

Chapter 6:

Variety of After-School Program Models for Teens in California

As the preceding chapters explain, research shows how effective high school after-school programs can be and the elements of quality programs. This chapter provides examples of what after-school programs for teens look like in practice.

While there are not nearly enough after-school programs for teens in California, there is a wide variety of after-school programs in California that may be able to serve as models for new programs. Many of these programs feature promising approaches or have demonstrated promising results. They offer a range of activities from career training to academic assistance, arts, community service, and mentoring. Some focus on one activity; others are comprehensive and offer several activities. Some meet five days a week, while others meet fewer days. Some programs are located at schools; others meet at recreation and community centers, in churches, or on the grounds of community-based organizations. Programs may be open not only in the hours immediately after the school bell rings, but at night, on weekends, and during the summer as well.

Particularly for high school students, it is critical to offer a variety of programs in order to appeal to their broad range of interests. Teens are not as “captive” an audience as young students. Being more mobile and independent, they do not feel obliged to stay at an after-school program until a parent or school bus is

ready to pick them up. They can “vote with their feet”—if they do not find a program appealing, they will just leave. No “one-size-fits-all” approach will meet the after-school needs of teens.

To give a broader understanding of the range of after-school programs available for teens, this chapter highlights a number of promising programs in California. The chapter is divided into different program models in order to provide a guide to the different types of after-school programs. However, most individual programs, including most of the programs described below, cannot be labeled as exclusively one model or another because they offer a mix of experiences and activities. (A list of all profiled programs, organized geographically, is provided in Appendix 3. The list includes the following regions: Bay Area and Northern California; Central Valley/Sacramento; Inland Empire; Los Angeles area; Orange County; San Diego area, and Ventura/Santa Barbara.)

Academic/College Preparation

Some after-school programs provide academic tutoring or college preparation.

The **Riverbank High School Migrant Math Academy** is a migrant intervention program in Stanislaus County. It offers high school students who would normally be hired to work in the fields the opportunity to get paid instead to tutor their peers and elementary school

students who are at risk of academic failure. In addition, participants are paired with college students or professors who serve as their mentors. Participants are encouraged to apply their analytic math skills by playing chess, calculating the trajectory of rocket projectiles, and graphing the flight of kites. Twenty high school students participate each year, and the waiting list is three times that size. According to a recent evaluation, graduates of the program are more likely than their peers to enroll in upper-level math courses; 95 percent of participating seniors passed the high school exit exam; and 53 percent of participants received recognition honors on at least one Golden State Exam.¹²⁵

“participants contributed to the City of San Marcos over 8,000 hours of community service and picked up over 2,700 pounds of trash”

Oakland Asian Students Educational Services (OASES) was founded in 1983 as a UC Berkeley community service club designed to address the needs of the low-income immigrant population within the Oakland Unified School District. OASES became a non-profit organization in 1995 and offers four high school programs to a total of 160 students annually. The High School General Tutorial Program provides personalized academic tutoring and mentoring. The New Immigrant Services Program offers recent immigrant high school students the chance to receive individualized academic help and language support. The Asian Youth Promoting Advocacy and Leadership Program teaches young people how to organize and lead campaigns to improve their communities. The Inspire Mentorship Program matches at-risk students with college mentors for one year to help them pursue higher education by providing academic

and personal guidance, and it also offers informational sessions and social events to inform students about the college application process.¹²⁶

The **Panorama Teen & Family Resource Center** in San Diego County helps teens improve literacy in math and language, build leadership skills, and foster self-esteem and healthy living. Panorama serves 260 students ages 12 to 19 annually—70 percent of whom are in high school. The center offers drop-in homework assistance, a college preparation program, and community service. It also offers Lifestyle and Educational Classes, facilitated by health department staff and community partner agencies, in which the students vote on topics to be covered. After taking these classes in 2002, 80 percent of participants reported increases in knowledge about the topics they selected—how to get a job and how to get into college, self-defense, and the dangers of new STDs. During the 2002-2003 school year, participants contributed to the City of San Marcos over 8,000 hours of community service and picked up over 2,700 pounds of trash.¹²⁷

Arts

Some after-school programs offer teens opportunities in the arts, such as painting, music, theater and filmmaking.

The **East Palo Alto Mural Art Project** is a program where participants from economically-disadvantaged neighborhoods paint murals for the community. The program is offered in ten-week sessions after school and during the summer, serving 20 to 25 teens each session. For the first four weeks of the program, participants meet with college professors and historians, conduct research based on their theme, and make site visits. For the last six weeks, they design and paint the murals. Teens participate three days per week for three hours each day and are paid \$9 per hour. The program has created murals for Stanford University, the City of East Palo Alto, local Boys and Girls Clubs, and a local school district. Over 50 teens are on the program’s

waiting list.¹²⁸

The **Truckee Youth Music Program** was founded by 16-year-old Laurel Barchas, who saw that music had been cut from public schools and that private music lessons were not accessible to elementary school children from low-income families in Truckee. Laurel came up with the idea of having high school band students voluntarily teach children after school, with the goal of preparing them to participate in the middle school and high school bands. She created a business plan, raised money from local service clubs including the Rotary and Lions Clubs to purchase and rent instruments for the program, and recruited her peers to teach flute, clarinet, and trumpet. Laurel teaches piano. Once the service clubs donated money to the program, the news traveled, and other businesses and individuals began doing the same. In 2003, Laurel was named the top high school volunteer in California by the Prudential Spirit of Community Initiative, a nationwide program that honors young people for outstanding acts of volunteerism.¹²⁹

“According to a recent survey of 320 participants, 88 percent reported an increase in motivation at school”

The **Bay Area All Stars Talent Show Network** in Oakland uses performance as an alternative to violence and destructive behavior, as well as a vehicle for emotional, personal and social growth. Participants attend auditions, although everyone is allowed to perform, followed by a Development Workshop and finally the Talent Show. At the Development Workshop, young people attend leadership and anti-violence classes, learn the dos-and-don'ts of the program, and participate in group performance exercises and team-

building activities. Nearly 1,000 young people have participated in the Bay Area including approximately 600 high school students. This is an extension of a New York-based program that was created over 20 years ago and serves tens of thousands of youths annually in five cities across the nation.¹³⁰

Career/Employment Training

After-school programs may provide employment or career training by, for example, teaching new skills that can be transferred to the workplace, or setting up internships.

The **Mayor's Youth Employment and Education Program (MYEEP)** in San Francisco is a collaborative effort of 12 partners to help young people ages 14 to 18 improve their career skills and career awareness. The program requires participants to complete 10 to 15 hours of pre-employment training. They are then placed at a subsidized after-school or summer job with nonprofit or public sector agencies where they work for up to 10 hours a week for 26 weeks. All participants are matched with an on-site supervisor who provides one-on-one instruction. Participants attend biweekly training sessions, and they are paired with tutors on a need basis. The program targets young people facing barriers to employment who are in school or attending a GED program. Although MYEEP is able to serve 1,200 students annually, there is a waiting list of 500 students. According to a recent survey of 320 participants, 88 percent reported an increase in motivation at school, 90 percent reported an increased knowledge of postsecondary opportunities, and over 70 percent reported that they knew more about community issues than before joining the program.¹³¹

The **Pathways to Our Future** program was established in 2001 at nine pilot sites across California, including Riverside, Fresno, Santa Barbara, Los Angeles, San Ysidro and the Imperial Valley. The program offers technology training to low-income students after school and during the summer, serving over 160

Faith-Based After-School Programs

In addition to programs operated by schools and community-based organizations, some after-school programs are run by faith-based organizations, building on their commitment and connection to their local communities.

The **Marin Interfaith Youth Outreach Teen Center** serves teens after school and in the summer. It offers a wide range of programs. The Café Oasis Training Program allows participants to get hands-on experience running a café by working the register, preparing the food, restocking supplies, and writing inventory and financial reports. Other activities include weekly job readiness workshops, digital photography, drama, break dancing, and video classes. Free tutoring and GED, homework and computer assistance are available daily, and interfaith/intercultural events and diversity trainings are offered quarterly.¹³²

The **Bresee Foundation** in Los Angeles offers a wide range of activities at its community center including technology training, recreation programs, drop-in homework and college preparation assistance, and a money management program. Bresee originally was established by a local church to train urban ministers interested in getting more involved in community development. The first activity established was a basketball league; since then the program has grown exponentially to meet the many needs of neighborhood residents, with a primary emphasis on youth programming. It now serves 1,600 young people ages 11 to 18 each year. Its Cyberhood Technology and Employment Center helps participants become proficient in computer technology. The job training program walks participants through the entire job process from mapping out goals to writing resumes and cover letters, and preparing for job interviews, culminating in placement of some of the participants at job sites.¹³³

The **Central City Lutheran Mission** in San Bernardino offers an after-school program. Forty students participate on a daily basis in a variety of activities, including: writing articles for a magazine called Reality Check, which explores issues affecting teenagers; tutoring younger students through the Peer Education program; doing community outreach to provide health education to other young people; and participating in Jazz-Hip-Hop Mass, where young people get together to reflect on specific topics and create poetry and artwork, as well as engage in other forms of artistic expression, about those topics.¹³⁴

One by One Leadership in the Fresno area is run by a collaboration of over 200 churches and community and faith-based organizations in Fresno. One by One connects and equips diverse people, organizations, and institutions to engage in family, neighborhood, congregational, and civic leadership for the purpose of improving the health and equity of their region. One by One offers several programs, including Off the Hook in West Fresno, which serves 30 primarily African-American high school and middle school students, the majority of whom are in high school. In addition to receiving daily tutoring and mentoring, participants engage in youth leadership development, attend community service activities, serve food to the hungry and homeless, and provide support for neighborhood block parties. The organization also sponsors A Community Evolving (ACE), a school club of 15 to 20 primarily Latino high school students that participate in youth-led community service efforts, such as school carnivals and multicultural fairs at local elementary schools. Both Off the Hook and ACE members are involved in a citywide youth council.¹³⁵

students ages 14 to 18. Participants learn graphic design, web development, video production and digital art, as well as the process of securing a job through resume writing and job researching. A program evaluation found that more than half of participants secured jobs or internships through the program; many showed striking growth in maturity and self-esteem; many became active in their community; and many were considering college or a career in a media field.¹³⁶

The **Foothill Recycling Center** in Tustin was

created in 1993 to provide job training and real life business experience for learning disabled students in the special education program at Foothill High School. Since in practice not all participants are learning disabled, this program also has helped break down stereotypes associated with special education. While some participants perform office work for class credit during the school day, the after-school participants actually perform the hands-on recycling work. They get paid minimum wage and have an opportunity to gain more responsibilities over time. About 300 students participate each year. The program is

Success Story

Lisa Jimenez, San Jose After-School All-Stars



Lisa Jimenez, 16, has been active in San Jose After-School All-Stars for six years. This is one of 15 “Inner-City Games” programs across the nation established through the leadership of Governor Arnold Schwarzenegger, who founded and chairs the Inner-City Games Foundation. These programs provide sports clinics and competitions, computer training, and educational and cultural opportunities after school and during the summer for students ages seven to 17.

When Lisa entered high school, both her parents were facing medical problems, and she had a hard time coping with all that was going on. She says, “I started feeling like my life just fell apart. I started becoming rebellious, not going to school, experimenting with drugs and started running away.” She left home, moved into a children’s shelter and then moved in with one aunt, then another.

Throughout these difficult times, Lisa remained active in the All-Star Cheer Program, and it helped her get back on track. She practices cheerleading twice a week, and she and her teammates have performed at the local holiday parade and the San Jose Tech Museum. Not only does she credit the program with helping her make new friends and overcome being shy, but also most importantly she has relied on the personal support of the coaching staff. She says, “They always looked out for me” and made her feel important. Lisa adds that the program “helped me gain confidence and self-esteem I would not have had if I had not been in this program.”

Now she has reunited with her family, is receiving counseling, and is in the process of transitioning from an Independent Studies program—in which she is receiving all A’s—back to her regular high school.

Lisa recently received an Avant! Foundation “Hidden Heroes” scholarship for “overcoming great odds.” The scholarship provides \$5,000 for postsecondary education as well as mentoring, tutoring and help with college visits. Lisa plans to go to college and pursue a career working with kids.¹³⁸

Program Spotlight

CORAL Long Beach Youth Institute

The CORAL (Communities Organizing Resources to Advance Learning) Long Beach Youth Institute is a summer and after-school program that promotes youth development through a wide variety of program activities including service learning, leadership development, academic skill-building and support, technology skill-building, and project-based learning. The program serves ninth through twelfth grade students with a range of backgrounds and academic abilities, with a focus on low-income youth. The program is funded by The James Irvine Foundation.

Students in the summer program engage in a variety of activities intended to develop their academic, leadership and employment skills. They also participate in team-building activities, such as a four-day wilderness retreat at the beginning of the program. Through specific projects, students learn how to use various computer programs for research and word processing in addition to utilizing up-to-date technology to create digital videos. Students are given a \$1,000 stipend at the end of the summer program.

During the school year, teens who have completed the summer program may engage in other CORAL activities, such as tutoring elementary school students through the use of computer software (for which they can earn \$150 a month) or working as a paid Assistant Team Leader at after-school programs. They are also given access to the CORAL computer lab after school.

The program is in high demand—while only 40 openings are available each summer, there are 200 students on the waiting list.

According to a 2001 evaluation, participants reported significant improvement in all areas of academic, technical, social and personal skills. For example, the percentage of students with excellent or above average leadership skills increased from 21 percent to 91 percent after completing the summer program, and there were also dramatic increases in their technical skills and motivation to learn.¹³⁹

financially self-sustaining through the sale and processing of recycled materials.¹³⁷

Plugged-In Enterprises in East Palo Alto is a web design and entrepreneurial development program run by a technology center. The program educates teens about how to create websites and graphics for paying clients. Participants initially attend weekly graphic and web design training sessions for ten weeks, three hours a day. Then the students participate in one-month unpaid internships at the center where they work on website production three days a week for three hours. The participants receive ongoing evaluations

and upon completion are hired when there are openings. Once hired, they are paid minimum wage, with a \$1 raise for each new skill they learn. More than 30 teens are trained annually, ten of whom are hired. The center creates an average of 36 websites a year for paying customers such as Hewlett-Packard and Pacific Bell.¹⁴⁰

LA COPS in Los Angeles offers high school participants the opportunity to learn valuable communications and business skills in the “Connecting Zone,” a full service reprographic and technology center like Kinko’s that provides students, faculty and the public with

Service Learning Offers After-School Opportunities

Service-learning programs may offer after-school opportunities for high school students. Service learning ties together classroom curriculum (generally in school) with community service activities that often take place after school. It is based on the concept that students learn more effectively when they are given a context for learning, enabling them to see the connection between what they are learning and real-life experiences. For example, students in a science class who are learning about water pollutants may work with local health and safety officials in testing water samples from their local beach. Not only does service learning improve students' understanding of specific school curriculum, but it also motivates them to learn while developing their sense of civic responsibility.

The California Department of Education (CDE) established the CalServe Initiative in 1992 to expand local service-learning partnerships for all grade levels throughout the state. These partnerships have been primarily funded through federal funding from the Corporation for National Service's Learn and Serve Program. Since 1992, CDE has awarded over \$15 million in grants to 139 service-learning partnerships.¹⁴²

Research shows that service-learning programs, such as the Teen Outreach program, can improve academic achievement, reduce school disciplinary problems and prevent teen pregnancy.¹⁴³

printing and copying services. The students receive hands-on training with computers, scanners and printers; gain experience in graphic design, sales and accounting; and participate in the administration and operation of a real profit-making business.¹⁴¹

Community Service

Community service after-school programs offer opportunities for young people to provide needed services in their neighborhoods.

YouthCares in San Francisco is an inter-generational community service program for 80 students ages 14 to 18. High school students visit low-income subsidized senior housing buildings and centers three days a week, for two hours per day, after school and during the summer. The teens are either matched with senior citizens one-on-one or work on projects as a group. Many of the students and seniors are immigrants and share common languages. Youth-led service activities with seniors include computer and Internet training, English lessons, citizenship preparation classes, and art

projects. Additionally, once a week, in collaboration with the San Francisco Food Bank, participants hand out groceries to over 100 seniors and then help the seniors home with their food. They also attend weekly trainings to develop their leadership and career/job skills. The YouthCares program coordinators work with local high schools and other youth-serving agencies, including the Washington High School Beacon Center, to recruit young people for the program.¹⁴⁴

California Youth Energy Services, a project of the non-profit Rising Sun Energy Center in Oakland and Berkeley, has provided energy retrofits to 552 primarily low-income homes and 12 homeless shelters. The program employs approximately 25 high school students and operates two days per week after school and full-time during the summer. Participants learn about energy efficiency and how to install materials that conserve energy. High school students founded the program in 2000.¹⁴⁵

The Explainer Program at the Exploratorium science museum in San

Francisco is a year-round program for 15- to 20-year-olds that makes participants part of the museum staff. Their job is to explain exhibits and provide general information to the public, open and close the museum, and perform public demonstrations. There are 30 paid positions for each of three four-month sessions. The participants earn minimum wage. The only qualification is that they be interested in learning and interacting with people. According to a recent preliminary evaluation, 80 percent of program participants reported that the program had a strong positive impact on their self-confidence.¹⁴⁶

Leadership Development

Some after-school programs offer teens the opportunity to develop leadership skills by, for example, teaching students how to conduct research and advocate on topical issues of interest.

The **Creekside High School YMCA Youth Leadership Academy** in Orange County serves 50 to 75 alternative high school students each year in six-week sessions, four days a week, after school. Students hold leadership positions, learn about public speaking, attend board meetings and fundraisers, and provide

Success Story

Gabby Godinez, Friday Night Live, Ventura County

Gabby Godinez, 17 and a senior at Santa Paula High School in Ventura County, thanks the Friday Night Live (FNL) club for steering her life away from gangs, drugs, and violence—prevalent influences while growing up. Before joining FNL, Gabby's early years in high school were "horrible." School was not a priority: she got bad grades and often cut class. At age 14, Gabby and two friends took the car of one friend's mother for a joyride and ended up at the police station at 2:30 AM.

Her life needed a new direction, so she decided to give FNL a try. In a span of one year after joining FNL, Gabby's life turned around. Gabby met one of the most influential people in her life through FNL—Jessica, the club's adult advisor—who helped Gabby gain a new perspective on academics and her future. Gabby is now motivated to attend college and become either a registered nurse or a police officer.

Gabby was elected the President of FNL at her high school for her junior and senior years. Through her leadership, her school's FNL has engaged in a wide range of youth-led community service activities. For example, she assisted with voter registration for the 2002 local elections, which gave her and other participants the opportunity to meet and establish relationships with city council members. Other activities include mentoring younger students through the Big Sibs program and participating in the Relay for Life Cancer Fundraiser. Gabby also enjoyed performing the Jalisco (folklorico) dance at a schoolwide event and hosting the first annual Differences Dazzle the World conference in March 2003, where over 20 speakers from various fields educated local students about diversity awareness.

As FNL President, Gabby has developed leadership skills through conducting weekly meetings, acting as the liaison between FNL and the school administration and attending Youth Advisory Council meetings for the county FNL chapter. Gabby characterizes her participation in the club as invaluable: "Through FNL, I've learned the value of patience in working with various people—peers and adults—as well as the responsibility in leading others."¹⁴⁷

orientations for new participants. There is also a community service component. The program offers workshops on drug and alcohol abuse awareness, STD testing, anger management, and legal rights and responsibilities; life skills classes; counseling; diversity education; and job and college preparation. Participants receive school credit.¹⁴⁸

The **Young Women’s Leadership Alliance** (YWLA) in Santa Cruz is an after-school program that serves approximately 45 students ages 14 to 17 each semester at three high schools in the Santa Cruz City School District. The program helps participants understand and speak out about inequity at their school, take an active role in creating and defining their academic experiences, and learn leadership skills for pursuing whatever careers interest them. The program has three components: Equity Awareness, where the young women discuss barriers to all students’ success at school; Equity Research, where participants choose an educational issue at their school that concerns them, design a survey, interview other students, and analyze the results; and Equity Action, where participants use their survey data to design and implement a public forum or small media campaign to raise community awareness about their issue. Participants receive school credit for completing 15-week sessions. YWLA has tackled such issues as discrimination against teen mothers, peer pressure, and female under-representation in leadership, math and technology. An evaluation shows that participants experienced increased self-confidence and gained friends who encouraged them to take positive risks.¹⁴⁹

Youth Together (YT) operates at six high schools in Oakland, Berkeley, and Richmond. The program’s goal is to address the root causes of educational inequities by developing

multiracial youth organizers and engaging the school and community to promote positive school change. YT leadership teams at each school include ten “core” youths who lead groups of 20 to 30 students that meet twice a week after school for two hours. An experienced adult community organizer facilitates each team. The teams organize and educate their peers by creating and running multiracial student clubs and coalitions. Among many achievements, YT assisted with a multi-year effort to change a school policy that “locked out” late students. YT was successful in having this policy substituted with a School Attendance Review Team that holds late students accountable and provides them with services. YT also created a business plan for three high schools to fund the development of their own student centers: all three schools contributed money and resources, and the centers are now open and offer comprehensive student support services.¹⁵⁰

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The **La Raza Youth Leadership Program** in Oakland was founded by

the Spanish Speaking Citizens’ Foundation (SSCF) to provide leadership training and opportunities for Latino youth. Approximately 40 students meet twice a week, for two hours after school, at La Raza’s Oakland office. The program offers a comprehensive curriculum including: La Raza Studies, a compilation of lectures and discussion on Latino history; Civic Participation, an overview of the City of Oakland, the political process, and voting; a volunteer internship with a local organization; and workshops such as “Know Your Rights.” Students have participated in several noteworthy events: they coordinated the Ethnic Studies Conference held at San Francisco State University which 1,000 students attended, and they participated in conferences held by the National Council of La Raza and the National Association of Chicano Studies.¹⁵¹

Mentoring

After-school programs may incorporate mentoring either by assigning an adult to mentor a teen—as with the Bayview Safe Haven’s use of Delancey Street Foundation mentors¹⁵²—or enlisting a teen to mentor a younger student. Mentors provide ongoing support, guidance and concrete help over a prolonged period of time.

The **BRIGHT Families Project** in San Diego annually matches 200 students ages 12 to 18 with adult mentors. A primary goal of the program is to educate at-risk teens about reproductive health and build positive relationships and self-esteem in order to avoid teen pregnancy. Mentors volunteer, are trained on reproductive health issues and how to work effectively with their mentees, and spend an average of 25 to 30 hours per month with their mentee for at least six months. Teens are often referred by counselors or parents. Mentors help teens with homework, talk with them about reproductive health, and participate with them in fun and educational activities provided through the program. An evaluation found that the program had a statistically significant, positive impact in increasing participants’ knowledge and improving their attitudes regarding reproductive health.¹⁵³

The **Kenilworth After-School Program** in Petaluma was founded in 2000 as an after-school program for seventh and eighth graders who were at risk for being held back. High school students with similar academic backgrounds to these students were recruited from alternative schools to mentor the middle-school students after school. Unexpectedly, the high school students seemed to experience the more drastic grade shifts and behavior changes. As a result, Kenilworth bolstered the high school program by providing more support and training for the mentors and created an after-school service-learning program for other high school students.¹⁵⁴

Project CARE in Los Angeles offers a mentoring program where 60 tenth through

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twelfth graders from Jefferson High School mentor 60 sixth graders from Adams Middle School. Project activities include: weekly one-hour meetings between the mentor and mentee for nine months; 20 hours of mentoring and life skills training for the mentors; 45 hours of civic education, life-skills training, conflict resolution, and diversity training for the mentees; a three-day adventure camping trip where the mentors and mentees build a native American village; a one-day ropes course for mentors and mentees; a half-day “Cops and Kids” conference and a half-day Family Day for the mentors, mentees, and parents. Project CARE is a California Gang Crime Violence Prevention Partnership funded by the California Department of Justice.¹⁵⁵

Prevention

Some after-school programs specifically target the prevention of risky behavior, such as: the Bayview Safe Haven program in San Francisco that targets juvenile crime;¹⁵⁶ the YouthWORKS program in Sacramento that targets teen pregnancy prevention;¹⁵⁷ and the Boys and Girls Clubs’ gang prevention and intervention programs.¹⁵⁸ In addition:

Friday Night Live (FNL) is a youth development program offered in some after-school settings. It was created in 1984 by the State Department of Alcohol & Drug Programs (ADP) and the California Office of Traffic Safety to reduce the number of deaths and injuries caused by teens driving under the influence of drugs and alcohol. In 1988, the ADP founded a statewide office to facilitate the expansion of FNL. As the program expanded, its focus

shifted from providing alcohol-free activities to a more comprehensive youth development program. Examples of activities include: dances; movie nights; community service; and youth-led alcohol and tobacco policy education and campaigns, including the use of surveys and attempts to buy cigarettes and alcohol to determine whether stores are carding underage buyers. FNL now operates in 54 counties in California, and it has spawned new programs, including: Friday Night Live Mentoring in 26 counties, where high school students mentor middle school students; Club Live in 44 counties for middle school students; and Friday Night Live Kids in 15 counties for elementary school students.¹⁵⁹

The **Camp Fire USA Orange County Council** offers the “Speak Out!” public policy advocacy program for high school students. Participants select an issue that is important to them, and they advocate on that issue. In the 2002-2003 school year, over 30 students participated in groups that addressed either tobacco prevention or teen pregnancy prevention. One group in Santa Ana working on teen pregnancy prevention pushed for a comprehensive health education reform in the school curriculum. Participants conducted a community forum to solicit the local community’s opinion on teen pregnancy and education; made a formal presentation to the school board in support of their cause; succeeded in defeating a proposed modification to the existing health curriculum that they found objectionable; and continue to attend school board meetings.¹⁶⁰

Recreation

The following after-school programs focus on recreation:

Students Run LA (SRLA) in Los Angeles is

a physical training and mentoring program that enables students to train for and complete the 26.2-mile City of Los Angeles Marathon. SRLA was conceived by a teacher at a continuation high school for students at risk of not graduating. After running the marathon himself, he challenged several students to train for and run the marathon with him, believing the experience might empower his students. Not only did the students finish the marathon, but also they graduated from high school. The program now serves more than 2,000 young people between the ages of 12 and 19 annually in a ten-month season of training and racing beginning in September. SRLA has been honored by the National Council on Crime and

Delinquency, the CORO Foundation of Southern California, the City of Los Angeles, and the Los Angeles Board of Education.¹⁶¹

The **Oxnard Police Activities League** provides educational, cultural and recreational activities to 175 primarily high school-age youth daily on the grounds of an

old high school purchased by the City of Oxnard. The facility includes a basketball gymnasium, a teen center/restaurant, a physical fitness center with a boxing ring, a skateboard park, softball fields, football and baseball stadiums, eight classrooms, a drama room, and an auto shop. The program is open after school every day from 3 PM to 7 PM and is staffed by police officers, community volunteers and paid recreation staff. Fundraising activities include an annual charity football game between local police departments and the Ventura County Sheriff’s Department and the “Wacky Cops-n-Kids” annual sports festival where local law enforcement officers team up with youths in events like donut eating and police car pushing. This is one of over 100 California Police Activities League programs serving a total of over 300,000 youths.¹⁶²

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