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	0.00	0.08	-0.05	0.84	0.08	0.02	-0.02	-0.02
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.04	0.08	0.02	0.88	0.02	-0.01	0.02	-0.05
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.02	-0.07	-0.04	-0.01	0.33	0.62	0.02	0.01	0.08
R55	HomePart	I do things at home that make a difference.	-0.02	0.12	0.02	0.04	0.07	0.74	-0.02	0.04	-0.03
R56	HomePart	I help make decisions with my family.	0.04	-0.01	-0.02	-0.05	0.27	0.70	0.02	-0.01	0.06
R42	PeerCare	A friend who really cares about me.	0.03	-0.03	0.02	0.05	0.02	-0.05	0.85	0.09	-0.03
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.03	0.00	0.00	0.00	0.01	0.95	-0.04	0.01
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	0.01	0.00	-0.04	0.01	0.04	0.93	0.01	0.00
R45	PeerHigh	My friends get into a lot of trouble.	-0.02	0.03	0.03	0.03	-0.06	-0.01	0.03	-0.44	0.01
R46	PeerHigh	My friends try to do what is right.	-0.02	0.02	0.04	-0.06	-0.07	0.02	0.05	0.94	-0.05
R47	PeerHigh	My friends do well in school.	0.02	0.00	-0.03	0.08	0.07	-0.03	-0.04	0.72	0.08

TABLE E40

Secondary RYDM Environmental Asset EFA Results, African American, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.78	0.02	-0.17	0.16					
R8	SchlCare	School—adult who notices when I’m not there.	0.75	0.07	-0.18	0.17					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.80	0.03	-0.10	0.18					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.78	0.07	-0.14	0.19					
R9	SchlHigh	School—adult who always wants me to do my best.	0.87	0.04	-0.18	0.21					
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.08	-0.12	0.16					
R12	SchlPart	School—I do interesting activities.	0.56	-0.04	0.19	-0.17					
R13	SchlPart	School—I help decide things like class activities or rules	0.62	-0.14	0.19	-0.22					
R14	SchlPart	School—I do things that make a difference.	0.65	-0.13	0.23	-0.19					
R15	ComCare	Community—adult who really cares about me.	0.04	0.91	-0.01	0.02					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.01	0.86	0.06	0.01					
R20	ComCare	Community—adult whom I trust.	0.03	0.80	0.12	0.00					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.07	0.88	0.06	-0.01					
R18	ComHigh	Community—adult who believes that I will be a success.	0.07	0.90	0.05	0.01					
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.91	0.03	0.02					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.35	0.18	0.34	-0.30					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.35	0.19	0.36	-0.28					
R23	ComPart	I help other people.	0.32	0.14	0.29	-0.03					
R49	HomeCare	Home—adult who is interested in my school work.	-0.12	0.08	0.81	0.12					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.15	0.01	0.91	0.06					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.11	0.01	0.89	0.07					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.07	0.15	0.63	0.22					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.09	0.15	0.81	0.18					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.13	0.16	0.81	0.19					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.04	-0.05	0.78	0.00					
R55	HomePart	I do things at home that make a difference.	0.16	-0.14	0.72	0.02					
R56	HomePart	I help make decisions with my family.	0.07	-0.11	0.78	0.04					
R42	PeerCare	A friend who really cares about me.	0.13	0.05	0.13	0.74					
R43	PeerCare	A friend who talks with me about my problems.	0.13	-0.02	0.14	0.80					
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.11	0.01	0.14	0.81					
R45	PeerHigh	My friends get into a lot of trouble.	0.00	0.01	-0.05	-0.09					
R46	PeerHigh	My friends try to do what is right.	0.15	-0.10	0.34	0.42					
R47	PeerHigh	My friends do well in school.	0.15	-0.07	0.33	0.34					

TABLE E41

Secondary RYDM Environmental Asset EFA Results, African American, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.08	-0.01	-0.04	0.02				
R8	SchlCare	School—adult who notices when I'm not there.	0.74	0.04	0.04	-0.05	0.03				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.79	0.04	0.01	0.07	-0.01				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.78	0.02	0.04	0.03	0.02				
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	-0.02	0.01	0.03	0.00				
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.07	0.05	0.06	-0.04				
R12	SchlPart	School—I do interesting activities.	0.21	0.59	-0.02	-0.04	-0.03				
R13	SchlPart	School—I help decide things like class activities or rules	0.17	0.72	-0.10	-0.11	-0.07				
R14	SchlPart	School—I do things that make a difference.	0.22	0.73	-0.10	-0.07	-0.02				
R15	ComCare	Community—adult who really cares about me.	0.03	0.02	0.90	-0.02	0.03				
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.05	0.85	0.05	0.01				
R20	ComCare	Community—adult whom I trust.	-0.02	0.09	0.80	0.09	0.01				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.04	0.07	0.87	0.04	-0.01				
R18	ComHigh	Community—adult who believes that I will be a success.	0.07	0.03	0.89	0.06	-0.01				
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.02	0.90	0.04	0.01				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.14	0.72	0.22	-0.05	0.01				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.14	0.72	0.23	-0.02	0.02				
R23	ComPart	I help other people.	-0.01	0.49	0.16	0.05	0.14				
R49	HomeCare	Home—adult who is interested in my school work.	0.02	-0.07	0.07	0.84	0.00				
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.00	-0.01	0.93	-0.08				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.00	0.01	0.00	0.92	-0.09				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.11	-0.18	0.13	0.67	0.14				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.10	-0.14	0.13	0.84	0.05				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.09	-0.19	0.15	0.86	0.05				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.08	0.28	-0.05	0.72	-0.05				
R55	HomePart	I do things at home that make a difference.	-0.06	0.42	-0.13	0.59	0.03				
R56	HomePart	I help make decisions with my family.	-0.06	0.30	-0.11	0.70	-0.01				
R42	PeerCare	A friend who really cares about me.	0.02	-0.03	0.06	-0.05	0.87				
R43	PeerCare	A friend who talks with me about my problems.	-0.03	0.03	0.00	-0.09	0.96				
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	-0.03	0.02	-0.04	0.94				
R45	PeerHigh	My friends get into a lot of trouble.	-0.01	0.04	0.02	-0.05	-0.10				
R46	PeerHigh	My friends try to do what is right.	0.03	0.10	-0.11	0.20	0.54				
R47	PeerHigh	My friends do well in school.	0.03	0.12	-0.08	0.19	0.44				

TABLE E42

Secondary RYDM Environmental Asset EFA Results, African American, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.11	-0.01	-0.05	-0.04	0.02			
R8	SchlCare	School—adult who notices when I’m not there.	0.75	0.07	0.04	-0.05	-0.04	0.04			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.81	0.09	0.02	-0.10	0.08	0.00			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.02	0.02	-0.02	0.03	0.01			
R9	SchlHigh	School—adult who always wants me to do my best.	0.91	-0.01	-0.02	-0.02	0.03	-0.01			
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.08	0.04	-0.02	0.06	-0.04			
R12	SchlPart	School—I do interesting activities.	0.19	0.44	-0.03	0.35	-0.05	-0.05			
R13	SchlPart	School—I help decide things like class activities or rules	0.12	0.71	0.00	0.12	-0.11	-0.02			
R14	SchlPart	School—I do things that make a difference.	0.17	0.69	-0.02	0.17	-0.08	0.02			
R15	ComCare	Community—adult who really cares about me.	0.02	-0.01	0.91	0.01	-0.02	0.04			
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.04	0.88	-0.03	0.05	0.04			
R20	ComCare	Community—adult whom I trust.	-0.03	0.03	0.80	0.05	0.09	0.03			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.05	0.89	0.00	0.04	0.02			
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	-0.02	0.89	0.04	0.05	0.00			
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.07	0.89	0.08	0.03	0.02			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.08	0.18	0.06	0.81	-0.03	-0.09			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.09	0.16	0.06	0.87	-0.02	-0.09			
R23	ComPart	I help other people.	-0.02	0.29	0.13	0.38	0.04	0.11			
R49	HomeCare	Home—adult who is interested in my school work.	0.03	-0.09	0.01	0.10	0.83	-0.03			
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	0.06	0.01	-0.09	0.94	-0.06			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.01	0.08	0.03	-0.13	0.93	-0.06			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.12	-0.27	0.03	0.21	0.62	0.08			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.11	-0.16	0.07	0.13	0.82	0.00			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.10	-0.22	0.07	0.13	0.83	0.00			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.09	0.33	0.02	-0.06	0.72	-0.01			
R55	HomePart	I do things at home that make a difference.	-0.09	0.47	-0.04	-0.03	0.58	0.09			
R56	HomePart	I help make decisions with my family.	-0.08	0.41	0.00	-0.17	0.70	0.06			
R42	PeerCare	A friend who really cares about me.	0.03	-0.03	0.08	-0.04	-0.05	0.88			
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.07	0.05	-0.12	-0.08	0.98			
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.00	0.01	0.07	-0.12	-0.03	0.95			
R45	PeerHigh	My friends get into a lot of trouble.	-0.01	0.06	0.04	-0.05	-0.04	-0.09			
R46	PeerHigh	My friends try to do what is right.	0.02	-0.01	-0.16	0.25	0.18	0.50			
R47	PeerHigh	My friends do well in school.	0.02	0.00	-0.13	0.25	0.18	0.40			

TABLE E43

Secondary RYDM Environmental Asset EFA Results, African American, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.11	-0.01	-0.03	-0.03	0.04	-0.04		
R8	SchlCare	School—adult who notices when I'm not there.	0.75	0.07	0.04	-0.05	-0.04	0.04	-0.01		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.81	0.09	0.01	-0.08	0.08	0.02	-0.04		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.79	0.03	0.02	-0.02	0.03	0.01	0.02		
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.01	-0.02	-0.02	0.03	-0.02	0.02		
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.08	0.04	-0.02	0.06	-0.04	-0.01		
R12	SchlPart	School—I do interesting activities.	0.19	0.45	-0.04	0.33	-0.05	-0.06	0.03		
R13	SchlPart	School—I help decide things like class activities or rules	0.11	0.72	0.01	0.11	-0.13	-0.03	0.00		
R14	SchlPart	School—I do things that make a difference.	0.16	0.71	-0.01	0.14	-0.10	-0.02	0.05		
R15	ComCare	Community—adult who really cares about me.	0.02	-0.01	0.94	-0.02	-0.03	0.01	0.01		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.04	0.90	-0.05	0.04	0.03	-0.03		
R20	ComCare	Community—adult whom I trust.	-0.03	0.04	0.83	0.02	0.07	-0.01	0.02		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.05	0.92	-0.02	0.03	0.00	-0.01		
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	-0.02	0.91	0.02	0.05	-0.02	-0.02		
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.07	0.92	0.06	0.02	-0.01	0.01		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.07	0.17	0.01	0.80	0.03	0.00	-0.06		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.08	0.15	0.01	0.86	0.04	-0.01	-0.03		
R23	ComPart	I help other people.	-0.02	0.29	0.11	0.36	0.05	0.11	0.04		
R49	HomeCare	Home—adult who is interested in my school work.	0.03	-0.10	-0.01	0.13	0.83	0.00	-0.02		
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	0.05	0.00	-0.06	0.94	-0.02	-0.07		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.08	0.02	-0.11	0.93	-0.04	-0.03		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.12	-0.28	0.02	0.21	0.61	0.04	0.13		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.11	-0.17	0.04	0.15	0.82	0.02	0.01		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.10	-0.22	0.06	0.15	0.82	0.00	0.04		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.08	0.33	0.03	-0.06	0.70	-0.02	0.00		
R55	HomePart	I do things at home that make a difference.	-0.09	0.47	-0.04	-0.04	0.56	0.06	0.03		
R56	HomePart	I help make decisions with my family.	-0.07	0.42	0.01	-0.18	0.68	0.05	0.00		
R42	PeerCare	A friend who really cares about me.	0.04	-0.06	0.03	0.04	0.01	0.82	0.05		
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.04	-0.02	-0.01	-0.01	0.95	-0.03		
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.02	-0.02	0.01	-0.03	0.02	0.89	0.04		
R45	PeerHigh	My friends get into a lot of trouble.	0.00	0.04	-0.02	0.04	0.02	0.07	-0.27		
R46	PeerHigh	My friends try to do what is right.	-0.03	0.06	-0.02	-0.06	-0.03	0.05	0.96		
R47	PeerHigh	My friends do well in school.	0.01	0.09	0.02	-0.01	0.06	0.01	0.62		

TABLE E44

Secondary RYDM Environmental Asset EFA Results, African American, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.78	0.04	-0.01	-0.01	-0.07	0.04	0.04	-0.04	
R8	SchlCare	School—adult who notices when I’m not there.	0.75	0.07	0.04	-0.05	-0.02	-0.05	0.04	-0.01	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.81	0.07	0.01	-0.08	0.07	0.02	0.02	-0.04	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	-0.03	0.02	0.01	0.00	0.01	0.00	0.02	
R9	SchlHigh	School—adult who always wants me to do my best.	0.93	-0.08	-0.02	0.03	0.01	0.00	-0.03	0.03	
R11	SchlHigh	School—adult who believes that I will be a success.	0.83	0.02	0.04	0.01	0.03	0.03	-0.05	-0.01	
R12	SchlPart	School—I do interesting activities.	0.12	0.51	-0.04	0.26	0.06	-0.08	-0.04	0.02	
R13	SchlPart	School—I help decide things like class activities or rules	-0.03	0.89	0.02	-0.06	0.02	-0.05	0.01	-0.02	
R14	SchlPart	School—I do things that make a difference.	0.08	0.72	0.00	0.05	-0.05	0.06	0.00	0.05	
R15	ComCare	Community—adult who really cares about me.	0.01	0.02	0.94	-0.03	-0.01	-0.04	0.02	0.01	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.04	0.90	-0.05	0.03	0.02	0.03	-0.03	
R20	ComCare	Community—adult whom I trust.	-0.01	-0.04	0.83	0.05	0.00	0.09	-0.01	0.03	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.07	0.92	-0.03	0.03	0.00	0.00	-0.01	
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	-0.02	0.91	0.03	0.05	-0.02	-0.01	-0.02	
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.05	0.92	0.06	0.04	-0.05	-0.01	0.01	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.04	0.01	0.83	0.00	0.02	-0.01	-0.06	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.03	-0.01	0.00	0.93	0.00	0.02	-0.03	-0.02	
R23	ComPart	I help other people.	0.02	0.13	0.12	0.40	-0.07	0.18	0.10	0.05	
R49	HomeCare	Home—adult who is interested in my school work.	-0.04	0.07	-0.01	0.03	0.88	-0.03	0.02	-0.03	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.08	0.15	0.01	-0.15	0.88	0.17	-0.01	-0.07	
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.02	0.10	0.03	-0.17	0.81	0.25	-0.03	-0.03	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.06	-0.06	0.02	0.12	0.77	-0.22	0.05	0.12	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.10	0.04	0.11	0.82	0.03	0.02	-0.01	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.07	-0.14	0.06	0.11	0.84	0.00	0.01	0.03	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.02	-0.08	0.01	0.08	0.32	0.61	-0.05	0.02	
R55	HomePart	I do things at home that make a difference.	0.01	0.07	-0.04	0.08	0.16	0.63	0.04	0.05	
R56	HomePart	I help make decisions with my family.	0.04	-0.02	0.00	-0.04	0.25	0.69	0.02	0.01	
R42	PeerCare	A friend who really cares about me.	0.04	-0.04	0.03	0.04	0.04	-0.04	0.82	0.05	
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.07	-0.01	-0.03	0.01	0.01	0.95	-0.04	
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.02	-0.04	0.01	-0.02	0.01	0.04	0.88	0.04	
R45	PeerHigh	My friends get into a lot of trouble.	0.00	0.03	-0.02	0.04	0.00	0.02	0.07	-0.27	
R46	PeerHigh	My friends try to do what is right.	-0.01	0.01	-0.02	-0.05	-0.04	0.04	0.05	0.96	
R47	PeerHigh	My friends do well in school.	0.00	0.07	0.03	-0.02	0.07	0.03	0.01	0.61	

TABLE E45

Secondary RYDM Environmental Asset EFA Results, African American, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.79	0.01	-0.02	0.03	-0.05	0.00	0.03	-0.01	0.07
R8	SchlCare	School—adult who notices when I'm not there.	0.76	0.05	0.04	-0.01	0.01	-0.10	0.03	0.02	0.08
R10	SchlCare	School—adult who listens to me when I have something . . .	0.80	0.06	0.01	-0.08	0.06	0.03	0.02	-0.04	-0.02
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	-0.05	0.02	0.05	0.03	-0.04	-0.01	0.04	0.06
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	-0.08	-0.02	0.02	0.00	0.01	-0.03	0.02	-0.07
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.04	0.05	-0.04	-0.02	0.09	-0.04	-0.03	-0.15
R12	SchlPart	School—I do interesting activities.	0.09	0.56	-0.04	0.20	0.02	-0.01	-0.04	-0.02	-0.16
R13	SchlPart	School—I help decide things like class activities or rules	-0.04	0.91	0.03	-0.10	0.01	-0.03	0.01	-0.04	0.03
R14	SchlPart	School—I do things that make a difference.	0.07	0.73	0.00	0.02	-0.06	0.08	0.00	0.04	0.01
R15	ComCare	Community—adult who really cares about me.	0.02	0.01	0.94	-0.01	0.00	-0.06	0.01	0.02	0.02
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.02	0.90	-0.03	0.04	0.00	0.03	-0.02	0.06
R20	ComCare	Community—adult whom I trust.	0.00	-0.05	0.83	0.06	0.00	0.08	-0.01	0.03	0.01
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.05	0.92	-0.01	0.05	-0.03	-0.01	0.00	0.06
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	0.01	0.92	-0.02	0.03	0.03	-0.01	-0.04	-0.09
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	-0.02	0.92	0.02	0.02	-0.01	0.00	-0.01	-0.10
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.01	0.00	0.01	0.83	0.02	-0.02	-0.01	-0.04	0.01
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.01	-0.05	-0.01	0.94	0.02	-0.01	-0.03	-0.01	-0.02
R23	ComPart	I help other people.	0.04	0.08	0.11	0.44	-0.04	0.12	0.10	0.08	0.11
R49	HomeCare	Home—adult who is interested in my school work.	-0.04	0.05	-0.01	0.05	0.92	-0.04	0.01	-0.02	0.13
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	0.02	-0.02	0.00	0.98	0.04	-0.03	0.00	0.46
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.00	0.02	-0.07	0.82	0.21	-0.04	0.01	0.26
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.03	0.00	0.04	0.05	0.77	-0.16	0.06	0.09	-0.10
R50	HomeHigh	Home—adult who believes that I will be a success.	0.05	-0.03	0.06	0.03	0.82	0.09	0.03	-0.04	-0.06
R52	HomeHigh	Home—adult who always wants me to do my best.	0.04	-0.06	0.07	0.01	0.83	0.07	0.02	-0.01	-0.08
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.01	-0.02	0.02	0.00	0.28	0.69	-0.04	-0.03	-0.09
R55	HomePart	I do things at home that make a difference.	0.00	0.09	-0.04	0.06	0.14	0.64	0.05	0.04	0.03
R56	HomePart	I help make decisions with my family.	0.03	0.00	0.00	-0.06	0.23	0.71	0.03	0.00	0.04
R42	PeerCare	A friend who really cares about me.	0.03	-0.03	0.03	0.02	0.03	-0.01	0.82	0.03	-0.07
R43	PeerCare	A friend who talks with me about my problems.	-0.03	0.06	-0.02	-0.02	0.02	0.00	0.95	-0.03	0.03
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.02	-0.04	0.01	-0.03	0.00	0.05	0.89	0.03	-0.02
R45	PeerHigh	My friends get into a lot of trouble.	0.00	0.02	-0.02	0.06	0.02	0.00	0.07	-0.25	0.06
R46	PeerHigh	My friends try to do what is right.	0.00	-0.02	-0.02	-0.01	-0.03	0.00	0.04	1.00	0.04
R47	PeerHigh	My friends do well in school.	0.01	0.06	0.02	0.00	0.08	0.03	0.02	0.58	0.01

TABLE E46

Secondary RYDM Environmental Asset EFA Results, Chinese American, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.83	-0.01	0.02	-0.05					
R8	SchlCare	School—adult who notices when I'm not there.	0.80	-0.01	-0.03	-0.03					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	0.05	-0.08	0.02					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.00	-0.01	0.02					
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	0.00	-0.10	0.00					
R11	SchlHigh	School—adult who believes that I will be a success.	0.87	0.04	-0.10	0.05					
R12	SchlPart	School—I do interesting activities.	0.43	0.03	0.24	0.03					
R13	SchlPart	School—I help decide things like class activities or rules	0.51	0.02	0.18	0.03					
R14	SchlPart	School—I do things that make a difference.	0.50	0.02	0.22	0.08					
R15	ComCare	Community—adult who really cares about me.	0.02	0.96	0.03	-0.10					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.02	0.83	-0.01	0.11					
R20	ComCare	Community—adult whom I trust.	-0.02	0.86	0.00	0.07					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.88	-0.02	0.10					
R18	ComHigh	Community—adult who believes that I will be a success.	0.07	0.86	-0.04	0.11					
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	0.93	-0.01	-0.03					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.05	0.22	0.40	0.11					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.03	0.19	0.44	0.15					
R23	ComPart	I help other people.	0.12	0.18	0.35	0.14					
R49	HomeCare	Home—adult who is interested in my school work.	-0.06	0.01	0.01	0.78					
R51	HomeCare	Home—adult who talks with me about my problems.	0.00	0.01	-0.17	0.94					
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.01	-0.16	0.94					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.06	0.02	0.14	0.59					
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	0.08	-0.08	0.81					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.01	0.07	-0.01	0.76					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.00	0.00	-0.03	0.75					
R55	HomePart	I do things at home that make a difference.	0.09	-0.04	0.07	0.72					
R56	HomePart	I help make decisions with my family.	0.02	-0.02	0.03	0.77					
R42	PeerCare	A friend who really cares about me.	-0.03	0.02	0.97	-0.13					
R43	PeerCare	A friend who talks with me about my problems.	-0.08	-0.03	1.03	-0.14					
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.05	-0.03	1.01	-0.10					
R45	PeerHigh	My friends get into a lot of trouble.	-0.04	0.09	-0.09	-0.16					
R46	PeerHigh	My friends try to do what is right.	0.08	-0.13	0.46	0.22					
R47	PeerHigh	My friends do well in school.	0.08	-0.15	0.40	0.22					

TABLE E47

Secondary RYDM Environmental Asset EFA Results, Chinese American, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.13	-0.01	-0.04	0.04				
R8	SchlCare	School—adult who notices when I'm not there.	0.73	0.08	0.01	-0.02	0.01				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.80	-0.01	0.07	0.05	0.00				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.76	0.06	0.01	0.04	0.04				
R9	SchlHigh	School—adult who always wants me to do my best.	0.84	-0.04	0.04	0.03	0.00				
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.04	0.05	0.07	-0.03				
R12	SchlPart	School—I do interesting activities.	0.27	0.57	-0.03	-0.04	0.04				
R13	SchlPart	School—I help decide things like class activities or rules	0.28	0.73	-0.06	-0.06	-0.12				
R14	SchlPart	School—I do things that make a difference.	0.29	0.70	-0.04	-0.02	-0.04				
R15	ComCare	Community—adult who really cares about me.	0.03	0.02	0.94	-0.09	0.03				
R17	ComCare	Community—adult who notices when I am upset about . . .	0.01	0.08	0.80	0.10	-0.03				
R20	ComCare	Community—adult whom I trust.	-0.01	0.02	0.84	0.07	0.01				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.03	0.06	0.86	0.10	-0.02				
R18	ComHigh	Community—adult who believes that I will be a success.	0.08	0.01	0.84	0.12	-0.02				
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.01	0.92	-0.01	0.02				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.20	0.65	0.13	0.01	0.14				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.18	0.64	0.10	0.06	0.19				
R23	ComPart	I help other people.	-0.01	0.53	0.12	0.05	0.17				
R49	HomeCare	Home—adult who is interested in my school work.	-0.04	0.05	0.01	0.74	0.04				
R51	HomeCare	Home—adult who talks with me about my problems.	0.02	0.03	0.01	0.90	-0.13				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.04	0.00	0.02	0.90	-0.11				
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.01	-0.08	0.05	0.56	0.20				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.11	0.11	0.79	0.01				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.07	-0.19	0.11	0.73	0.12				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.05	0.23	-0.02	0.69	-0.08				
R55	HomePart	I do things at home that make a difference.	-0.03	0.45	-0.09	0.62	-0.07				
R56	HomePart	I help make decisions with my family.	-0.06	0.34	-0.05	0.69	-0.06				
R42	PeerCare	A friend who really cares about me.	0.02	0.07	0.05	-0.10	0.89				
R43	PeerCare	A friend who talks with me about my problems.	-0.03	0.07	-0.01	-0.11	0.95				
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	0.06	0.00	-0.07	0.93				
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.16	0.05	-0.17	-0.16				
R46	PeerHigh	My friends try to do what is right.	0.12	-0.03	-0.09	0.23	0.49				
R47	PeerHigh	My friends do well in school.	0.12	-0.02	-0.11	0.21	0.43				

TABLE E48

Secondary RYDM Environmental Asset EFA Results, Chinese American, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.08	0.00	-0.03	0.02	0.05			
R8	SchlCare	School—adult who notices when I'm not there.	0.74	0.03	0.01	0.01	-0.01	0.03			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.81	-0.05	0.07	0.04	0.05	0.01			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.76	0.03	0.01	0.02	0.08	0.02			
R9	SchlHigh	School—adult who always wants me to do my best.	0.85	-0.04	0.03	-0.03	0.15	-0.06			
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.02	0.05	0.04	0.08	-0.05			
R12	SchlPart	School—I do interesting activities.	0.28	0.58	-0.03	-0.02	0.03	-0.01			
R13	SchlPart	School—I help decide things like class activities or rules	0.28	0.66	-0.05	0.07	-0.24	-0.02			
R14	SchlPart	School—I do things that make a difference.	0.29	0.65	-0.04	0.07	-0.14	0.00			
R15	ComCare	Community—adult who really cares about me.	0.03	0.04	0.95	-0.09	-0.04	0.04			
R17	ComCare	Community—adult who notices when I am upset about . . .	0.01	0.05	0.82	0.13	-0.11	0.05			
R20	ComCare	Community—adult whom I trust.	-0.01	0.03	0.85	0.06	-0.01	0.01			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.04	0.87	0.10	-0.06	0.02			
R18	ComHigh	Community—adult who believes that I will be a success.	0.07	0.01	0.85	0.09	0.00	-0.02			
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.03	0.93	-0.06	0.05	-0.02			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.18	0.74	0.12	-0.08	0.28	-0.08			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.16	0.74	0.09	-0.05	0.34	-0.06			
R23	ComPart	I help other people.	0.00	0.57	0.11	0.02	0.14	0.07			
R49	HomeCare	Home—adult who is interested in my school work.	-0.04	0.05	0.00	0.65	0.25	-0.02			
R51	HomeCare	Home—adult who talks with me about my problems.	0.02	-0.06	0.02	0.87	0.05	-0.03			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.04	-0.11	0.03	0.89	0.03	0.01			
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.01	0.01	0.04	0.38	0.44	0.01			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.10	0.10	0.67	0.28	-0.06			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.11	0.10	0.54	0.46	-0.07			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.04	0.15	-0.01	0.70	0.00	0.01			
R55	HomePart	I do things at home that make a difference.	-0.02	0.35	-0.08	0.67	-0.08	0.05			
R56	HomePart	I help make decisions with my family.	-0.05	0.20	-0.03	0.75	-0.11	0.10			
R42	PeerCare	A friend who really cares about me.	0.02	0.00	0.05	-0.03	0.13	0.83			
R43	PeerCare	A friend who talks with me about my problems.	-0.02	-0.03	0.01	0.03	0.03	0.93			
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.01	-0.03	0.01	0.03	0.10	0.88			
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.06	0.06	-0.02	-0.35	0.03			
R46	PeerHigh	My friends try to do what is right.	0.10	0.15	-0.10	-0.04	0.65	0.17			
R47	PeerHigh	My friends do well in school.	0.10	0.17	-0.12	-0.05	0.62	0.08			

TABLE E49

Secondary RYDM Environmental Asset EFA Results, Chinese American, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.14	-0.02	-0.02	-0.02	0.06	-0.01		
R8	SchlCare	School—adult who notices when I'm not there.	0.75	0.10	-0.01	-0.05	0.02	0.05	-0.06		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.03	0.06	-0.09	0.07	0.02	-0.02		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.77	0.06	-0.01	-0.01	0.05	0.04	0.01		
R9	SchlHigh	School—adult who always wants me to do my best.	0.87	-0.03	0.01	-0.02	0.02	-0.05	0.04		
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.07	0.04	-0.04	0.06	-0.04	0.02		
R12	SchlPart	School—I do interesting activities.	0.24	0.45	-0.01	0.28	-0.08	-0.03	0.09		
R13	SchlPart	School—I help decide things like class activities or rules	0.21	0.69	0.00	0.16	-0.05	-0.04	-0.04		
R14	SchlPart	School—I do things that make a difference.	0.22	0.63	0.00	0.20	-0.04	-0.03	0.04		
R15	ComCare	Community—adult who really cares about me.	0.02	-0.02	0.96	0.02	-0.10	0.03	0.01		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.08	0.83	-0.02	0.11	0.04	-0.07		
R20	ComCare	Community—adult whom I trust.	-0.02	-0.01	0.85	0.03	0.06	0.00	0.00		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.03	0.88	0.00	0.10	0.01	-0.04		
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	0.00	0.86	-0.01	0.09	-0.03	0.03		
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	-0.05	0.94	0.03	-0.05	-0.04	0.08		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.10	0.16	0.04	0.78	-0.02	-0.02	-0.05		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.07	0.12	-0.01	0.84	0.02	0.01	-0.03		
R23	ComPart	I help other people.	0.01	0.27	0.08	0.47	0.03	0.08	0.02		
R49	HomeCare	Home—adult who is interested in my school work.	0.01	-0.05	-0.06	0.22	0.72	0.02	-0.06		
R51	HomeCare	Home—adult who talks with me about my problems.	0.05	0.08	-0.01	-0.03	0.91	0.00	-0.14		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	0.09	0.02	-0.13	0.91	0.02	-0.08		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.05	-0.21	-0.01	0.27	0.46	0.04	0.15		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.13	-0.11	0.07	0.06	0.74	-0.04	0.05		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.14	-0.27	0.04	0.19	0.64	-0.04	0.14		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.09	0.31	0.03	-0.08	0.65	-0.03	0.09		
R55	HomePart	I do things at home that make a difference.	-0.10	0.52	-0.02	-0.03	0.58	0.00	0.10		
R56	HomePart	I help make decisions with my family.	-0.11	0.43	0.03	-0.12	0.67	0.05	0.04		
R42	PeerCare	A friend who really cares about me.	0.04	-0.05	0.03	0.05	-0.02	0.84	0.07		
R43	PeerCare	A friend who talks with me about my problems.	0.00	-0.01	-0.02	-0.01	0.02	0.94	-0.02		
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.03	-0.02	0.00	-0.01	0.03	0.88	0.06		
R45	PeerHigh	My friends get into a lot of trouble.	-0.06	0.09	0.01	0.05	-0.04	0.07	-0.38		
R46	PeerHigh	My friends try to do what is right.	-0.02	0.06	0.01	-0.04	-0.06	0.09	0.84		
R47	PeerHigh	My friends do well in school.	-0.01	0.10	0.00	-0.04	-0.05	0.00	0.78		

TABLE E50

Secondary RYDM Environmental Asset EFA Results, Chinese American, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.12	-0.01	-0.02	-0.04	0.01	0.06	-0.01	
R8	SchlCare	School—adult who notices when I'm not there.	0.78	0.03	-0.01	-0.01	-0.05	0.06	0.04	-0.07	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.84	-0.01	0.06	-0.05	0.03	0.02	0.02	-0.03	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	-0.02	-0.01	0.04	0.00	0.04	0.03	-0.01	
R9	SchlHigh	School—adult who always wants me to do my best.	0.90	-0.07	0.00	0.02	0.04	-0.05	-0.05	0.03	
R11	SchlHigh	School—adult who believes that I will be a success.	0.81	0.07	0.04	-0.03	0.08	-0.03	-0.04	0.01	
R12	SchlPart	School—I do interesting activities.	0.15	0.53	-0.01	0.19	0.00	-0.05	-0.02	0.10	
R13	SchlPart	School—I help decide things like class activities or rules	0.03	0.90	0.01	-0.06	0.04	-0.04	-0.02	-0.01	
R14	SchlPart	School—I do things that make a difference.	0.11	0.69	0.01	0.07	-0.01	0.04	-0.01	0.07	
R15	ComCare	Community—adult who really cares about me.	0.04	-0.06	0.96	0.05	-0.12	0.01	0.02	0.00	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.08	0.84	-0.04	0.06	0.07	0.04	-0.06	
R20	ComCare	Community—adult whom I trust.	0.01	-0.07	0.86	0.05	0.02	0.05	0.00	-0.01	
R16	ComHigh	Community—adult who tells me when I do a good job.	-0.01	0.06	0.88	-0.02	0.08	0.02	0.01	-0.03	
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.08	0.87	-0.06	0.14	-0.06	-0.02	0.03	
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.03	0.94	0.03	-0.01	-0.06	-0.04	0.07	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.05	0.03	0.04	0.80	-0.03	0.05	-0.03	-0.06	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.00	-0.04	-0.02	0.90	0.02	0.04	0.00	-0.06	
R23	ComPart	I help other people.	0.03	0.17	0.08	0.47	-0.04	0.11	0.08	0.02	
R49	HomeCare	Home—adult who is interested in my school work.	-0.07	0.10	-0.05	0.10	0.77	0.02	0.04	-0.05	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.04	0.15	0.01	-0.15	0.78	0.25	0.01	-0.10	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.03	0.02	0.03	-0.16	0.68	0.38	0.02	-0.06	
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.01	-0.05	-0.01	0.19	0.64	-0.17	0.05	0.13	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.01	0.08	-0.03	0.75	0.06	-0.03	0.04	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.11	-0.15	0.05	0.13	0.77	-0.09	-0.03	0.11	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.02	-0.09	0.02	0.07	0.24	0.61	-0.05	0.06	
R55	HomePart	I do things at home that make a difference.	0.00	0.11	-0.03	0.11	0.09	0.69	-0.03	0.09	
R56	HomePart	I help make decisions with my family.	0.02	-0.07	0.02	0.06	0.14	0.75	0.04	0.01	
R42	PeerCare	A friend who really cares about me.	0.05	-0.04	0.03	0.05	0.00	-0.03	0.84	0.06	
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.01	-0.02	-0.02	0.01	0.01	0.95	-0.02	
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.02	-0.01	0.00	-0.02	0.02	0.01	0.89	0.06	
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.16	0.02	0.01	-0.04	-0.04	0.08	-0.37	
R46	PeerHigh	My friends try to do what is right.	-0.03	0.02	0.01	-0.05	-0.03	0.06	0.09	0.82	
R47	PeerHigh	My friends do well in school.	-0.04	0.10	0.00	-0.07	-0.01	0.03	0.00	0.77	

TABLE E51

Secondary RYDM Environmental Asset EFA Results, Chinese American, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.77	0.09	-0.01	0.03	-0.07	0.09	-0.05	0.05	0.04
R8	SchlCare	School—adult who notices when I'm not there.	0.79	-0.01	-0.01	0.05	-0.10	0.11	0.02	0.03	-0.01
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	-0.01	0.06	-0.05	0.04	0.00	0.02	0.02	-0.03
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	-0.02	-0.01	0.05	-0.01	0.01	0.03	0.03	0.01
R9	SchlHigh	School—adult who always wants me to do my best.	0.89	-0.05	0.00	0.00	0.09	-0.08	-0.03	-0.05	0.00
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.10	0.03	-0.07	0.12	-0.07	0.00	-0.03	-0.03
R12	SchlPart	School—I do interesting activities.	0.14	0.54	-0.01	0.16	0.01	-0.03	-0.03	-0.02	0.08
R13	SchlPart	School—I help decide things like class activities or rules	0.03	0.91	0.01	-0.08	0.00	0.06	-0.01	-0.01	-0.03
R14	SchlPart	School—I do things that make a difference.	0.09	0.73	0.01	0.01	-0.01	-0.04	0.09	0.00	0.02
R15	ComCare	Community—adult who really cares about me.	0.04	-0.07	0.96	0.06	-0.11	-0.03	-0.01	0.02	0.01
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.01	0.04	0.84	0.01	-0.01	0.15	0.03	0.02	0.00
R20	ComCare	Community—adult whom I trust.	0.01	-0.08	0.86	0.06	0.00	0.02	0.05	-0.01	0.01
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.04	0.88	0.00	0.06	0.07	0.00	0.01	-0.01
R18	ComHigh	Community—adult who believes that I will be a success.	0.01	0.11	0.87	-0.10	0.16	-0.03	-0.02	-0.01	-0.01
R19	ComHigh	Community—adult who always wants me to do my best.	0.03	-0.01	0.94	-0.01	0.03	-0.13	-0.01	-0.03	0.02
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.00	0.04	0.81	-0.02	0.01	0.00	-0.04	-0.01
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.02	-0.08	-0.02	0.92	0.05	0.01	-0.02	-0.02	-0.01
R23	ComPart	I help other people.	0.03	0.18	0.08	0.45	-0.02	-0.06	0.12	0.08	0.01
R49	HomeCare	Home—adult who is interested in my school work.	-0.06	0.07	-0.05	0.13	0.71	0.25	0.01	0.03	-0.03
R51	HomeCare	Home—adult who talks with me about my problems.	0.01	0.03	0.01	0.01	0.57	0.55	0.17	-0.03	0.03
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.07	-0.08	0.04	-0.05	0.46	0.36	0.38	-0.01	0.03
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.03	0.01	-0.01	0.11	0.70	-0.04	-0.10	0.07	0.06
R50	HomeHigh	Home—adult who believes that I will be a success.	0.06	0.04	0.08	-0.10	0.75	0.11	0.14	-0.01	-0.01
R52	HomeHigh	Home—adult who always wants me to do my best.	0.07	-0.07	0.04	0.00	0.85	-0.11	0.05	0.00	-0.01
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.06	0.02	0.03	0.15	0.05	0.67	-0.04	0.03
R55	HomePart	I do things at home that make a difference.	-0.03	0.17	-0.03	0.03	0.02	-0.04	0.78	-0.01	0.02
R56	HomePart	I help make decisions with my family.	0.00	-0.01	0.02	-0.01	0.05	0.00	0.83	0.06	-0.05
R42	PeerCare	A friend who really cares about me.	0.04	-0.03	0.03	0.03	0.02	-0.05	-0.01	0.85	0.04
R43	PeerCare	A friend who talks with me about my problems.	-0.01	0.01	-0.02	-0.02	0.00	0.02	0.01	0.95	-0.02
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.02	0.00	0.00	-0.03	0.02	-0.01	0.02	0.89	0.05
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.15	0.02	0.02	-0.07	0.06	-0.04	0.08	-0.34
R46	PeerHigh	My friends try to do what is right.	-0.01	-0.01	0.01	0.00	-0.02	0.02	0.01	0.08	0.84
R47	PeerHigh	My friends do well in school.	-0.03	0.07	0.00	-0.02	0.00	0.04	-0.02	-0.01	0.77

TABLE E52

Secondary RYDM Environmental Asset EFA Results, Mexican American, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.10	-0.17	0.16					
R8	SchlCare	School—adult who notices when I'm not there.	0.71	0.10	-0.15	0.15					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.79	0.11	-0.16	0.16					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.78	0.09	-0.14	0.15					
R9	SchlHigh	School—adult who always wants me to do my best.	0.85	0.08	-0.20	0.19					
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.12	-0.15	0.17					
R12	SchlPart	School—I do interesting activities.	0.60	-0.07	0.18	-0.09					
R13	SchlPart	School—I help decide things like class activities or rules	0.74	-0.22	0.13	-0.13					
R14	SchlPart	School—I do things that make a difference.	0.72	-0.14	0.20	-0.13					
R15	ComCare	Community—adult who really cares about me.	0.04	0.90	-0.01	0.01					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.03	0.84	0.10	0.01					
R20	ComCare	Community—adult whom I trust.	0.03	0.78	0.15	-0.01					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.09	0.85	0.11	-0.05					
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	0.86	0.12	-0.01					
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.89	0.07	0.00					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.47	0.06	0.31	-0.35					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.48	0.05	0.28	-0.32					
R23	ComPart	I help other people.	0.41	0.07	0.27	-0.03					
R49	HomeCare	Home—adult who is interested in my school work.	-0.12	0.05	0.83	0.08					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.08	0.06	0.87	0.02					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.09	0.06	0.89	0.00					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.10	0.08	0.66	0.19					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.13	0.13	0.84	0.14					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.15	0.13	0.86	0.15					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.07	-0.03	0.73	0.01					
R55	HomePart	I do things at home that make a difference.	0.21	-0.07	0.69	-0.03					
R56	HomePart	I help make decisions with my family.	0.15	-0.05	0.73	0.00					
R42	PeerCare	A friend who really cares about me.	0.08	0.06	0.08	0.81					
R43	PeerCare	A friend who talks with me about my problems.	0.09	-0.01	0.06	0.89					
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.06	0.01	0.10	0.87					
R45	PeerHigh	My friends get into a lot of trouble.	-0.02	0.10	-0.08	-0.22					
R46	PeerHigh	My friends try to do what is right.	0.16	-0.11	0.29	0.48					
R47	PeerHigh	My friends do well in school.	0.16	-0.14	0.31	0.42					

TABLE E53

Secondary RYDM Environmental Asset EFA Results, Mexican American, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.08	0.04	-0.06	0.03				
R8	SchlCare	School—adult who notices when I'm not there.	0.74	0.01	0.05	0.00	-0.01				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.82	0.01	0.05	0.01	-0.02				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.02	0.03	0.03	-0.03				
R9	SchlHigh	School—adult who always wants me to do my best.	0.91	-0.05	0.01	0.02	-0.02				
R11	SchlHigh	School—adult who believes that I will be a success.	0.84	-0.01	0.06	0.03	-0.01				
R12	SchlPart	School—I do interesting activities.	0.22	0.57	-0.03	-0.01	0.01				
R13	SchlPart	School—I help decide things like class activities or rules	0.26	0.71	-0.15	-0.10	0.00				
R14	SchlPart	School—I do things that make a difference.	0.25	0.69	-0.08	-0.02	-0.02				
R15	ComCare	Community—adult who really cares about me.	0.05	-0.01	0.91	-0.05	0.05				
R17	ComCare	Community—adult who notices when I am upset about . . .	0.00	0.04	0.85	0.05	0.04				
R20	ComCare	Community—adult whom I trust.	0.00	0.05	0.78	0.11	0.02				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.05	0.08	0.85	0.07	-0.03				
R18	ComHigh	Community—adult who believes that I will be a success.	0.06	0.01	0.86	0.10	0.01				
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	0.01	0.89	0.04	0.02				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.20	0.83	0.15	-0.06	-0.01				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.16	0.80	0.14	-0.08	0.01				
R23	ComPart	I help other people.	0.03	0.52	0.11	0.06	0.13				
R49	HomeCare	Home—adult who is interested in my school work.	-0.01	-0.06	0.02	0.86	0.00				
R51	HomeCare	Home—adult who talks with me about my problems.	0.01	-0.01	0.04	0.90	-0.10				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.03	-0.04	0.03	0.94	-0.13				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	-0.12	0.06	0.68	0.14				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.03	-0.13	0.10	0.87	0.06				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.16	0.10	0.89	0.07				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.06	0.24	-0.04	0.71	-0.03				
R55	HomePart	I do things at home that make a difference.	-0.04	0.40	-0.07	0.62	-0.04				
R56	HomePart	I help make decisions with my family.	-0.02	0.29	-0.06	0.69	-0.04				
R42	PeerCare	A friend who really cares about me.	-0.01	-0.01	0.10	-0.07	0.89				
R43	PeerCare	A friend who talks with me about my problems.	-0.03	0.02	0.04	-0.10	0.98				
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.05	0.00	0.05	-0.05	0.95				
R45	PeerHigh	My friends get into a lot of trouble.	-0.03	0.05	0.11	-0.06	-0.24				
R46	PeerHigh	My friends try to do what is right.	0.08	0.04	-0.11	0.21	0.55				
R47	PeerHigh	My friends do well in school.	0.09	0.05	-0.14	0.24	0.47				

TABLE E54

Secondary RYDM Environmental Asset EFA Results, Mexican American, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.15	0.04	-0.05	-0.05	0.05			
R8	SchlCare	School—adult who notices when I'm not there.	0.74	0.12	0.04	-0.11	0.01	0.01			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.83	0.07	0.04	-0.04	0.02	-0.03			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.07	0.02	-0.03	0.04	-0.04			
R9	SchlHigh	School—adult who always wants me to do my best.	0.92	0.00	-0.01	-0.04	0.03	-0.04			
R11	SchlHigh	School—adult who believes that I will be a success.	0.85	0.02	0.04	-0.01	0.03	-0.04			
R12	SchlPart	School—I do interesting activities.	0.19	0.47	-0.02	0.33	-0.02	0.01			
R13	SchlPart	School—I help decide things like class activities or rules	0.17	0.73	-0.10	0.17	-0.10	0.09			
R14	SchlPart	School—I do things that make a difference.	0.17	0.70	-0.02	0.18	-0.02	0.07			
R15	ComCare	Community—adult who really cares about me.	0.04	-0.08	0.91	0.03	-0.06	0.05			
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.03	0.86	-0.01	0.05	0.07			
R20	ComCare	Community—adult whom I trust.	-0.01	0.01	0.79	0.03	0.11	0.03			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.04	0.02	0.86	0.06	0.06	-0.02			
R18	ComHigh	Community—adult who believes that I will be a success.	0.05	-0.06	0.87	0.05	0.09	0.01			
R19	ComHigh	Community—adult who always wants me to do my best.	0.06	-0.08	0.90	0.06	0.03	0.02			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.12	0.24	0.10	0.84	-0.07	-0.15			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.08	0.19	0.08	0.88	-0.10	-0.14			
R23	ComPart	I help other people.	0.03	0.28	0.10	0.44	0.04	0.08			
R49	HomeCare	Home—adult who is interested in my school work.	0.01	-0.05	0.00	0.01	0.86	-0.02			
R51	HomeCare	Home—adult who talks with me about my problems.	0.01	0.11	0.04	-0.16	0.91	-0.05			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.04	0.07	0.03	-0.16	0.95	-0.09			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.04	-0.19	0.03	0.11	0.65	0.08			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.05	-0.15	0.07	0.05	0.85	0.00			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.05	-0.20	0.07	0.08	0.86	-0.01			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.09	0.31	-0.02	-0.02	0.71	0.04			
R55	HomePart	I do things at home that make a difference.	-0.09	0.46	-0.04	0.06	0.61	0.04			
R56	HomePart	I help make decisions with my family.	-0.05	0.39	-0.04	-0.04	0.70	0.04			
R42	PeerCare	A friend who really cares about me.	-0.02	0.08	0.11	-0.09	-0.05	0.91			
R43	PeerCare	A friend who talks with me about my problems.	-0.05	0.16	0.06	-0.14	-0.08	1.00			
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.06	0.13	0.07	-0.15	-0.02	0.97			
R45	PeerHigh	My friends get into a lot of trouble.	-0.04	0.11	0.12	-0.10	-0.04	-0.20			
R46	PeerHigh	My friends try to do what is right.	0.10	-0.16	-0.13	0.35	0.15	0.45			
R47	PeerHigh	My friends do well in school.	0.12	-0.17	-0.16	0.37	0.18	0.35			

TABLE E55

Secondary RYDM Environmental Asset EFA Results, Mexican American, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.72	0.15	0.04	-0.04	-0.05	0.05	0.00		
R8	SchlCare	School—adult who notices when I'm not there.	0.73	0.10	0.03	-0.08	0.02	0.04	-0.06		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.81	0.05	0.02	-0.01	0.03	-0.01	0.00		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.05	0.00	-0.01	0.05	-0.02	0.00		
R9	SchlHigh	School—adult who always wants me to do my best.	0.91	-0.04	-0.04	0.01	0.05	-0.01	-0.01		
R11	SchlHigh	School—adult who believes that I will be a success.	0.83	0.00	0.03	0.01	0.04	-0.04	0.05		
R12	SchlPart	School—I do interesting activities.	0.17	0.47	-0.02	0.29	-0.03	0.00	0.02		
R13	SchlPart	School—I help decide things like class activities or rules	0.12	0.79	-0.05	0.07	-0.17	0.02	0.03		
R14	SchlPart	School—I do things that make a difference.	0.13	0.75	0.03	0.09	-0.08	0.01	0.02		
R15	ComCare	Community—adult who really cares about me.	0.03	-0.06	0.94	0.00	-0.07	0.03	0.00		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.05	0.89	-0.03	0.04	0.06	-0.05		
R20	ComCare	Community—adult whom I trust.	-0.02	0.03	0.82	0.00	0.09	0.02	-0.01		
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.06	0.89	0.01	0.04	-0.05	0.01		
R18	ComHigh	Community—adult who believes that I will be a success.	0.04	-0.03	0.90	0.01	0.07	-0.03	0.03		
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	-0.05	0.93	0.02	0.01	-0.03	0.04		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.06	0.14	0.02	0.81	0.02	-0.03	-0.06		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.02	0.05	-0.02	0.90	0.00	-0.02	-0.03		
R23	ComPart	I help other people.	0.03	0.26	0.08	0.40	0.05	0.07	0.08		
R49	HomeCare	Home—adult who is interested in my school work.	0.02	-0.08	-0.03	0.07	0.85	0.01	-0.01		
R51	HomeCare	Home—adult who talks with me about my problems.	0.02	0.10	0.03	-0.11	0.90	0.01	-0.10		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.05	0.07	0.02	-0.12	0.94	-0.05	-0.08		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.25	-0.02	0.18	0.66	0.09	0.09		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.07	-0.18	0.04	0.11	0.84	0.01	0.06		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.07	-0.24	0.04	0.14	0.86	0.00	0.08		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.10	0.36	0.01	-0.08	0.66	-0.01	0.03		
R55	HomePart	I do things at home that make a difference.	-0.11	0.52	0.00	-0.03	0.54	-0.02	0.04		
R56	HomePart	I help make decisions with my family.	-0.07	0.44	-0.01	-0.10	0.64	0.01	0.00		
R42	PeerCare	A friend who really cares about me.	0.02	-0.03	0.04	0.02	0.00	0.85	0.05		
R43	PeerCare	A friend who talks with me about my problems.	0.00	0.04	-0.02	-0.02	-0.01	0.95	0.00		
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.02	0.02	0.00	-0.03	0.04	0.92	0.01		
R45	PeerHigh	My friends get into a lot of trouble.	0.01	0.00	0.04	0.08	0.04	0.02	-0.41		
R46	PeerHigh	My friends try to do what is right.	-0.01	0.06	0.04	-0.06	-0.03	0.05	0.86		
R47	PeerHigh	My friends do well in school.	0.03	0.04	-0.01	0.00	0.06	-0.03	0.74		

TABLE E56

Secondary RYDM Environmental Asset EFA Results, Mexican American, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.73	0.11	0.04	-0.04	-0.08	0.02	0.05	0.00	
R8	SchlCare	School—adult who notices when I’m not there.	0.75	0.03	0.03	-0.06	-0.05	0.07	0.05	-0.05	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	-0.05	0.02	0.03	-0.04	0.06	0.00	0.01	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.81	0.04	0.00	-0.01	0.05	-0.03	-0.02	0.00	
R9	SchlHigh	School—adult who always wants me to do my best.	0.93	-0.06	-0.04	0.03	0.07	-0.07	-0.01	0.00	
R11	SchlHigh	School—adult who believes that I will be a success.	0.85	-0.02	0.02	0.03	0.05	-0.05	-0.04	0.05	
R12	SchlPart	School—I do interesting activities.	0.11	0.52	-0.02	0.22	0.06	-0.02	-0.01	0.00	
R13	SchlPart	School—I help decide things like class activities or rules	0.01	0.93	-0.03	-0.09	-0.03	-0.01	0.00	0.00	
R14	SchlPart	School—I do things that make a difference.	0.04	0.80	0.04	-0.03	0.00	0.07	-0.01	-0.01	
R15	ComCare	Community—adult who really cares about me.	0.03	-0.04	0.95	0.00	-0.04	-0.06	0.03	0.00	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	-0.02	0.89	-0.02	-0.03	0.09	0.06	-0.04	
R20	ComCare	Community—adult whom I trust.	0.00	-0.04	0.82	0.02	0.03	0.09	0.02	-0.01	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.02	0.04	0.90	0.01	0.01	0.04	-0.05	0.01	
R18	ComHigh	Community—adult who believes that I will be a success.	0.02	0.04	0.90	-0.02	0.12	-0.06	-0.03	0.02	
R19	ComHigh	Community—adult who always wants me to do my best.	0.03	0.02	0.93	0.00	0.06	-0.08	-0.03	0.03	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.03	0.02	0.01	0.83	0.00	0.04	-0.02	-0.05	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.03	-0.09	-0.03	0.97	-0.01	-0.01	-0.02	-0.02	
R23	ComPart	I help other people.	0.06	0.11	0.08	0.43	-0.06	0.18	0.07	0.09	
R49	HomeCare	Home—adult who is interested in my school work.	-0.05	0.11	-0.02	-0.03	0.86	0.04	0.00	-0.03	
R51	HomeCare	Home—adult who talks with me about my problems.	0.02	0.01	0.03	-0.10	0.69	0.36	0.00	-0.10	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.06	-0.07	0.01	-0.09	0.72	0.37	-0.05	-0.07	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.00	0.01	0.00	0.09	0.79	-0.19	0.08	0.06	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.02	-0.01	0.06	0.03	0.86	0.00	0.01	0.04	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.02	-0.05	0.05	0.06	0.90	-0.05	-0.01	0.06	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.02	-0.05	-0.01	0.03	0.28	0.63	0.00	0.06	
R55	HomePart	I do things at home that make a difference.	-0.05	0.11	-0.01	0.06	0.11	0.70	-0.01	0.07	
R56	HomePart	I help make decisions with my family.	0.02	0.01	-0.02	0.01	0.23	0.68	0.02	0.02	
R42	PeerCare	A friend who really cares about me.	0.02	-0.03	0.04	0.02	0.03	-0.04	0.85	0.05	
R43	PeerCare	A friend who talks with me about my problems.	0.00	0.03	-0.02	-0.02	-0.02	0.01	0.95	0.00	
R44	PeerCare	A friend who helps me when I’m having a hard time.	-0.01	-0.01	-0.01	-0.02	0.02	0.04	0.92	0.01	
R45	PeerHigh	My friends get into a lot of trouble.	0.01	0.01	0.04	0.08	0.03	0.00	0.02	-0.41	
R46	PeerHigh	My friends try to do what is right.	0.00	0.00	0.03	-0.04	-0.03	0.05	0.05	0.86	
R47	PeerHigh	My friends do well in school.	0.03	-0.01	-0.01	0.01	0.06	0.04	-0.03	0.73	

TABLE E57

Secondary RYDM Environmental Asset EFA Results, Mexican American, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.72	0.12	0.03	-0.01	-0.05	-0.06	0.05	0.03	0.10
R8	SchlCare	School—adult who notices when I'm not there.	0.74	0.03	0.03	-0.04	-0.03	0.01	0.05	-0.03	0.09
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	-0.06	0.02	0.03	-0.04	0.06	0.00	0.01	0.00
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.04	0.00	0.02	0.08	-0.08	-0.02	0.02	0.07
R9	SchlHigh	School—adult who always wants me to do my best.	0.94	-0.06	-0.04	0.00	0.05	0.00	-0.01	-0.03	-0.09
R11	SchlHigh	School—adult who believes that I will be a success.	0.86	-0.02	0.04	-0.02	0.01	0.06	-0.04	0.01	-0.15
R12	SchlPart	School—I do interesting activities.	0.12	0.52	-0.01	0.20	0.04	0.03	-0.01	-0.02	-0.09
R13	SchlPart	School—I help decide things like class activities or rules	0.00	0.94	-0.03	-0.07	-0.02	-0.04	0.00	0.01	0.04
R14	SchlPart	School—I do things that make a difference.	0.04	0.80	0.05	-0.04	-0.01	0.08	-0.01	-0.01	-0.01
R15	ComCare	Community—adult who really cares about me.	0.02	-0.02	0.94	0.01	-0.01	-0.12	0.03	0.02	0.04
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	-0.01	0.89	0.01	-0.01	0.03	0.06	-0.02	0.09
R20	ComCare	Community—adult whom I trust.	-0.01	-0.04	0.82	0.03	0.03	0.06	0.02	0.01	0.05
R16	ComHigh	Community—adult who tells me when I do a good job.	0.01	0.05	0.89	0.02	0.04	-0.02	-0.05	0.02	0.05
R18	ComHigh	Community—adult who believes that I will be a success.	0.03	0.03	0.91	-0.05	0.08	0.03	-0.02	-0.02	-0.10
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.01	0.94	-0.03	0.02	0.02	-0.02	0.00	-0.12
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.04	0.02	0.01	0.84	0.02	-0.01	-0.02	-0.03	0.02
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.02	-0.09	-0.03	0.98	0.00	-0.05	-0.02	0.00	0.00
R23	ComPart	I help other people.	0.05	0.11	0.08	0.43	-0.06	0.16	0.07	0.10	0.01
R49	HomeCare	Home—adult who is interested in my school work.	-0.05	0.11	-0.02	-0.03	0.89	0.00	0.00	-0.03	0.13
R51	HomeCare	Home—adult who talks with me about my problems.	-0.03	0.02	0.00	0.02	0.78	0.08	0.01	0.01	0.51
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.04	-0.07	0.00	-0.01	0.76	0.19	-0.06	0.01	0.34
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	0.01	0.01	0.05	0.78	-0.12	0.08	0.02	-0.06
R50	HomeHigh	Home—adult who believes that I will be a success.	0.03	-0.01	0.06	-0.01	0.85	0.05	0.01	0.01	0.02
R52	HomeHigh	Home—adult who always wants me to do my best.	0.03	-0.06	0.06	0.02	0.89	0.02	-0.01	0.02	0.00
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.06	0.00	-0.03	0.25	0.70	0.01	0.00	-0.02
R55	HomePart	I do things at home that make a difference.	-0.03	0.11	0.00	0.02	0.08	0.74	-0.01	0.03	0.01
R56	HomePart	I help make decisions with my family.	0.04	0.01	-0.01	-0.04	0.20	0.72	0.03	-0.03	0.03
R42	PeerCare	A friend who really cares about me.	0.03	-0.03	0.05	0.01	0.02	-0.01	0.85	0.04	-0.06
R43	PeerCare	A friend who talks with me about my problems.	0.00	0.03	-0.02	-0.01	-0.01	-0.01	0.95	0.01	0.03
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.01	-0.02	-0.01	-0.01	0.02	0.03	0.92	0.02	0.01
R45	PeerHigh	My friends get into a lot of trouble.	0.01	0.00	0.04	0.07	0.02	0.02	0.02	-0.40	0.00
R46	PeerHigh	My friends try to do what is right.	-0.02	0.01	0.03	-0.01	-0.01	-0.01	0.04	0.90	0.03
R47	PeerHigh	My friends do well in school.	0.03	0.00	-0.02	0.02	0.07	0.03	-0.02	0.70	-0.03

TABLE E58

Secondary RYDM Environmental Asset EFA Results, White, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.82	0.11	-0.11	-0.03					
R8	SchlCare	School—adult who notices when I'm not there.	0.86	0.11	-0.09	-0.11					
R10	SchlCare	School—adult who listens to me when I have something . . .	0.92	0.13	-0.02	-0.17					
R7	SchlHigh	School—adult who tells me when I do a good job.	0.88	0.14	-0.09	-0.08					
R9	SchlHigh	School—adult who always wants me to do my best.	0.93	0.15	-0.06	-0.16					
R11	SchlHigh	School—adult who believes that I will be a success.	0.88	0.16	-0.02	-0.11					
R12	SchlPart	School—I do interesting activities.	0.44	-0.13	0.13	0.20					
R13	SchlPart	School—I help decide things like class activities or rules	0.56	-0.26	0.05	0.28					
R14	SchlPart	School—I do things that make a difference.	0.53	-0.21	0.09	0.32					
R15	ComCare	Community—adult who really cares about me.	0.12	0.82	0.03	0.12					
R17	ComCare	Community—adult who notices when I am upset about . . .	0.08	0.76	0.14	0.13					
R20	ComCare	Community—adult whom I trust.	0.13	0.69	0.18	0.09					
R16	ComHigh	Community—adult who tells me when I do a good job.	0.09	0.78	0.16	0.12					
R18	ComHigh	Community—adult who believes that I will be a success.	0.13	0.77	0.14	0.13					
R19	ComHigh	Community—adult who always wants me to do my best.	0.14	0.84	0.06	0.10					
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	0.21	-0.06	0.32	0.28					
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.20	-0.07	0.32	0.28					
R23	ComPart	I help other people.	0.24	0.01	0.24	0.30					
R49	HomeCare	Home—adult who is interested in my school work.	-0.06	0.12	0.86	-0.09					
R51	HomeCare	Home—adult who talks with me about my problems.	-0.11	0.09	0.95	-0.12					
R53	HomeCare	Home—adult who listens to me when I have something . . .	-0.07	0.10	0.97	-0.16					
R48	HomeHigh	Home—adult who expects me to follow the rules.	-0.06	0.17	0.69	0.01					
R50	HomeHigh	Home—adult who believes that I will be a success.	-0.04	0.21	0.89	-0.10					
R52	HomeHigh	Home—adult who always wants me to do my best.	-0.09	0.21	0.91	-0.09					
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.01	-0.07	0.80	-0.02					
R55	HomePart	I do things at home that make a difference.	0.13	-0.13	0.67	0.12					
R56	HomePart	I help make decisions with my family.	0.05	-0.10	0.80	0.03					
R42	PeerCare	A friend who really cares about me.	-0.14	0.23	-0.12	0.93					
R43	PeerCare	A friend who talks with me about my problems.	-0.19	0.21	-0.22	1.07					
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.16	0.20	-0.18	1.04					
R45	PeerHigh	My friends get into a lot of trouble.	-0.06	0.03	-0.09	-0.27					
R46	PeerHigh	My friends try to do what is right.	0.03	-0.08	0.20	0.54					
R47	PeerHigh	My friends do well in school.	0.06	-0.10	0.23	0.44					

TABLE E59

Secondary RYDM Environmental Asset EFA Results, White, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.09	0.01	-0.03	0.04				
R8	SchlCare	School—adult who notices when I'm not there.	0.79	0.04	0.00	0.01	-0.01				
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	0.02	0.00	0.08	-0.04				
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.05	0.02	0.01	0.02				
R9	SchlHigh	School—adult who always wants me to do my best.	0.86	0.00	0.02	0.05	-0.02				
R11	SchlHigh	School—adult who believes that I will be a success.	0.79	0.08	0.06	0.06	-0.02				
R12	SchlPart	School—I do interesting activities.	0.15	0.64	0.03	-0.06	-0.05				
R13	SchlPart	School—I help decide things like class activities or rules	0.18	0.82	-0.03	-0.20	-0.07				
R14	SchlPart	School—I do things that make a difference.	0.15	0.85	0.02	-0.17	-0.03				
R15	ComCare	Community—adult who really cares about me.	0.04	0.01	0.91	-0.02	0.04				
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.06	0.85	0.07	0.03				
R20	ComCare	Community—adult whom I trust.	0.04	0.07	0.76	0.12	0.01				
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.06	0.86	0.09	0.03				
R18	ComHigh	Community—adult who believes that I will be a success.	0.03	0.07	0.85	0.08	0.03				
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	0.02	0.91	0.01	0.02				
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.13	0.71	0.14	0.06	0.00				
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.12	0.69	0.12	0.07	0.01				
R23	ComPart	I help other people.	0.00	0.55	0.13	0.05	0.11				
R49	HomeCare	Home—adult who is interested in my school work.	0.07	-0.10	0.02	0.83	0.02				
R51	HomeCare	Home—adult who talks with me about my problems.	-0.02	-0.01	0.03	0.90	-0.06				
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.01	-0.01	0.04	0.92	-0.09				
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.06	-0.09	0.09	0.67	0.11				
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.11	0.13	0.84	0.03				
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.18	0.12	0.88	0.06				
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.06	0.29	-0.07	0.70	-0.08				
R55	HomePart	I do things at home that make a difference.	-0.06	0.53	-0.06	0.50	-0.04				
R56	HomePart	I help make decisions with my family.	-0.05	0.37	-0.09	0.68	-0.06				
R42	PeerCare	A friend who really cares about me.	0.00	-0.06	0.12	-0.02	0.87				
R43	PeerCare	A friend who talks with me about my problems.	-0.04	-0.05	0.08	-0.10	0.99				
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.01	-0.06	0.07	-0.06	0.97				
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	-0.04	0.13	-0.11	-0.31				
R46	PeerHigh	My friends try to do what is right.	0.03	0.24	-0.18	0.17	0.52				
R47	PeerHigh	My friends do well in school.	0.04	0.26	-0.19	0.18	0.41				

TABLE E60

Secondary RYDM Environmental Asset EFA Results, White, 6 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.74	0.11	0.01	-0.02	-0.02	0.05			
R8	SchlCare	School—adult who notices when I'm not there.	0.79	0.07	-0.01	-0.04	0.02	0.01			
R10	SchlCare	School—adult who listens to me when I have something . . .	0.85	0.04	0.00	0.00	0.07	-0.05			
R7	SchlHigh	School—adult who tells me when I do a good job.	0.80	0.07	0.01	-0.01	0.01	0.03			
R9	SchlHigh	School—adult who always wants me to do my best.	0.86	0.00	0.02	0.06	0.02	-0.06			
R11	SchlHigh	School—adult who believes that I will be a success.	0.79	0.08	0.07	0.04	0.04	-0.03			
R12	SchlPart	School—I do interesting activities.	0.14	0.60	0.03	0.05	-0.02	-0.02			
R13	SchlPart	School—I help decide things like class activities or rules	0.16	0.80	-0.05	-0.08	-0.10	0.06			
R14	SchlPart	School—I do things that make a difference.	0.14	0.80	0.01	0.01	-0.10	0.06			
R15	ComCare	Community—adult who really cares about me.	0.04	-0.03	0.95	0.00	-0.05	0.02			
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.02	0.06	0.88	-0.11	0.08	0.07			
R20	ComCare	Community—adult whom I trust.	0.04	0.04	0.80	-0.03	0.10	0.01			
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.04	0.89	-0.05	0.08	0.04			
R18	ComHigh	Community—adult who believes that I will be a success.	0.03	0.04	0.89	0.00	0.06	0.02			
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.02	0.96	0.01	-0.02	0.00			
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.11	0.51	0.16	0.50	-0.01	-0.19			
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.10	0.47	0.13	0.50	0.00	-0.17			
R23	ComPart	I help other people.	-0.01	0.45	0.13	0.27	0.03	0.04			
R49	HomeCare	Home—adult who is interested in my school work.	0.07	-0.10	0.01	0.11	0.79	-0.02			
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	0.02	0.01	-0.08	0.90	0.01			
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.02	0.03	-0.09	0.92	-0.02			
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.06	-0.14	0.10	0.27	0.58	-0.01			
R50	HomeHigh	Home—adult who believes that I will be a success.	0.08	-0.12	0.13	0.13	0.78	-0.03			
R52	HomeHigh	Home—adult who always wants me to do my best.	0.08	-0.22	0.13	0.24	0.78	-0.05			
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.06	0.30	-0.09	-0.04	0.71	0.02			
R55	HomePart	I do things at home that make a difference.	-0.06	0.53	-0.08	-0.02	0.52	0.07			
R56	HomePart	I help make decisions with my family.	-0.05	0.39	-0.11	-0.10	0.71	0.08			
R42	PeerCare	A friend who really cares about me.	0.00	-0.03	0.09	0.17	0.01	0.78			
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.03	0.04	0.06	-0.02	0.92			
R44	PeerCare	A friend who helps me when I'm having a hard time.	-0.01	0.02	0.04	0.08	0.02	0.89			
R45	PeerHigh	My friends get into a lot of trouble.	-0.10	0.09	0.09	-0.48	0.01	-0.07			
R46	PeerHigh	My friends try to do what is right.	0.02	0.04	-0.13	0.76	0.00	0.21			
R47	PeerHigh	My friends do well in school.	0.03	0.08	-0.13	0.66	0.05	0.10			

TABLE E61

Secondary RYDM Environmental Asset EFA Results, White, 7 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.75	0.12	0.01	-0.06	-0.02	0.05	0.00		
R8	SchlCare	School—adult who notices when I'm not there.	0.81	0.07	-0.02	-0.04	0.03	0.02	-0.05		
R10	SchlCare	School—adult who listens to me when I have something . . .	0.86	0.04	0.00	-0.06	0.08	-0.05	0.02		
R7	SchlHigh	School—adult who tells me when I do a good job.	0.82	0.06	0.00	-0.03	0.02	0.05	-0.03		
R9	SchlHigh	School—adult who always wants me to do my best.	0.88	-0.02	0.01	0.00	0.03	-0.05	0.04		
R11	SchlHigh	School—adult who believes that I will be a success.	0.80	0.07	0.07	-0.03	0.04	-0.04	0.05		
R12	SchlPart	School—I do interesting activities.	0.13	0.55	0.00	0.26	-0.02	0.01	-0.08		
R13	SchlPart	School—I help decide things like class activities or rules	0.15	0.78	-0.03	0.14	-0.13	0.05	-0.09		
R14	SchlPart	School—I do things that make a difference.	0.12	0.76	0.03	0.20	-0.13	0.04	-0.02		
R15	ComCare	Community—adult who really cares about me.	0.04	-0.05	0.95	0.03	-0.05	0.00	0.01		
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.07	0.90	-0.07	0.06	0.05	-0.04		
R20	ComCare	Community—adult whom I trust.	0.04	0.03	0.81	-0.02	0.09	-0.02	0.01		
R16	ComHigh	Community—adult who tells me when I do a good job.	-0.01	0.03	0.90	-0.01	0.07	0.02	-0.01		
R18	ComHigh	Community—adult who believes that I will be a success.	0.03	0.02	0.89	0.02	0.05	0.00	0.02		
R19	ComHigh	Community—adult who always wants me to do my best.	0.05	-0.05	0.96	0.03	-0.03	-0.03	0.02		
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.09	0.30	0.02	0.73	0.07	-0.07	0.04		
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	-0.07	0.25	-0.03	0.76	0.08	-0.03	0.01		
R23	ComPart	I help other people.	-0.01	0.36	0.09	0.35	0.04	0.06	0.10		
R49	HomeCare	Home—adult who is interested in my school work.	0.07	-0.09	-0.05	0.15	0.82	0.04	-0.06		
R51	HomeCare	Home—adult who talks with me about my problems.	-0.01	0.07	-0.01	-0.01	0.91	0.04	-0.12		
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.02	0.06	0.03	-0.06	0.92	-0.01	-0.08		
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.07	-0.19	0.02	0.27	0.60	0.05	0.05		
R50	HomeHigh	Home—adult who believes that I will be a success.	0.09	-0.11	0.09	0.13	0.80	0.01	0.00		
R52	HomeHigh	Home—adult who always wants me to do my best.	0.09	-0.23	0.06	0.24	0.81	0.02	0.01		
R54	HomePart	I do fun things or go fun places with my parents or other . . .	-0.06	0.32	-0.01	-0.12	0.67	-0.06	0.11		
R55	HomePart	I do things at home that make a difference.	-0.08	0.55	0.02	-0.09	0.45	-0.04	0.16		
R56	HomePart	I help make decisions with my family.	-0.05	0.42	-0.02	-0.18	0.66	-0.01	0.09		
R42	PeerCare	A friend who really cares about me.	0.01	-0.03	0.04	0.03	0.04	0.82	0.08		
R43	PeerCare	A friend who talks with me about my problems.	-0.04	0.06	0.00	-0.05	0.01	0.96	0.00		
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.00	0.04	-0.01	-0.05	0.04	0.92	0.03		
R45	PeerHigh	My friends get into a lot of trouble.	-0.10	0.12	0.02	-0.03	0.03	0.00	-0.51		
R46	PeerHigh	My friends try to do what is right.	-0.01	-0.02	0.01	0.01	-0.09	0.06	0.94		
R47	PeerHigh	My friends do well in school.	0.03	0.05	-0.02	0.05	0.01	-0.02	0.68		

TABLE E62

Secondary RYDM Environmental Asset EFA Results, White, 8 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.76	0.07	0.01	-0.04	-0.06	0.04	0.06	-0.01	
R8	SchlCare	School—adult who notices when I'm not there.	0.83	0.02	-0.02	0.00	-0.01	0.02	0.03	-0.06	
R10	SchlCare	School—adult who listens to me when I have something . . .	0.87	0.01	0.00	-0.04	0.06	0.02	-0.04	0.00	
R7	SchlHigh	School—adult who tells me when I do a good job.	0.84	0.01	0.00	0.01	-0.01	0.01	0.06	-0.05	
R9	SchlHigh	School—adult who always wants me to do my best.	0.89	-0.03	0.01	0.03	0.05	-0.06	-0.05	0.03	
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.02	0.07	0.00	0.01	0.02	-0.04	0.04	
R12	SchlPart	School—I do interesting activities.	0.05	0.63	0.00	0.13	0.11	-0.08	-0.02	-0.01	
R13	SchlPart	School—I help decide things like class activities or rules	0.04	0.88	-0.03	-0.07	0.00	-0.01	0.01	0.00	
R14	SchlPart	School—I do things that make a difference.	0.04	0.78	0.03	0.05	-0.05	0.04	0.00	0.06	
R15	ComCare	Community—adult who really cares about me.	0.05	-0.07	0.95	0.05	-0.04	-0.05	0.01	0.00	
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.06	0.90	-0.08	0.03	0.06	0.04	-0.04	
R20	ComCare	Community—adult whom I trust.	0.05	-0.03	0.81	0.01	0.04	0.07	-0.01	0.00	
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	0.00	0.90	0.00	0.04	0.05	0.02	-0.02	
R18	ComHigh	Community—adult who believes that I will be a success.	0.01	0.05	0.90	-0.01	0.07	-0.03	-0.01	0.03	
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.00	0.96	0.01	0.03	-0.09	-0.03	0.03	
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.04	0.10	0.02	0.79	0.04	0.02	-0.05	-0.01	
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.01	-0.03	-0.04	0.93	0.02	0.03	0.00	-0.08	
R23	ComPart	I help other people.	0.05	0.09	0.10	0.47	-0.12	0.23	0.08	0.05	
R49	HomeCare	Home—adult who is interested in my school work.	0.02	0.05	-0.04	0.01	0.85	-0.01	0.02	-0.01	
R51	HomeCare	Home—adult who talks with me about my problems.	-0.05	0.09	0.00	-0.12	0.81	0.23	0.02	-0.08	
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.00	0.03	0.04	-0.13	0.78	0.29	-0.03	-0.05	
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.02	-0.03	0.02	0.16	0.72	-0.16	0.04	0.09	
R50	HomeHigh	Home—adult who believes that I will be a success.	0.05	-0.02	0.09	0.03	0.80	0.04	0.00	0.03	
R52	HomeHigh	Home—adult who always wants me to do my best.	0.04	-0.09	0.06	0.13	0.88	-0.09	0.00	0.04	
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.02	-0.08	-0.02	0.05	0.31	0.63	-0.04	0.03	
R55	HomePart	I do things at home that make a difference.	-0.01	0.12	0.02	0.08	0.04	0.70	-0.01	0.08	
R56	HomePart	I help make decisions with my family.	0.04	-0.03	-0.03	0.01	0.25	0.72	0.03	0.00	
R42	PeerCare	A friend who really cares about me.	0.02	-0.04	0.04	0.05	0.05	-0.05	0.82	0.07	
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.02	0.00	-0.02	-0.02	0.02	0.96	-0.01	
R44	PeerCare	A friend who helps me when I'm having a hard time.	0.01	0.01	-0.01	-0.03	0.02	0.01	0.93	0.02	
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.08	0.03	0.00	-0.02	0.03	0.01	-0.50	
R46	PeerHigh	My friends try to do what is right.	-0.04	0.04	0.01	-0.08	-0.03	0.03	0.04	0.97	
R47	PeerHigh	My friends do well in school.	0.01	0.06	-0.02	0.00	0.04	0.07	-0.03	0.66	

TABLE E63

Secondary RYDM Environmental Asset EFA Results, White, 9 Factor Solution

Item	Original construct	Item description	1	2	3	4	5	6	7	8	9
R6	SchlCare	School—adult who really cares about me.	0.77	0.04	0.02	0.03	-0.05	-0.03	0.06	0.03	0.12
R8	SchlCare	School—adult who notices when I’m not there.	0.82	0.00	-0.01	0.03	0.00	-0.02	0.03	-0.04	0.05
R10	SchlCare	School—adult who listens to me when I have something . . .	0.87	0.01	0.00	-0.03	0.06	0.01	-0.04	0.01	-0.01
R7	SchlHigh	School—adult who tells me when I do a good job.	0.84	-0.01	0.00	0.05	0.00	-0.04	0.05	-0.02	0.05
R9	SchlHigh	School—adult who always wants me to do my best.	0.89	-0.01	0.00	-0.03	0.04	0.00	-0.04	-0.01	-0.16
R11	SchlHigh	School—adult who believes that I will be a success.	0.82	0.04	0.07	-0.04	0.00	0.08	-0.03	0.01	-0.11
R12	SchlPart	School—I do interesting activities.	0.05	0.62	0.00	0.14	0.11	-0.09	-0.02	-0.01	0.02
R13	SchlPart	School—I help decide things like class activities or rules	0.04	0.86	-0.02	-0.05	-0.01	-0.01	0.01	0.01	0.07
R14	SchlPart	School—I do things that make a difference.	0.03	0.82	0.03	-0.02	-0.05	0.10	0.00	0.03	-0.09
R15	ComCare	Community—adult who really cares about me.	0.05	-0.06	0.95	0.05	-0.04	-0.04	0.00	0.00	-0.03
R17	ComCare	Community—adult who notices when I am upset about . . .	-0.03	0.05	0.91	-0.04	0.04	0.01	0.04	-0.01	0.10
R20	ComCare	Community—adult whom I trust.	0.05	-0.04	0.81	0.05	0.05	0.03	-0.01	0.02	0.07
R16	ComHigh	Community—adult who tells me when I do a good job.	0.00	-0.01	0.91	0.03	0.05	0.01	0.02	0.00	0.05
R18	ComHigh	Community—adult who believes that I will be a success.	0.01	0.06	0.89	-0.05	0.07	0.02	-0.01	0.01	-0.07
R19	ComHigh	Community—adult who always wants me to do my best.	0.04	0.01	0.96	-0.03	0.01	-0.04	-0.03	0.00	-0.09
R21	ComPart	I am part of clubs, sports teams, church/temple, or other . . .	-0.04	0.08	0.03	0.82	0.05	-0.05	-0.05	0.03	0.02
R22	ComPart	I am involved in taking lessons in music, art, literature . . .	0.01	-0.06	-0.04	0.94	0.03	-0.02	0.00	-0.05	-0.02
R23	ComPart	I help other people.	0.05	0.10	0.09	0.42	-0.13	0.27	0.08	0.02	-0.11
R49	HomeCare	Home—adult who is interested in my school work.	0.02	0.04	-0.04	0.03	0.87	-0.05	0.02	0.00	0.01
R51	HomeCare	Home—adult who talks with me about my problems.	-0.05	0.04	0.01	0.01	0.83	0.07	0.02	-0.02	0.26
R53	HomeCare	Home—adult who listens to me when I have something . . .	0.01	-0.03	0.05	-0.02	0.79	0.17	-0.03	0.01	0.22
R48	HomeHigh	Home—adult who expects me to follow the rules.	0.01	0.02	0.01	0.05	0.71	-0.06	0.04	0.03	-0.26
R50	HomeHigh	Home—adult who believes that I will be a success.	0.04	0.01	0.09	-0.04	0.81	0.08	0.00	0.00	-0.09
R52	HomeHigh	Home—adult who always wants me to do my best.	0.04	-0.05	0.06	0.03	0.88	-0.01	0.00	-0.01	-0.19
R54	HomePart	I do fun things or go fun places with my parents or other . . .	0.02	-0.07	-0.02	0.03	0.31	0.61	-0.03	0.02	0.08
R55	HomePart	I do things at home that make a difference.	-0.01	0.16	0.01	-0.02	0.03	0.77	-0.01	0.03	-0.05
R56	HomePart	I help make decisions with my family.	0.03	-0.01	-0.03	-0.02	0.26	0.70	0.03	-0.02	0.08
R42	PeerCare	A friend who really cares about me.	0.02	-0.04	0.04	0.04	0.05	-0.03	0.82	0.06	-0.05
R43	PeerCare	A friend who talks with me about my problems.	-0.02	0.01	0.00	-0.01	-0.02	0.00	0.97	0.00	0.04
R44	PeerCare	A friend who helps me when I’m having a hard time.	0.01	0.02	-0.01	-0.04	0.02	0.03	0.93	0.01	-0.02
R45	PeerHigh	My friends get into a lot of trouble.	-0.09	0.08	0.03	0.00	-0.02	0.03	0.01	-0.49	0.05
R46	PeerHigh	My friends try to do what is right.	-0.04	0.03	0.01	-0.05	-0.03	0.02	0.04	0.95	-0.02
R47	PeerHigh	My friends do well in school.	0.01	0.03	-0.01	0.06	0.04	0.01	-0.03	0.69	0.08

TABLE E64

Elementary RYDM Environmental Assets—Males and Females—Goodness of Fit Information for EFA Models

Model	Males				Females			
	Main sample		Validation sample		Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.095	0.091	0.089	0.090	0.089	0.089	0.091	0.091
2 Factor	0.085	0.069	0.069	0.062	0.072	0.061	0.081	0.065
3 Factor	0.072	0.054	0.049	0.037	0.063	0.050	0.072	0.049
4 Factor	0.043	0.033	0.038	0.028	0.052	0.039	0.052	0.035
5 Factor	0.023	0.019	*	*	*	*	0.044	0.026
6 Factor	0.000	0.012	0.006	0.014	0.026	0.021	*	*
7 Factor	0.000	0.007	0.000	0.008	0.028	0.017	*	*

Note: Analytic samples consist of 1,000 respondents per gender sampled from surveys administered between spring 2003 and spring 2005.

Weighted data.

RMSEA = Root Mean Square Error of Approximation (recommended value ≤ 0.06)

RMSR = Root Mean Square Error (recommended value ≤ 0.05)

*Solution could not be obtained due to over-factoring (Heywood case).

TABLE E65

Elementary RYDM Environmental Asset EFA Results, Main Sample, 2 Factor Solution

Item	Original construct	Item description	1	2
10	SchlCare	Do the teachers . . . at school care about you?	0.78	-0.04
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.65	0.02
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.66	-0.06
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.68	0.04
52	HomeCare	Parent . . . care about your school work?	-0.07	0.83
55	HomeCare	Parent . . . listen when you have something to say?	0.12	0.57
53	HomeHigh	Parent . . . believe that you can do a good job?	0.04	0.82
54	HomeHigh	Parent . . . at home want you to do your best?	-0.01	0.79
9	SchlPart	. . . make class rules/choose things to do school?	0.32	0.00
15	SchlPart	Do you do things to be helpful at school?	0.36	0.17
56	HomePart	Do you help out at home?	0.05	0.36
56	HomePart	. . . make rules or choose things to do at home?	0.07	0.15
50	PeerHigh	Do your best friends get into trouble?	0.02	0.37
51	PeerHigh	Do your best friends try to do the right thing?	0.10	0.48

TABLE E66

Elementary RYDM Environmental Asset EFA Results, Validation Sample, 2 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.81	-0.08			
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.70	-0.07			
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.59	-0.03			
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.71	0.03			
52	HomeCare	Parent . . . care about your school work?	-0.05	0.74			
55	HomeCare	Parent . . . listen when you have something to say?	0.12	0.58			
53	HomeHigh	Parent . . . believe that you can do a good job?	0.01	0.85			
54	HomeHigh	Parent . . . at home want you to do your best?	0.00	0.87			
9	SchlPart	. . . make class rules/choose things to do school?	0.18	0.14			
15	SchlPart	Do you do things to be helpful at school?	0.29	0.28			
56	HomePart	Do you help out at home?	0.05	0.38			
56	HomePart	. . . make rules or choose things to do at home?	-0.10	0.34			
50	PeerHigh	Do your best friends get into trouble?	0.19	0.18			
51	PeerHigh	Do your best friends try to do the right thing?	0.25	0.32			

TABLE E67

Elementary RYDM Environmental Asset EFA Results, Main Sample, 3 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.78	-0.01	-0.04		
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.65	0.02	0.01		
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.67	-0.02	-0.07		
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.68	0.05	-0.02		
52	HomeCare	Parent . . . care about your school work?	-0.06	0.85	0.00		
55	HomeCare	Parent . . . listen when you have something to say?	0.13	0.57	0.02		
53	HomeHigh	Parent . . . believe that you can do a good job?	0.06	0.81	0.00		
54	HomeHigh	Parent . . . at home want you to do your best?	0.03	0.80	-0.05		
9	SchlPart	. . . make class rules/choose things to do school?	0.32	-0.02	0.03		
15	SchlPart	Do you do things to be helpful at school?	0.35	0.05	0.17		
56	HomePart	Do you help out at home?	0.05	0.31	0.09		
56	HomePart	. . . make rules or choose things to do at home?	0.06	0.13	0.06		
50	PeerHigh	Do your best friends get into trouble?	0.03	0.01	0.43		
51	PeerHigh	Do your best friends try to do the right thing?	-0.05	-0.03	1.01		

TABLE E68

Elementary RYDM Environmental Asset EFA Results, Validation Sample, 3 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.73	0.02	0.05		
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.63	0.02	0.05		
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.49	-0.04	0.17		
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.69	0.13	-0.01		
52	HomeCare	Parent . . . care about your school work?	0.02	0.72	0.02		
55	HomeCare	Parent . . . listen when you have something to say?	0.06	0.48	0.22		
53	HomeHigh	Parent . . . believe that you can do a good job?	0.12	0.89	-0.08		
54	HomeHigh	Parent . . . at home want you to do your best?	0.08	0.80	0.04		
9	SchlPart	. . . make class rules/choose things to do school?	0.03	-0.10	0.42		
15	SchlPart	Do you do things to be helpful at school?	0.07	-0.04	0.62		
56	HomePart	Do you help out at home?	-0.09	0.17	0.38		
56	HomePart	. . . make rules or choose things to do at home?	-0.16	0.19	0.23		
50	PeerHigh	Do your best friends get into trouble?	0.01	-0.10	0.48		
51	PeerHigh	Do your best friends try to do the right thing?	0.03	-0.01	0.61		

TABLE E69

Elementary RYDM Environmental Asset EFA Results, Main Sample, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.74	0.05	0.01	-0.01	
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.62	0.07	0.00	0.05	
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.56	-0.02	0.17	-0.07	
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.67	0.10	-0.02	0.03	
52	HomeCare	Parent . . . care about your school work?	0.00	0.81	0.01	0.01	
55	HomeCare	Parent . . . listen when you have something to say?	0.06	0.51	0.20	0.01	
53	HomeHigh	Parent . . . believe that you can do a good job?	0.11	0.79	0.00	0.02	
54	HomeHigh	Parent . . . at home want you to do your best?	0.10	0.77	-0.03	0.00	
9	SchlPart	. . . make class rules/choose things to do school?	0.14	-0.16	0.48	-0.05	
15	SchlPart	Do you do things to be helpful at school?	0.16	-0.11	0.50	0.15	
56	HomePart	Do you help out at home?	-0.17	0.21	0.48	0.03	
56	HomePart	. . . make rules or choose things to do at home?	-0.10	0.05	0.37	-0.03	
50	PeerHigh	Do your best friends get into trouble?	0.03	-0.01	-0.07	0.63	
51	PeerHigh	Do your best friends try to do the right thing?	-0.02	0.04	0.18	0.68	

TABLE E70

Elementary RYDM Environmental Asset EFA Results, Validation Sample, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.73	0.03	0.03	-0.01	
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.65	0.02	0.03	-0.01	
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.51	-0.05	0.18	-0.02	
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.71	0.14	-0.07	0.02	
52	HomeCare	Parent . . . care about your school work?	0.01	0.73	0.00	0.01	
55	HomeCare	Parent . . . listen when you have something to say?	0.07	0.48	0.22	0.01	
53	HomeHigh	Parent . . . believe that you can do a good job?	0.10	0.90	-0.09	-0.01	
54	HomeHigh	Parent . . . at home want you to do your best?	0.07	0.81	0.01	0.04	
9	SchlPart	. . . make class rules/choose things to do school?	0.05	-0.20	0.62	-0.06	
15	SchlPart	Do you do things to be helpful at school?	0.10	-0.05	0.50	0.18	
56	HomePart	Do you help out at home?	-0.07	0.16	0.36	0.08	
56	HomePart	. . . make rules or choose things to do at home?	-0.16	0.16	0.38	-0.09	
50	PeerHigh	Do your best friends get into trouble?	0.02	-0.03	0.00	0.51	
51	PeerHigh	Do your best friends try to do the right thing?	-0.02	0.03	0.05	0.77	

TABLE E71

Elementary RYDM Environmental Asset EFA Results, Main Sample, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.76	0.00	0.01	0.03	-0.01
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.67	-0.03	0.07	-0.04	0.06
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.55	0.01	0.00	0.19	-0.08
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.67	0.09	-0.07	0.05	0.02
52	HomeCare	Parent . . . care about your school work?	0.04	0.68	0.20	-0.08	0.03
55	HomeCare	Parent . . . listen when you have something to say?	0.14	0.30	0.48	-0.09	0.03
53	HomeHigh	Parent . . . believe that you can do a good job?	0.14	0.67	0.17	-0.06	0.04
54	HomeHigh	Parent . . . at home want you to do your best?	-0.01	1.03	-0.27	0.18	-0.05
9	SchlPart	. . . make class rules/choose things to do school?	0.10	-0.08	0.11	0.42	-0.06
15	SchlPart	Do you do things to be helpful at school?	0.07	0.04	-0.02	0.59	0.14
56	HomePart	Do you help out at home?	-0.16	0.20	0.25	0.31	0.03
56	HomePart	. . . make rules or choose things to do at home?	-0.05	-0.17	0.52	0.11	-0.01
50	PeerHigh	Do your best friends get into trouble?	0.04	0.00	-0.10	-0.01	0.60
51	PeerHigh	Do your best friends try to do the right thing?	-0.01	-0.02	0.08	0.12	0.74

TABLE E72

Elementary RYDM Environmental Asset EFA Results, Validation Sample, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.76	0.01	0.01	-0.03	0.01
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.68	-0.06	-0.03	0.11	-0.06
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.54	-0.07	0.03	0.11	0.00
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.73	0.19	0.00	-0.17	0.04
52	HomeCare	Parent . . . care about your school work?	0.01	0.67	-0.03	0.09	0.00
55	HomeCare	Parent . . . listen when you have something to say?	0.10	0.38	-0.02	0.33	-0.01
53	HomeHigh	Parent . . . believe that you can do a good job?	0.07	0.96	0.01	-0.12	0.01
54	HomeHigh	Parent . . . at home want you to do your best?	0.07	0.76	-0.01	0.08	0.03
9	SchlPart	. . . make class rules/choose things to do school?	0.01	0.00	1.47	-0.02	-0.01
15	SchlPart	Do you do things to be helpful at school?	0.14	-0.06	0.09	0.35	0.23
56	HomePart	Do you help out at home?	-0.07	-0.09	-0.06	0.72	0.00
56	HomePart	. . . make rules or choose things to do at home?	-0.12	0.17	0.11	0.23	-0.03
50	PeerHigh	Do your best friends get into trouble?	0.00	0.01	0.00	-0.08	0.57
51	PeerHigh	Do your best friends try to do the right thing?	-0.01	0.02	-0.02	0.08	0.72

TABLE E73

Elementary RYDM Environmental Asset EFA Results, Males, 2 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.80	-0.07			
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.68	-0.02			
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.59	-0.01			
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.70	0.01			
52	HomeCare	Parent . . . care about your school work?	-0.02	0.79			
55	HomeCare	Parent . . . listen when you have something to say?	0.15	0.53			
53	HomeHigh	Parent . . . believe that you can do a good job?	0.03	0.84			
54	HomeHigh	Parent . . . at home want you to do your best?	-0.04	0.78			
9	SchlPart	. . . make class rules/choose things to do school?	0.16	0.16			
15	SchlPart	Do you do things to be helpful at school?	0.24	0.21			
56	HomePart	Do you help out at home?	-0.05	0.44			
56	HomePart	. . . make rules or choose things to do at home?	-0.03	0.17			
50	PeerHigh	Do your best friends get into trouble?	0.08	0.28			
51	PeerHigh	Do your best friends try to do the right thing?	0.14	0.43			

TABLE E74

Elementary RYDM Environmental Asset EFA Results, Males, 3 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.79	-0.02	-0.05		
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.66	-0.04	0.06		
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.58	0.04	-0.05		
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.69	0.03	-0.02		
52	HomeCare	Parent . . . care about your school work?	0.00	0.75	0.06		
55	HomeCare	Parent . . . listen when you have something to say?	0.15	0.49	0.10		
53	HomeHigh	Parent . . . believe that you can do a good job?	0.06	0.84	-0.01		
54	HomeHigh	Parent . . . at home want you to do your best?	0.02	0.86	-0.14		
9	SchlPart	. . . make class rules/choose things to do school?	0.15	0.16	0.02		
15	SchlPart	Do you do things to be helpful at school?	0.22	0.12	0.17		
56	HomePart	Do you help out at home?	-0.07	0.38	0.13		
56	HomePart	. . . make rules or choose things to do at home?	-0.06	0.09	0.16		
50	PeerHigh	Do your best friends get into trouble?	0.04	-0.07	0.48		
51	PeerHigh	Do your best friends try to do the right thing?	-0.02	-0.06	0.94		

TABLE E75

Elementary RYDM Environmental Asset EFA Results, Males, 3 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.75	0.03	0.00	-0.02	
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.64	0.02	-0.03	0.08	
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.54	-0.03	0.19	-0.08	
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.68	0.09	-0.05	0.02	
52	HomeCare	Parent . . . care about your school work?	0.02	0.74	0.01	0.09	
55	HomeCare	Parent . . . listen when you have something to say?	0.11	0.39	0.26	0.06	
53	HomeHigh	Parent . . . believe that you can do a good job?	0.07	0.79	0.08	0.02	
54	HomeHigh	Parent . . . at home want you to do your best?	0.06	0.87	-0.05	-0.10	
9	SchlPart	. . . make class rules/choose things to do school?	0.09	-0.08	0.50	-0.09	
15	SchlPart	Do you do things to be helpful at school?	0.16	-0.11	0.48	0.10	
56	HomePart	Do you help out at home?	-0.18	0.20	0.50	0.03	
56	HomePart	. . . make rules or choose things to do at home?	-0.12	-0.06	0.33	0.09	
50	PeerHigh	Do your best friends get into trouble?	0.06	0.00	-0.07	0.50	
51	PeerHigh	Do your best friends try to do the right thing?	-0.01	-0.01	0.11	0.85	

TABLE E76

Elementary RYDM Environmental Asset EFA Results, Males, 5 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.77	0.02	-0.02	0.03	-0.04
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.65	0.00	-0.03	-0.01	0.08
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.53	-0.02	0.21	-0.01	-0.08
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.66	0.08	0.01	-0.06	0.03
52	HomeCare	Parent . . . care about your school work?	0.06	0.75	-0.09	0.07	0.08
55	HomeCare	Parent . . . listen when you have something to say?	0.17	0.42	0.08	0.21	0.03
53	HomeHigh	Parent . . . believe that you can do a good job?	0.11	0.80	-0.01	0.06	0.01
54	HomeHigh	Parent . . . at home want you to do your best?	-0.02	0.91	0.08	-0.26	-0.06
9	SchlPart	. . . make class rules/choose things to do school?	0.05	-0.05	0.49	0.04	-0.08
15	SchlPart	Do you do things to be helpful at school?	0.08	-0.11	0.59	-0.05	0.13
56	HomePart	Do you help out at home?	-0.20	0.24	0.45	0.06	0.04
56	HomePart	. . . make rules or choose things to do at home?	-0.02	-0.10	0.01	0.80	0.01
50	PeerHigh	Do your best friends get into trouble?	0.02	-0.02	-0.02	-0.08	0.58
51	PeerHigh	Do your best friends try to do the right thing?	0.00	0.02	0.10	0.04	0.76

TABLE E77

Elementary RYDM Environmental Asset EFA Results, Females, 2 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.75	0.02			
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.63	0.07			
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.69	-0.07			
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.66	0.07			
52	HomeCare	Parent . . . care about your school work?	-0.10	0.86			
55	HomeCare	Parent . . . listen when you have something to say?	0.08	0.63			
53	HomeHigh	Parent . . . believe that you can do a good job?	0.07	0.78			
54	HomeHigh	Parent . . . at home want you to do your best?	0.09	0.75			
9	SchlPart	. . . make class rules/choose things to do school?	0.45	-0.12			
15	SchlPart	Do you do things to be helpful at school?	0.44	0.13			
56	HomePart	Do you help out at home?	0.11	0.33			
56	HomePart	. . . make rules or choose things to do at home?	0.17	0.13			
50	PeerHigh	Do your best friends get into trouble?	-0.02	0.39			
51	PeerHigh	Do your best friends try to do the right thing?	0.09	0.46			

TABLE E78

Elementary RYDM Environmental Asset EFA Results, Females, 3 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.74	0.02	0.00		
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.67	0.01	0.01		
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.69	-0.08	-0.02		
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.69	0.04	0.01		
52	HomeCare	Parent . . . care about your school work?	-0.13	0.93	-0.07		
55	HomeCare	Parent . . . listen when you have something to say?	0.07	0.65	0.01		
53	HomeHigh	Parent . . . believe that you can do a good job?	0.08	0.77	0.01		
54	HomeHigh	Parent . . . at home want you to do your best?	0.10	0.73	0.02		
9	SchlPart	. . . make class rules/choose things to do school?	0.44	-0.09	-0.07		
15	SchlPart	Do you do things to be helpful at school?	0.45	0.11	0.00		
56	HomePart	Do you help out at home?	0.09	0.37	-0.04		
56	HomePart	. . . make rules or choose things to do at home?	0.15	0.20	-0.11		
50	PeerHigh	Do your best friends get into trouble?	-0.01	-0.03	1.16		
51	PeerHigh	Do your best friends try to do the right thing?	0.16	0.26	0.27		

TABLE E79

Elementary RYDM Environmental Asset EFA Results, Females, 4 Factor Solution

Item	Original construct	Item description	1	2	3	4	5
10	SchlCare	Do the teachers . . . at school care about you?	0.71	0.07	0.06	-0.01	
13	SchlCare	Teachers . . . listen when . . . have something to say?	0.63	0.08	0.02	0.01	
11	SchlHigh	Teachers . . . tell you when you do a good job?	0.61	-0.02	0.14	-0.08	
14	SchlHigh	Teachers . . . believe that you can do a good job?	0.67	0.08	0.02	0.01	
52	HomeCare	Parent . . . care about your school work?	-0.02	0.87	-0.01	-0.04	
55	HomeCare	Parent . . . listen when you have something to say?	0.06	0.63	0.11	-0.02	
53	HomeHigh	Parent . . . believe that you can do a good job?	0.18	0.73	-0.07	0.07	
54	HomeHigh	Parent . . . at home want you to do your best?	0.14	0.65	0.02	0.10	
9	SchlPart	. . . make class rules/choose things to do school?	0.17	-0.24	0.50	0.03	
15	SchlPart	Do you do things to be helpful at school?	0.17	-0.05	0.48	0.15	
56	HomePart	Do you help out at home?	-0.15	0.26	0.42	0.04	
56	HomePart	. . . make rules or choose things to do at home?	-0.06	0.13	0.38	-0.07	
50	PeerHigh	Do your best friends get into trouble?	0.05	0.03	-0.10	0.57	
51	PeerHigh	Do your best friends try to do the right thing?	-0.06	0.01	0.20	0.73	

TABLE E80

Secondary RYDM Internal Assets, Grades 7, 9, and 11, Goodness of Fit Information for EFA Models

Model	Grade 7				Grade 9				Grade 11			
	Main sample		Validation sample		Main sample		Validation sample		Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.113	0.078	0.116	0.076	0.134	0.094	0.136	0.095	0.145	0.106	0.143	0.104
2 Factor	0.079	0.048	0.086	0.051	0.102	0.067	0.106	0.070	0.107	0.071	0.104	0.070
3 Factor	0.059	0.029	0.066	0.031	0.073	0.036	0.076	0.037	0.089	0.048	0.087	0.049
4 Factor	0.041	0.019	0.043	0.020	0.054	0.024	0.058	0.025	0.071	0.034	0.070	0.036
5 Factor	0.027	0.012	0.028	0.012	0.029	0.013	0.033	0.013	0.032	0.014	0.036	0.015
6 Factor	0.022	0.009	0.020	0.009	0.024	0.010	0.015	0.007	0.018	0.008	0.026	0.011
7 Factor	0.016	0.006	0.010	0.005	0.022	0.008	0.018	0.007	0.010	0.006	0.021	0.009

Note: Analytic samples consist of 4,000 respondents per grade sampled from surveys administered between spring 2003 and spring 2005.

Weighted data.

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

TABLE E81

Environmental Assets, Males and Females, Goodness of Fit Information for EFA Models

Model	Males				Females			
	Main sample		Validation sample		Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.130	0.088	0.129	0.083	0.120	0.091	0.125	0.097
2 Factor	0.092	0.052	0.093	0.051	0.093	0.071	0.096	0.075
3 Factor	0.071	0.034	0.071	0.033	0.069	0.040	0.071	0.042
4 Factor	0.050	0.022	0.053	0.023	0.049	0.025	0.050	0.025
5 Factor	0.027	0.011	0.034	0.013	0.032	0.014	0.027	0.012
6 Factor	0.019	0.007	0.022	0.008	0.023	0.010	0.013	0.007
7 Factor	0.015	0.005	0.019	0.007	0.016	0.007	0.013	0.006

Note: Analytic samples consist of 6,000 respondents per gender sampled from surveys administered between spring 2003 and spring 2005.

Weighted data.

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

TABLE E82
Environmental Assets, African American, Chinese American, Mexican American, and White, Goodness of Fit Information for EFA Models

Model	African American			Chinese American			Mexican American			White						
	Main sample		Validation sample	Main sample		Validation sample	Main sample		Validation sample	Main sample		Validation sample				
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR				
1 Factor	0.140	0.077	0.148	0.087	0.188	0.115	0.189	0.119	0.159	0.084	0.164	0.091	0.173	0.103	0.170	0.092
2 Factor	0.101	0.049	0.106	0.053	0.142	0.089	0.140	0.089	0.118	0.056	0.129	0.068	0.120	0.066	0.121	0.061
3 Factor	0.079	0.033	0.080	0.033	0.103	0.046	0.107	0.048	0.090	0.034	0.099	0.040	0.094	0.040	0.093	0.036
4 Factor	0.052	0.019	0.055	0.020	0.072	0.030	0.081	0.034	0.064	0.022	0.068	0.025	0.072	0.029	0.071	0.026
5 Factor	0.034	0.012	0.029	0.011	0.044	0.015	0.043	0.015	0.031	0.010	0.034	0.012	0.039	0.015	0.041	0.013
6 Factor	0.030	0.010	0.011	0.006	0.032	0.010	0.029	0.010	0.025	0.008	0.022	0.008	0.029	0.010	0.027	0.009
7 Factor	0.021	0.007	0.009	0.005	0.016	0.005	0.021	0.007	0.018	0.006	0.018	0.007	0.018	0.006	0.023	0.007

Note: Analytic samples consist of 3,000 respondents per racial/ethnic group sampled from surveys administered between spring 2003 and spring 2005. Weighted data.

RMSEA = Root mean square error of approximation (recommended value ≤ 0.06)

RMSR = Root mean square residual (recommended value ≤ 0.05)

TABLE E83A

Secondary RYDM Internal Asset EFA Results, Main Sample, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.45	0.35			
R36	Coop	I enjoy working together with other students my age.			Items dropped because of cross-loadings		
R37	Coop	I stand up for myself without putting others down.					
R29	SelfEff	I can work out my problems.	0.62	0.19			
R30	SelfEff	I can do most things if I try.	0.71	0.14			
R32	SelfEff	There are many things that I do well.	0.66	0.15			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.03	0.83			
R34	Empathy	I try to understand what other people go through.	-0.11	1.00			
R38	Empathy	I try to understand what other people feel and think.	0.05	0.83			
R35	ProbSolv	When I need help I find someone to talk with.	0.27	0.57			
R27	ProbSolv	I know where to go for help with a problem.	0.55	0.28			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.24	0.56			
R39	SelfAware	There is a purpose to my life.	0.73	0.08			
R40	SelfAware	I understand my moods and feelings.	0.90	-0.12			
R41	SelfAware	I understand why I do what I do.	0.90	-0.15			
R24	Goals	I have goals and plans for the future.	0.69	0.08			
R25	Goals	I plan to graduate from high school.	0.84	0.03			
R26	Goals	I plan to go to college or some other school after high school.	0.73	0.07			

TABLE E83B

Secondary RYDM Internal Asset EFA Results, Validation Sample, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.47	0.31			
R36	Coop	I enjoy working together with other students my age.			Items dropped because of cross-loadings		
R37	Coop	I stand up for myself without putting others down.					
R29	SelfEff	I can work out my problems.	0.63	0.18			
R30	SelfEff	I can do most things if I try.	0.72	0.14			
R32	SelfEff	There are many things that I do well.	0.71	0.09			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.04	0.84			
R34	Empathy	I try to understand what other people go through.	-0.11	0.99			
R38	Empathy	I try to understand what other people feel and think.	0.05	0.84			
R35	ProbSolv	When I need help I find someone to talk with.	0.30	0.51			
R27	ProbSolv	I know where to go for help with a problem.	0.55	0.26			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.24	0.55			
R39	SelfAware	There is a purpose to my life.	0.76	0.06			
R40	SelfAware	I understand my moods and feelings.	0.93	-0.15			
R41	SelfAware	I understand why I do what I do.	0.94	-0.18			
R24	Goals	I have goals and plans for the future.	0.65	0.13			
R25	Goals	I plan to graduate from high school.	0.73	0.15			
R26	Goals	I plan to go to college or some other school after high school.	0.65	0.16			

TABLE E84A

Secondary RYDM Internal Asset EFA Results, Main Sample, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.27	0.27	0.29		
R36	Coop	I enjoy working together with other students my age.				Items dropped because of cross-loadings	
R37	Coop	I stand up for myself without putting others down.					
R29	SelfEff	I can work out my problems.	0.50	0.23	0.13		
R30	SelfEff	I can do most things if I try.	0.45	0.43	0.03		
R32	SelfEff	There are many things that I do well.	0.39	0.42	0.05		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.12	0.11	0.83		
R34	Empathy	I try to understand what other people go through.	-0.14	0.03	1.01		
R38	Empathy	I try to understand what other people feel and think.	0.05	-0.01	0.84		
R35	ProbSolv	When I need help I find someone to talk with.	0.36	-0.10	0.59		
R27	ProbSolv	I know where to go for help with a problem.	0.43	0.20	0.24		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.28	-0.01	0.55		
R39	SelfAware	There is a purpose to my life.	0.56	0.28	0.03		
R40	SelfAware	I understand my moods and feelings.	0.99	-0.12	-0.07		
R41	SelfAware	I understand why I do what I do.	0.97	-0.11	-0.09		
R24	Goals	I have goals and plans for the future.	0.17	0.67	0.00		
R25	Goals	I plan to graduate from high school.	-0.08	1.00	-0.01		
R26	Goals	I plan to go to college or some other school after high school.	-0.13	0.92	0.06		

TABLE E84B

Secondary RYDM Internal Asset EFA Results, Main Sample, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.32	0.26	0.25		
R36	Coop	I enjoy working together with other students my age.				Items dropped because of cross-loadings	
R37	Coop	I stand up for myself without putting others down.					
R29	SelfEff	I can work out my problems.	0.53	0.20	0.14		
R30	SelfEff	I can do most things if I try.	0.47	0.42	0.04		
R32	SelfEff	There are many things that I do well.	0.47	0.41	0.00		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.10	0.11	0.81		
R34	Empathy	I try to understand what other people go through.	-0.15	0.07	0.96		
R38	Empathy	I try to understand what other people feel and think.	0.02	0.06	0.82		
R35	ProbSolv	When I need help I find someone to talk with.	0.42	-0.17	0.55		
R27	ProbSolv	I know where to go for help with a problem.	0.49	0.13	0.23		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.32	-0.07	0.55		
R39	SelfAware	There is a purpose to my life.	0.60	0.26	0.02		
R40	SelfAware	I understand my moods and feelings.	0.97	-0.10	-0.07		
R41	SelfAware	I understand why I do what I do.	0.97	-0.08	-0.10		
R24	Goals	I have goals and plans for the future.	0.19	0.64	0.02		
R25	Goals	I plan to graduate from high school.	-0.08	0.97	0.04		
R26	Goals	I plan to go to college or some other school after high school.	-0.08	0.87	0.08		

TABLE E85A

Secondary RYDM Internal Asset EFA Results, Main Sample, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.39	0.16	0.08	0.23	
R36	Coop	I enjoy working together with other students my age.		Items dropped because of cross-loadings			
R37	Coop	I stand up for myself without putting others down.		Items dropped because of cross-loadings			
R29	SelfEff	I can work out my problems.	0.66	-0.09	0.15	0.11	
R30	SelfEff	I can do most things if I try.	0.50	-0.11	0.16	0.35	
R32	SelfEff	There are many things that I do well.	0.32	-0.02	0.21	0.37	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.06	0.71	-0.02	0.15	
R34	Empathy	I try to understand what other people go through.	0.02	0.88	0.02	0.09	
R38	Empathy	I try to understand what other people feel and think.	0.11	0.70	0.12	0.03	
R35	ProbSolv	When I need help I find someone to talk with.	0.64	0.33	0.07	-0.18	
R27	ProbSolv	I know where to go for help with a problem.	0.68	-0.01	0.07	0.11	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.80	0.24	-0.14	-0.12	
R39	SelfAware	There is a purpose to my life.	0.12	0.06	0.46	0.28	
R40	SelfAware	I understand my moods and feelings.	0.01	0.05	0.91	-0.07	
R41	SelfAware	I understand why I do what I do.	0.01	0.03	0.86	-0.04	
R24	Goals	I have goals and plans for the future.	0.11	0.02	0.10	0.64	
R25	Goals	I plan to graduate from high school.	-0.09	0.07	-0.02	0.98	
R26	Goals	I plan to go to college or some other school after high school.	0.01	0.09	-0.11	0.88	

TABLE E85B

Secondary RYDM Internal Asset EFA Results, Validation Sample, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.45	0.11	0.06	0.22	
R36	Coop	I enjoy working together with other students my age.		Items dropped because of cross-loadings			
R37	Coop	I stand up for myself without putting others down.		Items dropped because of cross-loadings			
R29	SelfEff	I can work out my problems.	0.65	-0.06	0.13	0.12	
R30	SelfEff	I can do most things if I try.	0.55	-0.10	0.10	0.36	
R32	SelfEff	There are many things that I do well.	0.46	-0.10	0.16	0.36	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.12	0.68	-0.03	0.14	
R34	Empathy	I try to understand what other people go through.	0.02	0.84	0.03	0.11	
R38	Empathy	I try to understand what other people feel and think.	0.09	0.70	0.12	0.09	
R35	ProbSolv	When I need help I find someone to talk with.	0.63	0.31	0.10	-0.21	
R27	ProbSolv	I know where to go for help with a problem.	0.66	0.02	0.09	0.07	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.81	0.26	-0.15	-0.14	
R39	SelfAware	There is a purpose to my life.	0.17	0.05	0.45	0.27	
R40	SelfAware	I understand my moods and feelings.	-0.02	0.07	0.94	-0.07	
R41	SelfAware	I understand why I do what I do.	0.09	0.01	0.79	-0.01	
R24	Goals	I have goals and plans for the future.	0.11	0.04	0.10	0.63	
R25	Goals	I plan to graduate from high school.	-0.09	0.11	-0.03	0.97	
R26	Goals	I plan to go to college or some other school after high school.	0.01	0.11	-0.08	0.85	

TABLE E86A

Secondary RYDM Internal Asset EFA Results, Main Sample, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.52	0.23	0.09	0.00	0.02
R36	Coop	I enjoy working together with other students my age.	Items dropped because of cross-loadings				
R37	Coop	I stand up for myself without putting others down.					
R29	SelfEff	I can work out my problems.	0.56	-0.07	0.34	0.09	-0.05
R30	SelfEff	I can do most things if I try.	0.79	-0.02	0.03	0.03	0.08
R32	SelfEff	There are many things that I do well.	0.63	0.09	-0.09	0.12	0.13
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.01	0.73	0.06	-0.02	0.12
R34	Empathy	I try to understand what other people go through.	0.03	0.93	0.01	-0.01	0.02
R38	Empathy	I try to understand what other people feel and think.	0.06	0.73	0.08	0.10	-0.02
R35	ProbSolv	When I need help I find someone to talk with.	-0.08	0.27	0.63	0.13	-0.04
R27	ProbSolv	I know where to go for help with a problem.	0.15	-0.10	0.60	0.09	0.17
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.03	0.17	0.73	-0.08	-0.01
R39	SelfAware	There is a purpose to my life.	0.16	0.05	0.03	0.44	0.25
R40	SelfAware	I understand my moods and feelings.	0.01	0.02	0.02	0.88	-0.03
R41	SelfAware	I understand why I do what I do.	0.04	0.00	0.01	0.83	-0.01
R24	Goals	I have goals and plans for the future.	0.09	-0.02	0.08	0.12	0.62
R25	Goals	I plan to graduate from high school.	0.06	0.04	-0.05	0.01	0.90
R26	Goals	I plan to go to college or some other school after high school.	-0.02	0.05	0.06	-0.06	0.88

TABLE E86B

Secondary RYDM Internal Asset EFA Results, Validation Sample, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.59	0.21	0.05	0.01	-0.01
R36	Coop	I enjoy working together with other students my age.	Items dropped because of cross-loadings				
R37	Coop	I stand up for myself without putting others down.					
R29	SelfEff	I can work out my problems.	0.57	-0.03	0.28	0.09	-0.05
R30	SelfEff	I can do most things if I try.	0.80	0.02	-0.03	0.03	0.10
R32	SelfEff	There are many things that I do well.	0.64	0.00	-0.02	0.12	0.14
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.03	0.70	0.10	-0.04	0.09
R34	Empathy	I try to understand what other people go through.	-0.01	0.88	0.03	0.01	0.05
R38	Empathy	I try to understand what other people feel and think.	0.07	0.74	0.05	0.10	0.01
R35	ProbSolv	When I need help I find someone to talk with.	-0.10	0.20	0.68	0.15	-0.04
R27	ProbSolv	I know where to go for help with a problem.	0.19	-0.10	0.56	0.10	0.14
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.07	0.14	0.78	-0.12	-0.02
R39	SelfAware	There is a purpose to my life.	0.12	0.01	0.09	0.45	0.27
R40	SelfAware	I understand my moods and feelings.	0.01	0.05	-0.02	0.92	-0.05
R41	SelfAware	I understand why I do what I do.	0.09	0.00	0.02	0.78	-0.01
R24	Goals	I have goals and plans for the future.	0.08	-0.01	0.08	0.11	0.63
R25	Goals	I plan to graduate from high school.	0.10	0.08	-0.09	-0.02	0.89
R26	Goals	I plan to go to college or some other school after high school.	-0.03	0.04	0.07	-0.06	0.88

TABLE E87

Secondary RYDM Internal Asset EFA Results, Grade 7, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.43	0.38			
R29	SelfEff	I can work out my problems.	0.51	0.30			
R30	SelfEff	I can do most things if I try.	0.66	0.21			
R32	SelfEff	There are many things that I do well.	0.63	0.22			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.02	0.84			
R34	Empathy	I try to understand what other people go through.	-0.10	0.97			
R38	Empathy	I try to understand what other people feel and think.	-0.02	0.90			
R35	ProbSolv	When I need help I find someone to talk with.	0.19	0.66			
R27	ProbSolv	I know where to go for help with a problem.	0.48	0.37			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.18	0.62			
R39	SelfAware	There is a purpose to my life.	0.66	0.16			
R40	SelfAware	I understand my moods and feelings.	0.71	0.11			
R41	SelfAware	I understand why I do what I do.	0.69	0.12			
R24	Goals	I have goals and plans for the future.	0.74	0.01			
R25	Goals	I plan to graduate from high school.	1.03	-0.17			
R26	Goals	I plan to go to college or some other school after high school.	0.90	-0.08			

TABLE E88

Secondary RYDM Internal Asset EFA Results, Grade 7, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.25	0.29	0.31		
R29	SelfEff	I can work out my problems.	0.49	0.16	0.19		
R30	SelfEff	I can do most things if I try.	0.40	0.40	0.11		
R32	SelfEff	There are many things that I do well.	0.32	0.44	0.13		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.13	0.14	0.84		
R34	Empathy	I try to understand what other people go through.	-0.08	0.03	0.95		
R38	Empathy	I try to understand what other people feel and think.	0.07	-0.03	0.85		
R35	ProbSolv	When I need help I find someone to talk with.	0.35	-0.08	0.59		
R27	ProbSolv	I know where to go for help with a problem.	0.45	0.15	0.27		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.32	-0.06	0.54		
R39	SelfAware	There is a purpose to my life.	0.59	0.24	0.03		
R40	SelfAware	I understand my moods and feelings.	0.93	-0.05	-0.06		
R41	SelfAware	I understand why I do what I do.	0.92	-0.06	-0.05		
R24	Goals	I have goals and plans for the future.	0.24	0.59	-0.02		
R25	Goals	I plan to graduate from high school.	0.00	0.96	-0.02		
R26	Goals	I plan to go to college or some other school after high school.	-0.10	0.92	0.07		

TABLE E89

Secondary RYDM Internal Asset EFA Results, Grade 7, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.40	0.27	0.16	0.04	
R29	SelfEff	I can work out my problems.	0.60	0.11	-0.03	0.16	
R30	SelfEff	I can do most things if I try.	0.44	0.37	-0.03	0.15	
R32	SelfEff	There are many things that I do well.	0.27	0.43	0.05	0.16	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.05	0.18	0.72	-0.03	
R34	Empathy	I try to understand what other people go through.	0.07	0.07	0.81	0.04	
R38	Empathy	I try to understand what other people feel and think.	0.10	0.00	0.73	0.14	
R35	ProbSolv	When I need help I find someone to talk with.	0.60	-0.11	0.34	0.06	
R27	ProbSolv	I know where to go for help with a problem.	0.69	0.10	0.00	0.07	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.80	-0.14	0.23	-0.09	
R39	SelfAware	There is a purpose to my life.	0.15	0.25	0.04	0.46	
R40	SelfAware	I understand my moods and feelings.	-0.01	-0.01	0.05	0.87	
R41	SelfAware	I understand why I do what I do.	0.05	-0.01	0.05	0.80	
R24	Goals	I have goals and plans for the future.	0.16	0.58	-0.04	0.11	
R25	Goals	I plan to graduate from high school.	-0.11	0.98	0.05	0.03	
R26	Goals	I plan to go to college or some other school after high school.	-0.02	0.91	0.09	-0.09	

TABLE E90

Secondary RYDM Internal Asset EFA Results, Grade 7, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.44	0.18	0.19	-0.01	0.09
R29	SelfEff	I can work out my problems.	0.42	-0.03	0.39	0.12	-0.04
R30	SelfEff	I can do most things if I try.	0.58	0.00	0.15	0.08	0.13
R32	SelfEff	There are many things that I do well.	0.67	0.12	-0.08	0.06	0.16
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.03	0.74	0.06	-0.02	0.17
R34	Empathy	I try to understand what other people go through.	0.06	0.82	0.06	0.02	0.02
R38	Empathy	I try to understand what other people feel and think.	0.13	0.75	0.05	0.11	-0.08
R35	ProbSolv	When I need help I find someone to talk with.	-0.11	0.32	0.59	0.11	0.02
R27	ProbSolv	I know where to go for help with a problem.	0.10	-0.03	0.61	0.10	0.15
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.00	0.21	0.72	-0.04	-0.04
R39	SelfAware	There is a purpose to my life.	0.26	0.06	0.02	0.42	0.15
R40	SelfAware	I understand my moods and feelings.	0.00	0.04	0.02	0.84	0.02
R41	SelfAware	I understand why I do what I do.	0.00	0.04	0.06	0.78	0.03
R24	Goals	I have goals and plans for the future.	0.14	-0.05	0.12	0.12	0.53
R25	Goals	I plan to graduate from high school.	-0.02	0.02	-0.01	0.08	0.93
R26	Goals	I plan to go to college or some other school after high school.	0.04	0.07	0.03	-0.05	0.83

TABLE E91

Secondary RYDM Internal Asset EFA Results, Grade 9, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.47	0.33			
R29	SelfEff	I can work out my problems.	0.64	0.16			
R30	SelfEff	I can do most things if I try.	0.74	0.11			
R32	SelfEff	There are many things that I do well.	0.65	0.15			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.03	0.83			
R34	Empathy	I try to understand what other people go through.	-0.12	1.01			
R38	Empathy	I try to understand what other people feel and think.	0.06	0.81			
R35	ProbSolv	When I need help I find someone to talk with.	0.26	0.58			
R27	ProbSolv	I know where to go for help with a problem.	0.55	0.28			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.23	0.56			
R39	SelfAware	There is a purpose to my life.	0.74	0.08			
R40	SelfAware	I understand my moods and feelings.	0.88	-0.10			
R41	SelfAware	I understand why I do what I do.	0.89	-0.15			
R24	Goals	I have goals and plans for the future.	0.69	0.11			
R25	Goals	I plan to graduate from high school.	0.86	0.00			
R26	Goals	I plan to go to college or some other school after high school.	0.75	0.07			

TABLE E92

Secondary RYDM Internal Asset EFA Results, Grade 9, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.35	0.21	0.28		
R29	SelfEff	I can work out my problems.	0.57	0.18	0.10		
R30	SelfEff	I can do most things if I try.	0.50	0.41	0.00		
R32	SelfEff	There are many things that I do well.	0.44	0.35	0.06		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.13	0.13	0.81		
R34	Empathy	I try to understand what other people go through.	-0.15	0.04	1.01		
R38	Empathy	I try to understand what other people feel and think.	0.07	0.01	0.80		
R35	ProbSolv	When I need help I find someone to talk with.	0.39	-0.16	0.60		
R27	ProbSolv	I know where to go for help with a problem.	0.47	0.17	0.23		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.28	-0.03	0.54		
R39	SelfAware	There is a purpose to my life.	0.58	0.28	0.02		
R40	SelfAware	I understand my moods and feelings.	0.97	-0.12	-0.06		
R41	SelfAware	I understand why I do what I do.	0.98	-0.12	-0.11		
R24	Goals	I have goals and plans for the future.	0.16	0.67	0.05		
R25	Goals	I plan to graduate from high school.	-0.05	0.98	-0.01		
R26	Goals	I plan to go to college or some other school after high school.	-0.11	0.91	0.08		

TABLE E93

Secondary RYDM Internal Asset EFA Results, Grade 9, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.41	0.15	0.13	0.18	
R29	SelfEff	I can work out my problems.	0.66	-0.11	0.19	0.09	
R30	SelfEff	I can do most things if I try.	0.53	-0.14	0.16	0.35	
R32	SelfEff	There are many things that I do well.	0.32	0.00	0.24	0.32	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.03	0.70	-0.01	0.17	
R34	Empathy	I try to understand what other people go through.	-0.02	0.91	0.03	0.09	
R38	Empathy	I try to understand what other people feel and think.	0.15	0.67	0.11	0.04	
R35	ProbSolv	When I need help I find someone to talk with.	0.60	0.37	0.09	-0.21	
R27	ProbSolv	I know where to go for help with a problem.	0.68	0.00	0.07	0.10	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.78	0.26	-0.16	-0.10	
R39	SelfAware	There is a purpose to my life.	0.10	0.06	0.48	0.29	
R40	SelfAware	I understand my moods and feelings.	0.01	0.06	0.90	-0.07	
R41	SelfAware	I understand why I do what I do.	0.02	0.02	0.87	-0.06	
R24	Goals	I have goals and plans for the future.	0.13	0.05	0.07	0.65	
R25	Goals	I plan to graduate from high school.	-0.08	0.06	-0.01	0.97	
R26	Goals	I plan to go to college or some other school after high school.	0.03	0.10	-0.11	0.89	

TABLE E94

Secondary RYDM Internal Asset EFA Results, Grade 9, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.54	0.23	0.09	0.02	-0.01
R29	SelfEff	I can work out my problems.	0.57	-0.08	0.31	0.11	-0.05
R30	SelfEff	I can do most things if I try.	0.79	-0.06	0.05	0.01	0.13
R32	SelfEff	There are many things that I do well.	0.64	0.12	-0.11	0.12	0.10
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.02	0.73	0.03	-0.03	0.12
R34	Empathy	I try to understand what other people go through.	-0.03	0.95	0.02	-0.01	0.03
R38	Empathy	I try to understand what other people feel and think.	0.08	0.69	0.11	0.07	-0.02
R35	ProbSolv	When I need help I find someone to talk with.	-0.07	0.30	0.59	0.16	-0.07
R27	ProbSolv	I know where to go for help with a problem.	0.17	-0.10	0.59	0.11	0.17
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.04	0.17	0.72	-0.10	0.02
R39	SelfAware	There is a purpose to my life.	0.18	0.07	0.00	0.45	0.26
R40	SelfAware	I understand my moods and feelings.	0.05	0.04	0.01	0.85	-0.03
R41	SelfAware	I understand why I do what I do.	0.00	-0.03	0.03	0.86	-0.01
R24	Goals	I have goals and plans for the future.	0.07	0.01	0.11	0.11	0.64
R25	Goals	I plan to graduate from high school.	0.07	0.04	-0.06	0.01	0.89
R26	Goals	I plan to go to college or some other school after high school.	-0.01	0.06	0.07	-0.06	0.88

TABLE E95

Secondary RYDM Internal Asset EFA Results, Grade 11, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.41	0.37			
R29	SelfEff	I can work out my problems.	0.67	0.16			
R30	SelfEff	I can do most things if I try.	0.73	0.12			
R32	SelfEff	There are many things that I do well.	0.68	0.12			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.09	0.86			
R34	Empathy	I try to understand what other people go through.	-0.20	1.08			
R38	Empathy	I try to understand what other people feel and think.	0.01	0.84			
R35	ProbSolv	When I need help I find someone to talk with.	0.28	0.53			
R27	ProbSolv	I know where to go for help with a problem.	0.55	0.27			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.26	0.54			
R39	SelfAware	There is a purpose to my life.	0.71	0.10			
R40	SelfAware	I understand my moods and feelings.	0.99	-0.23			
R41	SelfAware	I understand why I do what I do.	0.99	-0.27			
R24	Goals	I have goals and plans for the future.	0.61	0.19			
R25	Goals	I plan to graduate from high school.	0.56	0.32			
R26	Goals	I plan to go to college or some other school after high school.	0.49	0.31			

TABLE E96

Secondary RYDM Internal Asset EFA Results, Grade 11, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.21	0.33	0.27		
R29	SelfEff	I can work out my problems.	0.44	0.40	0.04		
R30	SelfEff	I can do most things if I try.	0.42	0.52	-0.04		
R32	SelfEff	There are many things that I do well.	0.38	0.50	-0.03		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.09	0.06	0.83		
R34	Empathy	I try to understand what other people go through.	-0.12	-0.02	1.04		
R38	Empathy	I try to understand what other people feel and think.	0.07	-0.02	0.83		
R35	ProbSolv	When I need help I find someone to talk with.	0.29	0.03	0.53		
R27	ProbSolv	I know where to go for help with a problem.	0.33	0.36	0.17		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.21	0.13	0.50		
R39	SelfAware	There is a purpose to my life.	0.51	0.31	0.04		
R40	SelfAware	I understand my moods and feelings.	1.04	-0.20	-0.03		
R41	SelfAware	I understand why I do what I do.	0.97	-0.13	-0.06		
R24	Goals	I have goals and plans for the future.	0.12	0.74	-0.03		
R25	Goals	I plan to graduate from high school.	-0.19	1.02	0.02		
R26	Goals	I plan to go to college or some other school after high school.	-0.22	0.95	0.05		

TABLE E97

Secondary RYDM Internal Asset EFA Results, Grade 11, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.36	0.17	0.08	0.24	
R29	SelfEff	I can work out my problems.	0.70	-0.13	0.13	0.15	
R30	SelfEff	I can do most things if I try.	0.51	-0.13	0.17	0.34	
R32	SelfEff	There are many things that I do well.	0.35	-0.07	0.21	0.38	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.09	0.70	-0.02	0.12	
R34	Empathy	I try to understand what other people go through.	0.00	0.91	0.02	0.10	
R38	Empathy	I try to understand what other people feel and think.	0.06	0.71	0.14	0.07	
R35	ProbSolv	When I need help I find someone to talk with.	0.71	0.31	0.03	-0.20	
R27	ProbSolv	I know where to go for help with a problem.	0.66	-0.02	0.05	0.15	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.82	0.24	-0.14	-0.12	
R39	SelfAware	There is a purpose to my life.	0.11	0.07	0.45	0.30	
R40	SelfAware	I understand my moods and feelings.	0.04	0.05	0.93	-0.12	
R41	SelfAware	I understand why I do what I do.	-0.03	0.03	0.90	-0.03	
R24	Goals	I have goals and plans for the future.	0.06	0.03	0.13	0.68	
R25	Goals	I plan to graduate from high school.	-0.08	0.10	-0.07	0.97	
R26	Goals	I plan to go to college or some other school after high school.	0.01	0.11	-0.14	0.87	

TABLE E98

Secondary RYDM Internal Asset EFA Results, Grade 11, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.53	0.27	0.06	-0.02	0.01
R29	SelfEff	I can work out my problems.	0.59	-0.11	0.38	0.06	-0.03
R30	SelfEff	I can do most things if I try.	0.90	0.01	-0.02	0.01	0.01
R32	SelfEff	There are many things that I do well.	0.65	0.06	-0.07	0.11	0.14
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.01	0.71	0.11	-0.03	0.09
R34	Empathy	I try to understand what other people go through.	0.05	0.98	-0.01	-0.03	0.00
R38	Empathy	I try to understand what other people feel and think.	-0.01	0.72	0.09	0.13	0.04
R35	ProbSolv	When I need help I find someone to talk with.	-0.08	0.21	0.71	0.10	-0.05
R27	ProbSolv	I know where to go for help with a problem.	0.16	-0.14	0.59	0.07	0.21
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.03	0.14	0.77	-0.08	0.00
R39	SelfAware	There is a purpose to my life.	0.11	0.03	0.06	0.43	0.31
R40	SelfAware	I understand my moods and feelings.	-0.01	0.00	0.06	0.93	-0.07
R41	SelfAware	I understand why I do what I do.	0.07	0.01	-0.04	0.84	-0.02
R24	Goals	I have goals and plans for the future.	0.10	-0.02	0.02	0.14	0.66
R25	Goals	I plan to graduate from high school.	0.08	0.06	-0.05	-0.05	0.89
R26	Goals	I plan to go to college or some other school after high school.	-0.07	0.03	0.08	-0.09	0.92

TABLE E99
Secondary RYDM Internal Asset EFA Results, Male, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.44	0.39			
R29	SelfEff	I can work out my problems.	0.55	0.28			
R30	SelfEff	I can do most things if I try.	0.69	0.16			
R32	SelfEff	There are many things that I do well.	0.65	0.18			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.02	0.82			
R34	Empathy	I try to understand what other people go through.	-0.11	0.99			
R38	Empathy	I try to understand what other people feel and think.	-0.01	0.87			
R35	ProbSolv	When I need help I find someone to talk with.	0.17	0.65			
R27	ProbSolv	I know where to go for help with a problem.	0.52	0.32			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.16	0.62			
R39	SelfAware	There is a purpose to my life.	0.70	0.13			
R40	SelfAware	I understand my moods and feelings.	0.73	0.11			
R41	SelfAware	I understand why I do what I do.	0.74	0.07			
R24	Goals	I have goals and plans for the future.	0.77	0.03			
R25	Goals	I plan to graduate from high school.	1.02	-0.21			
R26	Goals	I plan to go to college or some other school after high school.	0.85	-0.07			

TABLE E100
Secondary RYDM Internal Asset EFA Results, Male, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.26	0.28	0.33		
R29	SelfEff	I can work out my problems.	0.46	0.23	0.17		
R30	SelfEff	I can do most things if I try.	0.37	0.46	0.09		
R32	SelfEff	There are many things that I do well.	0.31	0.46	0.13		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.11	0.13	0.81		
R34	Empathy	I try to understand what other people go through.	-0.16	0.08	0.99		
R38	Empathy	I try to understand what other people feel and think.	0.03	0.03	0.82		
R35	ProbSolv	When I need help I find someone to talk with.	0.47	-0.21	0.55		
R27	ProbSolv	I know where to go for help with a problem.	0.46	0.19	0.23		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.42	-0.16	0.52		
R39	SelfAware	There is a purpose to my life.	0.57	0.30	0.01		
R40	SelfAware	I understand my moods and feelings.	0.90	0.01	-0.07		
R41	SelfAware	I understand why I do what I do.	0.91	0.03	-0.13		
R24	Goals	I have goals and plans for the future.	0.25	0.60	0.03		
R25	Goals	I plan to graduate from high school.	-0.05	1.01	-0.05		
R26	Goals	I plan to go to college or some other school after high school.	-0.05	0.83	0.09		

TABLE E101

Secondary RYDM Internal Asset EFA Results, Male, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.43	0.29	0.14	0.01	
R29	SelfEff	I can work out my problems.	0.54	0.23	-0.05	0.15	
R30	SelfEff	I can do most things if I try.	0.39	0.46	-0.07	0.12	
R32	SelfEff	There are many things that I do well.	0.25	0.47	0.04	0.15	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.11	0.13	0.68	-0.03	
R34	Empathy	I try to understand what other people go through.	0.03	0.07	0.88	0.01	
R38	Empathy	I try to understand what other people feel and think.	0.14	0.01	0.69	0.11	
R35	ProbSolv	When I need help I find someone to talk with.	0.70	-0.20	0.25	0.09	
R27	ProbSolv	I know where to go for help with a problem.	0.65	0.21	-0.06	0.06	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.85	-0.15	0.16	-0.08	
R39	SelfAware	There is a purpose to my life.	0.05	0.30	0.06	0.50	
R40	SelfAware	I understand my moods and feelings.	0.05	-0.02	0.05	0.84	
R41	SelfAware	I understand why I do what I do.	0.01	0.01	0.01	0.85	
R24	Goals	I have goals and plans for the future.	0.09	0.61	0.02	0.16	
R25	Goals	I plan to graduate from high school.	-0.16	1.05	0.03	-0.02	
R26	Goals	I plan to go to college or some other school after high school.	-0.01	0.86	0.09	-0.08	

TABLE E102

Secondary RYDM Internal Asset EFA Results, Male, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.50	0.18	0.17	-0.03	0.06
R29	SelfEff	I can work out my problems.	0.54	-0.02	0.27	0.11	-0.01
R30	SelfEff	I can do most things if I try.	0.76	0.00	-0.01	0.06	0.12
R32	SelfEff	There are many things that I do well.	0.54	0.11	-0.06	0.12	0.21
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.01	0.70	0.10	-0.03	0.12
R34	Empathy	I try to understand what other people go through.	0.05	0.93	-0.01	0.00	0.00
R38	Empathy	I try to understand what other people feel and think.	0.02	0.71	0.11	0.11	-0.01
R35	ProbSolv	When I need help I find someone to talk with.	-0.06	0.22	0.67	0.13	-0.07
R27	ProbSolv	I know where to go for help with a problem.	0.15	-0.12	0.59	0.08	0.23
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.02	0.13	0.78	-0.05	-0.04
R39	SelfAware	There is a purpose to my life.	0.09	0.06	0.02	0.50	0.26
R40	SelfAware	I understand my moods and feelings.	0.02	0.03	0.05	0.83	-0.02
R41	SelfAware	I understand why I do what I do.	0.03	0.00	0.01	0.84	0.00
R24	Goals	I have goals and plans for the future.	0.09	0.01	0.08	0.18	0.56
R25	Goals	I plan to graduate from high school.	0.10	0.00	-0.09	0.01	0.91
R26	Goals	I plan to go to college or some other school after high school.	-0.06	0.05	0.09	-0.05	0.88

TABLE E103

Secondary RYDM Internal Asset EFA Results, Female, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.46	0.32			
R29	SelfEff	I can work out my problems.	0.24	0.59			
R30	SelfEff	I can do most things if I try.	0.31	0.58			
R32	SelfEff	There are many things that I do well.	0.32	0.51			
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.84	-0.10			
R34	Empathy	I try to understand what other people go through.	1.02	-0.19			
R38	Empathy	I try to understand what other people feel and think.	0.82	0.01			
R35	ProbSolv	When I need help I find someone to talk with.	0.42	0.40			
R27	ProbSolv	I know where to go for help with a problem.	0.28	0.54			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.41	0.35			
R39	SelfAware	There is a purpose to my life.	0.19	0.63			
R40	SelfAware	I understand my moods and feelings.	-0.20	0.98			
R41	SelfAware	I understand why I do what I do.	-0.22	0.98			
R24	Goals	I have goals and plans for the future.	0.43	0.32			
R25	Goals	I plan to graduate from high school.	0.79	0.12			
R26	Goals	I plan to go to college or some other school after high school.	0.69	0.12			

TABLE E104

Secondary RYDM Internal Asset EFA Results, Female, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.22	0.25	0.35		
R29	SelfEff	I can work out my problems.	0.47	0.30	0.10		
R30	SelfEff	I can do most things if I try.	0.40	0.44	0.08		
R32	SelfEff	There are many things that I do well.	0.36	0.37	0.14		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.09	0.06	0.81		
R34	Empathy	I try to understand what other people go through.	-0.13	-0.06	1.05		
R38	Empathy	I try to understand what other people feel and think.	0.09	-0.06	0.83		
R35	ProbSolv	When I need help I find someone to talk with.	0.39	0.04	0.41		
R27	ProbSolv	I know where to go for help with a problem.	0.43	0.27	0.15		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.28	0.18	0.34		
R39	SelfAware	There is a purpose to my life.	0.54	0.30	0.02		
R40	SelfAware	I understand my moods and feelings.	1.04	-0.19	-0.07		
R41	SelfAware	I understand why I do what I do.	1.02	-0.16	-0.10		
R24	Goals	I have goals and plans for the future.	0.10	0.75	-0.07		
R25	Goals	I plan to graduate from high school.	-0.15	1.01	0.04		
R26	Goals	I plan to go to college or some other school after high school.	-0.17	1.02	-0.04		

TABLE E105

Secondary RYDM Internal Asset EFA Results, Female, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.32	0.25	0.08	0.20	
R29	SelfEff	I can work out my problems.	0.74	-0.09	0.10	0.09	
R30	SelfEff	I can do most things if I try.	0.49	-0.02	0.14	0.32	
R32	SelfEff	There are many things that I do well.	0.28	0.09	0.21	0.32	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.01	0.72	-0.01	0.13	
R34	Empathy	I try to understand what other people go through.	0.02	0.92	-0.03	0.03	
R38	Empathy	I try to understand what other people feel and think.	0.11	0.71	0.10	0.01	
R35	ProbSolv	When I need help I find someone to talk with.	0.65	0.25	0.10	-0.16	
R27	ProbSolv	I know where to go for help with a problem.	0.75	-0.05	0.07	0.06	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.85	0.12	-0.15	-0.08	
R39	SelfAware	There is a purpose to my life.	0.16	0.04	0.42	0.30	
R40	SelfAware	I understand my moods and feelings.	0.01	0.02	0.92	-0.08	
R41	SelfAware	I understand why I do what I do.	0.03	-0.01	0.86	-0.05	
R24	Goals	I have goals and plans for the future.	0.12	-0.05	0.06	0.69	
R25	Goals	I plan to graduate from high school.	-0.06	0.11	-0.04	0.94	
R26	Goals	I plan to go to college or some other school after high school.	0.00	0.02	-0.10	0.94	

TABLE E106

Secondary RYDM Internal Asset EFA Results, Female, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.45	0.10	0.28	0.01	0.02
R29	SelfEff	I can work out my problems.	0.44	0.49	-0.08	0.06	-0.04
R30	SelfEff	I can do most things if I try.	0.74	0.14	-0.02	0.01	0.06
R32	SelfEff	There are many things that I do well.	0.61	-0.03	0.11	0.12	0.10
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.02	0.01	0.73	-0.01	0.11
R34	Empathy	I try to understand what other people go through.	-0.03	0.04	0.93	-0.03	0.03
R38	Empathy	I try to understand what other people feel and think.	0.07	0.07	0.72	0.09	-0.02
R35	ProbSolv	When I need help I find someone to talk with.	-0.09	0.60	0.25	0.16	-0.03
R27	ProbSolv	I know where to go for help with a problem.	0.04	0.66	-0.07	0.11	0.15
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.03	0.75	0.12	-0.10	0.01
R39	SelfAware	There is a purpose to my life.	0.18	0.07	0.04	0.40	0.26
R40	SelfAware	I understand my moods and feelings.	-0.03	0.02	0.02	0.91	-0.03
R41	SelfAware	I understand why I do what I do.	0.04	0.03	-0.01	0.82	-0.02
R24	Goals	I have goals and plans for the future.	0.08	0.09	-0.05	0.08	0.67
R25	Goals	I plan to graduate from high school.	-0.04	0.01	0.11	0.00	0.90
R26	Goals	I plan to go to college or some other school after high school.	0.03	0.02	0.02	-0.07	0.89

TABLE E107

Secondary RYDM Internal Asset EFA Results, African American, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.42	0.37			
R29	SelfEff	I can work out my problems.	0.54	0.30			
R30	SelfEff	I can do most things if I try.	0.72	0.16			
R32	SelfEff	There are many things that I do well.	0.63	0.21			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.06	0.84			
R34	Empathy	I try to understand what other people go through.	-0.07	0.94			
R38	Empathy	I try to understand what other people feel and think.	0.00	0.83			
R35	ProbSolv	When I need help I find someone to talk with.	0.21	0.58			
R27	ProbSolv	I know where to go for help with a problem.	0.55	0.28			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.20	0.54			
R39	SelfAware	There is a purpose to my life.	0.69	0.17			
R40	SelfAware	I understand my moods and feelings.	0.80	-0.01			
R41	SelfAware	I understand why I do what I do.	0.81	-0.04			
R24	Goals	I have goals and plans for the future.	0.83	0.04			
R25	Goals	I plan to graduate from high school.	0.98	-0.04			
R26	Goals	I plan to go to college or some other school after high school.	0.85	0.01			

TABLE E108

Secondary RYDM Internal Asset EFA Results, African American, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.18	0.31	0.32		
R29	SelfEff	I can work out my problems.	0.42	0.23	0.23		
R30	SelfEff	I can do most things if I try.	0.29	0.55	0.09		
R32	SelfEff	There are many things that I do well.	0.21	0.52	0.16		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.15	0.07	0.86		
R34	Empathy	I try to understand what other people go through.	-0.11	0.03	0.95		
R38	Empathy	I try to understand what other people feel and think.	0.00	0.00	0.83		
R35	ProbSolv	When I need help I find someone to talk with.	0.35	-0.11	0.57		
R27	ProbSolv	I know where to go for help with a problem.	0.34	0.31	0.22		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.26	-0.01	0.52		
R39	SelfAware	There is a purpose to my life.	0.38	0.42	0.11		
R40	SelfAware	I understand my moods and feelings.	0.92	-0.01	-0.07		
R41	SelfAware	I understand why I do what I do.	0.90	0.01	-0.10		
R24	Goals	I have goals and plans for the future.	0.12	0.76	0.03		
R25	Goals	I plan to graduate from high school.	-0.01	0.98	0.00		
R26	Goals	I plan to go to college or some other school after high school.	-0.08	0.91	0.07		

TABLE E109

Secondary RYDM Internal Asset EFA Results, African American, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.43	0.27	0.12	0.00	
R29	SelfEff	I can work out my problems.	0.71	0.15	-0.09	0.10	
R30	SelfEff	I can do most things if I try.	0.34	0.51	-0.04	0.12	
R32	SelfEff	There are many things that I do well.	0.21	0.49	0.08	0.12	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.06	0.10	0.74	-0.05	
R34	Empathy	I try to understand what other people go through.	0.02	0.07	0.85	0.02	
R38	Empathy	I try to understand what other people feel and think.	0.08	0.03	0.72	0.08	
R35	ProbSolv	When I need help I find someone to talk with.	0.59	-0.16	0.30	0.10	
R27	ProbSolv	I know where to go for help with a problem.	0.57	0.26	-0.04	0.07	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.75	-0.09	0.18	-0.09	
R39	SelfAware	There is a purpose to my life.	0.00	0.43	0.16	0.37	
R40	SelfAware	I understand my moods and feelings.	0.04	0.00	0.03	0.86	
R41	SelfAware	I understand why I do what I do.	0.07	0.06	0.00	0.76	
R24	Goals	I have goals and plans for the future.	0.05	0.74	0.05	0.09	
R25	Goals	I plan to graduate from high school.	-0.02	0.96	0.04	0.00	
R26	Goals	I plan to go to college or some other school after high school.	0.02	0.88	0.08	-0.08	

TABLE E110

Secondary RYDM Internal Asset EFA Results, African American, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.51	0.18	0.17	-0.04	0.05
R29	SelfEff	I can work out my problems.	0.46	0.47	-0.08	0.10	0.00
R30	SelfEff	I can do most things if I try.	0.57	0.04	0.00	0.09	0.28
R32	SelfEff	There are many things that I do well.	0.44	-0.03	0.14	0.09	0.30
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.01	0.07	0.74	-0.05	0.09
R34	Empathy	I try to understand what other people go through.	0.01	0.03	0.86	0.01	0.04
R38	Empathy	I try to understand what other people feel and think.	0.08	0.05	0.74	0.07	-0.03
R35	ProbSolv	When I need help I find someone to talk with.	-0.09	0.59	0.28	0.14	-0.02
R27	ProbSolv	I know where to go for help with a problem.	0.09	0.52	-0.08	0.09	0.31
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.06	0.66	0.16	-0.07	0.00
R39	SelfAware	There is a purpose to my life.	0.10	-0.03	0.17	0.37	0.37
R40	SelfAware	I understand my moods and feelings.	0.06	0.03	0.03	0.84	-0.02
R41	SelfAware	I understand why I do what I do.	-0.03	0.09	-0.01	0.79	0.07
R24	Goals	I have goals and plans for the future.	0.08	0.04	0.04	0.11	0.69
R25	Goals	I plan to graduate from high school.	0.07	0.02	0.03	0.03	0.88
R26	Goals	I plan to go to college or some other school after high school.	-0.05	0.10	0.05	-0.05	0.89

TABLE E111

Secondary RYDM Internal Asset EFA Results, Chinese American, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.40	0.39			
R29	SelfEff	I can work out my problems.	0.59	0.26			
R30	SelfEff	I can do most things if I try.	0.64	0.22			
R32	SelfEff	There are many things that I do well.	0.65	0.15			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.05	0.80			
R34	Empathy	I try to understand what other people go through.	-0.19	1.04			
R38	Empathy	I try to understand what other people feel and think.	-0.08	0.91			
R35	ProbSolv	When I need help I find someone to talk with.	0.24	0.57			
R27	ProbSolv	I know where to go for help with a problem.	0.52	0.30			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.25	0.56			
R39	SelfAware	There is a purpose to my life.	0.71	0.10			
R40	SelfAware	I understand my moods and feelings.	0.80	0.03			
R41	SelfAware	I understand why I do what I do.	0.82	0.00			
R24	Goals	I have goals and plans for the future.	0.60	0.13			
R25	Goals	I plan to graduate from high school.	1.00	-0.22			
R26	Goals	I plan to go to college or some other school after high school.	0.96	-0.21			

TABLE E112

Secondary RYDM Internal Asset EFA Results, Chinese American, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.32	0.24	0.29		
R29	SelfEff	I can work out my problems.	0.57	0.06	0.25		
R30	SelfEff	I can do most things if I try.	0.53	-0.01	0.39		
R32	SelfEff	There are many things that I do well.	0.54	-0.06	0.38		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.10	0.75	0.16		
R34	Empathy	I try to understand what other people go through.	-0.13	1.00	0.04		
R38	Empathy	I try to understand what other people feel and think.	0.09	0.85	-0.07		
R35	ProbSolv	When I need help I find someone to talk with.	0.45	0.48	-0.12		
R27	ProbSolv	I know where to go for help with a problem.	0.54	0.15	0.16		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.41	0.45	-0.04		
R39	SelfAware	There is a purpose to my life.	0.75	-0.03	0.09		
R40	SelfAware	I understand my moods and feelings.	1.01	-0.03	-0.23		
R41	SelfAware	I understand why I do what I do.	0.99	-0.07	-0.17		
R24	Goals	I have goals and plans for the future.	0.42	0.00	0.37		
R25	Goals	I plan to graduate from high school.	-0.16	0.04	1.01		
R26	Goals	I plan to go to college or some other school after high school.	-0.09	0.00	0.96		

TABLE E113

Secondary RYDM Internal Asset EFA Results, Chinese American, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.52	0.14	-0.01	0.20	
R29	SelfEff	I can work out my problems.	0.74	-0.06	0.09	0.07	
R30	SelfEff	I can do most things if I try.	0.73	-0.11	0.04	0.24	
R32	SelfEff	There are many things that I do well.	0.57	-0.12	0.13	0.26	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.11	0.66	-0.08	0.19	
R34	Empathy	I try to understand what other people go through.	-0.02	0.90	0.01	0.14	
R38	Empathy	I try to understand what other people feel and think.	0.03	0.76	0.15	0.03	
R35	ProbSolv	When I need help I find someone to talk with.	0.60	0.34	0.09	-0.25	
R27	ProbSolv	I know where to go for help with a problem.	0.68	0.03	0.11	0.00	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.79	0.28	-0.07	-0.25	
R39	SelfAware	There is a purpose to my life.	0.22	0.01	0.54	0.14	
R40	SelfAware	I understand my moods and feelings.	0.01	0.07	0.90	-0.08	
R41	SelfAware	I understand why I do what I do.	0.11	0.01	0.79	-0.03	
R24	Goals	I have goals and plans for the future.	0.29	0.01	0.22	0.33	
R25	Goals	I plan to graduate from high school.	-0.10	0.13	-0.02	0.98	
R26	Goals	I plan to go to college or some other school after high school.	0.06	0.06	-0.04	0.85	

TABLE E114

Secondary RYDM Internal Asset EFA Results, Chinese American, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.58	0.23	0.02	-0.01	0.02
R29	SelfEff	I can work out my problems.	0.65	-0.01	0.22	0.09	-0.08
R30	SelfEff	I can do most things if I try.	0.85	0.00	-0.02	0.04	0.02
R32	SelfEff	There are many things that I do well.	0.63	-0.03	-0.02	0.15	0.12
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.04	0.65	0.10	-0.07	0.17
R34	Empathy	I try to understand what other people go through.	0.00	0.91	0.02	0.01	0.06
R38	Empathy	I try to understand what other people feel and think.	0.02	0.77	0.05	0.16	-0.06
R35	ProbSolv	When I need help I find someone to talk with.	-0.05	0.20	0.67	0.11	-0.07
R27	ProbSolv	I know where to go for help with a problem.	0.21	-0.10	0.54	0.11	0.12
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.07	0.12	0.83	-0.09	-0.08
R39	SelfAware	There is a purpose to my life.	0.10	-0.02	0.08	0.56	0.18
R40	SelfAware	I understand my moods and feelings.	0.02	0.08	-0.05	0.93	-0.09
R41	SelfAware	I understand why I do what I do.	0.09	0.02	0.00	0.81	-0.03
R24	Goals	I have goals and plans for the future.	0.06	-0.07	0.21	0.23	0.44
R25	Goals	I plan to graduate from high school.	0.01	0.10	-0.11	-0.02	0.96
R26	Goals	I plan to go to college or some other school after high school.	0.02	0.00	0.02	-0.06	0.92

TABLE E115

Secondary RYDM Internal Asset EFA Results, Mexican American, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.45	0.34			
R29	SelfEff	I can work out my problems.	0.55	0.25			
R30	SelfEff	I can do most things if I try.	0.66	0.21			
R32	SelfEff	There are many things that I do well.	0.61	0.20			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.10	0.89			
R34	Empathy	I try to understand what other people go through.	-0.12	0.99			
R38	Empathy	I try to understand what other people feel and think.	0.07	0.80			
R35	ProbSolv	When I need help I find someone to talk with.	0.18	0.65			
R27	ProbSolv	I know where to go for help with a problem.	0.44	0.38			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.20	0.59			
R39	SelfAware	There is a purpose to my life.	0.66	0.17			
R40	SelfAware	I understand my moods and feelings.	0.71	0.12			
R41	SelfAware	I understand why I do what I do.	0.71	0.08			
R24	Goals	I have goals and plans for the future.	0.81	-0.02			
R25	Goals	I plan to graduate from high school.	0.99	-0.16			
R26	Goals	I plan to go to college or some other school after high school.	0.88	-0.12			

TABLE E116

Secondary RYDM Internal Asset EFA Results, Mexican American, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.35	0.25	0.22		
R29	SelfEff	I can work out my problems.	0.51	0.12	0.19		
R30	SelfEff	I can do most things if I try.	0.46	0.09	0.37		
R32	SelfEff	There are many things that I do well.	0.45	0.08	0.31		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.13	0.89	0.05		
R34	Empathy	I try to understand what other people go through.	-0.13	0.99	0.02		
R38	Empathy	I try to understand what other people feel and think.	0.14	0.75	-0.01		
R35	ProbSolv	When I need help I find someone to talk with.	0.34	0.58	-0.08		
R27	ProbSolv	I know where to go for help with a problem.	0.39	0.29	0.17		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.28	0.51	0.01		
R39	SelfAware	There is a purpose to my life.	0.52	0.06	0.29		
R40	SelfAware	I understand my moods and feelings.	0.96	-0.05	-0.09		
R41	SelfAware	I understand why I do what I do.	0.98	-0.10	-0.11		
R24	Goals	I have goals and plans for the future.	0.17	-0.01	0.71		
R25	Goals	I plan to graduate from high school.	-0.04	0.00	0.96		
R26	Goals	I plan to go to college or some other school after high school.	-0.12	0.04	0.93		

TABLE E117

Secondary RYDM Internal Asset EFA Results, Mexican American, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.38	0.12	0.17	0.18	
R29	SelfEff	I can work out my problems.	0.64	-0.10	0.18	0.09	
R30	SelfEff	I can do most things if I try.	0.50	-0.07	0.19	0.30	
R32	SelfEff	There are many things that I do well.	0.31	0.01	0.28	0.27	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.05	0.76	-0.01	0.09	
R34	Empathy	I try to understand what other people go through.	0.02	0.86	0.01	0.08	
R38	Empathy	I try to understand what other people feel and think.	0.17	0.62	0.16	0.02	
R35	ProbSolv	When I need help I find someone to talk with.	0.61	0.34	0.06	-0.15	
R27	ProbSolv	I know where to go for help with a problem.	0.73	0.01	0.00	0.09	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.82	0.21	-0.14	-0.10	
R39	SelfAware	There is a purpose to my life.	0.13	0.07	0.42	0.30	
R40	SelfAware	I understand my moods and feelings.	0.02	0.06	0.85	-0.03	
R41	SelfAware	I understand why I do what I do.	-0.02	0.02	0.90	-0.05	
R24	Goals	I have goals and plans for the future.	0.13	-0.01	0.08	0.68	
R25	Goals	I plan to graduate from high school.	-0.08	0.07	0.01	0.95	
R26	Goals	I plan to go to college or some other school after high school.	0.02	0.06	-0.11	0.90	

TABLE E118

Secondary RYDM Internal Asset EFA Results, Mexican American, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.54	0.18	0.06	0.03	0.02
R29	SelfEff	I can work out my problems.	0.56	-0.08	0.31	0.08	-0.03
R30	SelfEff	I can do most things if I try.	0.78	0.01	0.05	-0.01	0.10
R32	SelfEff	There are many things that I do well.	0.60	0.09	-0.07	0.14	0.11
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.02	0.79	0.05	-0.02	0.07
R34	Empathy	I try to understand what other people go through.	0.04	0.91	0.00	-0.03	0.03
R38	Empathy	I try to understand what other people feel and think.	0.10	0.65	0.10	0.12	-0.02
R35	ProbSolv	When I need help I find someone to talk with.	-0.08	0.29	0.59	0.14	-0.03
R27	ProbSolv	I know where to go for help with a problem.	0.12	-0.07	0.65	0.05	0.15
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.08	0.16	0.70	-0.07	-0.02
R39	SelfAware	There is a purpose to my life.	0.17	0.07	0.05	0.38	0.27
R40	SelfAware	I understand my moods and feelings.	-0.03	0.01	0.06	0.87	0.02
R41	SelfAware	I understand why I do what I do.	0.10	0.00	-0.01	0.79	-0.02
R24	Goals	I have goals and plans for the future.	0.16	-0.02	0.07	0.08	0.63
R25	Goals	I plan to graduate from high school.	0.02	0.05	-0.03	0.04	0.89
R26	Goals	I plan to go to college or some other school after high school.	-0.01	0.03	0.06	-0.06	0.88

TABLE E119

Secondary RYDM Internal Asset EFA Results, White, 2 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.41	0.39			
R29	SelfEff	I can work out my problems.	0.67	0.14			
R30	SelfEff	I can do most things if I try.	0.73	0.10			
R32	SelfEff	There are many things that I do well.	0.66	0.14			
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.03	0.83			
R34	Empathy	I try to understand what other people go through.	-0.18	1.06			
R38	Empathy	I try to understand what other people feel and think.	-0.04	0.90			
R35	ProbSolv	When I need help I find someone to talk with.	0.29	0.56			
R27	ProbSolv	I know where to go for help with a problem.	0.60	0.23			
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.23	0.57			
R39	SelfAware	There is a purpose to my life.	0.75	0.05			
R40	SelfAware	I understand my moods and feelings.	0.98	-0.22			
R41	SelfAware	I understand why I do what I do.	0.97	-0.23			
R24	Goals	I have goals and plans for the future.	0.53	0.24			
R25	Goals	I plan to graduate from high school.	0.55	0.33			
R26	Goals	I plan to go to college or some other school after high school.	0.48	0.36			

TABLE E120

Secondary RYDM Internal Asset EFA Results, White, 3 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.25	0.28	0.31		
R29	SelfEff	I can work out my problems.	0.55	0.21	0.10		
R30	SelfEff	I can do most things if I try.	0.46	0.47	-0.04		
R32	SelfEff	There are many things that I do well.	0.38	0.49	0.00		
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.11	0.17	0.77		
R34	Empathy	I try to understand what other people go through.	-0.15	0.04	1.01		
R38	Empathy	I try to understand what other people feel and think.	0.00	0.00	0.88		
R35	ProbSolv	When I need help I find someone to talk with.	0.38	-0.11	0.60		
R27	ProbSolv	I know where to go for help with a problem.	0.49	0.20	0.20		
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.29	-0.06	0.58		
R39	SelfAware	There is a purpose to my life.	0.60	0.26	0.01		
R40	SelfAware	I understand my moods and feelings.	1.01	-0.15	-0.07		
R41	SelfAware	I understand why I do what I do.	0.97	-0.11	-0.08		
R24	Goals	I have goals and plans for the future.	0.15	0.62	0.05		
R25	Goals	I plan to graduate from high school.	-0.12	1.02	-0.01		
R26	Goals	I plan to go to college or some other school after high school.	-0.11	0.88	0.10		

TABLE E121

Secondary RYDM Internal Asset EFA Results, White, 4 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.32	0.26	0.19	0.10	
R29	SelfEff	I can work out my problems.	0.59	0.14	-0.11	0.22	
R30	SelfEff	I can do most things if I try.	0.38	0.43	-0.14	0.21	
R32	SelfEff	There are many things that I do well.	0.20	0.47	-0.03	0.24	
R33	Empathy	I feel bad when someone gets their feelings hurt.	0.07	0.20	0.66	-0.01	
R34	Empathy	I try to understand what other people go through.	0.04	0.08	0.88	0.02	
R38	Empathy	I try to understand what other people feel and think.	0.09	0.03	0.75	0.12	
R35	ProbSolv	When I need help I find someone to talk with.	0.71	-0.17	0.30	0.04	
R27	ProbSolv	I know where to go for help with a problem.	0.63	0.15	-0.05	0.13	
R28	ProbSolv	I try to work out problems by talking or writing about them.	0.82	-0.12	0.25	-0.14	
R39	SelfAware	There is a purpose to my life.	0.06	0.27	0.05	0.52	
R40	SelfAware	I understand my moods and feelings.	-0.02	-0.12	0.06	0.97	
R41	SelfAware	I understand why I do what I do.	-0.02	-0.05	0.04	0.89	
R24	Goals	I have goals and plans for the future.	0.08	0.63	0.05	0.08	
R25	Goals	I plan to graduate from high school.	-0.13	1.03	0.06	-0.07	
R26	Goals	I plan to go to college or some other school after high school.	-0.02	0.89	0.12	-0.12	

TABLE E122

Secondary RYDM Internal Asset EFA Results, White, 5 Factor Model

Item	Original construct	Item description	1	2	3	4	5
R31	Coop	I can work with someone who has different opinions than mine.	0.48	0.27	0.12	-0.01	0.02
R29	SelfEff	I can work out my problems.	0.52	-0.07	0.37	0.13	-0.07
R30	SelfEff	I can do most things if I try.	0.84	-0.03	0.02	0.03	0.06
R32	SelfEff	There are many things that I do well.	0.64	0.10	-0.12	0.11	0.16
R33	Empathy	I feel bad when someone gets their feelings hurt.	-0.02	0.69	0.07	-0.01	0.18
R34	Empathy	I try to understand what other people go through.	0.03	0.95	0.02	-0.02	-0.01
R38	Empathy	I try to understand what other people feel and think.	0.02	0.79	0.07	0.09	-0.02
R35	ProbSolv	When I need help I find someone to talk with.	-0.06	0.26	0.66	0.10	-0.03
R27	ProbSolv	I know where to go for help with a problem.	0.16	-0.13	0.57	0.14	0.19
R28	ProbSolv	I try to work out problems by talking or writing about them.	-0.01	0.19	0.76	-0.08	0.00
R39	SelfAware	There is a purpose to my life.	0.15	0.04	0.02	0.49	0.24
R40	SelfAware	I understand my moods and feelings.	0.04	0.03	0.01	0.90	-0.08
R41	SelfAware	I understand why I do what I do.	-0.02	0.00	0.02	0.86	0.00
R24	Goals	I have goals and plans for the future.	0.05	0.00	0.09	0.11	0.61
R25	Goals	I plan to graduate from high school.	0.11	0.02	-0.06	-0.03	0.90
R26	Goals	I plan to go to college or some other school after high school.	-0.05	0.05	0.07	-0.05	0.90

TABLE E123

Elementary RYDM Internal Assets, Males and Females, Goodness of Fit Information for EFA Models

Model	Males				Females			
	Main sample		Validation sample		Main sample		Validation sample	
	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR	RMSEA	RMSR
1 Factor	0.068	0.082	0.104	0.129	0.066	0.092	0.070	0.090
2 Factor	0.023	0.044	0.062	0.049	0.044	0.077	0.041	0.048
3 Factor	0.000	0.008	*	*	0.000	0.017	*	*

Note: Analytic samples consist of 1,000 respondents per gender sampled from surveys administered between spring 2003 and spring 2005.

Weighted data.

RMSEA = Root Mean Square Error of Approximation (recommended value ≤0.06)

RMSR = Root Mean Square Error (recommended value ≤0.05)

*Solution could not be obtained due to over-factoring (Heywood case).

TABLE E124A

Elementary RYDM Internal Asset EFA Results, Main Sample, 1 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.69		
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.70		
39	ProbSolv	Do you know where to go to get help with a problem?	0.44		
40	ProbSolv	Do you try to work out your problems by talking/writing. . . ?	0.59		
41	Goals/Asp	Do you try to do your best?	0.58		
42	Goals/Asp	Do you have goals and plans for the future?	0.29		
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.22		

TABLE E124B

Elementary RYDM Internal Asset EFA Results, Validation Sample, 1 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.69		
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.76		
39	ProbSolv	Do you know where to go to get help with a problem?	0.47		
40	ProbSolv	Do you try to work out your problems by talking/writing. . . ?	0.52		
41	Goals/Asp	Do you try to do your best?	0.57		
42	Goals/Asp	Do you have goals and plans for the future?	0.33		
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.29		

TABLE E125A

Elementary RYDM Internal Asset EFA Results, Main Sample, 2 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.70	0.04	
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.73	0.03	
39	ProbSolv	Do you know where to go to get help with a problem?	-0.06	0.63	
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.31	0.36	
41	Goals/Asp	Do you try to do your best?	0.17	0.52	
42	Goals/Asp	Do you have goals and plans for the future?	-0.03	0.38	
16	Goals/Asp	Do you plan to go to college . . . after high school?	-0.07	0.34	

TABLE E125B

Elementary RYDM Internal Asset EFA Results, Validation Sample, 2 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.80	-0.13	
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.80	-0.06	
39	ProbSolv	Do you know where to go to get help with a problem?	0.20	0.42	
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.38	0.22	
41	Goals/Asp	Do you try to do your best?	0.34	0.36	
42	Goals/Asp	Do you have goals and plans for the future?	-0.17	0.76	
16	Goals/Asp	Do you plan to go to college . . . after high school?	-0.08	0.56	

TABLE E126

Elementary RYDM Internal Asset EFA Results, Main Sample, 3 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.77	0.04	-0.11
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.80	-0.09	-0.04
39	ProbSolv	Do you know where to go to get help with a problem?	-0.10	-0.06	0.82
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.40	0.06	0.22
41	Goals/Asp	Do you try to do your best?	0.29	0.08	0.34
42	Goals/Asp	Do you have goals and plans for the future?	-0.04	0.82	-0.05
16	Goals/Asp	Do you plan to go to college . . . after high school?	-0.01	0.43	0.03

TABLE E127

Elementary RYDM Internal Asset EFA Results, Males, 1 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.72		
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.69		
39	ProbSolv	Do you know where to go to get help with a problem?	0.45		
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.62		
41	Goals/Asp	Do you try to do your best?	0.61		
42	Goals/Asp	Do you have goals and plans for the future?	0.32		
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.27		

TABLE E128

Elementary RYDM Internal Asset EFA Results, Males, 2 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.72	0.06	
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.72	0.01	
39	ProbSolv	Do you know where to go to get help with a problem?	0.02	0.57	
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.44	0.25	
41	Goals/Asp	Do you try to do your best?	0.19	0.57	
42	Goals/Asp	Do you have goals and plans for the future?	-0.07	0.48	
16	Goals/Asp	Do you plan to go to college . . . after high school?	-0.07	0.42	

TABLE E129

Elementary RYDM Internal Asset EFA Results, Males, 3 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.76	0.06	-0.02
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.70	-0.05	0.05
39	ProbSolv	Do you know where to go to get help with a problem?	-0.02	0.00	0.58
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.43	0.01	0.25
41	Goals/Asp	Do you try to do your best?	0.08	-0.09	0.72
42	Goals/Asp	Do you have goals and plans for the future?	-0.04	0.25	0.32
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.01	0.97	-0.06

TABLE E130

Elementary RYDM Internal Asset EFA Results, Females, 1 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.61		
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.68		
39	ProbSolv	Do you know where to go to get help with a problem?	0.44		
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.51		
41	Goals/Asp	Do you try to do your best?	0.53		
42	Goals/Asp	Do you have goals and plans for the future?	0.23		
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.15		

TABLE E131

Elementary RYDM Internal Asset EFA Results, Females, 2 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.76	-0.11	
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.70	0.00	
39	ProbSolv	Do you know where to go to get help with a problem?	-0.17	0.82	
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.20	0.40	
41	Goals/Asp	Do you try to do your best?	0.25	0.35	
42	Goals/Asp	Do you have goals and plans for the future?	0.10	0.16	
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.07	0.09	

TABLE E132

Elementary RYDM Internal Asset EFA Results, Females, 3 Factor Model

Item	Original construct	Item description	1	2	3
37	Empathy	Do you try to understand how other people feel?	0.69	0.03	-0.10
38	Empathy	Do you feel bad when someone gets their feelings hurt?	0.81	-0.11	-0.07
39	ProbSolv	Do you know where to go to get help with a problem?	-0.10	-0.04	0.97
40	ProbSolv	Do you try to work out your problems by talking/writing. . .?	0.29	0.12	0.25
41	Goals/Asp	Do you try to do your best?	0.35	0.04	0.22
42	Goals/Asp	Do you have goals and plans for the future?	-0.07	1.07	-0.03
16	Goals/Asp	Do you plan to go to college . . . after high school?	0.04	0.31	-0.02

NOTES

1. Staff from WestEd's Health and Human Development Program (HHDP) originally developed the resilience and youth development module between 1998 and 2000. Within WestEd, HHDP is a distinct program from REL West. The authors of this report were not involved in the development of the module.
2. The secondary school module was originally designed to measure 11 environmental and 6 internal resilience assets. REL West's analyses suggested that some of the environmental asset measures could be combined to make more general measures, reducing the measures assessed from 11 to 8. In addition, two of the original six measures of internal resilience assets were dropped because of inadequate psychometric properties.
3. In 2001 a school connectedness scale, derived from the National Adolescent Health Survey, was added to the module because it was found to be predictive of low risk behavior and positive educational outcomes. The administration of the part of the instrument that includes this measure has been required since 2003. This measure was not included in the analysis, however, because it was not part of the original RYDM framework.
4. See http://www.wested.org/chks/pdf/rydm_aggregate.pdf for a sample RYDM state-level report (accessed September 19, 2007).
5. Analyses of the secondary school environmental asset items revealed that the instrument measures 8 of the 11 assets that the instrument was originally designed to measure. Within the school, community, and home domains, the items designed to measure adult high expectations messages and caring relationships with adults actually measure a single dimension—supportive relationships. Combining the high expectations and caring relationships items reduces the number of constructs assessed from 11 to 8. Moreover, of the six internal asset constructs that the module was designed to measure, only four could be measured validly.
6. These numerical discrepancies came about because the school and community asset sections of the RYDM are required, while the other sections of the RYDM are not.
7. Muthén's WLSMV estimator was used to obtain model estimates. This estimator uses the diagonal of the weight matrix to obtain parameter estimates and the full weight matrix to obtain standard errors and measures of model fit (Muthén, duToit, & Spisic, 1997).
8. The model assumes invariant-factor loadings, measurement intercepts, and residual variances/covariance.
9. Please see appendix C for more details on the EFA model selection process.
10. See tables E14, E20, E26, E32, E38, E44, E50, E56, and E62 in appendix E.
11. See appendix C for a description of the CFA model selection process.
12. The factor loadings and factor correlations estimated from the main and validation samples were nearly identical.
13. EFA goodness-of-fit information for analyses of demographic subgroups is presented in appendix tables E1–E3.
14. See tables E14, E20, E26, E32, E38, E44, E50, E56, and E62 in appendix E.
15. The fit indices for models 3a and 3b differ because the latter model includes covariates for student grade, gender, and race/ethnicity.
16. The elementary survey does not include questions about student race/ethnicity, nor is it administered to students in more than one grade.
17. These 40 assets are assessed from 92 of the questions on the inventory.
18. The breadth of domain coverage of the RYDM in combination with its brevity is its weakness. With few items per scale, reliability may be compromised.

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