

California's Next After-School Challenge:
**Keeping High School Teens Off the Street
and On the Right Track**



A Report from FIGHT CRIME: INVEST IN KIDS CALIFORNIA

Special message from:

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FIGHT CRIME: INVEST IN KIDS CALIFORNIA

Sheriffs, Police Chiefs, District Attorneys and Victims of Violence Dedicated to Preventing Crime

Dear California Readers:

The hundreds of sheriffs, police chiefs, district attorneys and victims of violence who are members of FIGHT CRIME: INVEST IN KIDS CALIFORNIA are determined to put dangerous criminals behind bars. But we also know that no punishment after the fact can undo the agony crime leaves in its wake.

We are committed to taking a hard-nosed look at what really works to keep kids from becoming involved in crime.

This groundbreaking report pulls together new research from California and across the nation showing the effectiveness of after-school programs for high school teens in preventing crime and other risky behavior, as well as increasing academic achievement. We find:

- Constructive after-school activities can transform the “prime time” for juvenile crime—the hours between 2 PM and 6 PM in California—into a time of opportunity and promise; and
- New studies from California and across the country show that good high school after-school programs, where teens have the support of caring adults and participate in positive leadership roles, substantially reduce crime and help kids succeed.

Through Proposition 49, California has taken a dramatic step in providing after-school programs for elementary and middle school students. While California also has started making critical investments in high school after-school programs, we still have a long way to go. New data show that after-school programs are out of reach for too many teens in California:

- Over 70 percent of high school principals and parents with teens surveyed say there are not enough after-school programs in their communities;
- California’s only dedicated public funding source for high school after-school programs provides enough funding to serve students at only 3 percent of the State’s high schools; and
- The demand for high school after-school funding in California is far greater than what is available: in 2002, there was only enough funding to award grants to one in eight programs that applied for high school after-school funding.

Rigorous research, years of experience and plain common sense compel this verdict: quality after-school programs are among our most powerful weapons against crime, and the continuing failure to ensure teens access to such programs puts every California family at greater risk that crime and violence will strike their loved ones.

Sincerely,

Sheriff Leroy Baca
Los Angeles County

Chief Paul Walters
Santa Ana Police Department

District Attorney Thomas Orloff
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ACKNOWLEDGEMENTS

FIGHT CRIME: INVEST IN KIDS CALIFORNIA staff gratefully acknowledges each of the members of the ad hoc High School After-School Advisory Committee for the many hours they devoted to educating us about high school after-school programs in California and nationally. We appreciate their commitment of time and energy to this report.

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FIGHT CRIME: INVEST IN KIDS is a non-profit organization supported by tax-deductible contributions from foundations, individuals, and corporations. FIGHT CRIME: INVEST IN KIDS receives no funds from federal, state or local governments.

Major funding is provided by:

Afterschool Alliance • Naomi and Nehemiah Cohen Foundation • Freddie Mac Foundation • Garfield Foundation • William T. Grant Foundation • Ewing Marion Kauffman Foundation • W.K. Kellogg Foundation • J.P. Morgan Chase Foundation • Charles Stewart Mott Foundation • The David and Lucile Packard Foundation • The Pew Charitable Trusts – Advancing Quality Pre-Kindergarten for All • Time Warner Foundation

Funding for FIGHT CRIME: INVEST IN KIDS CALIFORNIA is provided by:

Walter S. Johnson Foundation • The James Irvine Foundation • The David and Lucile Packard Foundation • The California Endowment • The California Wellness Foundation • The Zellerbach Family Foundation • Penney Family Fund

Special thanks is owed to FIGHT CRIME: INVEST IN KIDS CALIFORNIA staff Brian Lee for taking the lead in preparing this report; Stephanie Rubin, Maryann O'Sullivan, Jennifer Jacobs, Jen Fulford, Rob Kaplan, Kelley Mullin, Christian Geckeler, Sowmya Kadandale, Danielle Wondra, Judie Ahn, Tavonia Davis, Shirin Raza and Jaime Trejo in the California office; and Bill Christeson, Phil Evans, David Kass, Jeff Kirsch and Rita Shah of the national office for their support.

Publication Design by Elizabeth Kuehl.

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Executive Summary

California's Next After-School Challenge: **Keeping High School Teens Off the Street and On the Right Track**

With the passage of Proposition 49 in November 2002, California solidified its position as the nation's leader in creating and supporting after-school programs for children and youths. The initiative will significantly expand the State's after-school program for elementary and middle schools—the After School Education and Safety Program—and guarantees that, once the economy recovers, after-school funding will be available for every elementary and middle school in California.

However, California faces a new after-school challenge in the years ahead—providing after-school opportunities for high school teens. While quality after-school programs can help younger students get on the right path leading them safely away from future crime, teens are far more likely than younger students to be currently involved in crime or engaged in other risky behavior. In addition, elementary and middle school program models may not work for high school because older students are a less captive audience: if a program is not appealing to them, they will just leave. Unlike younger students, they need not stay until a parent or school bus is ready to pick them up.

The After-School Hours Are a Time of Risk for California Teens

Evidence from police departments in California's largest cities shows that, on school days, the "prime time" for violent juvenile crime is from 2 PM to 6 PM. The single most likely hour of the school day for a juvenile to commit a violent crime—homicide, rape, robbery, or assault—is between 3 PM and 4 PM. High school-age teens are responsible for four out of every five juvenile crimes in California.

Recent California data show that the after-school hours are also the prime time for young people to be victims of violent crime. In addition, the after-school hours are the peak hours for drug and alcohol use and car crashes involving teens.

High School After-School Programs Prevent Teen Crime, Improve Behavior and Increase School Success

The good news is that new research from California and across the nation shows that quality after-school programs can transform this prime time for juvenile crime into productive hours of academic enrichment, skill building, recreation and community service. After-school programs are proven to cut teen crime and violence, reduce teen sex and teen pregnancy, cut drug and alcohol use, and prevent school discipline problems. New evidence also shows that quality after-school programs for teens increase academic achievement, reduce dropout rates, promote civic

participation and provide the experiences and opportunities teens need to succeed.

For example, one of several California studies described in the report compared over 120 participants at the Bayview Safe Haven after-school program in San Francisco with a matched comparison group of similar students who did not attend the program. It found that:

- Among students with prior histories of arrest, those who did not participate in the after-school program were twice as likely to be arrested during the six-month initial “intervention” period as program participants.
- Among students with no prior histories of arrest, those who did not participate were three times more likely to be arrested during that same intervention period.
- During the intervention period not a single Bayview Safe Haven participant with a history of school suspension was suspended, while everyone with a history of suspension in the comparison group was suspended.

National research also yields positive results: six years after randomly-selected high school freshmen from welfare families were assigned to participate in the Quantum Opportunities four-year after-school and graduation incentive program, boys left out averaged six times more criminal convictions than boys assigned to the program; and girls and boys left out were 50 percent more likely to have had children during their high school years and nearly four times more likely to be without a high school degree.

The report profiles over 35 high school after-school programs in California with promising results or approaches. 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.

A Dangerous Shortage of After-School Programs for Teens

Even though there is clear evidence that after-school programs for teens can prevent crime and improve behavior, there remains a dramatic shortage of after-school programs for California teens.

Teens, parents of teens and high school principals all agree that more after-school programs are needed. For example, over 70 percent of high school principals surveyed from schools in California’s lowest-income neighborhoods believe there are not enough after-school programs at their schools and in their communities.

California’s only dedicated public funding source for high school after-school programs provides enough funding to serve students at only 3 percent of the State’s high schools. It serves only a few thousand out of over 1.7 million public high school students. A local analysis showing how few high schools in each county are receiving or directly benefiting from this funding is provided in Appendix 1.

The demand for high school after-school funding in California is far greater than what is available: in 2002, there was only enough funding to award grants to one in eight programs that applied for high school after-school funding.

And California high schools fail to take advantage of their own valuable resources after school: within an hour after school lets out, 65 percent of high schools in California’s poorest neighborhoods close their computer labs, 73 percent close their libraries, and 84 percent close

their gyms for recreational use.

Investing in After School Saves Money and Lives

Investments in after-school programs for teens, especially for the young people most at risk of sliding into delinquency or becoming victims of crime, pay for themselves, in lives saved and tax dollars saved.

A study concluded that the Quantum Opportunities high school after-school program returns over \$16,000 per participant to taxpayers and crime victims combined over and above the costs of the four-year program—nearly \$2 in crime savings alone for every dollar invested.

The RAND Corporation compared the cost-effectiveness of the Quantum Opportunities after-school program with that of California's "Three Strikes" law. It concluded that, per dollar spent, Quantum Opportunities was over five times more cost-effective at preventing serious crimes than "Three Strikes."

From the Front Lines of the Battle Against Crime: A Call for Action

California already took a critical and historic step in 2002 to expand after-school programs for high school students by passing bipartisan legislation sponsored by FIGHT CRIME: INVEST IN KIDS CALIFORNIA that created what has been touted as the "nation's first state-supported high school after-school program."¹ This legislation funded 16 high school after-school programs starting in 2003, using federal after-school dollars that were block-granted to the State.

Now California's sheriffs, police chiefs, district attorneys and crime survivors are calling on public officials to ensure that federal funding continues to support high school after-school programs and, as the economy recovers, to make new federal and State funding available to continue expanding access to high school after-school programs.

In the years ahead, California leaders should build on their commitment to protect our communities by continuing to provide more resources to ensure that all teens—especially those in high-crime neighborhoods where young people are most at risk of going astray or becoming victims—have access to quality after-school programs.

Making this investment will save taxpayers money, save lives, and make every California community safer.

Chapter 1

High School After-School Programs Prevent Teen Crime and Other Risky Teen Behaviors

California faces a new after-school challenge in the years ahead—providing after-school opportunities for high school teens, who are far more likely than younger students to be involved in crime or engage in other risky behavior.

Fortunately, new research shows that quality after-school programs for teens can prevent crime and violence immediately and transform the “prime time” for juvenile crime—the hours between 2 PM and 6 PM in California—into productive hours of academic enrichment, skill building, recreation and community service. Good programs keep teens off the street, giving them constructive alternatives to gangs, drugs and crime. They protect young people and adults from becoming victims of crime and cut drug use, smoking and teen pregnancy. They also reduce school discipline problems, allowing teachers to focus on teaching and students to focus on learning.

After-school programs help keep teens away from crime over the long run by teaching them to be responsible and get along with others, while providing the opportunity to develop the skills and values they need to grow up and become productive, contributing citizens.

While there is a wide variety of after-school programs for teens—differing in location, activities offered, and when and how often they meet—all are intended to provide teens with safe places to go and supervised, constructive activities after school.

Research from California and across the nation shows that giving teens after-school alternatives to hanging out unsupervised can help keep them out of trouble and on the right track. For example:

Crime Prevention

Research shows that quality after-school programs prevent crime and violence by teens. In California:

- A study compared over 120 participants at the Bayview Safe Haven after-school program in San Francisco with a matched comparison group of similar students who did not attend the Bayview after-school program. The study looked separately at students with histories of arrest prior to starting the program and those without any history of arrest.

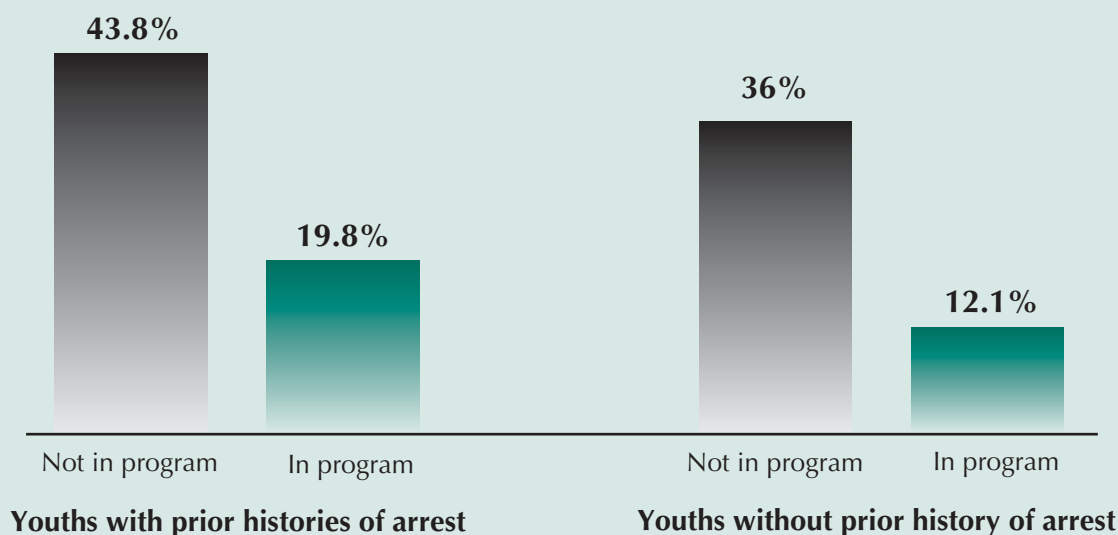
For students with prior histories of arrest, those who did not participate in the after-school program were twice as likely to be arrested during the six-month initial “intervention” period as program participants (43.8% vs. 19.8%).

For students with no prior histories of arrest, the results were even more dramatic. Those who did not participate in the after-school program were three times more likely to be arrested during that same six-month initial intervention period than program participants (36% vs. 12.1%).²

The impact of the program continued during

California's Bayview Safe Haven After-School Program Cuts Arrests

Youths arrested during 6-month intervention period



LaFrance & Twersky, 2001

the 18-month follow-up period, when many of the students were no longer participating in the program:

Both the students with and without histories of arrest before the program began were approximately 50 percent more likely to be arrested during the follow-up period if they did not attend the program compared to those who did attend.³

Those who were wards of the juvenile court system were five times more likely to remain wards during this follow-up period if they did not participate in the after-school program compared to those who did (27.3% vs. 5%).⁴

Bayview Safe Haven is in a neighborhood with the second highest volume of juvenile crime in San Francisco. Students in the study were 10 to 17 years old, and nearly half of program participants were 14 and over at the time they joined the program.⁵

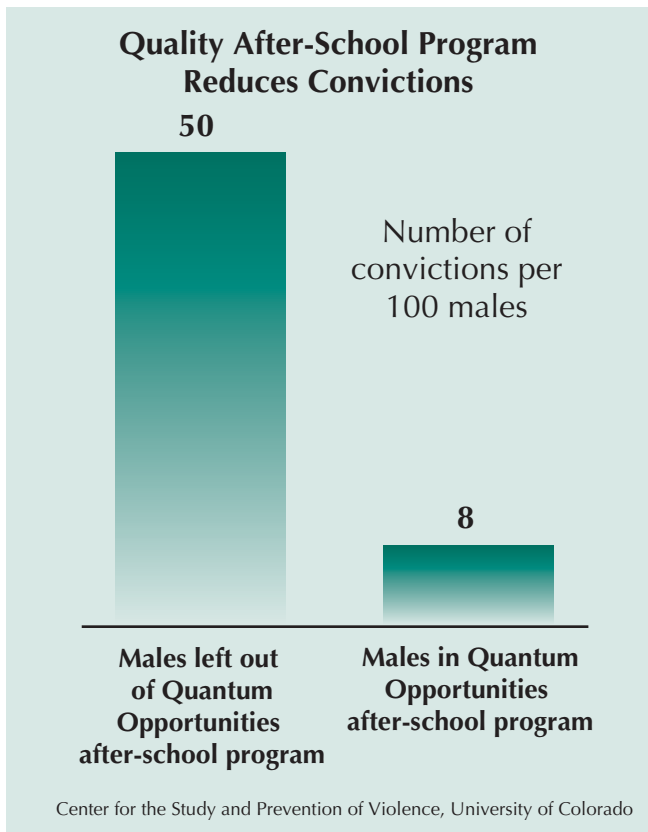
- Only 12 percent of first-time juvenile offenders in the Bresee Foundation's Youth Advocacy Program in Los Angeles reenter the juvenile justice system within nine months after exiting the program. Local law

enforcement officials believe that the program results in a much lower recidivism rate than would be expected if the youths were not enrolled in the program.⁶

The Youth Advocacy Program annually serves 75 first-time offenders ages 11 to 18 in three-month sessions. The Los Angeles Police Department refers all participants, who are required to attend 12 two-hour peer counseling sessions and at least three hours per week of both academic enrichment and technology training. One-to-one counseling and a variety of recreation, job training and other activities are also available.⁷

- Neighborhoods surrounding the five Los Angeles high schools with the LA COPS after-school program experienced drops in juvenile crime by as much as 39 percent between 1999 and 2001. In three of the neighborhoods, juvenile crime fell over 30 percent, which were much higher reductions than the 19 percent decline citywide.⁸

The LA COPS after-school program served 8,000 students at five Los Angeles high schools. Specific programs included the



Academics Program, which matched students with credentialed teachers for one-on-one tutoring; the Mentor Program, in which participants mentored elementary and middle school students; recreation programs; and the Vocational Program, which provided a hands-on learning environment and the opportunity for participants to become paid employees at the “Connecting Zone,” a full-service copying and technology center. Each LA COPS high school had a police officer on site to enhance security. The after-school program closed down at four of the five schools after federal funding expired.⁹

- Eighty-two percent of school personnel and community members familiar with the Youth Together program in Oakland, Berkeley and Richmond believed that the program had prevented violence, “especially interracial fights.”¹⁰

Youth Together is an after-school leadership program at six East Bay high schools that teaches young people how to organize and advocate for school reform.¹¹

Nationally:

- Randomly-selected high school freshmen from welfare families were assigned to participate in the Quantum Opportunities four-year after-school and graduation incentive program in Philadelphia, Oklahoma City and Saginaw, Michigan. Six years later, compared to those who received the program in these cities, boys left out averaged six times more criminal convictions.¹²

The Quantum Opportunities program combined academics, personal development, community service, and financial incentives to keep at-risk teens on a path to high school graduation and adult productivity. Preliminary results from a more recent replication of Quantum Opportunities, while not yet reporting complete data, indicate that it is important to carefully replicate this approach in order to achieve the full impact of the program.¹³

- After 18 months, participants in an after-school program at the South Baltimore Youth Center were significantly less likely to engage in delinquent behavior than a comparison group, although they initially had been more likely to engage in such conduct.¹⁴

This program served 200 young people ages 11 to 21, including 70 teens ages 14 to 16 as the core attendees. Participants engaged in visual arts activities, literary projects, computer training and summer job training. The program featured close “near peer” mentoring relationships with staff members and promoted youth participation, making participants responsible for enforcing the few simple rules of the center and involving them in interviews of all potential staff members.

- A study of 11- to 16-year-olds in the Big Brothers/Big Sisters mentoring program showed that young applicants randomly assigned to a well-trained, well-supervised mentor were 32 percent less likely to commit an assault than those randomly assigned to the control group.¹⁵

Program Spotlight

Bayview Safe Haven in San Francisco

Crime prevention central to program: San Francisco established the Bayview Safe Haven in San Francisco as a key component of its Juvenile Justice Action Plan. The city placed the program in Bayview Hunter’s Point because it was the neighborhood with the second highest crime rate in the city, juvenile crime was concentrated in the after-school hours, and there was a lack of opportunities available for neighborhood youths.

The program took over a recreational center that was in a high-crime area where young people dealt and used drugs. To ensure safety, program planners coordinated with the local community police to be on site during program hours.

The program aimed at reaching young people already involved in the juvenile justice system or those at risk of becoming involved. More than half of the program participants in the study discussed in this chapter were referred by juvenile justice sources, 73 percent had a history of arrest, and 41 percent admitted current or past membership in or “hanging out” with a gang.

According to the independent evaluation, in addition to the specific findings on crime prevention, prevention of school disciplinary problems and other findings highlighted in Chapters 1 and 2, the crime problems in the area of the recreation center fell, with a police officer noting, “Calls for [police] service have gone down—there used to be probably three or four times [more than] what they are now.” Evaluators also concluded that the after-school program “very likely made a significant contribution to...reducing juvenile crime in the area.”¹⁶

Program components: The program is open five days a week from 1 PM to 9 PM, and it currently serves 60 young people, ages 12 to 21, annually through various activities including academic assistance (such as tutoring, computer lab, homework help), culinary workshops, sports, art classes, community service, mentoring and counseling.

Along with the consistently-praised mentoring that Bayview Safe Haven staff provided to participants, a wide range of community-based organizations helped these young people develop their assets and steer clear of problems. The Delancey Street Foundation, which has a long history of working with troubled adults, initially helped set up the program and provided one-on-one mentors for participants. The San Francisco League of Urban Gardeners (SLUG) helped with administrative duties later, and helped participants complete beautification projects in their community. The San Francisco Bike Coalition helped set up the very popular Junior Bike Mechanics program.

Incentives have been shown to be important in getting older youths to participate in after-school programs,¹⁷ and this program’s Junior Bike Mechanics effort allowed participants not only to learn bike repair skills, but also to earn a bike after attending twelve hours of classes in bike repair.

The Bayview Safe Haven is now considered an integral part of the local community, and it is already being replicated with positive early results in three other San Francisco neighborhoods.¹⁸

Preventing Teen Sex, Drug and Alcohol Use, and Smoking

Research shows that quality after-school programs prevent teen sex, teen pregnancy, and drug, alcohol and cigarette use by teens. In California:

- The YouthWORKS after-school program was established in a Sacramento neighborhood with the highest rate of teen pregnancy in the county. Since 1998, only one female in the YouthWORKS after-school program became pregnant while participating in the program. To the knowledge of program coordinators, no other participants became pregnant prior to high school graduation.¹⁹

“students who engaged in extracurricular activities were less likely to engage in risky behaviors”

YouthWORKS is an after-school program for young people ages 12 to 18 that offers a variety of activities including homework assistance, life skills classes, college and career planning, and recreation. The co-ed program serves 140 youths—approximately ten percent of teens in the neighborhood.

- A survey of 4,000 California ninth graders found that students who engaged in extracurricular activities were less likely to engage in risky behaviors—such as cigarette, alcohol and marijuana use—than students who were unsupervised and hanging out.²⁰

Nationally:

- Inner-city teens were randomly assigned to the Children’s Aid Society/Carrera after-school program in New York City or to a control group. Researchers found, after controlling for age, ethnicity, family income and peer behavior, that three years later girls not in the program were three times more likely to get pregnant and twice as likely to be

sexually active than girls in the program.²¹

The Children’s Aid Society/Carrera program operates five days a week after school for three hours each day. Participants receive academic support every day and rotate among four other activities including jobs, comprehensive family life and sex education, arts and sports. Participants receive stipends for job activities.

- After randomly-selected high school freshmen from welfare families were assigned to participate in the Quantum Opportunities after-school and graduation incentive program, girls and boys left out were 50 percent more likely to have children during their high school years.²²

- A study compared over 1,600 high school participants in the Teen Outreach service-learning program at 60 sites across the nation with a matched comparison group of similar students. It found, after controlling for significant background factors related to pregnancy (race/ethnicity and past history of pregnancy), that one year later teens not in the program were twice as likely to become pregnant or get someone pregnant as program participants.²³

Teen Outreach is offered to ninth through twelfth graders in cities across the nation. The program involves supervised community service, classroom-based discussions of service experiences, and classroom-based discussions and activities related to youth development. Participants meet in classroom settings at least once a week and perform, generally after school or on weekends, nearly 40 hours of community service a year.²⁴

- After 18 months, participants in the after-school program at the South Baltimore Youth Center were significantly less likely to use drugs and alcohol than a comparison group, although they initially had been more likely to engage in such conduct.²⁵

- A study of 11- to 16-year-olds in the Big Brothers/Big Sisters mentoring program showed that young applicants randomly

assigned to a well-trained, well-supervised mentor were 46 percent less likely to initiate drug use and 27 percent less likely to initiate alcohol use than those randomly assigned to a control group that did not receive mentors.²⁶

Preventing School Disciplinary Problems and Truancy

Research demonstrates that quality after-school programs prevent school disciplinary problems and truancy. In California:

- At Bayview Safe Haven in San Francisco, during the intervention period not a single participant with a history of school suspension was suspended, while everyone with a history of suspension in the comparison group was suspended.²⁷
- Over 80 percent of teachers surveyed at five Los Angeles high schools with the LA COPS after-school program reported that regular participants in the program improved their classroom behavior and attendance.²⁸

Nationally:

- The study of over 1,600 high school participants in the Teen Outreach service-learning program found, after controlling for significant background factors related to suspension (grades early in high school, history of suspension and course failure, level of parent education and single-parent family status) that one year later teens not in the program were twice as likely to be suspended than program participants.²⁹
- The study of 11- to 16-year-olds in the Big Brothers/Big Sisters mentoring program showed that young applicants randomly assigned to a well-trained, well-supervised mentor were 37 percent less likely to skip class and 52 percent less likely to skip school than those randomly assigned to a control group that did not receive mentors.³⁰

The evidence is clear. Good after-school programs keep teens off the street and out of trouble.

Increased Participation Can Improve Outcomes

While motivation may explain part of the differences, generally the teens who participate in after-school programs most extensively are most likely to benefit. For example, frequent participants in the Boys and Girls Clubs' Gang Intervention Through Targeted Outreach program in Ventura, California and at two other clubs across the nation were less likely than others in the program to engage in gang-associated behaviors, be a victim of a gang attack and have contact with the juvenile justice system, and they had more positive school engagement. This after-school program targets high school-age gang members.³¹

A study of another Boys and Girls Clubs' program—the Gang Prevention Through Targeted Outreach program in Garden Grove, San Diego, San Francisco, Tustin and at over a dozen other clubs nationally—produced similar results. This after-school program targets middle and high school-age students who are at risk of becoming involved in gangs. The study found that frequent participants were less likely to start wearing gang colors and have contact with the juvenile justice system, engaged in fewer delinquent behaviors, and had higher grades.

Both the duration of involvement over time and how regularly a student participates can make a difference. For example, teens who participated in Friday Night Live for six months or longer reported significantly higher scores on skill building, relationship building, leadership and advocacy than those who participated for less than six months.³² And teens who attended Friday Night Live more than once a week had higher scores on community involvement and skill building than those who attended weekly or less than weekly.³³

Chapter 2:

High School After-School Programs Increase School Success, Civic Participation and Positive Youth Development

Research shows that after-school programs not only prevent crime and other risky behaviors, but also improve academic achievement, promote civic participation and provide the experiences and opportunities teens need to succeed. After-school programs keep teens out of trouble by providing them with positive new relationships with adults and peers; new social, employment and academic skills; and new opportunities to practice positive behaviors. They succeed not by focusing on what young people are doing wrong, but instead by focusing on providing the experiences young people need to succeed.

To those on the front lines fighting crime, the academic and other benefits of after-school programs are important. Research shows that teens who are interested in school and do well academically, as well as those with positive experiences and opportunities, are less likely to engage in criminal behavior.³⁴

The benefits of after-school programs for teens include:

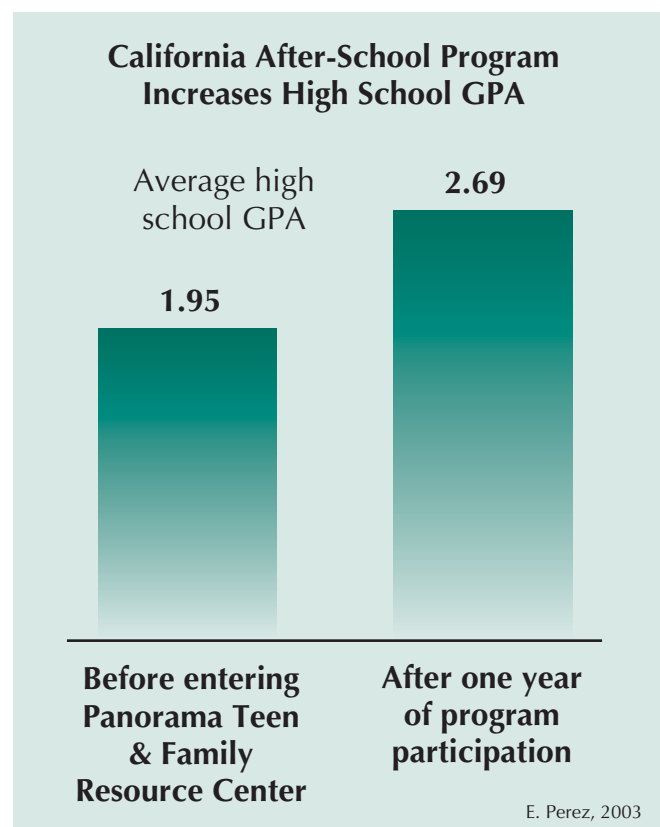
Academic Achievement and Dropout Prevention

Research shows that quality after-school programs improve academic performance and cut dropout rates. In California:

- Eighty-nine percent of high school students at the Panorama Teen & Family Resource Center in San Diego County

improved their GPA during the year they participated, and the average increase for all students was nearly one grade point (0.74)—from 1.95 GPA to 2.69 GPA. The program provides homework assistance, college preparation, and life skills classes.³⁵

- Of the regular participants in the LA COPS after-school program at five Los Angeles high schools, over half improved their grades in English while few reported decreased grades, and over 75 percent of English teachers



Teens Most at Risk Receive Greatest Benefits from After-School Programs, But Have the Least Access

After-school programs have the potential to have the greatest impact on those teens who are at the greatest risk of failing school and getting into trouble. Yet these students often have the least access to after-school programs and are least likely to participate.³⁶

For example, according to a study of the Sponsor-a-Scholar mentoring program in Pennsylvania, the students who most benefited from the program attended some of the poorest performing schools, had initially low GPAs, were least motivated when they first became involved, and came from families that provided the least support. These students improved their grades significantly, and two years after high school graduation were more likely to attend college than control group youths, while teens who entered with good grades and attendance records did not improve.³⁷

Moreover, Teen Outreach, a national service-learning program that includes after-school community service projects, had the greatest impact in reducing future pregnancies among the group at highest risk of pregnancies—those who were already teen parents. It also had the greatest impact on school discipline for teens who had already been suspended, and the greatest impact on school failure for both teens with a history of suspension and racial minorities.³⁸

reported that regular participants improved in class participation, homework quality and turning in their homework on time.³⁹

Nationally:

- Six years after randomly-selected high school freshmen from welfare families were assigned to participate in the Quantum Opportunities after-school and graduation incentive program, girls and boys left out were nearly four times more likely to be without a high school degree compared to those who received the program.⁴⁰

- Four years after inner-city teens were randomly assigned to the Children's Aid Society/Carrera after-school program in New York City or to a control group, teens in the program were 34 percent more likely to graduate from high school and 38 percent more likely to enroll in college than teens assigned to the control group.⁴¹

- The study of over 1,600 high school participants in the Teen Outreach service-learning program found, after controlling for

significant background factors related to course failure (grades early in high school, history of course failure and suspension, level of parent education and single-parent family status), that one year later teens left out of the program were 67 percent more likely to fail a course than program participants.⁴²

Civic Participation and Community Service

Research demonstrates that adults who attended quality after-school programs as teens are more likely to vote, be active politically, and engage in community service. In California:

- A study of over 1,000 adult alumni of the YMCA's Youth & Government program across California found that adults who had participated in the program as teens were more likely to vote, be involved in political campaigns, and attend local board or council meetings than the general population. These findings were statistically significant across adults' income and education levels.⁴³

The YMCA's Youth & Government program

gives high school participants the opportunity to prepare for, and participate in, mock legislative and court proceedings. The California program was established in 1948 and now serves over 2,000 students per year.

Nationally:

- A national study of 8,600 students, following them from eighth grade to two years after twelfth grade, found that students consistently involved in extracurricular activities were approximately 50 percent more likely to vote and engage in community service than other students, even after taking into account family background, standardized test scores, parental involvement and peer influences.⁴⁴

“the program gave them access to supportive adults who care about them in ways that other adults in their lives have not”

Positive Youth Development

Studies show that quality after-school programs provide students with the experiences and opportunities that experts agree young people need to succeed. These critical developmental experiences include meaningful relationships with adults, leadership and employment skills, and connection to their communities. For further discussion of the keys to positive youth development, see Chapter 5. In California:

- At the Youth Together program at six high schools in Oakland, Berkeley and Richmond, 90 percent of teen leaders and teen members reported having more positive relationships with adults in their school and improved leadership skills as a result of participating in the program; and 89 percent of teen leaders and 79 percent of teen members felt more

connected to their community as a result of participating in the program.⁴⁵

- At the Bayview Safe Haven program in San Francisco, 78 percent of program participants reported that since starting the program they felt more connected to the community; and of participants who entered the program without an adult in their lives with whom they could confide, nine months later 80 percent reported that they felt they could talk to and trust their Bayview Safe Haven mentors or program coordinators.⁴⁶

- Ninety percent of participants in the Mayor’s Youth Employment and Education Program, an after-school and summer program in San Francisco offering paid internships, reported an increased knowledge of postsecondary opportunities; and over 70 percent reported that they knew more about community issues than before participating.⁴⁷

- One hundred percent of teen participants in the East Palo Alto Mural Art Project reported that the program gave them access to supportive adults who care about them in ways that other adults in their lives have not and who have the ability to teach them and reach them in ways that teachers in their schools cannot. Ninety-three percent reported that they developed a connection to, and learned more about, the community.⁴⁸

- Eighty percent of primarily high school youths at the Panorama Teen & Family Resource Center in San Diego County, which provides homework assistance, college preparation, and life skills classes, reported increased knowledge about how to get a job.⁴⁹

- Ninety percent of high school participants in the Friday Night Live Mentoring Program, in which high school students mentor middle school students, reported that they gained skills they could use for a career or college.⁵⁰

Research from California and across the nation confirms that after-school programs not only can prevent risky behavior by teens, they can yield positive impacts as well.

Chapter 3

The After-School Hours—A Time of Risk and Missed Opportunities for California Teens

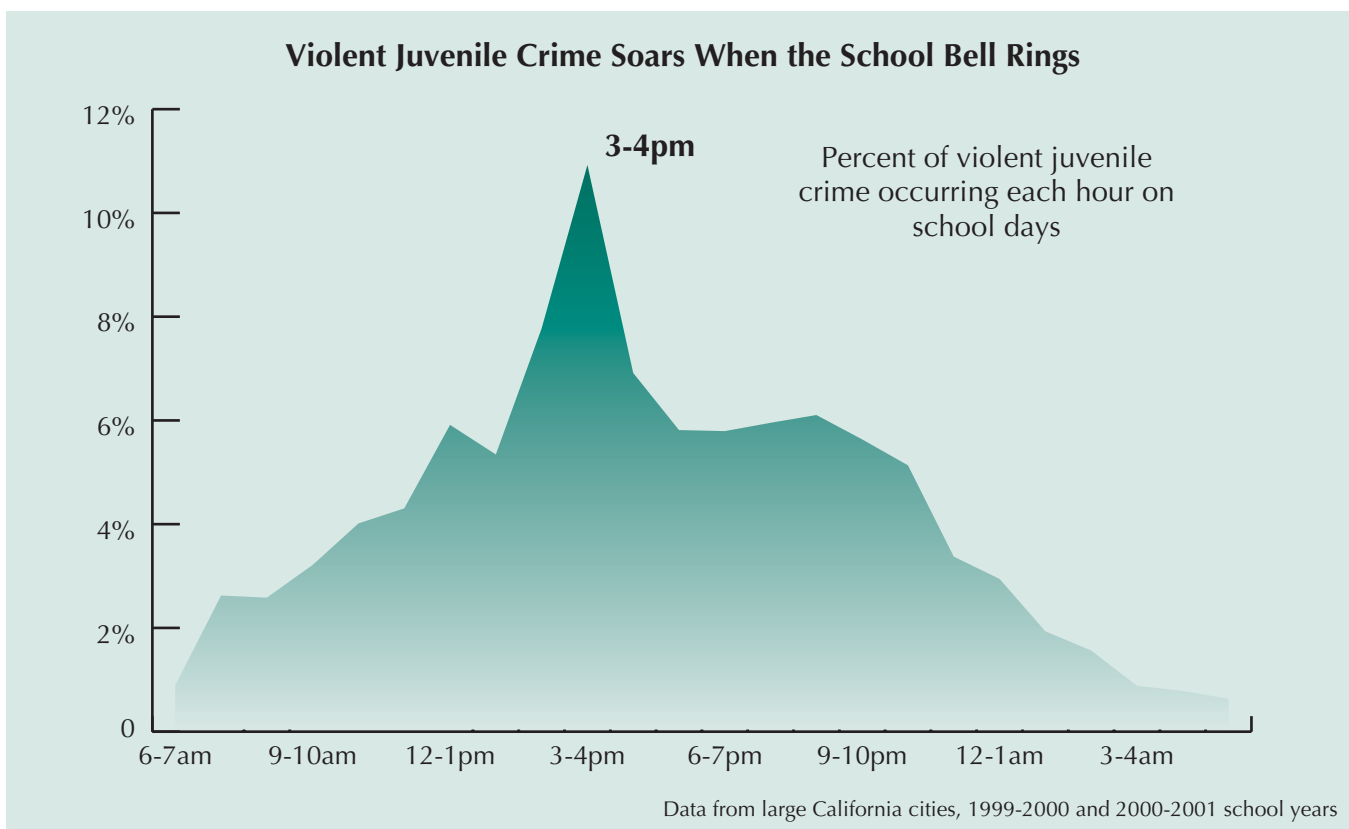
The after-school hours are a time of risk for teens, but they are also a time of missed opportunities. Consistent with the dramatic results from after-school programs profiled in the previous chapters, research shows that filling these hours with structured after-school activities offers teens a unique opportunity for learning and personal development.

Prime Time for Violent Juvenile Crime

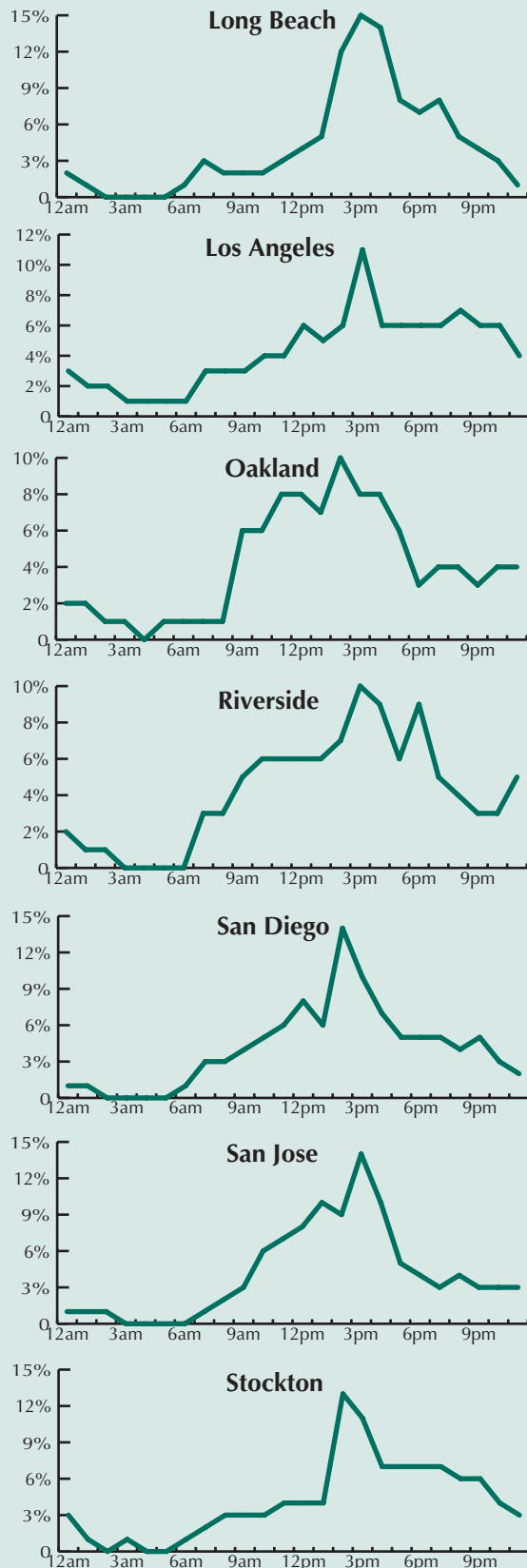
In the hour after the school bell rings,

turning millions of children and teens out on the streets with neither constructive activities nor adult supervision, violent juvenile crime suddenly soars and the prime time for violent juvenile crime begins.

Evidence from police departments in California's largest cities shows that, on school days, the "prime time" for violent juvenile crime is from 2 PM to 6 PM.⁵¹ The single most likely hour of the school day for a juvenile to commit a violent crime—homicide, rape, robbery, or



Local Peak Hours for Violent Juvenile Crime in Select Cities



Data from large California cities, 1999-2000 and 2000-2001 school years⁵²

assault—is between 3 PM and 4 PM.⁵³

This prime time for violent juvenile crime is a significant concern with respect to high school-age teens because they are responsible for four out of every five juvenile crimes in California.⁵⁴

The after-school hours are also the peak hours for many other risks. For example:

Prime Time for Teens to Be Victims of Violence

Recent data from police departments in California’s largest cities show that the after-school hours are the prime time for young people to be victims of violent crime.⁵⁵

Teens are at an unusually high risk of being crime victims. According to a report from the National Center for Victims of Crime, teens are twice as likely as others to be victims of violent crime.⁵⁶ Local evidence in California is consistent with this finding: in Bakersfield, girls ages 12 to 17 are more likely to be sexually assaulted than any other age group.⁵⁷

Prime Time for Drug and Alcohol Use, Smoking and Car Crashes

The after-school hours are also the peak hours for other risky behavior. A national survey of teens conducted in 2001 for FIGHT CRIME: INVEST IN KIDS found that teens who were frequently left unsupervised after school were nearly four times more likely than supervised teens to use marijuana or other drugs and nearly three times more likely to smoke cigarettes and drink alcohol.⁵⁸

Teens are particularly likely to engage in these kinds of risky behavior. Eleventh graders in California are over four times more likely than seventh graders to use marijuana, smoke cigarettes or drink alcohol.⁵⁹

In addition, on school days in California, the after-school hours are also the prime time for 16- to 17-year-olds to be in or cause a car crash involving injuries.⁶⁰ Motor vehicle accidents are the leading cause of death for California teens.⁶¹

California Teens Face Challenges

While juvenile crime, teen births, substance abuse and dropout rates have declined in recent years,⁶² a look at data on California's teens shows that there is much room for improvement and ample opportunity to make a difference through increased investment in after-school programs:

Crime: California's percentage of incarcerated youth is significantly higher than the national rate.⁶³

Teen Pregnancy: Given demographic shifts, teen birth rates in California are expected to begin to accelerate by 2006, leading to a 23 percent increase in the number of teen births per year by 2008.⁶⁴

Drug and Alcohol Use: Nearly two-thirds of California eleventh graders report recent use of alcohol, and almost half of all California eleventh graders have tried at least one illicit drug in their lifetime.⁶⁵

Academic Issues: One in five students from California's Class of 2004 is not expected to pass the high school exit exam;⁶⁶ only one in three tenth and eleventh graders is deemed proficient in English;⁶⁷ and only one in three high school graduates is prepared to attend a California state university.⁶⁸

Physical Fitness: Only one in four California ninth graders is considered physically fit.⁶⁹

Missed Opportunities for Learning and Positive Development

While these can be hours of risk for unsupervised teens, through after-school programs these hours also offer a unique opportunity for learning and personal development. According to one survey of high school students, voluntary structured activities offer a wider range of learning opportunities than being in class or hanging out with friends. Students reported more positive experiences through organized activities in taking initiative, goal setting, problem solving and time management, as well as in interpersonal skills such as teamwork, social skills and leadership.⁷⁰

After-school programs also provide an opportunity for students to engage in

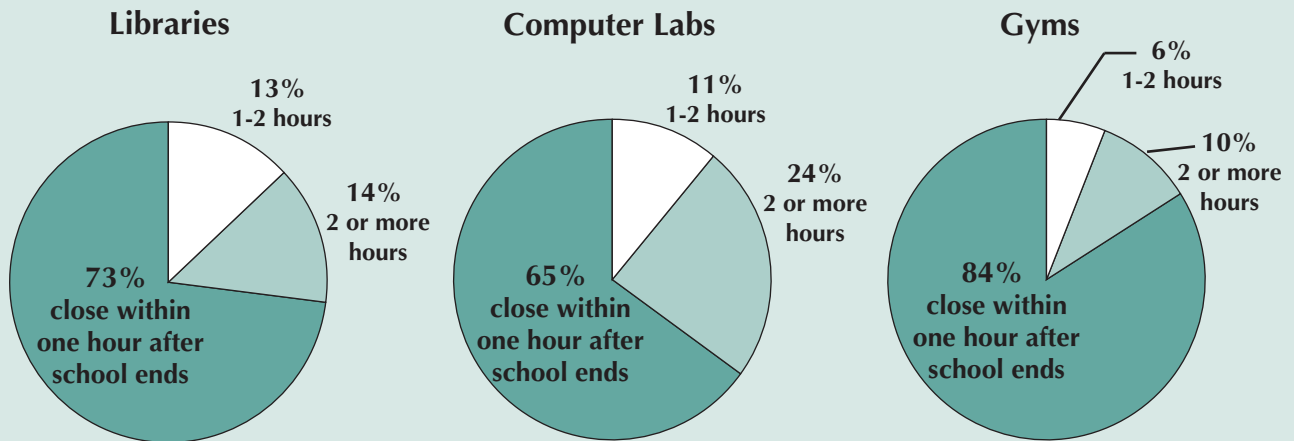
activities—such as vocational education and music programs—that for decades have been increasingly squeezed out of the school day due to cuts in education funding and the increasing focus on high-stakes testing.⁷¹

In addition, after-school programs offer an opportunity to maximize the use and benefits of valuable school resources, such as computers, libraries and school gyms. However, within an hour after school lets out, 65 percent of high schools in California's poorest neighborhoods close their computer labs, 73 percent close their libraries, and 84 percent close their gyms for recreational use.⁷² While these are not the only resources schools and communities may offer after school, lack of access to these basic facilities

“within an hour after school lets out, 65 percent of high schools in California's poorest neighborhoods close their computer labs”

After-School Opportunities Missed

Most high school libraries, computer labs and gyms close soon after classes end



Survey of CA Title I High Schools, May 2003

represents a wasted opportunity for after-school homework assistance, technology training and recreation.

The evidence is clear. The after-school hours are the time when teens are most likely to endanger themselves or others. Fortunately, it

is now clear that making high school after-school programs available can help teens and greatly reduce the terrible prospect that they will engage in behaviors that can ruin both their lives and the lives of others.

Chapter 4:

After-School Programs and Funding Are Not Available for Teens in Need

Despite the research showing high school after-school programs can be effective, there is still a dangerous shortage of these programs.

Research shows that fewer after-school opportunities are available for students as they get older.⁷³ For example, a 2002 study by the U.S. Conference of Mayors found that all 13 California cities surveyed reported that most of their cities' after-school programs were for students ages 14 and under.⁷⁴

Moreover, the young people who are most at risk and most in need of after-school programs—including students from low-income families and inner cities—have the least access and are least likely to participate in after-school programs, extracurricular activities and other out-of-school programs.⁷⁵ As interviews of Sacramento teens in 2001 demonstrated, charging fees to participate in these programs, for example, can be a significant obstacle to low-income families.⁷⁶

Teens, Parents and High School Principals Say There Are Not Enough After-School Programs

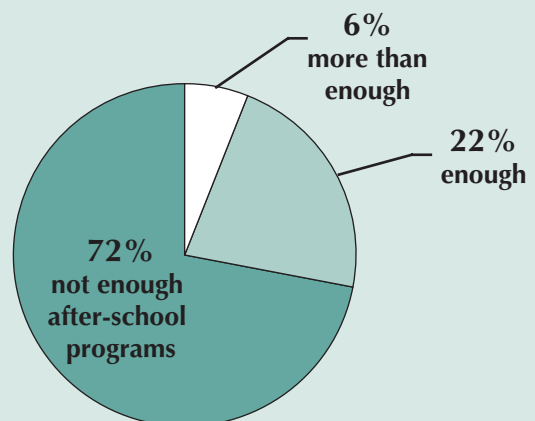
Teens consistently say that there are not enough after-school programs in their communities. A survey of over 1,500 high school students in Richmond, California, developed as part of a response to the murders of four local high school students, found that over half believed that more youth activities were needed to stop violence and make them

feel safer.⁷⁷ Over 50 percent of San Francisco high school-age students surveyed report they have no adult supervision between 3 PM and 6 PM on most school days.⁷⁸ Juvenile offenders also acknowledge the shortage of after-school programs: seventy-five percent of young offenders surveyed in San Francisco's juvenile hall in 2001 said that after-school programs would have deterred them from negative behavior.⁷⁹

In addition, long waiting lists for many existing after-school programs demonstrate the

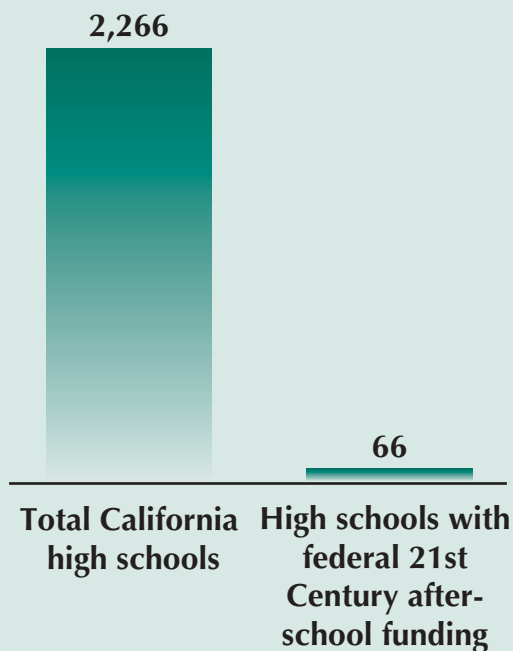
High School Principals Say More After-School Programs Needed

When asked, "Are there enough after-school programs available at your school and in your community?", they chose:



Survey of CA Title I High Schools, May 2003

Only 3% of High Schools Receive Federal After-School Funding



U.S. Dept. of Education & California Dept. of Education, 2003

high demand among teens for these programs. For example, the Mayor's Youth Employment and Education Program in San Francisco has a waiting list of 500 students (while serving 1,200 students annually),⁸⁰ the Riverbank High School Migrant Math Academy in Stanislaus County has 60 students on its waiting list (three times the 20 students served annually),⁸¹ and the East Palo Alto Mural Art Project has a waiting list of more than 50 (while serving 20 students each ten-week session).⁸²

Parents agree that there is a shortage of after-school programs. According to a 2000 survey, 72 percent of California parents with teens believe there are not enough after-school programs in their communities.⁸³

High school principals also believe more after-school programs are needed, especially in light of the increasing emphasis on high-stakes testing. According to a new survey by FIGHT CRIME: INVEST IN KIDS CALIFORNIA, over 70 percent of high school principals from schools in California's lowest-income neighborhoods believe there are not enough after-school

programs at their schools and in their communities. Nearly 90 percent of these high school principals say that, in light of new academic standards, securing after-school funding is a "high priority" in order to improve the academic success of their students.⁸⁴

Only 3 Percent of High Schools Get Federal or State After-School Funding

While there is one dedicated public funding source for high school after-school programs in California, it only covers a small fraction of high school students. The federally-funded 21st Century Community Learning Centers ("21st Century") program provides enough funding to serve students at only 3 percent of the high schools in California.⁸⁵

As a result, the 21st Century program serves only a few thousand out of over 1.7 million public high school students in California,⁸⁶ and most counties—33 of California's 58—receive no 21st Century funding at all.⁸⁷ A county-by-county analysis showing how few high schools are receiving or directly benefiting from this federal 21st Century funding is available in Appendix 1.

This shortage is aggravated by Congress' failure to provide the full funding promised to the 21st Century program for K-12 after-school programs across the nation. In 2004, 21st Century funding nationally will remain at \$1 billion, far less than the \$1.75 billion Congress authorized under the No Child Left Behind Act.⁸⁸

While the enactment of Proposition 49 in 2002 should lead to a dramatic increase in State after-school funding within the next few years, that funding only provides needed programs for elementary and middle schools—not high schools.

Demand for High School After-School Funding Far Greater Than What Is Available

The strong demand for high school after-school funding is further proof of the shortage

“despite positive research results, four of the five LA COPS after-school programs closed down after federal funding expired”

of high school after-school programs. Without funding to get started, these programs are unlikely to ever get off the ground.

For example, in 2002 when \$2.5 million in 21st Century high school after-school funding became available in California, there was enough funding to award grants to only one in eight programs that applied. In dollar terms, high school applicants sought over \$15 million in grants, while only \$2.5 million were available.⁸⁹

This high school demand was higher than expected. While the Legislature allocated six percent of 21st Century funding to high school after-school programs, high school programs represented a far higher share—13 percent of total funding requested—of the full K-12 applicant pool for 21st Century dollars.⁹⁰

More Public Funding Needed to Keep Federally-Funded Programs Running

The shortage of funding for high school after-school programs is even felt by those programs that actually receive federal funding. Once these grants expire and the funding is cut off, these programs are likely to be eliminated or dramatically scaled back.

Unlike the State elementary and middle school program (the After School Education and Safety Program), 21st Century grants are not automatically renewable. The 21st Century grants are generally intended to be one-time grants of three or five years; programs may reapply, but they will compete with all new applicants.

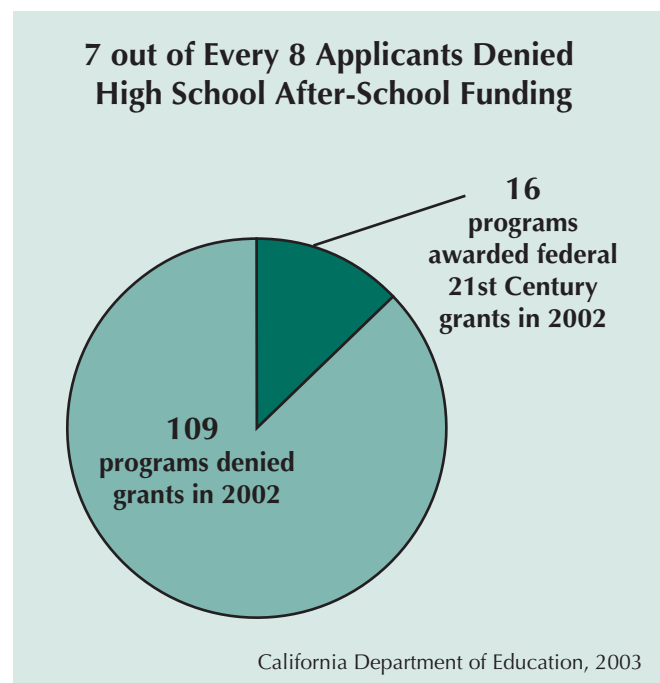
While the one-time nature of federal 21st

Century funding may be an incentive for programs to become self-sustaining, in practice many programs have not been able to survive on their own. Of the 20 high schools with three-year grants that expired before 2003, only one managed to continue operating its after-school program at the same scale. Over half shut down their programs, and the others scaled back the program size and scope considerably.⁹¹ For example, despite positive research results, four of the five LA COPS after-school programs closed down after federal funding expired.⁹²

While programs should raise additional funding from other sources to expand and improve, the evidence shows that consistent public funding is necessary to ensure that comprehensive after-school programs remain available to high school students. The State elementary and middle school program is a useful model: it requires programs to raise local matching funds and provides renewable grants, in recognition that long-term, consistent state funding may be needed to sustain after-school programs.

Alternate Funding Sources In Jeopardy

The shortage of after-school programs may only be exacerbated as school districts, cities



California's Groundbreaking High School After-School Program— The 21st Century High School ASSETs program

In 2002, California enacted what has been touted as the “nation’s first state-supported high school after-school program”—the 21st Century High School ASSETs (After School Safety and Enrichment for Teens) program.⁹³ The program was the product of bipartisan legislation, Assembly Bill 1984 introduced by Assemblyman Darrell Steinberg (D) and Senate Bill 1478 introduced by Senator Bruce McPherson (R), that was supported by over 30 organizations. This FIGHT CRIME: INVEST IN KIDS-sponsored legislation included the following key elements:

General Framework: The 21st Century High School ASSETs program provides annual funding for after-school programs that serve high school students. This state-run program relies on federal funding provided in block grants to states through the federal 21st Century Community Learning Centers program.

Program Requirements: Individual programs must have both academic and enrichment components, although specific program content is left to the discretion of individual programs. The legislation allows local determination of days and hours of operation until the California Department of Education establishes guidelines for hours and days of operation in the 2005-2006 school year.

School-based or Community-based: The legislation expressly allows programs to operate off school grounds, provided safe transportation is available and the academic component is aligned with the school of participating students. Consistent with federal law, any private or public entity can be a fiscal agent, including school districts, other local government agencies, and community-based organizations.

Accountability: The legislation provides accountability by requiring regular reporting of attendance rates and the extent to which a program attracts students at risk or considered in need of academic support. It also empowers the California Department of Education to consider whether programs have met their stated attendance goals in annual program recertifications.

Priority to Underperforming Schools: The legislation gives highest priority in awarding grants to programs that serve schools ranking in the lowest 30 percent on the Academic Performance Index.

Evaluation and Technical Assistance: The legislation sets aside \$250,000 in first-year funding for a three-year program evaluation, and it dedicates up to 3 percent of program funding for training and to ensure quality programs.

Funding Level: In FY 2002-2003 and FY 2003-2004, the program received six percent of federal after-school funding provided through the 21st Century Community Learning Centers program—\$2.5 million in the first year, and an additional \$2 million in the second year. Sixteen programs received grants in the program’s first year; additional grants will be awarded in early 2004.

and counties are forced to make budget cuts during these difficult economic times. While some of their discretionary funding may be used for after-school programs, these programs are often among the programs first in line to be cut, as seen in school districts and cities across California in 2003.⁹⁴

There are several other discretionary funding sources from which after-school support is sometimes drawn, but these also are less likely to be available to high school after-school programs in the future.

For example, some counties use welfare funding from the federal Temporary Assistance for Needy Families program to fund after-school programs for children of all ages from welfare families. However, as other welfare-related programs compete for limited resources, some welfare funding that had been used for high school after-school programs, such as the \$14 million Long Term Self Sufficiency Teen Services Project in Los Angeles, has been redirected.⁹⁵

Another after-school funding source is the federal Workforce Investment Act (WIA), which provides hundreds of millions of dollars each year to the State and Local Workforce Investment Boards for comprehensive services that promote career training for adults and for young people ages 14 to 21. Yet youth funding through WIA is on the decline, and WIA may be amended to increasingly target youths who are no longer enrolled in school.⁹⁶

In addition, several counties direct some of their State funding from the Crime Prevention Act to after-school programs for teens who have been involved in the juvenile justice system or are at risk of becoming involved. This juvenile justice measure, however, was cut by 14 percent in California's 2003-2004 budget.⁹⁷

Despite high demand for high school after-school programs, existing programs do not reach the vast majority of students in need—including those who are most at risk without them. Far greater public investment is needed.

Success Story

Erica Narciso, Students Run L.A.

Before joining Students Run L.A. (SRLA), Erica Narciso, now 19, hung out with friends after school drinking alcohol and smoking cigarettes. This program offered an alternative to Erica's regular after-school routine. After training for six months Erica ran her first marathon in March 2003 during her senior year as one of more than 2,000 at-risk students throughout the Los Angeles area served by SRLA. She was one of 48 seniors awarded a \$500 scholarship from SRLA—only seniors who completed the marathon, maintained a 2.5 GPA, and demonstrated a financial need were eligible—and began attending Pasadena City College in September 2003.

Erica says that since she started running, she stopped drinking alcohol and smoking. She explains, "running takes me away from my problems, it takes me to another world." She also says the program made her "strong mentally," enabling her to deal with problems at home and focus in school. As a result, her grades and attitude improved tremendously.

Erica's experience with SRLA helped build her confidence and ambition. "Before Students Run L.A., I thought I'd just get out of high school, maybe live with friends and work. I don't know what kind of job. Now it's different. I want to go to college and have a career," she said. "When I ran the marathon, I didn't give up at any time. I had pain but I finished. I saw that I could be strong and support myself even if I have problems."⁹⁸

Chapter 5:

Quality Counts—The Key Elements to Quality After-School Programs

Can every after-school program achieve the dramatic reductions in crime and other positive results reported by researchers? Only quality programs achieve the best results.

The key elements of good quality after-school programs reflect findings from years of research about youth development. The “youth development” approach looks not at what teens should avoid—like crime or drugs—but at what positive assets, experiences and opportunities youths need to function well as young people and to become successful, productive, and responsible adults. It is “asset-based,” not “deficit-based.”

Research has identified several key developmental experiences that are critical to a young person’s success. For example, teens should experience positive relationships with adults. They need opportunities for meaningful input, leadership and skill-building activities that are challenging and interesting. They also should discover the value of community involvement. And they should have these experiences in a safe environment, which is open to diverse ideas and people.

Research shows that young people with these experiences are more likely to avoid risky behavior. For example, a study of eleventh

graders in California found that students with few caring relationships with adults and peers and few opportunities for meaningful participation were nearly twice as likely to binge drink, more than twice as likely to smoke marijuana and cigarettes, and four times as likely to carry a weapon to school as eleventh graders with many of those relationships and opportunities.⁹⁹

“students with few caring relationships with adults and peers... were...four times as likely to carry a weapon to school”

These findings are consistent with research nationally that found that students with opportunities to participate in challenging, engaging and learning activities early in high school are 71 percent more likely at the end of high school to have positive outcomes such as academic success than students in general, while

students with few of those opportunities are 59 percent more likely at the end of high school to have poor outcomes such as engaging in risky behavior.¹⁰⁰

Drawing upon these experiences, young people will be more confident, responsible, productive, and connected to adults, peers and their communities, and less likely to engage in risky behavior in their high school years.¹⁰¹ In turn, they are more likely to avoid crime, be economically self-sufficient, maintain healthy

Programs Alone Don't Guarantee Success; Incentives Can Encourage Participation

Simply making quality after-school programs available will not produce positive results; high school students must actually choose to participate. While some of the elements of quality programs should help attract teens, such as offering opportunities for skill building and giving youths a voice in shaping program content, some programs also encourage participation by offering incentives such as scholarships, pay or school credit.

For example, the success of the Quantum Opportunities after-school program was in part due to its financial incentives. The program provided a \$1 to \$1.33 per hour stipend; up to \$300 in annual bonuses for completing 100 hours in each of the three program components (academics, personal development and community service); and an “opportunity” scholarship account, in which the total amount given out in stipends and bonuses was matched and placed in an interest-bearing account to be saved for college or other training after high school.¹⁰²

California programs that pay participants for working or tutoring include LA COPS in Los Angeles, for work at the “Connecting Zone” copy center;¹⁰³ Foothill High School, for work at the recycling center;¹⁰⁴ and the Riverbank High School Migrant Math Academy in Stanislaus County, for being tutors.¹⁰⁵

Programs in California offering school credit to participants include the Young Women’s Leadership Alliance in Santa Cruz¹⁰⁶ and the Creekside High School YMCA Youth Leadership Academy in Orange County.¹⁰⁷

Other California programs provide awards or “points” tied to completion of particular classes or activities. For example, participants in the Junior Bike Mechanics program at the Bayview Safe Haven in San Francisco earn bikes after participating in bike class for 18 hours; and at the Bresee Foundation in Los Angeles, participants receive points redeemable for purchases at the on-site store based on successful completion of certain computer programs.¹⁰⁸ Incentives do not have to be costly. Some after-school programs have had success offering incentives such as immediate and consistent public praise for good behavior, opportunities to progress to the next level of training in sports, and “gold stars” for academic achievement or effort.¹⁰⁹

Of course, while incentives may help get students in the door, the content and quality of a program—the opportunities, relationships and skill development it offers—are keys that help keep young people coming back. As one student at the Creekside High School YMCA Youth Leadership Academy in Orange County explained, “The [school] credits got me into [class] but I stayed because I started to care. It opened me up. I had a little shield around me. I never had pride in school before, and now I am proud of what I am doing.”¹¹⁰

Higher Quality Programs Have the Most Impact

The value of quality is not merely theoretical. In practice, high quality programs have the most impact on young people.

For example, before surveying 12- to 19-year-old participants, evaluators of the New York City Beacons first assessed the quality of different program sites based on how effectively the sites implemented youth development practices. The New York City Beacons are six community centers located in public school buildings that offer a range of services and activities to all ages after school, before school, in the evenings and on weekends. Compared to participants at lower quality sites, the young people who attended higher quality Beacons were significantly less likely to cut classes, deliberately damage other people's property, steal money or other property, hit others and be in a fight.¹¹¹ San Francisco has adopted the Beacon model, with one of its sites on a high school campus.

relationships, and contribute to their communities later in life.¹¹²

Experts such as the National Academies of Science and Engineering have applied developmental principles and empirical research to identify the key elements for successful after-school and other youth programs.¹¹³ These elements mirror the key experiences identified through youth development research.

While these same elements are crucial for elementary and middle school after-school programs, they often translate into different practices for different ages. For example, while skill building for elementary school students may take on more of an academic focus, for high school students an emphasis on job training and career development may be more appropriate.

The key elements to quality after-school programs are:

Meaningful Relationships with Adults

Providing meaningful relationships with adults is a crucial element to a successful after-school program.¹¹⁴ Teens gain a sense of responsibility and self-worth through healthy

expectations and guidance from adults. They also learn and enjoy the value of a trusting relationship with adults rather than seeing them as authoritative or antagonistic figures. Establishing trust and connections with adults not only gives young people a place to turn when facing problems, but also encourages them to build similar relationships with other adults and their peers.

Establishing a strong relationship between adults and young people can be accomplished in several ways. Programs should maintain low staff-youth ratios and, when possible, allocate time for one-to-one contact. Program coordinators can increase opportunities for relationship building by inviting community members to volunteer or even serve as one-on-one mentors for individual students. And teens can help interview prospective staff in order to provide input about which are most likely to develop strong connections with young people.

Those adults involved with these programs should be committed and sincere when interacting with teens and actively seek to understand the problems and pressures teens face. Moreover, adults should initiate and encourage contact with teens to ensure

students have someone to talk to when in need. Finally, adults should be patient and persistent in their efforts, as it takes time to build trust and establish a meaningful relationship with young people.

A strong relationship with adults is the element that has been most directly associated with positive program outcomes. For example, program staff at the Quantum Opportunities program attribute its success first and foremost to the relationships developed with the teens they served.¹¹⁵ And, of course, the successful Big Brothers/Big Sisters program is built on such strong, ongoing relationships.¹¹⁶

Youth Input and Leadership

Youth input and leadership are also critical to a good quality after-school program, but are unfortunately often overlooked components in program design.¹¹⁷ Participation alone is unlikely to keep teens interested or provide them the full range of benefits that a program can offer. Rather, young people are more likely to be drawn to and invested in programs that they have a voice in shaping.

By increasing their roles in the program, young people will gain a sense of personal autonomy, self-direction, responsibility and belonging. Offering leadership opportunities can both attract and sustain teen interest, while effectively instilling skills in planning, conflict resolution, decision making, and communication.

After-school programs can utilize youth input and leadership in numerous ways. Program coordinators and staff should seek youth involvement at all levels of organization, from planning committees that determine where programs will be located and what activities will be offered, to leadership positions in program activities. Ongoing youth advisory boards can both assist coordinators in knowing

what young people need and give teens the opportunity to take a more active role in after-school programs. Young people should help assess programs for purpose of evaluation and program improvement. To accommodate the ideas of young people, programs also should be flexible in design and implementation. In addition, the recent growth in “youth philanthropy”—where young people themselves participate in the act of grant making—provides further opportunities for youth engagement.¹¹⁸ In providing young people with opportunities for leadership and input, staff should actively listen to young people, value their opinions, and implement their ideas as much as possible.

Skill Building

Another key element for an effective after-school program is to build meaningful, practical skills that will help young people become productive adults.¹¹⁹ Not only will young people be better prepared for their chosen career path and the workforce in general, but they will also experience feelings of competence, productivity, and direction and gain a sense of purpose and inclusion in the real world. In addition, offering skill-building activities that challenge teens will attract participation.

After-school programs can offer skill-building opportunities in a variety of ways. Some programs may target specific skills through internships in the workplace or career workshops tailored towards a specific vocation. For example, students may be given the opportunity to intern at a website design company or attend workshops providing computer and technology training. Programs may also allow students to refine existing skills through, for example, creative writing workshops for young people with demonstrated interest and writing ability.

“A strong relationship with adults is the element that has been most directly associated with positive program outcomes”

Programs also can supply opportunities to develop the creative talents of young people through fine arts or performance arts classes. Still others may incorporate a broad curriculum of skill-building activities into established areas of interest, such as teaching teamwork and communication techniques in a sports program. Programs also may teach valuable social skills such as learning to get along with others, making new friends, and settling arguments without resorting to violence.

Community Involvement

Community involvement is another key aspect of a good quality after-school program.¹²⁰ By becoming more included in and connected to their communities, young people will develop greater social responsibility and will experience a greater sense of belonging. Young people should have the opportunity to make contributions to their communities and experience direct contact with individuals of different backgrounds. In doing so, they can gain a broader

understanding of their communities and other segments of society, as well as learn the value of becoming invested in their communities and contributing to the lives of others.

Programs should offer young people opportunities for community service, such as volunteering to help senior citizens, mentoring younger students, or planning food drives. Staff can also teach young people about the community by organizing field trips and inviting community members to lead activities and make presentations.

Safety

Safety is essential to any successful after-school program.¹²¹ Young people will have little incentive to leave the dangers of the streets if they will face those same dangers at a program. A physically and emotionally safe environment involves numerous elements, including freedom from physical harm and harassment within the program walls and a secure means of transportation to and from the program.

Success Story

Terrance Colbert, Oxnard Police Activities League



Terrance Colbert, 18, has been active at the Oxnard Police Activities League (PAL) since middle school. When he first came to the program, he had been hanging out with the wrong crowd—kids who were getting in trouble, stealing cars and smoking marijuana—and felt like he was going in the wrong direction. He came to PAL for its basketball league, but soon found that he got much more out of the program by building relationships with staff who served as role models, helped with homework to improve his falling grades, and took time out to advise him.

Through high school graduation, Terrance came to the PAL almost every day after school, participating in sports and performing community service. After graduation, Terrance began volunteering at PAL 20 hours per week, including as a volleyball coach.

He introduced friends to PAL as well, including one friend from his old crowd who had been released from juvenile detention. Terrance credits PAL with getting his friend on the right track; he now has a job and is no longer on the streets getting in trouble.

Based on his experiences at PAL, Terrance is planning to become a police officer and is currently studying criminal justice at Oxnard College.¹²²

Staff can ensure safe peer interaction by carefully planning group activities and being trained in conflict mediation. In addition, rules of membership designed to promote safety, such as “no gang colors and weapons,” should be enforced evenly and consistently.

Program staff should also be aware of and address any safety problems connected to a program location. For example, if young people perceive their school as unsafe, program coordinators should take steps to improve the safety of the school or move the program to a better-suited location. In some circumstances, a regular police presence or routine police visits may help young people and staff feel safer.¹²³

Supporting Diversity

A quality after-school program should both reflect and educate students about the wide diversity that California has to offer.¹²⁴ Ethnic, racial and other marginalized populations face far more barriers than others in accessing after-school programs, such as linguistic differences, insufficient transportation, and poor outreach efforts. Even where programs are accessible, they often fail to meet the unique needs and interests of these students.

Program coordinators can bridge the existing inequities by recruiting staff of diverse backgrounds and languages and training staff to work with diverse populations. Greater outreach efforts may be necessary to reach non-English speaking parents, such as establishing liaisons between staff and parents.

“Ethnic, racial and other marginalized populations face far more barriers than others in accessing after-school programs”

Programs should also create a positive environment by assuring young people that their individual cultural and other differences will be openly recognized and respected.

Programs also should increase awareness of California’s diversity in order to help prepare students to succeed in a multicultural society. Staff should work to heighten awareness of other cultures and people by planning activities such as field trips, community service projects, and multicultural presentations. Finally, program coordinators should actively recruit members of diverse communities, including family members of participating students, to assist with planning or leading such activities.

While successful programs will include several, if not all, of these general program elements, there is still plenty of room for a great variety of programs. After-school programs for teens can adapt these elements to their own unique strategies and program content. The next chapter provides examples of different types of high school after-school programs in California.

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

“the program helps participants understand and speak out about inequity at their school...and learn leadership skills”

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

“Mentors help teens with homework, talk with them about reproductive health, and participate with them in fun and educational activities”

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

“One group in Santa Ana working on teen pregnancy prevention pushed for a comprehensive health education reform in the school curriculum”

Chapter 7:

Investing in After School Saves Money and Lives

Investments in after-school programs for teens, especially for the young people most at risk of sliding into delinquency or becoming victims of crime, pay for themselves, in lives saved and tax dollars saved.

A study of crime savings alone by the Washington State Institute for Public Policy concluded that, even though the Quantum Opportunities high school after-school program is more expensive than most after-school programs, per participant it returns over \$16,000 to taxpayers and crime victims combined over and above the costs of the four-year program. In other words, the program results in nearly \$2 in savings from reductions in crime for every dollar invested.¹⁶³

Another cost-benefit study of the Quantum Opportunities program ignored crime reduction benefits altogether yet was still able to conclude that the program produced over \$3 in benefits to recipients and the public for every dollar invested.¹⁶⁴

The RAND Corporation compared the cost-effectiveness of the Quantum Opportunities after-school program with that of California's "Three Strikes" law. It concluded that, per dollar spent, Quantum Opportunities was over five times more cost-effective at preventing serious crimes than "Three Strikes."¹⁶⁵ And this

analysis did not take into account the enormous additional benefits from turning kids into responsible citizens instead of criminals, such as extra income earned, taxes paid and the contributions they make to their communities.

The cost of after-school programs varies widely, which is not surprising given the variety of types of after-school programs. For example, effective mentoring-only programs are estimated to cost \$1,000 per participant per year, while some comprehensive, year-round

programs, such as the Quantum Opportunities and the Children's Aid Society/Carrera programs, cost \$4,000 or more annually.¹⁶⁶

These costs are small, especially when compared to the costs of doing nothing at all. The cost of

incarceration alone for each youth in the California Youth Authority is close to \$50,000 per year.¹⁶⁷ Overall, a 1997 study by Professor Mark A. Cohen of Vanderbilt University estimated that each high-risk youth prevented from adopting a life of crime could save the country between \$1.7 million and \$2.3 million.¹⁶⁸

The most important savings are priceless: thousands of families will be spared the agony that crime and violence leave in their wake.

“each high-risk youth prevented from adopting a life of crime could save the country between \$1.7 million and \$2.3 million”

Chapter 8:

Recommendations from the Front Lines of the Battle Against Crime—A Call for Action

Law Enforcement and Crime Survivors Urge Expansion of High School After-School Programs

The people on the front lines fighting crime focus on proven, practical solutions.

They know better than anyone that dangerous criminals need to be locked up. But they also know that punishment after the crime cannot undo the agony crime leaves behind.

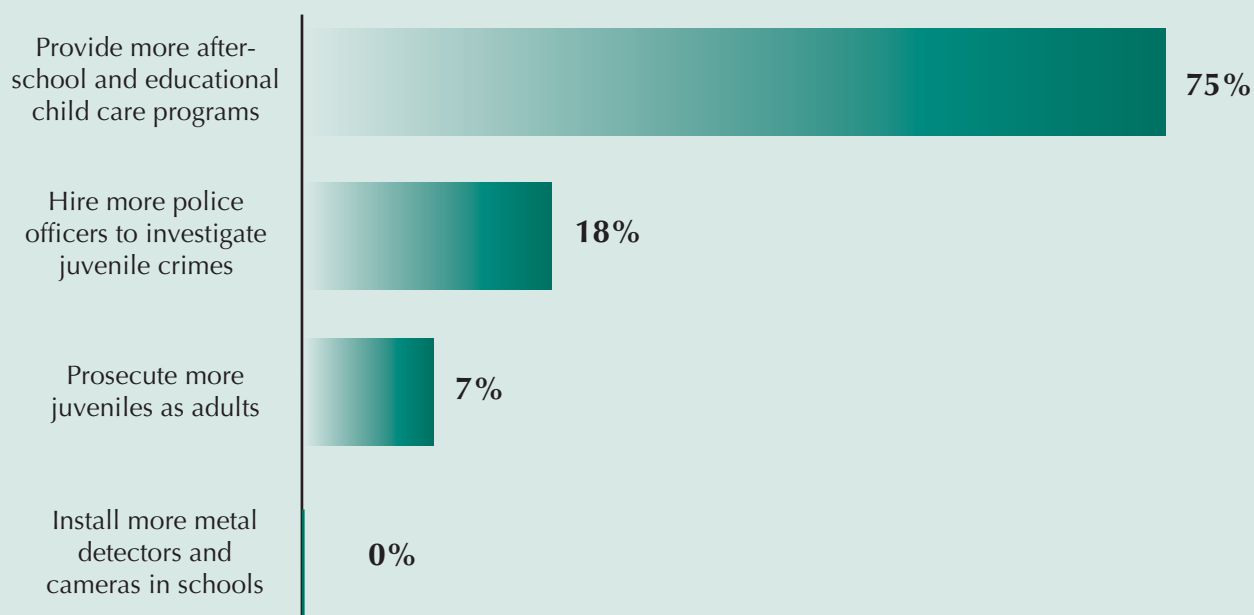
The good news is that the proof is in: investing in quality after-school programs for students of all ages, including high school students, really works to reduce crime.

In a survey of California sheriffs, police chiefs, and district attorneys conducted in 2000, 95 percent agreed that if we fail to make greater investments in after-school programs and educational child care now, “we will pay far more later” in crime, welfare and other costs.

When asked to select which of several

What California's Law Enforcement Leaders Say Works Best to Reduce Crime

When asked, "Which of these strategies is the most effective?" they chose:



George Mason University, 2000

strategies, including prosecuting more juveniles as adults and hiring more police officers, had the “biggest impact” on reducing youth violence, 75 percent of California’s law enforcement leaders picked providing more after-school programs and educational child care.¹⁶⁹

Crime victims know better than anyone that front-end measures that keep crime from happening in the first place will spare others the pain and suffering they have had to endure.

The over 250 California sheriffs, police chiefs, district attorneys and crime survivors who make up FIGHT CRIME: INVEST IN KIDS CALIFORNIA are calling on public officials to make the investments needed to provide all California students and families with access to quality after-school programs. So are California’s leading law enforcement organizations including the California State Sheriffs’ Association, California Police Chiefs Association, California District Attorneys Association, and California Peace Officers’ Association.

Those on the front lines are not alone. For example, teachers, labor unions and faith-based organizations all support expansion of after-school programs, both for high school students as evidenced by their support for enactment of the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, and for younger students as demonstrated through widespread support for Proposition 49.¹⁷⁰

The public agrees. According to a recent survey, 86 percent of California voters say it is important to provide after-school programs for all kids, and 83 percent of California voters consider after-school programs a community “necessity.”¹⁷¹

The public’s support extends to after-school programs for high school students: 80 percent of California voters support expanding State after-school funding to cover high schools.¹⁷²

“80 percent of California voters support expanding State after-school funding to cover high schools”

Nationally, over 2,000 sheriffs, police chiefs, district attorneys and crime victims who are part of the FIGHT CRIME: INVEST IN KIDS national organization are calling for state and federal action to ensure all families access to quality after-school programs. And virtually every major national law enforcement organization—including the Fraternal Order of Police, International Association of Chiefs of Police, Major Cities Chiefs, National Association of Attorneys General, National District Attorneys Association, and Police Executive Research Forum, as well as the National Organization for Victim Assistance—have called for boosting critical crime-prevention investments like these.

Government’s most fundamental responsibility is to protect the public safety. It cannot meet that responsibility without providing communities with the resources to ensure that all students, including high school students, have access to quality after-school programs.

Recommendations to State and Federal Policymakers

As the economy recovers, the State and federal governments should take the following steps toward fulfilling the long-term commitment necessary to build the capacity and provide the resources to ensure that all California high school students have access to affordable quality after-school programs:

- Increase federal funding for the 21st Century Community Learning Centers (“21st Century”) program.
- Continue the State’s set-aside for high school after-school programs out of federal 21st

Century funding and, particularly as new funding for elementary and middle school after-school programs becomes available through Proposition 49, increase the percentage of federal funding set aside for high school after-school programs.

- Establish for the first time a state-funded after-school program for high school students, which:

Provides grants to programs that operate either on school sites or at non-school sites in the community, such as recreation and community centers, churches and on the grounds of community-based organizations;

Ensures that programs will be accountable by monitoring program quality, program attendance, and developmental, academic and behavioral outcomes;

Allows for grant renewal for funded programs that meet quality, attendance and performance goals;

Supports programs that are designed and administered with an emphasis on youth input and leadership opportunities;

Supports programs that are designed to meet the developmental needs of participating youth; and

Gives priority to after-school programs in those neighborhoods where young people are most at risk of becoming perpetrators or victims of violence, including neighborhoods with underperforming schools.

- Promote the quality of after-school programs by providing increased training, compensation and benefits to help attract and retain qualified staff; funding rigorous evaluations to promote continual program improvement; and providing technical assistance to schools to assist with and respond to evaluations, so they can implement practices proven to be most effective.

- Encourage businesses to establish partnerships with after-school programs to provide philanthropic support, after-school and summer internships for students, and volunteers to assist program staff.

- Encourage public and private colleges and universities to establish partnerships with after-school programs to provide support, including research evaluations, program participation by college and university students, and training.

Conclusion

Investments Will Save Money, Save Lives, and Make Every California Community Safer

In recent years, California and the federal government have made valuable investments in after-school programs.

For example, California voters passed Proposition 49 in November 2002 to ensure that after-school funding would be available to every elementary and middle school.

As for the after-school needs of high school students, in Fall 2002, California enacted groundbreaking legislation establishing the 21st Century High School After School Safety and Enrichment for Teens (“21st Century High School ASSETs”) program.

New research shows that investments in quality after-school programs for high school

students are money well spent.

Still, more investment in quality after-school programs for teens is needed to protect public safety.

As the economy recovers, California leaders should build on their commitment to protect our communities by continuing to provide more resources to ensure that all teens—especially those in high-crime neighborhoods where young people are most at risk of going astray or becoming victims—have access to quality after-school programs.

Making this investment will save taxpayers money, save lives, and make every California community safer.

Success Story

Le’Shawn Smith, Bayview Safe Haven, San Francisco

Le’Shawn Smith, 19, started going to the Bayview Safe Haven when he was 16. While he was young, both his parents passed away and he also lost his oldest brother, who died in prison. Several times he has been homeless. He has overcome these hardships with the support of his sisters and of Bayview Safe Haven. He graduated from high school, and is now pursuing an apprenticeship as an electrical engineer.

Le’Shawn generally came to the Bayview Safe Haven program every day after school and stayed until closing. He participated in a young man’s support group, received tutoring, and worked at the Safe Haven for a stipend. Safe Haven staff looked after him and helped him find housing.

Bayview Safe Haven has been “like one big family” to him, a place where he can always turn, find support and encouragement and learn how to set goals, expand his horizons and strive for excellence.¹⁷³

Appendix 1

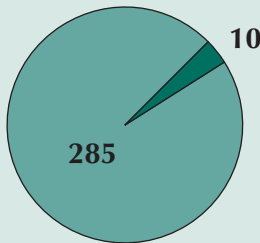
County-by-County Analysis of California High Schools Served/Unserved by Federal 21st Century Funding

A Fraction of High Schools in California Receive Federal After-School Funding

■ High schools with federal 21st Century after-school funding ■ High schools without funding

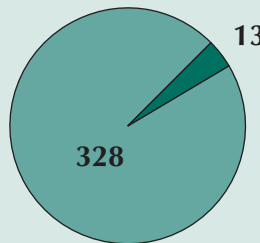
Bay Area Counties

Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara

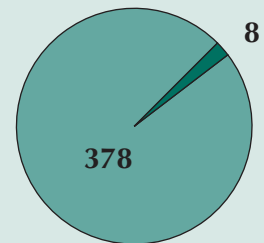


Central Valley Counties

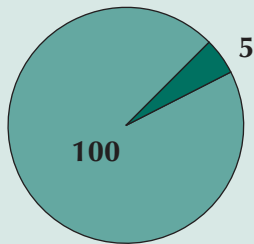
Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare



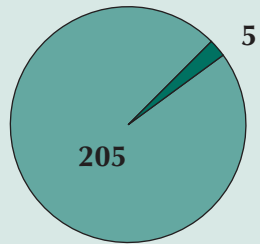
Los Angeles County



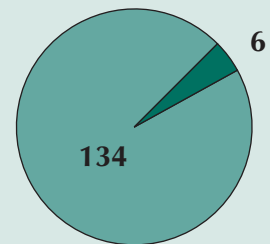
Orange County



San Bernardino/Riverside Counties



San Diego County



U.S. Dept. of Education & California Dept. of Education, 2003

Methodology: The total high school numbers includes regular high schools; continuation high schools; alternative high schools; K-12 schools; county community high schools; district community day high schools; opportunity high schools; special education high schools; regional occupation center high schools; and charter high schools (including charter schools for each of the previous nine categories listed above). For the total number of high schools, see: California Department of Education. (n.d.). California school directory. Retrieved from <http://www.cde.ca.gov/school/dir/>. For federally-administered grants, see: U.S. Department of Education. (n.d.). 21st Century Community Learning Centers. Retrieved from <http://www.ed.gov/programs/21stccclc/awards.html>. For state-administered grants, see: California Department of Education. (n.d.). California 21st Century Community Learning Centers: Grant awards. Retrieved from <http://www.cde.ca.gov/after-school/21/grants.htm>.

Federally-administered grants expire in 2003 and 2004; state-administered grants expire in 2007. Grants expiring in 2003 grants are included for two reasons: (1) some programs with expiring grants may manage to stretch their three-year grants for one more year; and (2) some of these programs will be renewed or replaced when another round of high school after-school grants becomes available through the State 2003-2004 budget (although if replaced the new grant may not go to the same county).

California High Schools Served by 21st Century Community Learning Centers, by County

County	Total # of High Schools	Total # 21st CCLC (03-07)	Percentage
Alameda County	72	2	3%
Alpine County	4	0	0%
Armador County	6	0	0%
Butte County	29	1	3%
Calaveras County	15	0	0%
Colusa County	11	1	9%
Contra Costa County	63	3	5%
Del Norte County	7	0	0%
El Dorado County	20	0	0%
Fresno County	86	10	12%
Glenn County	18	0	0%
Humboldt County	25	2	8%
Imperial County	18	4	22%
Inyo County	13	0	0%
Kern County	56	0	0%
Kings County	19	0	0%
Lake County	19	0	0%
Lassen County	17	0	0%
Los Angeles County	386	8	2%
Madera County	24	0	0%
Marin County	19	0	0%
Marisopa County	7	0	0%
Mendocino County	34	1	3%
Merced County	27	1	4%
Modoc County	11	0	0%
Mono County	13	0	0%
Monterey County	33	2	6%
Napa County	15	1	7%
Nevada County	13	0	0%
Orange County	105	5	5%
Placer County	26	1	4%
Plumas County	11	0	0%
Riverside County	98	4	4%
Sacramento County	83	0	0%
San Benito County	4	0	0%
San Bernardino County	112	1	1%
San Diego County	140	6	4%
San Francisco County	28	3	11%
San Joaquin County	43	0	0%
San Luis Obispo County	25	0	0%
San Mateo County	31	0	0%
Santa Barbara County	25	0	0%
Santa Clara County	82	2	2%
Santa Cruz County	22	1	5%
Shasta County	32	0	0%
Sierra County	9	0	0%
Siskiyou County	24	2	8%
Solano County	29	0	0%
Sonoma County	44	1	2%
Stanislaus County	41	1	2%
Sutter County	14	0	0%
Tehema County	12	0	0%
Trinity County	10	0	0%
Tulare County	45	1	2%
Tuolumne County	18	0	0%
Ventura County	43	2	5%
Yolo County	16	0	0%
Yuba County	14	0	0%
Totals	2266	66	3%

Appendix 2

Results from California High School Principals Survey

1. Do you think that there are more than enough, enough or not enough after-school programs available for your students at your school and in your community?

72% not enough after-school programs
22% enough after-school programs
6% more than enough after-school programs

2. Are more, the same or fewer after-school programs available to your students now than 5 years ago?

70% more after-school programs now
18% same number of after-school programs now
12% fewer after-school programs now

3. Are more, the same, or fewer after-school programs available to your students now than 10 years ago?

72% more after-school programs now
6% same number of after-school programs now
22% fewer after-school programs now

4. What types of after-school opportunities are available at your school (other than sports teams)?

95% offer academic assistance
73% offer clubs
62% offer enrichment programs

24% offer recreation programs
14% offer other programs not defined in any of these categories
3% of schools do not operate after-school programs

(The percentages add up to more than 100 because respondents chose more than one option)

5. How many days per week are after-school opportunities (other than sports teams) available at your school?

23% responded 5 days
54% responded 4 days
20% responded 3 days
3% responded 2 days

6. What are the primary after-school funding sources for your school (other than sports teams)?

(most common answers)
35% Title I
16% Categorical Grant
8% II/UPS Funds(Immediate Intervention/ Under Performing Schools Fund)
8% No Funding
5% 21st Century
5% District Funding
5% Tutor Grants
5% EIA (Economic Impact Aid)

7. Do you believe that students at risk of school failure who are provided regular access to after-school programs are more likely to improve their academic performance than students who do not have access to after-school programs?

97% believe that these students are more likely to improve academically
3% do not believe improvement more likely

8. In light of the new California academic standards, what is your priority level in attempting to secure funding for after-school services as a means for improving the academic success of your students?

39% place a very high priority
50% place a high priority
8% do not place a high priority
3% place no priority at all

9. What time does the regular school day end?

Schools close ranging from 2 PM to 3:30 PM

10. What time does the school's computer lab close?

65% of computer labs close within 1 hour after school ends
11% close between 1 to 2 hours after school ends
24% close 2 or more hours after school ends

11. What time does the school's library close?

73% of libraries close within 1 hour after school ends
13% close between 1 to 2 hours after school ends
14% close 2 or more hours after school ends

12. What time does the school's gym close (for students not involved on sports teams)?

84% of gyms close within 1 hour after school ends
6% close between 1 to 2 hours after school ends
10% close 2 or more hours after school ends

Methodology: All 132 "Title I Schoolwide" high schools in California were contacted in May 2003. A Title I Schoolwide school is a school that has at least 40% of the students eligible for free or reduced priced lunch. Thirty-seven responses were received. Where a respondent answered "N/A" to specific questions, the response was not included in the percentage calculations.

Appendix 3

High School After-School Programs in California—Contact Information

Programs profiled in the report are organized by region: Bay Area and Northern California; Central Valley/Sacramento; Inland Empire (Riverside/San Bernardino); Los Angeles area; Orange County; San Diego area; Ventura/Santa Barbara; and statewide programs.

Bay Area and Northern California:

Bay Area All Stars Talent Show Network

Bay Area Center for Independent Culture
870 Market St., Suite 559
San Francisco, CA 94102
(415) 986-2565
www.bacic.org/allstars.html
Contact: Dr. Eilouse Joseph
See Chapter 6: "Arts"

Bayview Safe Haven

5005 3rd Street
San Francisco, CA 94124
(415) 822-8895
www.bayviewSAFEHAVEN.org
Contact: Troy Pope
See Chapter 1: "Crime Prevention," "Preventing School Disciplinary Problems and Truancy" and "Program Spotlight;" Chapter 2: "Positive Youth Development;" Chapter 5: "Incentives Can Encourage Participation;" Conclusion: "Le'Shawn Smith, Bayview View Safe Haven, San Francisco"

Boys & Girls Clubs of San Francisco Gang Prevention Program

88 Kearny Street, 12th Floor
San Francisco, CA 94108
(415) 445-5432
www.bgcsf.org
Contact: Michael Cosby
See Chapter 1: "Increased Participation Can Improve Outcomes"

California Youth Energy Services (CYES)

P.O. Box 21636
Oakland, CA 94611
(510) 428-2357
www.risingsunenergy.org
Contact: Orië Skloot
See Chapter 6: "Community Service"

East Palo Alto Mural Art Project

John W. Gardner Center for Youth and Their Communities
Stanford University, School of Education
CERAS Building, Room 402
Stanford, CA 94305
(650) 520-8061
www.epamap.org
Contact: Sonya Clark-Herrera
See Chapter 2: "Positive Youth Development;" Chapter 4: "Teens, Parents and High School Principals Say There Are Not Enough After-School Programs;" Chapter 6: "Arts"

Explainer Program at the Exploratorium

3601 Lyon Street
San Francisco, CA 94123
(415) 561-0342
www.exploratorium.edu/programs/explainers.html
Contact: Darlene Librero
See Chapter 6: "Community Service"

Happy Camp Community Computer Center

234 Indian Creek Road
Happy Camp, CA 96039
(530) 493-5213
siscoe.sisnet.ssku.k12.ca.us/~happhigh
Contact: Diane Oliver
See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

Kenilworth After School Program

998 E. Washington Street
Petaluma, CA 94952
(707) 799-9390
Contact: Jocelyn Hall
See Chapter 6: "Mentoring"

La Raza Youth Leadership Program

1470 Fruitvale Avenue
Oakland, CA 94601
(510) 261-7839
Contact: Sergio Arroyo
See Chapter 6: "Leadership Development"

Marin Interfaith Youth Outreach Teen Center (MIYO)

1115 3rd Street
San Rafael, CA 94901
(415) 453-8645
www.miyoteens.org
Contact: Monica Styron
See Chapter 6: "Faith-Based After-School Programs"

Mayor's Youth Employment and Education Program

1596 Post Street
San Francisco, CA 94109
(415) 202-7903
<http://www.nyec.org/pepnet/awardees/myeep.htm>
Contact: Alvin Wu
See Chapter 2: "Positive Youth Development;" Chapter 4: "Teens, Parents and High School Principals Say There Are Not Enough After-School Programs;" Chapter 6: "Career/Employment Training"

Oakland Asian Students Educational Services (OASES)

196 10th Street, 2nd Floor
Oakland, CA 94604
(510) 891-9928 ext. 23
www.oases.org
Contact: Hang Nguyen
See Chapter 6: "Academic/College Preparation"

Plugged-In Enterprises

2115 University Avenue
 East Palo Alto, CA 94303
 (650) 322-1134
 www.pluggedin.org
 Contact: Rolando Zeledon
 See Chapter 6: "Career/Employment Training"

San Jose After-School All-Stars

855 Lenzen Avenue
 Room 113
 San Jose, CA 95126
 (408) 280-5302
 Contact: John Poch
 See Chapter 6: "Lisa Jimenez, San Jose After-School All-Stars"

Truckee Youth Music Program

P.O. Box 8096
 Truckee, CA 96126
 (530) 582-4466
 Contact: Laurel or Karen Barchas
 See Chapter 6: "Arts"

Women's Economic Agenda Project

449 15th Street, 2nd Floor
 Oakland, CA 94612
 (510) 451-7379 ext. 220
 www.weap.org
 Contact: Danielle Williams
 See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

Young Women's Leadership Alliance

ETR Associates
 4 Carbonero Way
 Scotts Valley, CA 95066
 (831) 438-9651
 Contact: Jill Denner
 See Chapter 5: "Incentives Can Encourage Participation;" Chapter 6: "Leadership Development"

YouthCares

International Institute of San Francisco
 657 Mission Street, Suite 500
 San Francisco, CA 94105
 (415) 538-8100 ext. 203
 www.iisf.org
 Contact: Laura Congdon
 See Chapter 6: "Community Service"

Youth Together

1611 Telegraph Avenue, Suite 203
 Oakland, CA 94612
 (510) 645-9209
 www.youthtogether.net
 Contact: Raquel Jimenez
 See Chapter 1: "Crime Prevention;" Chapter 6: "Leadership Development"

Central Valley/Sacramento:**C.T. Learning, Inc.**

2831 Mariposa Street
 Fresno, CA 93721
 (559) 441-7131
 Contact: Lisa Guevara
 See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

One by One Leadership

1727 L Street
 Fresno, CA 93721
 (559) 233-2000 ext. 117
 www.onebyoneleadership.com
 Contact: Debbie Tom
 See Chapter 6: "Faith-Based After-School Programs"

Riverbank High School Migrant Math Academy

Riverbank Unified School District
 6715 Seventh Street
 Riverbank, CA 95367
 (209) 869-2538 ext. 141
 Contact: Mary Lopez
 See Chapter 4: "Teens, Parents and High School Principals Say There Are Not Enough After-School Programs;" Chapter 5: "Incentives Can Encourage Participation;" Chapter 6: "Academic/College Preparation"

YouthWORKS

Oak Park Neighborhood Multiservice Center
 3415 Martin Luther King, Jr. Blvd.
 Sacramento, CA 95817
 (916) 875-2999
 Contact: Marilyn McGinnis
 See Chapter 1: "Preventing Teen Sex, Drug and Alcohol Use, and Smoking"

Inland Empire (Riverside/San Bernardino):**Central City Lutheran Mission**

1354 N. G Street
 San Bernardino, CA 92405
 (909) 381-6921
 www.cclm.org
 Contact: Tom Dolan
 See Chapter 6: "Faith-Based After-School Programs"

Community Digital Initiative

Center for Virtual Research
 UC Riverside (048)
 Riverside, CA 92521
 (909) 787-3852
 cdi.ucr.edu
 Contact: Jacalyn Lopez Garcia
 See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

Los Angeles area:**Break Away Technologies**

3417 W. Jefferson Blvd.
 Los Angeles, CA 90018
 (323) 737-3970
 www.breakaway.org
 Contact: Linda Watson or Joseph Loeb
 See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

Bresee Foundation

184 Bimini Place
 Los Angeles, CA 90004
 (213) 387-2822 ext. 163
 www.bresee.org
 Contact: Cathy Trout
 See Chapter 1: "Crime Prevention;" Chapter 6: "Faith-Based After-School Programs" and "Career/Employment Training" (one of nine Pathways to Our Future sites)

CORAL Long Beach Youth Institute

525 E. 7th Street
 Long Beach, CA 90813
 (562) 624-5474
 www.lbcoral.org
 Contact: Bob Cabeza
 See Chapter 6: "Program Spotlight"

LA COPS

1545 Wilshire Blvd., Suite 200
 Los Angeles, CA 90017
 (213) 207-2207
 Contact: Nicholas Rogers
 See Chapter 1: "Crime Prevention" and "Preventing School Disciplinary Problems and Truancy;" Chapter 2: "Academic Achievement and Dropout Prevention;" Chapter 5: "Incentives Can Encourage Participation;" Chapter 6: "Career/Employment Training"

Project CARE

601 S. Kingsley Drive
 Los Angeles, CA 90005
 (213) 744-1502 ext. 139
 Contact: Santiago Valencia
 See Chapter 6: "Mentoring"

Students Run L.A.

6505 Zelzah Avenue
 Reseda, CA 91335
 (818) 997-2451
 www.srla.org
 Contact: Deanna Glick-Lacques
 See Chapter 4: "Erica Narciso, Students Run L.A.;" Chapter 6: "Recreation"

Orange County:

Boys & Girls Clubs of Garden Grove

Administrative Office
10540 Chapman Avenue
Garden Grove, CA 92840
(714) 530-0430 ext. 962
www.bgcgg.org

Contact: Pat Halberstadt

See Chapter 1: "Increased Participation Can Improve Outcomes"

Boys & Girls Club of Tustin

580 W. Sixth Street
Tustin, CA 92780
(714) 838-5223 ext. 104
www.bgctustin.org

Contact: Gary Oustad

See Chapter 1: "Increased Participation Can Improve Outcomes"

Camp Fire USA Orange County Council

14742 Plaza Drive, Suite 205
Tustin, CA 92780
(714) 838-9991 ext. 31
www.campfireoc.org

Contact: Nav Deol

See Chapter 6: "Prevention"

Creskide High School YMCA Youth Leadership Academy

Central Orange Coast YMCA
2300 University Drive
Newport Beach, CA 92660
(949) 642-9990

Contact: Laura Munoz

See Chapter 5: "Incentives Can Encourage Participation;" Chapter 6: "Leadership Development"

Foothill Student Recycling Center

19251 Dodge Avenue
Santa Ana, CA 92705
(714) 730-7014

Contact: Sean Pfaff

See Chapter 5: "Incentives Can Encourage Participation;" Chapter 6: "Career/Employment Training"

San Diego area:

Boys & Girls Clubs of San Dieguito

Administrative Office
3800A Mykonos Lane
San Diego, CA 92130
(858) 755-9371 ext. 307
www.bgcdto.org

Contact: Hillary Crahan

See Chapter 1: "Increased Participation Can Improve Outcomes"

BRIGHT Families Project

7071 Conroy Court, Suite 101
San Diego, CA 92111
(858) 514-7549

www.bright-families.org

Contact: Dana Goodrow

See Chapter 6: "Mentoring"

Casa Familiar

119 West Hall Avenue
San Ysidro, CA 92173
(619) 690-3922

www.casafamiliar.org

Contact: Blanca Vega

See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

Desert Oasis High School CIOF Center

1302 S. Third Street
El Centro, CA 92243
(760) 336-4581

Contact: Donna Provencio-Olivas

See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

Panorama Teen & Family Resource Center

131 Richmar Avenue
San Marcos, CA 92069
(760) 471-9449

www.thepanorama.org

Contact: Enrique Perez

See Chapter 2: "Academic Achievement and Dropout Prevention" and "Positive Youth Development;" Chapter 6: "Academic/College Preparation"

Ventura/Santa Barbara

Boys and Girls Clubs of Ventura Gang Intervention Program

1929 Johnson Drive
Ventura, CA 93003

(805) 641-5599

www.bgclubventura.org

Contact: Robert Gambala

See Chapter 1: "Increased Participation Can Improve Outcomes"

CIOF Santa Barbara City College (SBCC)

310 W. Padre Street
Santa Barbara, CA 93105
(805) 687-0812 ext. 248

ciof.sbcc.net

Contact: Francisco del Martin Campo

See Chapter 6: "Career/Employment Training" (one of nine Pathways to Our Future sites)

Oxnard Police Activities League

555 S. A Street, Suite 265
Oxnard, CA 93030
(805) 385-8230

Contact: Terrel Harrison

See Chapter 5: "Terrance Colbert, Oxnard Police Activities League;"

Chapter 6: "Recreation"

Ventura County Friday Night Live

570 Airport Way
Camarillo, CA 93010
(805)388-4412

http://www.vcfridaynightlive.org/

Contact: Annette Preciado

See Chapter 6: "Gabby Godinez, Friday Night Live, Ventura County"

Statewide:

Friday Night Live Partnership

2637 W. Burrel Avenue
Visalia, CA 93279

(559) 733-6496

www.fridaynightlive.org

Contact: Dr. Jim Kooler

See Chapter 1: "Increased Participation Can Improve Outcomes;" Chapter 2: "Positive Youth Development;" Chapter 6:

"Prevention" and "Gabby Godinez, Friday

Night Live, Ventura County"

Pathways to Our Future

The Children's Partnership
1351 3rd Street Promenade, Suite 206
Santa Monica, CA 90401
(310) 260-1220

Contact: James Lau

See Chapter 6: "Career/Employment Training"

YMCA Youth & Government

2000 Alameda, Suite 128
San Mateo, CA 94403
(650) 522-9622

www.calymca.org

Contact: Bud Sheble

See Chapter 2: "Civic Participation and Community Service"

Endnotes

¹ Office of the Governor, State of California. (2002, September 29). *Governor Davis signs legislation to improve high school achievement*. Retrieved from the Office of the Secretary for Education Web site: <http://www.ose.ca.gov/news/>. For an article highlighting the California legislation as a crucial step into “unchartered territory” for after school, see: Pittman, K. (2002). *High school after-school: Oxymoron or opportunity*. Retrieved from the Youth Today Web site: <http://www.forumforyouthinvestment.org/youthtoday/highschool.htm>

² LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates. The “intervention” period ranged from one to six months, depending on how long individuals remained in the program. While some of the youth remained in the program for longer than six months, for purposes of the evaluation the “intervention” period for those youth was considered to be six months.

³ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates. Of those with histories of arrest, 58.8% of control group youth were arrested during the follow-up period, compared to 40.2% of program participants. The results for those who had no arrest records prior to the program followed the same pattern as the earlier results (44.0% vs. 28.1%), but were only nearly significant. Researchers state that the large difference might be confirmed with a study that included a larger sample size.

⁴ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates. While participants who were wards of the court were more than twice as likely than comparison group youth to terminate their wardship status during the intervention period (19.4% vs. 9.1%), this finding was not statistically significant.

⁵ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates. Of all participants, 46.1% were age 14 and over at the time they joined the program. For a program description, see: “Program Spotlight—Bayview Safe Haven in San Francisco” in Chapter 1.

⁶ P. F. Bresee Foundation. (2002). *Year-end report: January 1—December 31, 2002*. Los Angeles, CA: Author; Bresee Foundation. (n.d.). *Outreach and recreation programs*. Retrieved from <http://www.bresee.org/pages/outreachprograms.html>; D. Maltos. Personal communication, August 6, 2002. Officer Deann Maltos is in the Wilshire Division of the Los Angeles Police Department.

⁷ P. F. Bresee Foundation. (2002). *Year-end report: January 1—December 31, 2002*. Los Angeles, CA: Author; Bresee Foundation. (n.d.). *Outreach and recreation programs*. Retrieved from <http://www.bresee.org/pages/outreachprograms.html>. For further discussion of activities at the Bresee Foundation, see: “Faith-Based After-School Programs” in Chapter 6.

⁸ Butler, M., Jesse, G., & Villanueva, V. (2003). *LA COPS 21st Century Community Learning Centers Program: Evaluation of after-school program implementation, 2002-2003*. Pasadena, CA: Public Works, Inc. Drops were 39% for the neighborhood around Monroe High School, 38% for Reseda High School, 31% for Wilson High School, 13% for Dorsey High School, and 6% for San Pedro High School; Los Angeles Police Department. (n.d.). *Crime statistics*. Retrieved from http://lapd.org/general_information/crime_statistics/crime_statistics_main.htm. Contains citywide data collected by LAPD.

⁹ LA COPS. (2002). *21st Century Community Learning Centers*. Los Angeles, CA: Author; Evaluation and Training Institute. (2001). *Year*

two status report: LA COPS 21st Century Community Learning Centers Project. Los Angeles, CA: Author; Butler, M., Jesse, G., & Villanueva, V. (2003). *LA COPS 21st Century Community Learning Centers Program: Evaluation of after-school program implementation, 2002-2003*. Pasadena, CA: Public Works, Inc. All five high school programs were contacted in November, 2003. The high schools were Dorsey, Monroe, Reseda, San Pedro, and Wilson. After federal funding expired, only Reseda High School kept its after-school program open. (Monroe High School continues to run an LA COPS program during the school day.) The presence of a police officer is the result of each campus having a Police Academy Magnet School. For further discussion of LA COPS’ Connecting Zone, see: “Career/Employment Training” in Chapter 6.

¹⁰ Bliss, M., Malloy, J., & Tabernik, T. (2002). *Youth Together: 2002 annual evaluation report*. Oakland, CA: Youth Together. Sixty-six percent of community members from agencies that collaborated with Youth Together (YT) agreed that YT prevented violence, as well as over half of students, school and community members, and 55% of students who participated in YT events.

¹¹ For further discussion of the program, see: “Leadership Development” in Chapter 6.

¹² Lattimore, C. B., Mihalic, S. F., Grotper, J. K., & Taggart, R. (1998). *The Quantum Opportunities Program*. In D.S. Elliot (Series Ed.), *Blueprints for violence prevention: Book four*. Boulder, CO: Center for the Study and Prevention of Violence. Two additional cities, Milwaukee and San Antonio, were dropped from the final results due to inadequacies in implementation and follow-up surveying.

¹³ Maxfield, M., Schirm, A., & Rodriguez-Planas, N. (2002). *The Quantum Opportunities Program demonstration: Implementation and short-term impacts*. Washington, DC: Mathematica Policy Research, Inc. Also, see: Boyle, P. (2003). *The best youth program you can’t afford*. Retrieved from the Youth Today Web site: <http://www.youthtoday.org/youthtoday/a%20%20september2003/story1.html>. Recent research on seven additional Quantum Opportunities sites yielded positive results in education and career preparation, with the most promising results coming from sites that most effectively implemented the program model. The new research has not yet yielded reliable data on the additional sites’ impact on risky behavior, in light of the evaluators’ concerns about the accuracy of self-reporting of risky behavior by control group youth. The intensive program model includes 750 total hours each year, equally divided among academics, youth development and community service. The financial incentives for students are discussed under “Incentives Can Encourage Participation” in Chapter 5.

¹⁴ Curtis, L. A., Baker, K. A., & Kohn, I. R. (1998). *Youth investment and police mentoring: Final report*. Washington, DC: Milton S. Eisenhower Foundation and The Corporation for What Works.

¹⁵ Tierney, J. P., Grossman, J. B., & Resch, N. L. (1995). *Making a difference: An impact study of Big Brothers/Big Sisters*. Retrieved from the Public/Private Ventures Web site:

<http://www.ppv.org/pdf/files/mad.pdf>. The Big Brothers/Big Sisters study followed youth for 18 months. Over 40% of program youth were 13 or over when the study began. For additional studies, see: Zill, N., Nord, C. W., & Loomis, L. S. (1995). *Adolescent time use, risky behavior and outcomes: An analysis of national data*. Rockville, MD: Westat, Inc. This U.S. Department of Health and Human Services (HHS) study found that, after controlling for family income, grades, parent education and other factors, tenth graders who spent no time in school-sponsored extracurricular activities were 27% more likely to have been arrested than students who spent one to four hours per week in extracurricular activities; Mahoney, J. (2000). School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71(2), 502–516. This study of 700 students from high school through age 24 found that students involved in extracurricular activities, particularly at-risk students, were less likely to be arrested as adults.

¹⁶ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L.

(2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates. Juvenile crime dropped a third in the census tract where the program operated from the year before the intervention to the second year after the program started. While concluding that the program made a "significant contribution" to reducing juvenile crime in the area, there are a number of reasons why the evaluators caution against attributing that dramatic drop primarily to the Bayview Safe Haven program.

¹⁷ Lattimore, C. B., Mihalic, S. F., Grotper, J. K., & Taggart, R. (1998). The Quantum Opportunities Program. In D.S. Elliot (Series Ed.), *Blueprints for violence prevention: Book four*. Boulder, CO: Center for the Study and Prevention of Violence. Also, see: "Incentives Can Encourage Participation" in Chapter 5.

¹⁸ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates.

¹⁹ M. McGinnis. Personal communication, May, 2003. Marilyn McGinnis is the Health Program Manager at the Oak Park Neighborhood Multiservice Center, which runs YouthWORKS.

²⁰ Richardson, J. L., Radziszewska, B., Dent, C. W., & Flay, B. R. (1993). Relationship between after-school care of adolescents and substance use, risk taking, depressed mood, and academic achievement. *Pediatrics*, 92(1), 146-148.

²¹ Philliber, S., Kaye, J. W., Herrling, S., & West, E. (2002). Preventing pregnancy and improving health care access among teenagers: An evaluation of the Children's Aid Society-Carrera Program. *Perspectives on Sexual and Reproductive Health*, 34(5), 244-251. Participating teen girls had 31% the risk of pregnancy and 52% the risk of being currently sexually active. This evaluation focused on the six program sites in New York City, which researchers believe are most likely to be faithful to the model given more experience with the program than non-NYC sites included in a separate study and being where the program was founded.

²² Lattimore, C. B., Mihalic, S. F., Grotper, J. K., & Taggart, R. (1998). The Quantum Opportunities Program. In D.S. Elliot (Series Ed.), *Blueprints for violence prevention: Book four*. Boulder, CO: Center for the Study and Prevention of Violence. Also, see: Zill, N., Nord, C. W., & Loomis, L. S. (1995). *Adolescent time use, risky behavior and outcomes: An analysis of national data*. Rockville, MD: Westat, Inc. This HHS study found that, after controlling for family income, grades, parent education and other factors, the tenth graders who spent no time in school-sponsored extracurricular activities were 37% more likely to become teen parents than students who spent one to four hours per week in extracurricular activities.

²³ Allen, J., & Philliber, S. (2001). *Who benefits most from a broadly targeted prevention program? Differential efficacy across populations in the Teen Outreach Program*. Retrieved from the University of Virginia Web site: <http://www.people.virginia.edu/~psykliff/pubs/publications/allen%20philliber%202001.pdf>. Participants in the program had 53% the risk of pregnancy.

²⁴ Allen, J., & Philliber, S. (2001). *Who benefits most from a broadly targeted prevention program? Differential efficacy across populations in the Teen Outreach Program*. Retrieved from the University of Virginia Web site: <http://www.people.virginia.edu/~psykliff/pubs/publications/allen%20philliber%202001.pdf>. According to a survey of Teen Outreach programs operating in 2001-2002, 29% are community-based, 37% are school-based, and 34% are school/community partnerships. Community-based programs operate after school and at other out-of-school times; most school-based programs provide classroom activities during the school day and community service activities after school or on weekends. While the timing and location for school/community partnerships is unclear, program officials believe that most of these programs offer in-school classroom activities and after school or weekend community service activities. L. Bell. Personal communication, August 5, 2003. Lynda Bell is the Teen Outreach Program National Coordinator for Cornerstone Consulting

Group, Inc; G. Waden. Personal communication, August 6, 2003. Gayle Waden is the Executive Assistant to the President at Cornerstone Consulting Group, Inc.

²⁵ Curtis, L. A., Baker, K. A., & Kohn, I. R. (1998). *Youth investment and police mentoring: Final report*. Washington, DC: Milton S. Eisenhower Foundation and The Corporation for What Works.

²⁶ Tierney, J. P., Grossman, J. B., & Resch, N. L. (1995). *Making a difference: An impact study of Big Brothers/Big Sisters*. Retrieved from the Public/Private Ventures Website:

<http://www.ppv.org/pdffiles/mad.pdf>. Also, see: Zill, N., Nord, C. W., & Loomis, L. S. (1995). *Adolescent time use, risky behavior and outcomes: An analysis of national data*. Rockville, MD: Westat, Inc. This HHS study found that, after controlling for family income, grades, parent education and other factors, tenth graders who spent no time in school-sponsored extracurricular activities were 49% more likely to use drugs and 35% more likely to smoke cigarettes than students who spent one to four hours per week in extracurricular activities.

²⁷ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates.

²⁸ Butler, M., Jesse, G., & Villanueva, V. (2003). *LA COPS 21st Century Community Learning Centers Program: Evaluation of after-school program implementation, 2002-2003*. Pasadena, CA: Public Works, Inc. "Regular" attendees participated in the program at least ten days during a part-year period, with the ten-day benchmark used in hope that these students would reach the 30 days of attendance deemed "regular" attendance by the U.S. Department of Education.

²⁹ Allen, J., & Philliber, S. (2001). *Who benefits most from a broadly targeted prevention program? Differential efficacy across populations in the Teen Outreach Program*. Retrieved from the University of Virginia Web site: <http://www.people.virginia.edu/~psykliff/pubs/publications/allen%20philliber%202001.pdf>. Participants in the program had 52% the risk of academic suspension.

³⁰ Tierney, J. P., Grossman, J. B., & Resch, N. L. (1995). *Making a difference: An impact study of Big Brothers/Big Sisters*. Retrieved from the Public/Private Ventures Website: <http://www.ppv.org/pdffiles/mad.pdf>

³¹ Arbreton, A. J. A., & McClahan, W. S. (2002). *Targeted outreach: Boys & Girls Clubs of America's approach to gang prevention and intervention*. Retrieved from the Public/Private Ventures Website: http://www.ppv.org/pdffiles/gang_report.pdf. Of the 21 programs studied, five were in California. Teens represented 48% of youth in prevention programs and 96% of intervention youth.

³² The Youth Leadership Institute. (2002). *Friday Night Live Youth Development pilot initiative year two evaluation, 2001-2002: Analysis of youth survey aggregate data*. San Francisco, CA: Author. Also, the scores on community involvement for long-term participants—more than one year—were significantly higher than for participants of less than six months.

³³ The Youth Leadership Institute. (2002). *Friday Night Live Youth Development pilot initiative year two evaluation, 2001-2002: Analysis of youth survey aggregate data*. San Francisco, CA: Author. Also, relationship-building scores were higher for more-than-once-a-week participants than for those who attended less than once a week, and teens who participated less than once a week had significantly lower scores of leadership and advocacy than those participants who attended one time a week or more.

³⁴ U. S. Department of Health and Human Services. (2001). *Youth violence: A report of the Surgeon General*. Rockville, MD: Author; RAND. (2001). *Stopping violence before it starts: Identifying early predictors of adolescent violence*. Retrieved from <http://www.rand.org/publications/RB/RB4536>; G. Austin. Personal communication, October 17, 2003. Dr. Greg Austin is the Director of Health and Human Development at WestEd. The data analysis was performed by Tom Hansen utilizing data from the California Healthy Kids Survey. This study of 9th and 11th graders in California found that students who scored low on developmental assets related to car-

ing relationships, high expectations, and opportunities for meaningful participation were at least twice as likely to binge drink, smoke marijuana and cigarettes, and carry a weapon to school; Gambone, M., Klem, A. M., & Connell, J. P. (2002). *Finding out what matters for youth: Testing key links in a community action framework for youth development*. Retrieved from the Youth Development Strategies, Inc. Web site: <http://www.ydsi.org/YDSL/pdf/WhatMatters.pdf>. This national research ties developmental supports and opportunities to positive outcomes including success in school, and a lack of such experiences to negative outcomes including risky behavior.

³⁵ E. Perez. Personal communication, August 4, 2003. Enrique Perez is the Program Director at Panorama Teen and Family Resource Center. Panorama Teen and Family Resource Center (2002). Program description and summary. San Marcos, CA: Author. Of 18 participants included in the study, 16 improved their GPA. For further discussion of this program, see: "Academic/College Preparation" in Chapter 6.

³⁶ Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success*. Retrieved from Nellie Mae Education Foundation Website:

http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf

³⁷ Johnson, A. (1999). *Sponsor-a-scholar: Long term impacts of a youth mentoring program on student performance*. Princeton: Mathematica Policy Research, Inc.

³⁸ Allen, J., & Philliber, S. (2001). *Who benefits most from a broadly targeted prevention program? Differential efficacy across populations in the Teen Outreach Program*. Retrieved from the University of Virginia Web site: <http://www.people.virginia.edu/~psykliff/pubs/publications/allen%20philliber%202001.pdf>. Teen parents left out of the program were five times more likely to become pregnant again than teen parents in the program.

³⁹ Butler, M., Jesse, G., & Villanueva, V. (2003). *LA COPS 21st Century Community Learning Centers Program: Evaluation of after-school program implementation, 2002-2003*. Pasadena, CA: Public Works, Inc. According to teacher surveys, during the 2001-2002 school year, 56% of regular after-school participants increased their grades, while 37% had no change in grades and 7% had decreased grades. During the 2002-2003 school year, 60% increased their grades, 35% had no change, and 5% had decreased grades. Teacher surveys regarding academic performance and behavior were circulated to English teachers only. "Regular" attendees participated in the program at least ten days during a part-year period, with the ten-day benchmark used in hope that these students would reach the 30 days of attendance deemed "regular" attendance by the U.S. Department of Education. For a description of the program, see: "Crime Prevention" in Chapter 1.

⁴⁰ Lattimore, C. B., Mihalic, S. F., Grotper, J. K., & Taggart, R. (1998). The Quantum Opportunities Program. In D.S. Elliot (Series Ed.), *Blueprints for violence prevention: Book four*. Boulder, CO: Center for the Study and Prevention of Violence. For further discussion of this program, see: "Crime Prevention" in Chapter 1. Also, see: Cardenas, J., Montecel, M., & Supik, J. (1992). The Coca-Cola Valued Youth Program: Dropout prevention strategies for at-risk students. *Texas Researcher*, 3, 111-130. Of participants in the Coca-Cola Valued Youth Development Program, which places at-risk high school and middle school students in positions of responsibility as tutors of younger students, only one percent dropped out of school, compared to 12% of students in a control group. The Coca-Cola study focused on 8th grade tutors, although outcomes are likely to be applicable to older participants. This was originally a school-day program, but is now being used as an after-school program as well.

⁴¹ S. Philliber. Personal communication, August 6, 2003. Susan Philliber is the Co-founder and Senior Partner at Philliber Research Associates. Of all participants, 67% of program students graduated high school vs. 50% of control group students, and 55% of program students enrolled in college vs. 40% of the control group. For further discussion of this program, see: "Preventing Teen Sex, Drug and Alcohol Use, and Smoking" in Chapter 1.

⁴² Allen, J., & Philliber, S. (2001). *Who benefits most from a broadly targeted prevention program? Differential efficacy across populations in the Teen Outreach Program*. Retrieved from the University of Virginia Web site: <http://www.people.virginia.edu/~psykliff/pubs/publications/allen%20philliber%202001.pdf>. Participants in the program had 60% the risk of course failure. For further discussion of this program, see: "Preventing Teen Sex, Drug and Alcohol Use, and Smoking" in Chapter 1. For other national evidence on the academic benefits associated with high school after-school programs, see:

Johnson, A. (1999). *Sponsor-a-scholar: Long term impacts of a youth mentoring program on student performance*. Princeton: Mathematica Policy Research, Inc. Students in the "Sponsor-a-Scholar" mentoring program in Pennsylvania were 33% more likely to attend college the first year after high school than students in a control group. Students receive adult mentors in 9th grade, remain in the program through the first year of college, and also receive \$6,000 in financial support for college expenses; Zill, N., Nord, C. W., & Loomis, L. S. (1995). *Adolescent time use, risky behavior and outcomes: An analysis of national data*. Rockville, MD: Westat, Inc. This HHS study found that, after controlling for family income, grades, parent education and other factors, tenth graders who spent no time in school-sponsored extracurricular activities were 57% more likely to drop out by senior year than students who spent one to four hours per week in extracurricular activities; Mahoney, J. (2000). School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71 (2), 502-516. This study of 700 students from high school through age 24 found that students involved in extracurricular activities, particularly at-risk students, were less likely to drop out of school; Zaff, J. F., Moore, K. A., Papillo, A. R., & Williams, S. (2001). *Implications of extracurricular activity participation during adolescence on positive outcomes*. Paper presented at the biennial conference of the Society for Research on Child Development, Minneapolis, MN. This study that followed 8,600 students from 8th grade to two years after 12th grade found that students consistently involved in extracurricular activities were approximately 50% more likely than other students to go to college, even after taking into account family background, standardized test scores, parental involvement and peer influences; Herrera, C., & Arbretton, A. (2003). *Increasing opportunities for older youth in after-school programs: A report on the experiences of Boys & Girls Clubs in Boston and New York City*. Retrieved from the Public/Private Ventures Web site: <http://www.ppv.org/pdf/files/boysandgirlsclubreport.pdf>. In the final year of a three-year initiative to provide enhanced services to underserved teens, 74% to 78% of 583 teens surveyed at Boys & Girls Clubs in New York City and Boston reported that the clubs helped them improve their academic performance, and 63% to 71% of the teens also reported that clubs helped them learn how to apply for college; Warren, C., Feist, M., & Nevarez, N. (2002). *A place to grow: Final evaluation of the New York City Beacons*. New York: Academy for Educational Development. In a survey of primarily teen youth at New York City Beacons—community centers located in public school buildings that offer a range of services and activities to all ages after school, before school, in the evenings and on weekends—88% reported that they were involved in activities at the Beacon that helped them do better in school. San Francisco has adopted the Beacon model, with one of its sites on a high school campus.

⁴³ Kirlin, M. (2001). *Adult civic engagement: Can adolescent extracurricular activities overcome income and education barriers?* Indianapolis, IN: Indiana University-Purdue University Indianapolis. The study considered nine factors: voter registration; voting in 2000; contribution in political campaigns; contacted an election official; volunteered for a candidate; took part in protest; attended meeting of local board or council; worked informally with others in community on issue; and served on board or been officer. All measured activity within the past five years, except for the board/officer, which measured activity within the past six months.

⁴⁴ Zaff, J. F., Moore, K. A., Papillo, A. R., & Williams, S. (2001). *Implications of extracurricular activity participation during adoles-*

cence on positive outcomes. Paper presented at the biennial conference of the Society for Research on Child Development, Minneapolis, MN.

⁴⁵ Bliss, M., Malloy, J., & Tabernik, T. (2002). *Youth Together: 2002 annual evaluation report*. Oakland, CA: Youth Together. Eighty-nine percent of both teen leaders (“core youth”) and teen members (“affiliated youth”) reported improved relationships with adults; 92% of teen leaders and 93% of teen members reported improved leadership skills; and 100% of teen leaders and 94% of teen members felt a greater sense of unity with people from other cultures or ethnic groups as a result of their participating in the program. For further discussion of this program, see: “Leadership Development” in Chapter 6.

⁴⁶ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates. Community connection findings based on interviews with 38 youth participants, and meaningful relationships results based on 100 youth survey, both of which were separate from the study of over 120 youth discussed in Chapter 1. For further discussion of this program, see: “Program Spotlight: Bayview Safe Haven in San Francisco” in Chapter 1.

⁴⁷ National Youth Employment Coalition. (n.d.). *Mayor’s Youth Employment and Education Program*. Retrieved from <http://www.nyec.org/pepnet/awardees/myeep.htm>. For further discussion of this program, see: “Employment/Career Training” in Chapter 6.

⁴⁸ S. Clark-Herrera. Personal communication, July 16, 2003. Sonya Clark-Herrera is the Executive Director of the East Palo Alto Mural Art Project. For further discussion of this program, see: “Recreation/Arts” in Chapter 6.

⁴⁹ E. Perez. Personal communication, August 4, 2003. Panorama Teen and Family Resource Center. (2002). Program description and summary. San Marcos, CA: Author. Seventy percent of participants are in high school. For further discussion of this program, see: “Academic/College Preparation” in Chapter 6.

⁵⁰ Evaluation Management and Training, & Youth Leadership Institute. (2002). *Friday Night Live Mentoring: Evaluation report year three*. Visalia, CA: The California Friday Night Live Partnership. For national research on the impact of after-school programs for teens on positive development, see: Herrera, C., & Arbreton, A. (2003). *Increasing opportunities for older youth in after-school programs: A report on the experiences of Boys & Girls Clubs in Boston and New York City*.

Retrieved from the Public/Private Ventures Web site: <http://www.ppv.org/pdf/files/boysandgirlsclubreport.pdf>. In a survey of 583 teens conducted at Boys & Girls Clubs in New York City and Boston after the completion of a three-year initiative to provide enhanced services to underserved teens, 66% to 78% reported that the clubs helped them learn how to write a resume and look for a job; Warren, C., Feist, M., & Nevarez, N. (2002). *A place to grow: Final evaluation of the New York City Beacons*. New York: Academy for Educational Development. In a survey of primarily teen youth at the New York City Beacons—community centers located in public school buildings that offer a range of services and activities to all ages after school, before school, in the evenings and on weekend—92% reported that they were learning skills that would help them become a leader. San Francisco has adopted the Beacon model, with one of its sites on a high school campus.

⁵¹ Based on total incidents of violent juvenile crime (where suspect was a juvenile) on school days reported to police for school years September 1999—May 2000 and September 2000-May 2001. All 14 cities with populations over 200,000 were contacted and this data was obtained from Los Angeles, Long Beach, San Diego, and San Jose.

⁵² For Los Angeles, Long Beach, San Diego and San Jose, based on total incidents of violent juvenile crime (where suspect was a juvenile) on school days reported to police for school years September 1999—May 2000 and September 2000-May 2001. For Riverside, Oakland and Stockton, based on total incidents where juvenile was arrested for a violent crime on school days for the same school years. All 14

cities with populations over 200,000 were contacted.

⁵³ Based on total incidents of violent juvenile crime (where suspect was a juvenile) on school days reported to police for school years September 1999—May 2000 and September 2000-May 2001. All 14 cities with populations over 200,000 were contacted and this data was obtained from Los Angeles, Long Beach, San Diego, and San Jose. This analysis is for all violent crimes added together; it does not break down peak hours for each type of violent crime.

⁵⁴ The percentage of juvenile crimes committed by school-age teens was computed by dividing the total number of arrests for school-age teens [n=198,546—which was computed by adding the following subtotals: 36,509 (arrests for 14-year-olds); 49,391 (arrests for 15-year-olds); 56,252 (arrests for 16-year-olds); and 56,394 (arrests for 17-year-olds)] by the total number of juvenile arrests (n=240,486). For these figures, see: California Attorney General, Criminal Justice Statistics Center. (2001). *Table 19. Juvenile arrests reported, 2001. Age by specific offense, statewide*. Retrieved from http://justice.hcd-dojnet.state.ca.us/cjsc_stats/prof01/00/19.htm

⁵⁵ Based on total incidents of violent juvenile crime (where suspect was a juvenile) on school days reported to police for school years September 1999—May 2000 and September 2000-May 2001. All 14 cities with populations over 200,000 were contacted and this data was obtained from Los Angeles, Long Beach, San Diego, and San Jose.

⁵⁶ Wordes, M., & Nunez, M. (2002). *Our vulnerable teenagers: Their victimization, its consequences, and directions for prevention and intervention*. Retrieved from the National Council on Crime and Delinquency (NCCD) and the Children’s Research Center (CRC) Web site: http://www.nccd-crc.org/pubs/2002may_report_teen_victims.pdf. The report recommends that states “adequately fund quality after-school programs” and “provide opportunities for youths that build self-esteem and create a sense of control in their lives.”

⁵⁷ Vance, C. (2003, March 31). Teen girls at greatest risk for assault. *The Bakersfield Californian*, p. Online. In 2002, more than half of the people who went to local hospitals after sexual assaults and were accompanied by a local volunteer were younger than 18.

⁵⁸ Mason-Dixon Polling & Research. (2001, August). *National survey of teens*. Retrieved from the Fight Crime: Invest in Kids Web site: http://www.fightcrime.org/reports/Teen_Poll_PDF.pdf

⁵⁹ Skager, R., & Austin, G. (2002). *Ninth biennial California student survey, 2001-2002. Major findings: Alcohol and other drug use grades 7, 9 and 11*. Retrieved from the California Attorney General’s Crime and Violence Prevention Center Web site: http://safestate.org/documents/9th_css.pdf. The survey questioned drug use within the past 30 days.

⁶⁰ Rice, T. (2000). Los Angeles: Southern California Injury Prevention Research Center, School of Public Health, University of California—Los Angeles. At the request of Fight Crime: Invest in Kids, Professor Rice found that during the months when school is in session, the peak hours for teens 16 to 17 to cause automobile accidents—as well as the peak hours for them to be in such accidents—are from 3 PM to 6 PM.

⁶¹ Centers for Disease Control and Prevention. (2001). *10 leading causes of death, California: 1999-2001, All Races, Both Sexes, from Leading Causes of Death Reports, 1999-2001*. Retrieved from <http://webapp.cdc.gov/sasweb/ncipc/leadcaus10.html>. Based on the data, the leading cause of death for all people ages 5 to 24 is motor vehicle crashes. Note: The data for motor vehicle crashes can be found within unintentional injuries.

⁶² Lockyer, B. (2002). *Crime in California, 2002: Advance release*. Retrieved from the California Attorney General’s Office Website: <http://caag.state.ca.us/cjsc/publications/advrelease/ad/ad02/ad02.pdf>. Juvenile arrest rates per 100,000 population have decreased each year since 1997, with a total decline of 17% between 1997 and 2002; Skager, R., & Austin, G. (2002). *Ninth biennial California student survey, 2001-2002. Major findings: Alcohol and other drug use grades 7, 9 and 11*. Retrieved from the California Attorney General’s Crime and Violence Prevention Center Web site:

http://safestate.org/documents/9th_css.pdf; Kids Count. (2003). *The right start online, 2003*. Retrieved from the Annie E. Casey Foundation Website: <http://www.aecf.org/cgi-bin/rightstart2003.cgi?action=profile&area=California>. The percent of total births in California to teens declined from a high of 12.4% in 1995 to 10.6% in 2000; Kids Count. (n.d.). *Children at risk: State trends 1990-2000*. Retrieved from the Annie E. Casey Foundation Website: <http://www.aecf.org/kidscount/c2ss>. The dropout rate fell by 29% between 1990 and 2000.

⁶³ Children Now. (2002). *California: The state of our children—children's critical early years, 2002*. Retrieved from <http://www.childrennow.org/california/rc-2002/soc-2002.pdf>. In 1999, 514 per 100,000 California juveniles ages 10 to 17 were in custody in public and private institutions, including the California Youth Authority, county camps, juvenile halls and private institutions, while the national rate was 371 per 100,000.

⁶⁴ Constantine, N. A., & Nevarez, C. R. (2003). *No time for complacency: Teen births in California*. Retrieved from the Public Health Institute Web site: <http://teenbirths.phi.org/TeenBirthsFullReport.pdf>. The projected increase is based on expected growth of the Latina teen population relative to other groups, given that the Latina birth rate is substantially higher than the overall state rate.

⁶⁵ Skager, R., & Austin, G. (2002). *Ninth biennial California student survey, 2001-2002. Major findings: Alcohol and other drug use grades 7, 9 and 11*. Retrieved from the California Attorney General's Crime and Violence Prevention Center Website: http://safestate.org/documents/9th_css.pdf. Of eleventh graders, 62.5% reported recent use of alcohol.

⁶⁶ Tucker, J. (2003, July 10). State halts high school exit exams. *Oakland Tribune*, p. Online. Based on statistics from the California Department of Education, Office of Standards and Assessment. Of the estimated 459,588 students enrolled in Class of 2004, about 48% have passed both sections of the exam. As many as 217,300 of them have either failed twice or not yet taken the math section of the exam. About 103,300 have taken and failed it twice.

⁶⁷ Helfand, D. & DiMassa, C. M. (2003, October 25). Student test scores jump. *Los Angeles Times*, p. Online.

⁶⁸ California Department of Education, Educational Demographics Unit. (2002). *12th grade graduates completing all courses required for U.C. and/or C.S.U. entrance, 2001-2002*. Retrieved from <http://data1.cde.ca.gov/dataquest/>. In 2001-2002, 34.6% of graduates from California public high schools completed all courses required for the University of California and/or California State University admission. In addition, over a four-year period, 11% of California high school students drop out of school. California Department of Education, Educational Demographics Unit. (2002). *Number of dropouts in California public schools, grades 9-12, 2001-2002*. Retrieved from <http://data1.cde.ca.gov/dataquest/>. The number and percentage of public school students in grades 9 to 12 who leave school over the course of one year and do not enroll in a different school or notify the school of a change of residence is 2.7%, with the cumulative effect that 10.9% of students drop out over a four-year period.

⁶⁹ O'Connell, J. (2003). *State Schools Chief O'Connell Announces 2003 Physical Fitness Results from California Students*. Retrieved from California Department of Education Web site: <http://www.cde.ca.gov/news/releases2003/rel74.asp>. The report found that 24.1% of ninth graders met minimum fitness standards in all six major fitness areas.

⁷⁰ Hansen, D., & Larson, R. (2003). What adolescents learn in organized youth activities: Inventorying "growth experiences." *Journal of Research on Adolescence*, 13(1), 25-55. This survey is of 450 students at a high school in a small central Illinois city in a racially diverse working class community with high poverty level. Additionally, psychological research confirms the value of structured activities such as after-school programs. Studies show that only in structured activities do teens report high levels of both motivation and concentration, which are crucial elements that make learning and

development possible. Teens report high levels in only one of these areas while either in class (motivation only) or hanging out with friends (concentration only). Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.

⁷¹ For example, see: Shire, K. (2003, March 5). West County School programs at risk. *Contra Costa Times*, p. A03. In the West Contra Costa school district, proposed cutbacks would affect music, theater, dance, yearbook, and wood shop; Superintendent's Task Force on the Visual and Performing Arts. (1997). *Arts work: A call for arts education for all California students*. Sacramento, CA: California Department of Education. Arts education has been in a continuing crisis for decades, partly due to Proposition 13; Luna, C. (2003, April 7). Shop course links trades to academics. *Los Angeles Times*, p. B4. Two-thirds of shop programs closed since the 1970s and Proposition 13 has cut funds for many high school vocational programs.

⁷² All 132 "Title I Schoolwide" high schools (schools with at least 40% of students eligible for free and reduced school lunches) were contacted and 37 responses were received. For the full survey with results, see: Appendix 2.

⁷³ Sipe, C., Ma, P., Gambone, A., & Arbreton, A. J. (1998). *Support for youth: A profile of three communities*. New York: Public/Private Ventures; Tolman, J., Pittman, K., Yohalem, N., Thomases, J., & Trammel, M. (2002). *Moving an out-of-school agenda: Lessons and challenges across cities*. Retrieved from The Forum for Youth Investment Web site:

<http://www.forumforyouthinvestment.org/grasp/movingosagenda.pdf>

⁷⁴ United States Conference of Mayors. (2003). *After-school programs in cities across the United States*. Retrieved from http://www.usmayors.org/uscm/uscm_projects_services/education/after-schoolreport03.pdf. Each of the California cities reported that most after-school programs in their city served students 14 and under. Nationally, out of over 100 cities surveyed, only 25% of the cities reported that most of their programs served students up to 18 years of age. The California cities surveyed were Costa Mesa, Fresno, Lancaster, Long Beach, Menlo Park, Milpitas, Redondo Beach, San Bernardino, San Rafael, Santa Ana, South San Francisco, Turlock and Westminster.

⁷⁵ Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success*. Retrieved from the Nellie Mae Education Foundation Web site:

http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf

⁷⁶ Sacramento County Children's Coalition. (2001). *Sacramento investing in youth: A look at out-of-school time for Sacramento County youth*. Retrieved from <http://www.communitycouncil.org/level-4/cc/grasp1.pdf>; Hinch, J., & Tully, S. (2003, January 15). The problem with fees. *Orange County Register*, p. Online. Many schools ask parents to pay for extracurricular activities, such as a \$3,838 fee for cheerleading at Capistrano Valley High School; Zapler, M., McLaughlin, K. (2003, May 6). Bay Area budget crunch: How cutbacks in local services will affect you. *San Jose Mercury News*, p. A1.

⁷⁷ Richmond Youth Together Team. (2001). *Richmond Youth Together/One Land, One People Initiative: Community needs assessment summary*. Richmond, CA: Youth Together; A. Pusina. Personal communication, July 28, 2003. Alexis Pusina is the former Collaborative Director at Richmond Youth Together. Over 93% of the over 1,600 youth surveyed were high school students, while a small percentage, 6.5%, was high school graduates. Young participants at forums in Sacramento and the Bay Area also suggested after-school programs (Sacramento) and teen centers (Bay Area) among their top recommendations. For the Sacramento report, see: Sacramento City Unified School District. (2001). *February 21 youth conference recommendations*. Sacramento, CA: Author. For the Bay Area report, see: Choices for Youth. (2002). *Regional forums: What we heard*. San Francisco, CA: Author.

⁷⁸ Sabori, J., Escobar, B., Espinoza, K., & Wong, L. (2002). *Preventing youth violence: San Francisco youth survey*. Retrieved from the

Choices for Youth Web site:

http://www.preventviolence.org/facts/SF_YouthandGuns.ppt

⁷⁹ Choices for Youth. (2002). *Regional forums: What we heard*. San Francisco, CA: Author; Choices for Youth. (2001). *Youth in Bay Area detention facilities surveyed; recommend more community programs to reduce youth violence*. Retrieved from <http://www.preventviolence.org/press/bapr.html>

⁸⁰ National Youth Employment Coalition. (n.d.). *Mayor's Youth Employment and Education Program*. Retrieved from <http://www.nyec.org/pepnet/awardees/myeep.htm>

⁸¹ M. Lopez. Personal communication, May 1, 2003. Mary Lopez is the English Language Development Facilitator for the Riverbank Unified School District.

⁸² S. Clark-Herrera. Personal communication, June 16, 2003. Additional examples include the following: The Youth Employment Partnership of Oakland program turns away 14 youths for every one space available. M. Clark-Clough. Personal communication, November, 2002. Michele Clark-Clough is the Executive Director at Youth Employment Partnership; A waiting list of 20 to 25 students exists for the Creekside High School YMCA Youth Leadership Academy. L. Munoz. Personal communication, August 1, 2003. Laura Munoz is the Program Director at Creekside High School YMCA Youth Leadership Academy.

⁸³ Lake, Snell, & Perry Associations, & Mott Foundation. (2000). *Banners from a statewide survey of 800 California registered voters*. Washington, DC: Author. The results are broken down for voters whose youngest child is 13- to 18-years-old.

⁸⁴ Of principals surveyed, 72% stated that there are not enough after-school programs available for their students at their schools and in their communities, and 89% said that securing after-school funding is a "very high priority" or "high priority" for them. All 132 "Title I Schoolwide" high schools (schools with at least 40% of students eligible for free and reduced school lunches) were contacted and 37 responses were received. For the full survey with results, see: Appendix 2.

⁸⁵ Sixty-six high school after-school programs received 21st Century grants expiring in either 2003 or later, out of a total of 2,266 high schools. For federally-administered grants, see: U.S. Department of Education. (n.d.). *21st Century Community Learning Centers*. Retrieved from <http://www.ed.gov/programs/21stcccl/awards.html>. For state-administered grants, see: California Department of Education. (n.d.). *California 21st Century Community Learning Centers: Grant awards*. Retrieved from <http://www.cde.ca.gov/afterschool/21/grants.htm>. For the total number of high schools, see: California Department of Education. (n.d.). *California school directory*. Retrieved from <http://www.cde.ca.gov/schooldir/>. The total high school numbers include 1,668 regular high schools, continuation high schools, alternative high schools and K-12 schools; 399 other high schools (including county community high schools, district community day high schools, opportunity high schools, special education high schools and regional occupation center high schools), and 199 charter high schools (including each of the nine categories listed above). Individual 21st Century programs may be operated by a high school itself or by a community-based organization in partnership with a high school.

The existing 21st Century high school programs in California include both (1) federally-administered 21st Century grants that expire in 2003 or 2004; and, now that federal law gives states control over new federal after-school funding, (2) state-administered five-year 21st Century grants awarded in early 2003 that expire in 2007. Additional five-year grants will be awarded in early 2004. This analysis includes program with grants that expired in June, 2003 for two reasons: (1) some programs with expiring grants may manage to stretch their three-year grants for one more year; and (2) some of these programs will be renewed or replaced when another round of high school after-school grants becomes available through the State 2003-2004 budget. For further discussion of 21st Century funding, see: "California's

Groundbreaking High School After-School Program—The 21st Century High School ASSETs program" in Chapter 4.

⁸⁶ Based on information obtained from 21st Century grantees. All 21st Century high school grantees were contacted. 21st Century high school programs serve from 20 to 300 students per site. For the number of students enrolled in California public high schools, see: U.S. Department of Education. (2003). *State reports: California, 2002-2003*. Retrieved from <http://www.ed-data.k12.ca.us/profile.asp?level=04&reportNumber=16#enrollmentby-grade>

⁸⁷ The remaining breakdown is: in 17 of 58 counties only 1% to 5% of high schools are served by 21st Century funding; in five counties 6% to 10% of high schools are served; and in just three counties are more than 10% of high schools served.

⁸⁸ U.S. Department of Education. (2001). *Elementary and secondary education act, title IV, part b, section 4206*. Retrieved from <http://www.ed.gov/policy/elsec/leg/esea02/index.html>

⁸⁹ California Department of Education. Personal communication, February 24, 2003. Sixteen programs serving high school students received grants, while a total of 125 high school programs applied for funding. Actually, less than \$2.5 million were available for grants to high schools, because \$325,000 was set aside for evaluation, training and technical assistance. Preliminary research also shows that in the last round of federally-administered 21st Century grants (awarded in June, 2001), for every high school program receiving funding, at least five applicants were denied funding, although some grant applicants could not be reached to identify exactly how many high schools applied.

⁹⁰ California Department of Education. Personal communication, February 24, 2003 and March 6, 2003. Of \$113 million in funding requested in 2002 (with just over \$40 million available), \$15.2 million was for high school programs. High school programs, which were eligible for higher grant levels than elementary and middle schools, represented 11% of total applicants (125 out of 1,133), and less than 4% of all programs awarded funding (16 out of 414).

⁹¹ All 21 schools with 21st Century grants that expired in 2000, 2001 or 2002 were contacted, although one school did not return calls.

⁹² All five high schools with the LA COPS program were contacted in November, 2003. All but Reseda High School closed down their after-school programs, and Reseda High School only runs a portion its original program. (Monroe High School continues to run an LA COPS program during the school day.) For positive research results, see: "Crime Prevention" and "Preventing School Disciplinary Problems and Truancy" in Chapter 1 and "Academic Achievement and Dropout Prevention" in Chapter 2.

⁹³ Office of the Governor, State of California. (2002, September 29). Governor Davis signs legislation to improve high school achievement. Retrieved from the Office of the Secretary for Education Website: <http://www.ose.ca.gov/news/>. For an article highlighting the California legislation as a crucial step into "unchartered territory" for after school, see: Pittman, K. (2002). *High school after-school: Oxymoron or opportunity*. Retrieved from the Youth Today Web site: <http://www.forumforyouthinvestment.org/youthtoday/highschool.htm>

⁹⁴ For example, cuts to high school after-school and extracurricular programs were recommended across the State in 2003. For example, see: Neely, L. (2003, March 15). *Sweetwater to consider budget cuts*. Retrieved from the San Diego Union-Tribune Web site: http://www.signonsandiego.com/news/education/20030315-9999_6m15cvcuts.html. The proposed cuts included teen magazine and 9th grade athletics; Heagerty, A. (2003, February 21). *Berkeley schools cut enhancement programs*. Retrieved from The Daily Californian Web site: <http://www.dailycal.org/article.php?id=10985>.

The proposal was to cut in half high school athletics in Berkeley; Wong, A. (2003, February 20). Residents: Keep school open. *Daily Republic*, p. Online. It was proposed to suspend some high school sports in Vacaville USD; Friedrich, A. (2003, March 21). School district readies cuts. *Monterey County Herald*, p. Online. Elimination of many high school athletics and other extracurricular activities would

"all but disappear" in Carmel USD; Kuruvila, C. M. (2003, March 9). Fremont copes with million in budget cuts. *Mercury News*, p. Online. Teen center opening delayed from spring to indefinite and it will have severely limited hours in Fremont.

⁹⁵ J. Wolfkill. Personal communication, July 21, 2002. John Wolfkill is the Associate Director at the Bresee Foundation and states that the annual funding of over \$14 million was reduced to a one-time \$750,000. Also, see: Dávila, R. D. (2002, November 25). *State crisis may pinch needy families*. Retrieved from the Sacramento Bee Web site: <http://24hour.sacbee.com/content/news/california/v-print/story/5360866p-6349449c.html>. The TANF funding for the Jewish Vocational Services after-school program at Cordova HS may be redirected; Mezey, J., & Richie, B. (2003). *Welfare dollars no longer an increasing source of child care funding: Use of funds in FY 2002 unchanged from FY 2001, down from FY 2000*. Retrieved from the Center for Law and Social Policy Web site: http://www.clasp.org/DMS/Documents/1060618205.42/2002_TANF_C.pdf. TANF reserve levels are on the decline.

⁹⁶ Spence, R., & Kiel, B. (2003). *Skilling the American workforce "on the cheap": Ongoing shortfalls in federal funding for workforce development*. Retrieved from The Workforce Alliance Web site: <http://www.workforcealliance.org/twa-funding-analysis-09.pdf>. WIA youth funding is down 63% in inflation-adjusted income between 1985 and 2003; D. Brown. Personal communication, August 13, 2003. David Brown is the Executive Director at the National Youth Employment Coalition; M. Clark-Clough. Personal communication, November, 2002; J. Carr. Personal communication, June, 2003. Jeff Carr is the Executive Director at the Bresee Foundation. When WIA was enacted, replacing the Job Training Partnership Act, a minimum of 30% of WIA youth funding was set-aside for youth not enrolled in school. With reauthorization of WIA under consideration in 2003, future use of WIA funding for after-school programs is in question: the Bush Administration proposed barring altogether the use of WIA funds for youth enrolled in school, while the House passed a minimum set aside of 70% for programs for youth not enrolled in school.

⁹⁷ State funding for the Crime Prevention Act declined from \$116 million to \$100 million. Steinhart, D., & Brown, L. (2002). *Youth crime and youth violence prevention programs survive rough budget year*. Retrieved from the Commonweal Organization Web site: <http://commonweal.org/jjbudgetreport10-02.html>; The Commonweal Organization. (2003). *California budget update: Governor signs budget*. Retrieved from <http://commonweal.org/8403budgetupdate.html>

⁹⁸ E. Narciso. Personal communication, July 23, 2003. Erica Narciso was a participant in Students Run L.A.

⁹⁹ G. Austin. Personal communication, October 17, 2003. The data analysis was performed by Tom Hansen utilizing data from the California Healthy Kids Survey. The analysis addressed whether students had a cumulative "low" or "high" score with respect to caring relationships, meaningful participation and whether adults had high expectations of them. It measured substance use within the past 30 days and weapon possession within the past year. These comparative results were generally consistent regardless of whether students attended low-performing or high-performing schools.

¹⁰⁰ Gambone, M., Klem, A. M., & Connell, J. P. (2002). *Finding out what matters for youth: Testing key links in a community action framework for youth development*. Retrieved from the Youth Development Strategies, Inc. Web site: <http://www.ydsi.org/YDSI/pdf/WhatMatters.pdf>. In addition, students with supportive relationships with adults and peers early in high school are twice as likely to have positive outcomes at the end of high school, while students without supportive relationships are nearly twice as likely to have poor outcomes; and students with opportunities to participate in decision-making early in high school are 42% more likely to have positive outcomes.

¹⁰¹ Gambone, M., Klem, A. M., & Connell, J. P. (2002). *Finding out what matters for youth: Testing key links in a community action framework for youth development*. Retrieved from the Youth

Development Strategies, Inc. Web site: <http://www.ydsi.org/YDSI/pdf/WhatMatters.pdf>

¹⁰² Lattimore, C. B., Mihalic, S. F., Grotmeter, J. K., & Taggart, R. (1998). The Quantum Opportunities Program. In D.S. Elliot (Series Ed.), *Blueprints for violence prevention: Book four*. Boulder, CO: Center for the Study and Prevention of Violence. For a program description and positive results, see: "Crime Prevention" in Chapter 1.

¹⁰³ LA COPS. (2002). *21st Century Community Learning Centers*. Los Angeles, CA: Author. For a program description, see: "Career/Employment Training" in Chapter 6.

¹⁰⁴ S. Pfaff. Personal communication, May 8, 2003. Sean Pfaff is a Facilitator at the Foothill Student Recycling Center. For a program description, see: "Career/Employment Training" in Chapter 6.

¹⁰⁵ M. Lopez. Personal communication, May 1, 2003. For a program description, see: "Academic/College Preparation" in Chapter 6. Other programs that pay participants include the following: For the Mayor's Youth Employment and Education Program (MYEEP), see: National Youth Employment Coalition. (n.d.). *Mayor's Youth Employment and Education Program*. Retrieved from <http://www.nyec.org/pepnet/awardees/myeep>; Personal communication, April 11, 2003; For the Explainer Program, see: The Explainer Program. (n.d.). *Program Info*. Retrieved from <http://www.exploratorium.edu/programs/explainer/info/index.html>; For the Central City Lutheran Missions, see: L. Lee. Personal communication, May 19, 2003. LaShawn Lee is the former After-School Program Director at Central City Lutheran Mission; For programs at Richmond High School, see: Richmond High School. (n.d.). *After school programs at Richmond*. Retrieved from <http://www.wccusd.k12.ca.us/rhs/after-schoolprograms.htm>

¹⁰⁶ Promising Practices in After School. (n.d.). *The whole story*. Retrieved from <http://www.afterschool.org/search/online/story.cfm?submissionID=95&log=direct&keyword=high%20school#anchor>

¹⁰⁷ L. Munoz. Personal communication, May 8, 2003.

¹⁰⁸ LaFrance, S., Twersky, F., Latham, N., Foley, E., Bott, C., & Lee, L. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco: LaFrance Associates; C. Trout. Personal communication, June 10, 2003. Cathy Trout is the Director of Technology and Employment Programs at the Bresee Foundation.

¹⁰⁹ Schinke, S. P., Cole, K. C., & Poulin, S. R. (1998). *Thirty-month data and process findings: Evaluation of Educational Enhancement Program of Boys & Girls Clubs of America*. New York: Columbia University School of Social Work; Jones, M. B., & Offord, D. R. (1989). Reduction of antisocial behavior in poor children by non-school skill-development. *Journal of Child Psychology and Psychiatry*, 30(3), 737-750.

¹¹⁰ Goetz, P. (2002, September 19). *YMCA program at Creekside makes students into leaders*. Retrieved from the Irvine World News Web site: <http://www.irvineworldnews.com/Astories/sept19/leadership.html>. The student quoted is 17 years old.

¹¹¹ Warren, C., Feist, M., & Nevarez, N. (2002). *A place to grow: Final evaluation of the New York City Beacons*. New York: Academy for Educational Development. Two hundred and thirty-one middle and high school students were surveyed. Of those, 56% were 15- to 19-year-olds.

¹¹² New research confirms this link between developmental outcomes in high school and success in early adulthood. In one study, high school juniors and seniors doing well developmentally were 41% more likely to be doing well in early adulthood than other juniors and seniors generally in terms of economic self-sufficiency, community involvement, and healthy family/social relationships, and they were 69% less likely to be having difficulty. For this study, see: Gambone, M., Klem, A. M., & Connell, J. P. (2002). *Finding out what matters for youth: Testing key links in a community action framework for youth development*. Retrieved from the Youth Development Strategies, Inc. Web site:

<http://www.ydsi.org/YDSI/pdf/WhatMatters.pdf>

- ¹¹³ Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. Also, see: Community Network for Youth Development. (2001). *Youth development guide: Engaging young people in after-school programming*. Retrieved from http://www.gse.uci.edu/afterschool/ca/Documents/cnyd/YD_Guide/YD_Guide.pdf
- ¹¹⁴ Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. Referred to as supportive relationships with adults; Community Network for Youth Development. (2001). *Youth development guide: Engaging young people in after-school programming*. Retrieved from http://www.gse.uci.edu/afterschool/ca/Documents/cnyd/YD_Guide/YD_Guide.pdf. Referred to as encouraging relationship building; Connell, J., Gambone, M. A., & Smith, T. J. (2001). *Youth development in community settings: Challenges to our field and our approach*. Retrieved from the Institute for Research and Reform in Education Website: http://www.irre.org/pdf_files/connell.pdf. Referred to as multiple supportive relationships with adults and peers; The Youth Leadership Institute. (2002). *Friday Night Live Youth Development pilot initiative year two evaluation, 2001-2002: Analysis of youth survey aggregate data*. San Francisco, CA: Author. Referred to as relationship building; California Safe and Healthy Kids Program Office, Duerr Evaluation Resources, & WestEd. (n.d.). *Resilience and youth development module: Aggregated California data, Fall 1999-Spring 2002*. Retrieved from the WestEd Web site: http://www.wested.org/chks/pdf/rydm_aggregate.pdf. Referred to as caring relationships. Also, see: McLaughlin, M. W. (2000). *Community counts: How youth organizations matter for youth development*. Retrieved from the Public Education Network Website: <http://www.publiceducation.org/pdf/communitycounts.pdf>. Adults also benefit from building relationships with youth, learning more about youth culture, gaining insight into youth creativity and energy, and learning new skills.
- ¹¹⁵ W. Christeson. Personal communication, June 9, 2002. William Christeson is the Research Director at Fight Crime: Invest in Kids; D. L. Scott. Personal communication, June 9, 2002. Deborah L. Scott is the coordinator at the Philadelphia site of Quantum Opportunities through the Opportunities Industrialization Centers of America in Philadelphia; Lattimore, C. B., Mihalic, S. F., Grotpetter, J. K., & Taggart, R. (1998). *The Quantum Opportunities Program*. In D.S. Elliot (Series Ed.), *Blueprints for violence prevention: Book four*. Boulder, CO: Center for the Study and Prevention of Violence. For a further description of the program and the positive results associated with it, see: Chapters 1 and 2.
- ¹¹⁶ For positive results associated with this program, see: Chapter 1.
- ¹¹⁷ Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. Included in support for efficacy and mattering; Community Network for Youth Development. (2001). *Youth development guide: Engaging young people in after-school programming*. Retrieved from http://www.gse.uci.edu/afterschool/ca/Documents/cnyd/YD_Guide/YD_Guide.pdf. Referred to as providing meaningful opportunity for youth participation; Connell, J., Gambone, M. A., & Smith, T. J. (2001). *Youth development in community settings: Challenges to our field and our approach*. Retrieved from the Institute for Research and Reform in Education Web site: http://www.irre.org/pdf_files/connell.pdf. Referred to as meaningful opportunities for involvement and membership; The Youth Leadership Institute. (2002). *Friday Night Live Youth Development pilot initiative year two evaluation, 2001-2002: Analysis of youth survey aggregate data*. San Francisco, CA: Author. Referred to as leadership and advocacy; California Safe and Healthy Kids Program Office, Duerr Evaluation Resources, & WestEd. (n.d.). *Resilience and youth development module: Aggregated California data, Fall 1999-Spring 2002*. Retrieved from the WestEd Web site: http://www.wested.org/chks/pdf/rydm_aggregate.pdf. Referred to as meaningful participation. Also, see: Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success*. Retrieved from Nellie Mae Education Foundation Web site: http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf
- ¹¹⁸ Rosen, M., & Sedonaen, M. (2001). *Changing the face of giving: An assessment of youth philanthropy*. Retrieved from the James Irvine Foundation Web site: http://www.irvine.org/pdfs/Youth_Philanthropy.pdf
- ¹¹⁹ Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. Referred to as opportunities for skill building; Community Network for Youth Development. (2001). *Youth development guide: Engaging young people in after-school programming*. Retrieved from http://www.gse.uci.edu/afterschool/ca/Documents/cnyd/YD_Guide/YD_Guide.pdf. Referred to as creating learning experiences that build skills; Connell, J., Gambone, M. A., & Smith, T. J. (2001). *Youth development in community settings: Challenges to our field and our approach*. Retrieved from the Institute for Research and Reform in Education Web site: http://www.irre.org/pdf_files/connell.pdf. Referred to as challenging and engaging activities and learning experiences; The Youth Leadership Institute. (2002). *Friday Night Live Youth Development pilot initiative year two evaluation, 2001-2002: Analysis of youth survey aggregate data*. San Francisco, CA: Author. Referred to as skill building. Also, see: McLaughlin, M. W. (2000). *Community counts: How youth organizations matter for youth development*. Retrieved from the Public Education Network Web site: <http://www.publiceducation.org/pdf/communitycounts.pdf>
- ¹²⁰ Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. Included in support for efficacy and mattering; Community Network for Youth Development. (2001). *Youth development guide: Engaging young people in after-school programming*. Retrieved from http://www.gse.uci.edu/afterschool/ca/Documents/cnyd/YD_Guide/YD_Guide.pdf. Referred to as increasing community involvement; The Youth Leadership Institute. (2002). *Friday Night Live Youth Development pilot initiative year two evaluation, 2001-2002: Analysis of youth survey aggregate data*. San Francisco, CA: Author. Referred to as community involvement. Also, see: Bhattacharya, J., Jaramillo, A., Lopez, L., Olsen, L., Scharf, A., & Shah, M. (2002). *Our roots, our future: Affirming culture and language in after school and youth programs*. Oakland, CA: California Tomorrow.
- ¹²¹ Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. Referred to as physical and psychological safety; Community Network for Youth Development. (2001). *Youth development guide: Engaging young people in after-school programming*. Retrieved from http://www.gse.uci.edu/afterschool/ca/Documents/cnyd/YD_Guide/YD_Guide.pdf. Referred to as promoting a sense of safety; Connell, J., Gambone, M. A., & Smith, T. J. (2001). *Youth development in community settings: Challenges to our field and our approach*. Retrieved from the Institute for Research and Reform in Education Web site: http://www.irre.org/pdf_files/connell.pdf. Referred to as physical and emotional safety; The Youth Leadership Institute. (2002). *Friday Night Live Youth Development pilot initiative year two evaluation, 2001-2002: Analysis of youth survey aggregate data*. San Francisco, CA: Author. Referred to as safety. Also, see: McLaughlin, M. W. (2000). *Community counts: How youth organizations matter for youth development*. Retrieved from the Public Education Network Web site: <http://www.publiceducation.org/pdf/communitycounts.pdf>
- ¹²² T. Colbert. Personal communication, September 22, 2003. Terrance Colbert participated in the Oxnard Police Activities League.
- ¹²³ The Bayview Safe Haven program in San Francisco is one example where a regular police presence positively transformed an area known for drug-dealing and crime into a treasured local resource. For a program description, see: "Program Spotlight—Bayview Safe Haven in San Francisco" in Chapter 1.
- ¹²⁴ Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. Referred to as opportunities to belong; Bhattacharya, J., Jaramillo, A., Lopez, L., Olsen, L., Scharf, A., & Shah, M. (2002). *Our roots, our future: Affirming culture and language in after school and*

- youth programs. Oakland, CA: California Tomorrow; Community Network for Youth Development. (2001). *Youth development guide: Engaging young people in after-school programming*. Retrieved from http://www.gse.uci.edu/afterschool/ca/Documents/cnyd/YD_Guide/YD_Guide.pdf. Included in promoting a sense of safety, increasing community involvement; Connell, J., Gambone, M. A., & Smith, T. J. (2001). *Youth development in community settings: Challenges to our field and our approach*. Retrieved from the Institute for Research and Reform in Education Web site: http://www.irre.org/pdf_files/connell.pdf. Included in physical and emotional safety. Also, see: California Tomorrow. (2003). *Pursuing the promise: Addressing equity, access and diversity in after school and youth programs*. Oakland, CA: Author; Olsen, L., Scharf, A., Alejandre, L., Nai-Lin Chang, H., Chynoweth, J., & Schenirer, J. (2000). *Realizing the promise and opportunity of after school programs in a diverse state*. Oakland, CA: California Tomorrow. According to these reports, areas of diversity include race, ethnicity, linguistic, class background, religion, sexual orientation and immigrant status.
- ¹²⁵ M. Lopez. Personal communication, May 1, 2003; Lopez, M. (2003). *Program evaluation: Math academy*. Riverbank, CA: Riverbank Unified School District.
- ¹²⁶ Oakland Asian Student Educational Service. (n.d.) *Contact us*. Retrieved from <http://www.oases.org/contact/>; H. Nguyen. Personal communication, July 25, 2003. Hang Nguyen is the Middle and High School Program Director for OASES.
- ¹²⁷ Promising Practices in After School. (n.d.). *The whole story*. Retrieved from <http://www.afterschool.org/search/online/story.cfm?submissionID=95&log=direct&keyword=high%20school#anchor>; E. Perez. Personal communication, August 4, 2003; Panorama Teen and Family Resource Center. (2002). *Program description and summary*. San Marcos, CA: Author. This program has been identified as one of the "Promising Practices in Afterschool" by the Academy for Educational Development's Center for Youth Development and Policy Research. For additional positive research results, see: "Academic Achievement and Dropout Prevention" and "Positive Youth Development" in Chapter 2.
- ¹²⁸ S. Clark-Herrera. Personal communication, June 16, 2003 and July 15, 2003; Simon, M. (2002, November 27). *Walls open doors: Murals teach teens art, responsibility*. Retrieved from the San Francisco Chronicle Web site: <http://sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/2002/11/26/BA203353.DTL>. For positive research results, see: "Positive Youth Development" in Chapter 2.
- ¹²⁹ L. Barchas. Personal communication, May 20, 2003; K. Barchas. Personal Communication, July 23, 2003. Laurel Barchas is the Founder of the Truckee Youth Music Program. Karen Barchas is her mother.
- ¹³⁰ All Stars Project, Inc. (n.d.). *All Stars Project, Inc. website*. Retrieved from www.allstars.org; Bay Area Center for Independent Culture. (n.d.). *The all-stars*. Retrieved from <http://bacic.org/allstars.html>; A. Strauss. Personal communication, June, 2003. Adam Strauss is the Production Manager for the Bay Area Center for Independent Culture.
- ¹³¹ National Youth Employment Coalition. (n.d.). *Mayor's Youth Employment and Education Program*. Retrieved from <http://www.nyec.org/pepnet/awardees/myeep.htm>. This program is a "Promising and Effective Practices Network" awardee of the National Youth Employment Coalition; A. Wu. Personal communication, August 13, 2003. Alvin Wu is Director of the Mayor's Youth Employment and Education Program.
- ¹³² M. Styron. Personal communication, April, 2003. Monica Styron is the Executive Director of Marin Interfaith Youth Outreach Teen Center; M.I.Y.O. Teen Center. (2003). *Winter 2003 MIYO matters newsletter*. San Rafael, CA: Author.
- ¹³³ C. Trout. Personal communication, June 10, 2003; J. Wolfkill. Personal communication, July 21, 2003; Bresee Foundation. (n.d.). Bresee youth center. Retrieved from <http://www.bresee.org/pages/byc/>. For positive research results, see: "Crime Prevention" in Chapter 1.
- ¹³⁴ L. Lee. Personal communication, May 19, 2003. T. Dolan. Personal communication, October 22, 2003. Tom Dolan is the Administrative Director of the Central City Lutheran Mission.
- ¹³⁵ One by One Leadership. (n.d.). *Mentor center*. Retrieved from <http://www.onebyoneleadership.com/mentoring.htm>; D. Tom. Personal communication, July, 2003. Debbie Tom is the former Director of Neighborhood Development for One by One Leadership.
- ¹³⁶ Lau, J. & Lazarus, W. (2002). *Pathway to our future: A multimedia training program for youth that works*. Retrieved from the California Community Technology Policy Group Web site: <http://www.cctpg.org/workforce/ciof-pathways-report.pdf>. The nine sites, all of which are still operating programs based on the Pathways model, are Community Digital Initiative (Riverside); C.T. Learning (Central Fresno); Santa Barbara City College (Santa Barbara); Bresee Foundation (Central and South Central L.A.); Break Away Technologies (Los Angeles); Casa Familiar (San Ysidro); Desert Oasis (Imperial Valley); Karuk Community Development Corp (Happy Camp); and Women's Economic Agenda Project (Oakland).
- ¹³⁷ S. Pfaff. Personal communication, May 8, 2003.
- ¹³⁸ L. Jimenez. Personal communication, October 13, 2003. Lisa Jimenez is a participant in San Jose After-School All-Stars; Jimenez, L. (2003). *Avant! Foundation candidate letter; San Jose After-School All-Stars*. (n.d.) *Guidelines for evaluating school applications*. Retrieved from <http://sjicg.org/scholarships.html>
- ¹³⁹ Kamprath, N., Ancheta, R., Briggs, D., Garza, N., Hebbeler, K. M., & Ramos, M. (2002). *Evaluation of the Long Beach Coral Youth Institute: 2001*. Menlo Park, CA: SRI International; Coral Long Beach. (n.d.). *Coral Long Beach youth institute*. Retrieved from <http://www.lbcoral.org>; B. Cabeza. Personal communication, July 29, 2003. Bob Cabeza is the Director of the CORAL Long Beach Youth Institute.
- ¹⁴⁰ Plugged In. (n.d.). *Plugged in website*. Retrieved from <http://www.pluggedin.org>; J. Goss. Personal communication, August 4, 2003. Jo Goss is the Operations Manager for Plugged In Enterprises. Participants under age 14 earn redeemable points for each new skill they learn rather than being compensated financially.
- ¹⁴¹ LA COPS. (2002). *21st Century Community Learning Centers*. Los Angeles, CA: Author. Four of the five LA COPS high schools closed down their after-school programs after federal funding expired. The other school, Reseda High School, still operates a Connecting Zone, which is the only part of its LA COPS program still open. (Monroe High School continues to run an LA COPS program during the school day.) LA COPS offered a variety of other after-school activities, which are discussed under "Crime Prevention" in Chapter 1. For positive research results, see: "Crime Prevention" and "Preventing School Disciplinary Problems and Truancy" in Chapter 1 and "Academic Achievement and Dropout Prevention" in Chapter 2.
- ¹⁴² California Department of Education. (n.d.). California department of education website. Retrieved from <http://www.cde.ca.gov>; Ammon, M., Furco, A., Chi, B., & Middaugh, E. (2002). *Service-learning in California: A profile of the CalServe Service-Learning Partnerships (1997-2000)*. Berkeley, CA: University of California, Berkeley, Service Learning Research and Development Center.
- ¹⁴³ For a program description and positive results, see: "Preventing Teen Sex, Drug and Alcohol Use, and Smoking" and "Preventing School Disciplinary Problems and Truancy" in Chapter 1 and "Academic Achievement and Dropout Prevention" in Chapter 2.
- ¹⁴⁴ International Institute of San Francisco. (n.d.). *YouthCares Program*. Retrieved from <http://www.iisf.org/programs/yc/yc.htm>; L. Congdon. Personal communication, July 15, 2003. Laura Congdon is the Program Director for Youth Cares.
- ¹⁴⁵ Rising Sun Energy Center. (n.d.). *California youth energy services (CYES)*. Retrieved from www.risingsunenergy.org
- ¹⁴⁶ The Explainer Program. (n.d.). *Program Info*. Retrieved from <http://www.exploratorium.edu/programs/explainer/info/index.html>;

- Promising Practices in After School. (n.d.). *The whole story*. Retrieved from <http://www.afterschool.org/search/online/story.cfm?submissionID=95&log=direct&keyword=high%20school#anchor>; D. Librero. Personal communication, August 5, 2003. Darlene Librero is the Director of Explainer Program at Exploratorium; Gutwill, J., Reznay, S., Coman, E., Marr, A., & Sununu, V. (In progress). *Explainers' experiences one year after explaining: A preliminary analysis*. San Francisco, CA: Exploratorium. This program has been identified as one of the "Promising Practices in Afterschool" by the Academy for Educational Development's Center for Youth Development and Policy Research.
- ¹⁴⁷ G. Godinez. Personal communications, July 25 and July 29, 2003. Gabby Godinez is a participant in Friday Night Live.
- ¹⁴⁸ L. Munoz. Personal communication, May 8, 2003.
- ¹⁴⁹ Promising Practices in After School. (n.d.). *The whole story*. Retrieved from <http://www.afterschool.org/search/online/story.cfm?submissionID=95&log=direct&keyword=high%20school#anchor>. This program has been identified as one of the "Promising Practices in Afterschool" by the Academy for Educational Development's Center for Youth Development and Policy Research.
- ¹⁵⁰ Bliss, M., Malloy, J., & Tabernik, T. (2002). *Youth Together: 2002 annual evaluation report*. Oakland, CA: Youth Together. The school that changed its policy is Castlemont High School. The three schools that created a business plan are Castlemont, Skyline, and Fremont. For positive research results, see: Chapters 1 and 2.
- ¹⁵¹ S. Arroyo. Personal communication, July, 2003. Sergio Arroyo is the Senior Leadership Counselor of Spanish Speaking Citizens' Foundation, which runs La Raza.
- ¹⁵² For a program description, see: "Program Spotlight—Bayview Safe Haven in San Francisco" in Chapter 1.
- ¹⁵³ B.R.I.G.H.T. Families Mentor Project. (n.d.). *Helping San Diego youth build a bright future*. Retrieved from <http://www.bright-families.org>; Gardner, D. (2003, October 22). *Memo: Tier 2 evaluation*. San Diego, CA: BRIGHT Families Mentor Project.
- ¹⁵⁴ J. Hall. Personal communication, June 20, 2003. Jocelyn Hall is the Service Learning Coordinator at Kenilworth After School Program.
- ¹⁵⁵ J. Rosenfelt. Personal communication, May 14, 2003. Jennifer Rosenfelt is the Program Manager for Constitutional Rights Foundation, which runs Project CARE.
- ¹⁵⁶ This program is described under "Program Spotlight—Bayview Safe Haven in San Francisco" in Chapter 1.
- ¹⁵⁷ This program is described under "Preventing Teen Sex, Drug and Alcohol Use, and Smoking" in Chapter 1.
- ¹⁵⁸ These programs are described under "Increased Participation Can Improve Outcomes" in Chapter 1.
- ¹⁵⁹ California Friday Night Live Partnership. (n.d.). *Core Programs*. Retrieved from www.fridaynightlive.org/CorePrograms/CorePrograms.htm; J. Kooler. Personal communication, July, 2003. Jim Kooler is an Administrator for Friday Night Live. For positive research results regarding Friday Night Live and Friday Night Live Mentoring, see: "Increased Participation Can Improve Outcomes" in Chapter 1 and "Positive Youth Development" in Chapter 2.
- ¹⁶⁰ N. Deol. Personal communication, May 21, 2003 and July 24, 2003. Nav Deol is the Director of Programs at Camp Fire USA Orange County Council.
- ¹⁶¹ D. Glick-Lacques. Personal communication, July 24, 2003. Deanna Glick-Lacques is the Program Director at Students Run LA.
- ¹⁶² T. Harrison. Personal communication, September 22, 2003; Oxnard Police Department. (n.d.). *Oxnard Police Activities League*. Retrieved from <http://oxnardpd.org/pal/>; California Police Activities League. (n.d.). *California police activities league website*. Retrieved from <http://calpal.org/>
- ¹⁶³ Aos, S. (2001). *The comparative costs and benefits of programs to reduce crime, version 4.0*. Retrieved from the Washington Institute for Public Policy Web site: <http://www.wsipp.wa.gov/crime/pdf/cost-benefit.pdf>. The average four-year cost per participant for the Quantum Opportunities was \$18,964; the net crime savings to taxpayers and crime victims over and above the cost of the program was \$16,428, for a benefit-to-cost ratio of nearly \$1.87 for every \$1 invested.
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