



FINAL REPORT

CITY BOXING SAN DIEGO, CA

2009

**Prepared by Dean L. Renfrow, President
July 26, 2009**

This report contains a description and evaluation results of the 180 Degrees Program implemented at City Boxing, San Diego, California during the second semester of the 2008-09 school year. The project was funded by the City Box Project at a cost of \$300 per student.

Mission Statement: 180's mission is to passionately help youth enhance their lives by accepting personal accountability and to continuously strive toward the goal of achieving their full potential, "one degree" at a time. We utilize comprehensive, evidence based and measurable approaches of intense instructional, participatory and interactive character and life skills education.

180 Philosophy: Each person has the potential to live a life that is driven by purpose, personal accountability and the confidence that he or she possesses the skills and talents to be successful. We believe that there are five key elements to frame all successful journeys. These five components encapsulate the core of our company:

- Character Education
- Core Values
- 21st Century Skills
- Life Skills
- Community Outreach

180° Program's primary goal is to guide students in developing their own individual internal compass. Through guided discussion, debate, hypothetical situations, interaction, activities and application, participants will truly understand what they believe and value, and learn to apply those personal beliefs to how they think, behave, and act. Our program does not look to take participants to a predetermined destination; rather, it is structured to address the critical social, emotional, and behavioral components that provide a solid foundation of skills or "life tools" for students. It helps youth develop critical skills needed to succeed and flourish in the 21st century global economy. At the same time, it challenges them to become critically self-aware and passionately socially conscious.

Program facilitators are trained to be guides, who establish a collaborative culture within the class. They combine the critical 21st century skills of teamwork, technology, critical thinking, innovative problem-solving and personal reflection in all discussions and activities. Students in this program critically analyze themselves and practice skills learned through classroom, school, virtual, and greater community projects.

Students who complete the 180° Program learn to be critically self-aware and actively socially conscious. They reflect on personal core values, and then use those core values to evaluate qualities of character, such as empathy, respect, responsibility, and integrity. They learn concrete life skills like setting and achieving goals, identifying and dealing with pressure, being courageous, regulating their emotions, resolving conflict, and thinking critically. They learn how to implement and apply their internal compasses in many authentic, real-world situations both in and out of school. Students will then be challenged to think beyond their own circumstances. They examine concepts of social awareness through the lens of critical 21st century skills: teamwork, technical fluency, collaboration, perspective analysis, negotiations, compromise, adaptability, creative and critical thinking, and leadership. The program helps them learn how to use their available technology as tools to create better lives for themselves and for others, and we teach them how to sustain their growth and development long after they complete the program.

Curriculum Manual: The curriculum manual focuses on character, life skills and personal enrichment education, utilizing recognized 21st Century Learning Skills in conjunction with digital age and knowledge economy. The curriculum includes the following program components:

- Leadership
- Organization
- Problem-Solving
- Technical Fluency
- Setting and Achieving Goals
- Collaboration and Cooperation
- Creative, Innovative and Critical Thinking
- Networking
- Decision Making and Choices
- Motivational Theory
- Attitudes
- Conflict Resolution
- Inquiry Techniques
- Perspective Analysis
- Communication Skills

Program Evaluations: Program success is measured by students before and after academic performance (GPA's), attendance, documented disciplinary incidents; students, teachers, parents and facilitator surveys measuring rate of progress in character development, core values and life skills. The Internet based Electronic Data Collection System is used to collect and report on the progress of the students and effectiveness of the program.

PROJECT IMPLEMENTATION

Between March 2, 2009 and June 13, 2009, City Boxing provided 180 educational services to a total of 24 at the City Boxing Gym, 1059 14th Street, San Diego, California 92101. Nine (9) youth completed the program titled City Boxing Project. Classes were held 3PM-5PM on Mondays, Wednesdays and Fridays. A portion of the classes were devoted to physical training activities at the gym that were related to lessons learned from the 180 curriculum. The course was instructed by City Boxing owner, Mark Dion assisted by Zonya Ojeda and Chris Chatman.

The participating youth enrolled in the program were referrals from three different San Diego sources; Garfield High School, contact person Ross Warfel, Athletic Director, San Diego County Probation, contact person, Debbie Pelky, Deputy Probation Officer and the Toussaint Academy Center of the Arts and Sciences group/home school, contact person Micah Bray, Activity/Volunteer Coordinator. The youth selected for enrollment into the program was the result of agreements made between Mark Dion and the referral organizations. Prior to the training, Mr. Dion and his staff assisted referral organizations staff in evaluating potential participants for the classes. Youth under the age of 18 were required to have a signed parental authorization to participate in the program. As part of the parental authorization form, students from Garfield High School parents or guardians authorized in writing the school to release the students grades, attendance and documented disciplinary incidents for purposes of evaluating the students pre and post performance.

The 180 Degrees Program President, Dean Renfrow was responsible for training Mr. Dion and Mr. K. J. Noons in Oakland, CA December 4-6, 2008. Mr. Renfrow required the proper delivery of the 180 Degrees curriculum, reporting and data collection by the facilitator(s) and furnished City Boxing with 180 Degrees Program Student Handbooks and Case Management Files for 25 trainees. 180 Degrees Program also furnished all program reporting forms electronically and City Boxing had the responsibility to produce the necessary copies to carry out the delivery of the program. The facilitators and participating trainees were authorized access and use of the Wiki 180 wetpaint social networking website.

The 180 Degrees Program retained the right at any time to inspect all records related to the operation of the 180 Degrees Program to ensure program integrity. One inspection did occur during the training period.

Supervision of the project will be the responsibility of Mark Dion. The facilitator(s), in addition to preparing for and administering the program, made trainee contacts before and after the classes, including home visitations when necessary.

The facilitator(s) coordinated closely with parents, school officials, probation staff and others to provide the participating students assistance in meeting their academic goals, improving their chances of success and creating a safe learning environment. The facilitator(s) assisted in connecting trainees to community resources to meet their individual needs and care.

The facilitators monitored the trainee's daily progress utilizing a Case Management System. Performance measures were in place to evaluate the trainees' rate of improvement in life skills, academic performance, absences, disciplinary incidents, core values and character. Mark Dion was accountable for the timely collection, evaluation and the submission of required data pertinent for reporting program performance and outcomes. The facilitator(s) may utilize the 180 Degrees Program Electronic Data System to enter required information in a timely manner. 180 made available Information Technology Consultants to the facilitator(s) to assist with answering questions concerning data entry procedures.

City Boxing provided adequate class space, locking file cabinet(s), telephone, photo-copier, computer with internet access for data collection reporting and other equipment to assist with the curriculum delivery and associated activities.

PERFORMANCE MEASURES

- 180 facilitator(s) assisted the trainees in improving their grades, attendance and to reduce disciplinary incidents. A comparison of trainees' GPA's, attendance and number of disciplinary incidents before and after were made to determine progress made.
- Written surveys were conducted of trainees, facilitators and parents rating the trainees before and after the training measuring the trainee's improvement or non-improvement in applying life skills, core values and character traits to their lives.

PROGRAM EVALUATION

- Case Management files were maintained on each trainee that included: the screening assessment instruments, baseline profile, daily progress notes, attendance data, outreach notes and other pertinent information. The facilitator(s) submitted monthly reports detailing the progress of the trainees.
- The 180 Degrees Program was responsible for submitting a Final Evaluation Report from information collected and reported by the facilitator(s) concerning the effectiveness of the program and progress of the students.

PROJECT RESULTS

City Boxing Project in SAN DIEGO, CA

The following 24 students participated in the 180 Degrees Program training at City Boxing Project during the 2nd Semester (9 trainees completed the program):

<i>Student Demographics</i>						
<i>ID</i>	<i>Student</i>	<i>Grade</i>	<i>Age</i>	<i>Sex</i>	<i>Race</i>	<i>Status</i>
1	208Amaraut, Vladimir Lenin	11	17	Male	Hispanic	Inactive
2	103Barrientes, Kelvin	11	17	Male	Hispanic	Inactive
3	216Del Rio, Brian	12	18	Male	Hispanic	Active
4	105Esquivel, Karina	12	18	Female	Hispanic	Active
5	104Estrada, Daniel Alejandro	11	17	Male	Hispanic	Inactive
6	106Gallegos, Estaban Jose	11	17	Male	Hispanic	Inactive
7	116Garcia-Palacios, Armando	11	18	Male	Hispanic	Inactive
8	207Guajardo, Francisco	12	18	Male	Hispanic	Inactive
9	109Guerrero, Gregory Luis	9	16	Male	Hispanic	Active
10	110Heredia, Omar	12	19	Male	Hispanic	Inactive
11	111Hernandez, Jesus	11	17	Male	Hispanic	Active
12	112Juarez, Cynthia	12	18	Female	Hispanic	Inactive
13	107Martinez-Gomez, Luis Jesus	11	18	Male	Hispanic	Active
14	241Medina, Jesus	12	18	Male	Hispanic	Inactive
15	113Medrano, Fernando J	12	19	Male	Hispanic	Inactive
16	209Mejia, Emilio	11	18	Male	Hispanic	Inactive
17	114Murillo, Ismael	10	17	Male	Hispanic	Inactive
18	115Osborne, Laura Patrice	11	17	Female	Black	Inactive
19	117Rodriguez, Andres	11	18	Male	Hispanic	Active
20	118Rodriguez, Christian Joel	10	18	Male	Hispanic	Active
21	206Salas, Jaime Alberto	10	18	Male	Hispanic	Inactive
22	119Samaniego, Lizbeth	12	18	Female	Hispanic	Active
23	120Taitague, Victor Rudy Anthony	10	18	Male	Other/UnKnown	Active
24	210Vidal, Jonathan	10	18	Male	Hispanic	Inactive

The attendance recorded for the 45 sessions in which 9 students completed the program reflected a total of 42 recorded absences during the semester the training occurred, representing an overall class attendance rate of **90%**. It should be noted that trainees were

removed from the program after 3 absences.

<i>Daily Course Attendance</i>			
	<i>ID</i>	<i>Student</i>	<i>Attendance %</i>
1	216	Del Rio, Brian	98%
2	105	Esquivel, Karina	80%
3	109	Guerrero, Gregory Luis	93%
4	111	Hernandez, Jesus	91%
5	107	Martinez-Gomez, Luis Jesus	87%
6	117	Rodriguez, Andres	80%
7	118	Rodriguez, Christian Joel	100%
8	119	Samaniego, Lizbeth	78%
9	120	Taitague, Victor Rudy Anthony	100%
City Boxing Project 2nd Semester Overall Class Attendance			90%

The average GPA's available for the 7 of 9 trainees that completed the program and who's school records were available reflected 2.52 before the training. After training, their average GPA improved to 2.97, representing a **18% increase**.

<i>GRADE POINT AVERAGE</i>					
	<i>ID</i>	<i>Student</i>	<i>GPA Before</i>	<i>GPA After</i>	<i>Difference</i>
1	109	Guerrero, Gregory Luis	3.41	3.00	-0.41
2	111	Hernandez, Jesus	2.75	2.66	-0.09
3	105	Esquivel, Karina	2.00	3.00	1.00
4	216	Del Rio, Brian	3.25	3.66	0.41
5	117	Rodriguez, Andres	1.75	2.00	0.25
6	119	Samaniego, Lizbeth	2.50	3.50	1.00
7	120	Taitague, Victor Rudy Anthony	2.00	3.00	1.00
			2.52	2.97	18%

The average available Language Arts grades of the 4 of 9 trainees that completed the program were 2.5. After training their average grade remained the same at 2.5, representing a **0% increase**.

<i>City Boxing Project - Language Arts Core Curriculum Grades</i>							
	<i>ID</i>	<i>Student</i>	<i>Before</i>		<i>After</i>		<i>Difference</i>
1	111	Hernandez, Jesus	C	2.00	B	3.00	1.00
2	117	Rodriguez, Andres	B	3.00	C	2.00	-1.00
3	118	Rodriguez, Christian Joel	C	2.00	B	3.00	1.00
4	120	Taitague, Victor Rudy Anthony	B	3.00	C	2.00	-1.00
			2.50	2.50	2.50	2.50	0%

The average available Mathematics grades of the 3 of 9 trainees that completed the program prior to training were 1.67. After training their average grade improved to 3.0, representing an **80% increase**.

<i>City Boxing Project - Mathematics Core Curriculum Grades</i>							
	<i>ID</i>	<i>Student</i>	<i>Before</i>		<i>After</i>		<i>Difference</i>
1	109	Guerrero, Gregory Luis	B	3.00	B	3.00	0.00

2	107Martinez-Gomez, Luis Jesus	C	2.00	B	3.00	1.00
3	117Rodriguez, Andres	F	0.00	B	3.00	3.00
			1.67		3.00	80%

The average available Social Studies grades for 2 of the 9 trainees that completed the program prior to training were 1.5. After training their average grade improved to 3.0, representing a 100% increase.

<i>City Boxing Project - Social Studies Core Curriculum Grades</i>							
	<i>ID</i>	<i>Student</i>	<i>Before</i>		<i>After</i>		<i>Difference</i>
1	111	Hernandez, Jesus	C	2.00	B	3.00	1.00
2	118	Rodriguez, Christian Joel	D	1.00	B	3.00	2.00
			1.50		3.00	100%	

The average available Sciences grades of the 3 of 9 trainees that completed the program prior to training were 2.88. After training their average grade improved to 3.0, representing a 4% increase.

<i>City Boxing Project - Sciences Core Curriculum Grades</i>							
	<i>ID</i>	<i>Student</i>	<i>Before</i>		<i>After</i>		<i>Difference</i>
1	109	Guerrero, Gregory Luis	B-	2.75	B	3.00	0.25
2	119	Samaniego, Lizbeth	B	3.00	B	3.00	0.00
3	106	Esquivel, Karina	B	3.00	B	3.00	0.00
			2.88		3.00	4%	

Available attendance records for the 2 of 9 trainees that completed the program revealed 0 absences the semester prior to the training compared to 0 during the training period, representing 0%.

<i>FULL DAY SCHOOL ABSENCES</i>					
	<i>ID</i>	<i>Student</i>			
1	109	Guerrero, Gregory Luis	0	0	0
2	111	Hernandez, Jesus	0	0	0
			0	0	0%

Combined available disciplinary incidents records of the 2 of 9 trainees that completed the programs revealed a total of 7 incidents the semester before the training compared to 0 incidents the semester the training occurred, representing 100% increase.

<i>DISCIPLINARY INCIDENTS</i>					
			<i>Incidents</i>		<i>Incidents</i>
	<i>ID</i>	<i>Student</i>	<i>Before</i>	<i>After</i>	<i>Difference</i>
1	109	Guerrero, Gregory Luis	7	0	-7
2	111	Hernandez, Jesus	0	0	0
			7	0	100%

Personal Development Surveys rating the progress of the 9 students that completed the

program were to be completed by the students, facilitator, teachers and parents rating the progress of the students from the beginning of the course to the end of the training period. Each life skill area was rated 1-Poor, 2-Fair, 3-Good, 4-Excellent and 5-Superior. The only surveys completed were by teachers.

Teacher Surveys

Of the 9 students that completed the program, teachers submitted 2 evaluation surveys revealing an average rating of 3.7 the semester before the training to 3.95 at the end of the training period. This represents a **7% increase**.

<i>Personal Development Survey</i>				
<i>Life Skill</i>	<i>Before</i>	<i>After</i>	<i>Difference</i>	
Achieving Goals	3.50	4.00	14%	
Attitude	4.50	4.00	-11%	
Citizenship	5.00	3.50	-30%	
Communication Skills	2.50	3.00	20%	
Decision Making	4.00	4.50	13%	
Leadership Skills	3.00	3.50	17%	
Motivation	3.50	4.00	14%	
Organizational Skills	4.00	4.00	0%	
Self Control	4.00	4.00	0%	
Team Work	3.00	5.00	67%	
<i>Teacher Evaluation Average</i>		3.70	3.95	7%

FACILITATOR REPORTS

Location: City Boxing Facilitator: Mark Dion & Zonya Ojeda

Reporting Period: May 2009 Date: 05/12/2009

Summary:

Number of students at start of program (March 2, 2009): 22

Number of students currently in the program (May 11, 2009): 14

180 Student Handbook Chapters 1 - 6 completed

Narrative:

On March 2, 2009 the 180 Degrees Program in conjunction with the City Boxing Project commenced with a total of twenty two students. Sixteen of the students were referred by Mr. Ross Warfel, a teacher at Garfield High School, four of the student are from the Toussaint Academy and two were referred by parole officers Mr. Raul Torres and Ms. Lanae Gutierrez.

On the first day of class, we spent the first hour introducing ourselves and the students, and giving an overall summary of what to expect from the 180 Degrees Program and City Boxing Project and the benefits we hope they would achieve. The first week we made it all about

introduction, making sure everyone was comfortable with the program and willing to make the commitment three days a week, and we already had one student, Esteban, drop out.

On March 9, 2009 we passed out the 180 Degrees Program student handbook, we covered the introduction and I explained the symbols and activities associated with the material. We then had the student establish classroom rules and post them on our board. All the students seemed very enthusiastic for both the 180 Degrees Program and City Boxing Project.

We began with "Take a good look at yourself" the kids responded with positive feedback and were not very shy about sharing some of their personal stories, I had them write what they were most proud of, some kids shared. I brought the books home and read what they had all written, a few the kids responses were very touching.

Friday the thirteenth the majority of the kids had half day at school, and did not show up to class, it was very disheartening, but we did not let their absence slow us down. We made sure the kids who did show up knew that we were very proud of them and their attendance showed us their dedication to the program.

The following Monday attendance was very good; we had a talk with all the kids about responsibility and commitment. We let the kids decide how many days they could be absent before being dropped from the program, they came to a consensus and decided three unexcused absences were allowed before being dropped.

The next few weeks' attendance was strong, and so were the classes. We got into Chapter two and found a song that dealt with Reflection (T.! "Dead and Gone"), we went over the lyrics as a group and the kids enjoyed it very much I was very surprised when some of the kids asked me if they could take the lyrics home with them. A lot of the kids told me whenever they hear the song on the radio, it reminds them of class and the discussion we had.

Values was a very good topic, a lot of the kids did not know or understand values we spent a lot of time discussing the importance of knowing what they value in their lives and how that affects their daily decision making.

As we started chapter two we had one student drop out of the program and another have to be dropped due to his expulsion from school (Andy Taitague), ironically his brother has had perfect attendance with the program and has made it very clear that he and his brother are two very different individuals.

We watched the video of the elderly man being struck by a car and no one rendering aid, and the kids were genuinely shocked. We then read the poem "If I have learned anything" and the kids liked it a lot. Later in the week we had the kids split into groups of four and worked on the "Asia/wallet" scenario it was a lot of fun, two of our kids had actually been in a similar predicament, one found a purse took the money out of the wallet and threw the purse in the trash, the other found a wallet and took the money out and threw it over a bridge, it was good that they shared their story because it lead us into a great group discussion.

One of our students, Laura Osborne invited me to her talent show at the Toussaint Academy, I and two other students, Greg and Luis, attended I was happy I got to go and meet Laura's Grandparents, her sponsor Natalie and I got to see the facility (Laura lives at the Academy).

As we started Chapter three we had a guest speaker, Chef Mike Suttles, come in and talk to the kids. Attendance has been good, I was worried because this week was Garfield High School's Spring break, although there has been a cold making its way through all the kids and facilitators the class has been strong. Unfortunately we had to drop one of our students, Jonathan, his personal life was becoming very overwhelming and it was becoming hard for him to make it to class and one of the girls, Cynthia, voluntarily dropped out.

Around this time I contacted one of the counselors at Garfield High School, Ana Vasquez, because there was an issue of the student's grades being released directly to me. I met with Ms. Vasquez and was able to get the kids grades, and was given a good explanation of how Garfield High School functions. Ms. Vasquez and the other counselors were very excited to meet me because the students had given them a lot of positive feedback about the program. Also, Ms. Vasquez and I discussed every student from their Academics to their family life, which gave me better understanding of what's going on in their lives.

Chapter four was initially a little confusing for the kids, because they did not know what they really spent their time thinking about, but as we got further into the reading and the activity "What I infer/ what I assume" the kids were getting a better grasp on this chapter. The poem "The blind men and the elephant" had to be thoroughly explained but all the kids liked it. We watched the you tube video "can a cell phone cook an egg" and the video of whether man walked on the moon or not which led to a great group discussion. (The kids still believe a cell phone can cook an egg and man did not walk on the moon)

We started to watch the documentary "2 million minutes" I stopped the video about half way through because the majority of the class lost interest, I ask what they thought of the movie from what they had seen so far, and the majority of the response was that it made them feel stupid. They didn't like the movie at all, and I felt terrible, I explained to them the concept of the movie, but the kids felt like they couldn't even relate to the American kids. I personally liked the documentary; however I can understand why the kids didn't.

Unfortunately, around this time we had to drop several students due to the lack of attendance, Fernando, Omar, Jesus M., and Laura. The three boys that were dropped were the oldest of the group, and I think they weren't taking the program very seriously. Laura was having a lot of personal issues, she ran away from the Toussaint Academy and was no longer going to school, her brother recently was sentenced to life in prison and she was having a hard time coping.

Chapter five was especially significant for one of my students, Emilio, because he could relate to the activity of "Carmelo going to college" this made for a great group discussion because the kids could see the dilemma first hand. When we got to the "Decision making tool" it was interesting to see that the majority of the students decision to make was "should I finish school".

"Organizing yourself for success" was a very good chapter, a lot of the kids are in the position they are in (academically) because of the lack of organization and time management. I printed up a weekly calendar with hourly blocks and had the kids fill it out every time we met up, a lot of the kids spent their time sleeping and partying, I think it was good for them to see on paper what they did with their time, they've come to realize the only time their days are productive is when they are at school and when they come to the program. All the kids like the "are you more right brained or left-brained" it was a fun activity to do, the majority of the class is right-brained (including myself). The entire class learned a new word "Procrastination". Thus far, the class has been strong, although we had two more students drop out of the program, Emilio and Jaime, which was very disappointing because they both were doing very well. We currently

are working on chapter seven and we are brainstorming our community project using the "SMART Goals" method.

The data entry for the program had a rocky start, but I have been trying my best to make sure everything has been entered in correctly, some of the students have different grading periods and methods of grading initially it was a little confusing but I think I have a better grasp on it now. I definitely have to thank Ms. Vasquez she helped me out a great deal and it was nice to meet someone who knew the kids so well (Garfield High School). I've received a lot of compliments and positive feedback from parents, teachers and parole officers in regards to the program. One of the kids mom, Victoria (Andy and Victor Taitague) told me she was so proud of her son Victor that she had never seen him be so excited and enthusiastic about anything before, (Victor has had perfect attendance) she was sad that her son Andy had to be dropped due to the expulsion from school, she said the he would like to be in the next session and he realized what a big mistake he had made.

I've formed a very strong bond with the kids in the program and they have been very open and honest with me, they are always eager to tell me about their successes in school and their daily struggles. I still communicate with some of the students who dropped out of the program and they seem to sincerely regret their decision but I still continue to try and help lead them in the right direction since they will be stepping into the real world soon. I was very disappointed when, Jaime dropped the program, he is a very smart guy and I don't think he realizes his potential and feels like he will always be a failure. A few weeks early I wrote his parole officer a letter regarding Jaime's participation in the program, Jaime read it and asked me if I really meant what I wrote in the letter, I told him I would not have written it if I didn't sincerely feel that way, he told me that he almost cried when he read it and it meant a lot to him.

Facilitator Monthly Report

Location: City Boxing

Facilitator: Mark Dion & Zonya Ojeda

Reporting Period: June 2009

Date: 06/15 /2009

Summary:

Number of students at start of program (March 2, 2009): 22

Number of students to graduate the program (June 13, 2009): 9

180 Student Handbook Chapters 7 - 12 Completed

Narrative:

At the start of chapter 7 (Setting & Achieving Your Goals) we had thirteen Students' remaining and we really believed they would be the thirteen to graduate The 180 Degree Program; however there were a couple of students I felt may not make it to the end because of personal issues.

The week of May 4 - 8 was a busy week. Monday we talked and told them that Channel 5 news was going to come in and do a story on Tuesday, the only Problem was they would have to be at the gym at 5 AM, the majority of the class Said they would do it but the only obstacle was transportation. One of my students, Greg asked if I would pick him up because he really wanted to be there and I told him I would. Tuesday morning I picked Greg up and when we arrived at the gym I was surprised three other of my students had shown up, Brian Francisco and Vladimir. It was a very long morning of filming, the night before I

baked twenty muffins and bought orange juice for everyone. The very next day, Wednesday we had to be at the Univision Studios at 5:45 AM to be interviewed, three of my students participated, Brian Lizbeth and Karina , it was a little hectic because we got lost on our way to the studio (the address the producer sent to us was incorrect) but in the end it was a lot of fun and afterwards we had Breakfast then I dropped the kids off at school. Later on that afternoon we had class and we continued with chapter 7. Friday, it was Garfield's prom so the kids attending prom were excused from class, nine students showed up of the nine included Brian Andres and Jesus, they had been excused, but they wanted to show me they were serious about the program, and showed up as a sign of solidarity. Something peculiar did happened that day, during the boxing portion Emilio wanted to spar some of the kids that were there and, we let him, at the end of the class day he told me "now I'm done because I've sparred everyone" I told him he still had a lot to learn, and unfortunately that was our last conversation because he never returned to class. Later on that evening I went over to the Bristol Hotel where Garfield's Prom was being held and I was able to take photos of all the kids; they were excited that I came.

That following Monday, class went very well. I had everyone write their goals on the board and we discussed as a group, how their goals can be achieved. This is also the day I informed the kids that we needed to do a community service project, and we began throwing some ideas around. On Wednesday we had a guest, Micah Bray from the Toussaint Center, stop by to help give us some ideas as to what our community service project would be. The kids had a lot of ideas, like beach cleanup visiting the elderly, but I wanted them to do something deeper and meaningful, one of the girls, Liz, asked about doing something for the shelter that Laura was staying at (she was one of the students that dropped out). We decided that was a great idea, Laura wasn't in the program for very long but she made an impact on the kids. So we decided that we wanted to help out the "Store Front Emergency Teen Shelter" we used the S.M.A.R.T method (as described in ch. 7) to help put our idea into action. We decided that from that time up until they graduated we would do a fundraiser out of the gym to collect clothing and other necessary items, and we decided we would also do a Lemonade stand to collect money.

That Friday we started chapter 8 and attendance has been strong. On page 95 there is a chart "Emotional Response to an event/situation", one of the questions is about your emotional response to your father, and out of all my students only three had something positive to say about their Father's. That Wednesday was a lot of fun I brought in all the supplies necessary to decorate our collection bins; boxes markers scissors gift wrap poster boards etc. It was a lot of fun I had the kids pair up and they each made their own poster boards announcing their graduation/fundraiser, we had two large boxes, Luis covered both boxes and the coffee cans with the gift wrap (they wrapped with the print down) and all the kids decorated them and wrote the "Wish List" for Store Front. That same day Channel 10 news came into the gym to give Mark a community leadership award. Friday we discussed whether or not we should have class on Monday, it was Memorial Day weekend, and all the kids decided that they wanted to have class and this would be the weekend for the lemonade stand. Saturday I picked up the five of the kids who volunteered to do the lemonade stand from the gym and brought them over to our Pacific Beach location and we set up a table

outside of the gym and hung up our poster boards and balloons we made Lemonade and pink lemonade. It was a successful lemonade stand the kids had a lot of fun and they worked hard.

On Monday, Memorial Day, I brought in sandwiches for the kids, which was a great idea because the kids did not have school so the majority of the them were out all day and hadn't eaten anything. We watched the "Under Pressure" music video. We also watched a video, which is comprised of clips from a movie called "Thirteen" played to music (sort of like a music video) the girls had seen the movie in its completion before which helped with the group discussion, the kids liked it because it's very relatable to things they've seen and done. This week attendance was good, but one student stop coming and we had not heard from him, Ismael. I called him and I found out that over the Memorial weekend he had been jumped and beaten with a crow bar and had been hospitalized, Mark told him he could still come to the 180 portion of the class, but he said he has been couch bound since returning home.

Friday, June 12, 2009 was our graduation dinner. Everyone met up at the gym and all the kids were dressed up . We all drove down together to Stingaree (they sponsored the dinner). The kids were impressed; they had never been to a white linen restaurant. After dinner we handed out plaques to all of the students and we gave all the students free memberships to City Boxing, and the three boys who had perfect attendance Brian, Tony, and Christian received \$100 gift cards to Footlocker. Everyone had a great time and were excited about their sparring exhibition and graduation the following day.

Saturday afternoon the kids showed up and we had them warm up with Lalo and Toro, and the girls set up a lemonade stand outside of the gym. It was a very successful turnout, some of the kids parents and family members showed up Debbie Pelky (youth parole officer) and Mr. Warfel attended (a majority of the kids P.E./History teacher) also, a representative from the Store Front emergency teen shelter, Sarah, was there to accept all of the donations that we were able to collect. After the sparring exhibition we called all the kids into the ring handed out the certificates of completion and we took plenty of photos. It was a great day, everything was very organized and we started on time, the girls were able to collect \$130 at the door for Store Front, the boys helped load all the donated items into the Store Front van. Overall it was a very successful afternoon, and everyone had a lot of fun.

In closing, this was a very humbling experience I've learned a lot from my kids, my kids have so much going against them; one of my students was born addicted to drugs several other of my students do not have any documents (legal status) to be able to work or get a driver's license another students' mother was deported and he and his sister were left orphaned one of my students is homeless and another only owns four shirts two shorts one pair of jeans and one pair of shoes (with a hole in the sole) I have students that hate their fathers and I have a student who doesn't like to go home because there is always a lot of arguing, even with all of their problems, meeting these kids you would never know all the obstacles they face every day. My kids are very aware that the rest of their lives will always be a struggle, and yet their spirits are high. I hope the 180 Degree Program and the City Boxing Project has helped.

Students Comments

The following comments were made by students in the City Boxing Project about the 180 Degrees Program:

“What I got out of the 180 Degree Program is time management. This program was a great experience for me because of the way we all interact as a group and sort out the information from the book.”

“What I got out of the 180 Degree Program was I learned how to value more things, more responsibility and especially how to communicate with myself and other people. It also taught me how to confront situations and how to control my emotions. It also taught me how to change in so many ways and I am happy I took this class.”

“What I got out of the 180 Degrees Program was getting comfortable speaking in public, reflecting on our past, and becoming a little more mature and responsible.”

“I learned about my values, be more organized, make good decisions and responsibilities.”

“The 180 Degrees Program taught me how to be responsible and how to make decisions. It also taught me how one little bad decision could lead you to big problems. It taught me how to follow my values and stick by them. This program was a very big life experience that showed me a little bit how life really is.”

“The big thing I learned about 180 was more responsibility and values and not to procrastinate and be more organized.”

“I learned decision making, my values, my goal, my career, open ourselves to talk and have a good listener like Zonya.”

“I got lots of understanding out of the 180 Degrees Program. I learned about how values work. I make good choices in life. I make good decisions in life.”