



Summer 2020

BOYS REPUBLIC & Report

Aftercare Assists Students' Transition to Adulthood

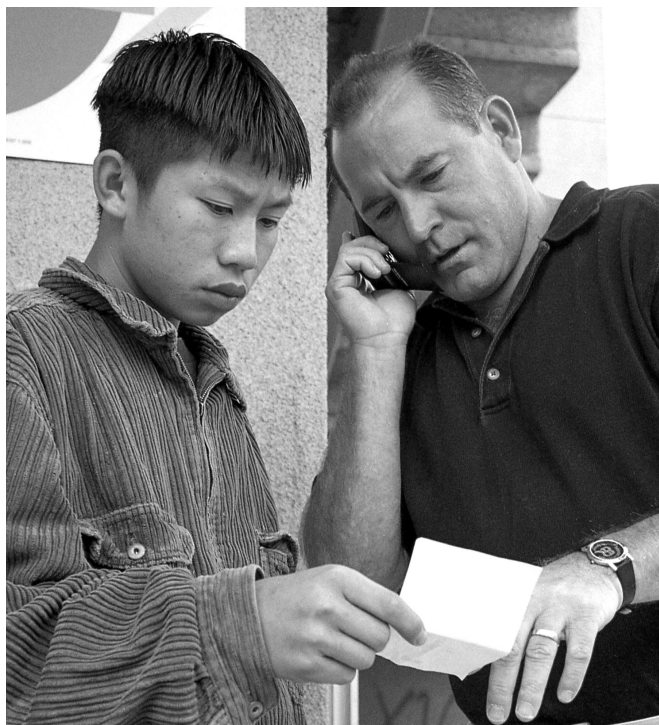
Della Robbia
Wreath
Order Form
Enclosed

The disadvantaged students we serve face many challenges to recovery. One of the most difficult is a student's transition back home. Obstacles such as finding a job or an apartment, enrolling in school for the first time, or family problems can place graduates at risk for failure in the community.

As a solution, every student is provided with Aftercare services during his or her first twelve months after graduation. These services include regular staff visits to the student's home, help with solving family problems, direct assistance with jobs, school enrollment, transportation and housing, and medical and dental services.

Boys Republic also provides small, carefully monitored stipends to graduates attempting to establish themselves on their own. Assistance includes traditional educational scholarships, vocational scholarships, and awards for transportation expenses, food, rent deposits, clothing for a job interview, or work tools needed for employment.

The Aftercare Program increases the likelihood that our students' return to the community will be as free of difficulty as possible. We believe these services significantly help to improve young men and women's prospects for long-term happiness and success. Fiscal year



WALKING THROUGH THE PROCESS: Our founding Boys Republic Aftercare counselor accompanies a graduate to a local school to help with the admissions application process.

2019 outcomes research shows that, after a one-year follow-up period, 80% of our graduates had remained arrest free, 81% attended school, work, or were in the military, and 93% were living independent of institutional support.

Boys Republic's Students and Teachers Work to Improve Campus

Steel rebar criss-crosses inside of wooden frames. The heavy hum of a concrete mixer can be heard over a group of men and boys caught up in conversation with each other. This group has gathered on the construction site of a parking lot that is being built on Boys Republic's main campus. Adult instructors and workers are helping the Masonry students learn how to pour concrete in order to build a parking lot. The group splits into teams and they all set to work. The more experienced students are paired with adults that show them how to do the harder jobs.

For Mr. Perez, the masonry teacher, having the students work on projects with a crew of experienced workers is mutually beneficial. He explains, "you get the youth and energy of the young guys with the wisdom and experience of the old guys." In this way, the students build and learn in an environment that simulates a real life construction site. The teenagers also observe the behaviors of the more experienced men and how they interact with each other.

"My guys know when it's a good time to put the kids in and let them do the work," says Mr. Perez. Over the course of the class, the instructors will step back more often while the kids take on more responsibilities. This kind of trust increases the students self-esteem and builds their confidence while they work to refine their masonry skills.

Enrique, one of the more senior students of the class, is tasked with smoothing the concrete, following one of his classmates who is directing the flow of the wet cement into wooden frames. They work quickly because if they don't the cement will start to solidify and become harder to manage.

"I love this class," Enrique says, "they don't teach us like kids. I like learning with my hands. I think I learn better this way." Mr. Perez adds that "some of the kids that may not be very good academically pick up building very quickly."



***BUILDING SOMETHING TOGETHER:**
Students and adults work to build a parking lot adjacent to one of the buildings on Boys Republic's main campus.*

"We always tell them that a good mason knows how to cover his own mistakes," Mr. Perez explains. This is a good life lesson too. For teens like Enrique, being able to make mistakes is important. It gives them a chance to figure out how to solve problems they would typically encounter in other masonry projects.

"I think in this class, I learned not to give up when it gets hard," reflects Enrique, "'cause if I do then the parking lot or wall I'm building will look stupid." By observing the adults, students learn that it is okay to be imperfect as long as they keep trying. They also learn that it is okay to ask for help if they need it. Through their actions, instructors and workers model good work habits and skills that will help students like Enrique to succeed in the workforce when they leave Boys Republic.

TO SEND BY MAIL OR FAX, CUT ALONG DOTTED LINE

Phone, Fax, Modem or Mail In Your *Early Wreath Orders*

Phone: (800) 833-7769 **Fax** (909) 628-9688

Internet: www.boysrepublic.org

Mail: Boys Republic, 1907 Boys Republic Dr., Chino Hills, CA 91709



WREATH ORDERING INSTRUCTIONS - PLEASE READ CAREFULLY

1. PLEASE FILL OUT FORM COMPLETELY. INCLUDE FULL ADDRESSES WITH ZIP CODES.
2. WREATH ORDERS ARE PROCESSED AND SHIPPED IN THE ORDER RECEIVED.
3. WREATHS SHIPPED TO ARIZONA CONTAIN NO FRUIT; HOWEVER, THEY INCLUDE ADDITIONAL PODS AND A RED BOW.
4. ONLY 22-INCH WREATHS WILL BE SHIPPED TO ADDRESSES OUTSIDE CONTINENTAL U.S. AND THEY GO UPS OR AIR PARCEL POST AT ADDITIONAL CUSTOMER EXPENSE.
5. NOTE: DELLA ROBBIA WREATHS CANNOT BE SHIPPED TO P.O. BOXES.
6. AVOID DUPLICATION. IF YOU TELEPHONE OR FAX YOUR ORDER, PLEASE DO NOT ALSO MAIL IT.

Wreath Size	SHIP TO: (PRINT NAMES AND FULL ADDRESSES INCLUDING ZIP CODES)

CREDIT CARD PURCHASES

[] VISA [] M/C [] DISCOVER [] AMX Exp. Date: _____
CVV: _____

--	--	--	--	--	--	--	--	--	--

Cardholder: _____

PERSONAL & BUSINESS CHECK PURCHASES

Please make checks payable to Boys Republic

SENDER INFORMATION

Name: _____

Address: _____

City/State/Zip: _____

Phone No: _____

WREATH PRICES*

_____ 22" WREATHS @ \$56.95, COMPLETE \$ _____

_____ 28" WREATHS @ \$79.95, COMPLETE \$ _____

TOTAL ORDER \$ _____

* PRICES INCLUDE APPLICABLE TAXES, SHIPPING, AND HANDLING.

* Shipments outside of U.S. Continental limits must go Air Parcel Post or UPS at customer's expense.



Email: _____

Teens Find a Creative Outlet in Ceramics Class

Being a teenager at Boys Republic has got to be difficult. Most of these teens come from backgrounds of abuse and neglect. They have spent most of their young lives cultivating tough exteriors and have grown accustomed to a certain way of life. When students arrive at Boys Republic, they are expected to actively participate in the treatment program and school, which requires them to be accountable for their behavior and to help their peers confront their own behavioral issues. While most students, under proper adult guidance, successfully assist one another in these activities, it is still a lot to take on. That is why recreational activities are built into the program. The ceramics class is one activity where students can practice proper classroom behaviors while doing something creative with their hands.

Ceramics, taught by Duane Scott, takes place in a cool and bright classroom that's tucked away from the rest of campus. Upon entering, students are greeted with dozens of projects in various stages of completion, all laid out on display. The room is large so the students can spread out. Smooth jazz plays in the background which creates a peaceful environment where students can relax and focus on the activity at hand.

"We start them out easy," says Mr. Scott, as he moves around the classroom making suggestions to the students about colors and technique. Students start class by choosing a premade, unfinished, clay piece to paint. Each teen quietly concentrates on applying the paint evenly to the surface of the clay. Mr. Scott instructs his class on how to properly apply different colors for the best results. The quality of the work varies at first, with some colors blending together and some lines a little crooked. Over time, the students refine their technique and measurable improvements can be seen.

As they progress in their ability, Mr. Scott gives the students more responsibility. Eventually, the students learn the ins and outs of slip casting ceramics. Mr. Scott gradually teaches them to mix the liquid clay, pour it into molds, and finally, fire



their finished pieces in the kiln. This last step is the one the students look forward to the most.

"How does it get all glossy like that?," one student named Fernando asks about a project that caught his eye. "That one is dipped in a clear coat," Mr. Scott answers. He goes on to tell the students how different applications will give the ceramic pieces different textures after being fired in the kiln. Fernando decides that he wants his piece to be glossy and sets to work applying the clear coat.

"I thought I wouldn't like this, but I am learning something different and it's kind of cool. I'm going to give my piece to my mom," says Fernando, showing off a flat, hand-mirror shaped piece with his mother's name painted on it. While taking ceramics class certainly teaches the students a skill, the benefits are much more than that. Working with their hands on a project lets them take a mental break while boosting their self-esteem because they end up with tangible pieces to take home to their families as a reward for their focus and time.

Graphic Design Class Combines Art and Science

Students bustle into the print shop on a hot summer afternoon. These teens are energetic and ready for their graphic arts class to begin. They settle in as Mr. Pacheco starts the class off by explaining their next project: screen printing t-shirts. He talks them through the process.

“This machine has a LED UV light, which means that it emits a light wavelength that is on the far end of the light spectrum, past violet. The black part of this image will block certain light particles from hitting the photosensitive paper,” explains Mr. Pacheco, while holding up a piece of blue, light-sensitive paper to show the class. He tells the students that they will be using the light-sensitive paper to design into a stencil and use the stencil to apply paint to their t-shirts.

The teens are then set to work. Some of the students hold the frames while their partners install the screens. They then work together to tape the light-sensitive paper and their images onto the frame in just the right place. The teens run the frames and its components through a light machine.

“I can see it!,” says Angel, squinting at a frame that just came out of the light box. He points out the parts on the blue paper where the LED UV lights hit, making the paper a few shades darker in those spots. He takes his frame into the darkroom where the other students are treating their stencils with chemicals.

To make their stencils, students use a combination of light exposure and chemical washes to create a reaction on the paper. They observe the paper’s soft monomers and prepolymers changing into the stable polymers that form the hard base for their image. The students’ hands-on interaction with mutable materials illustrates some of the physics and chemistry concepts that they learn as part of their high school curriculum.

When they finish affixing their stencils onto the silkscreen frame, the students accompany Mr. Pacheco over at a screen printing table. Angel places his t-shirt on a board. He covers the shirt



with the silk screen frame he made and, with a squeegee, pushes the paint through the negative spaces in the stencil.

“Be careful when lifting your shirts,” Mr. Pacheco cautions, “the paint will smudge unless it is hardened in the dryer.” He instructs the teens to lay their shirts carefully on the conveyor belt of the paint dryer, and the students watch as the belt takes their shirts through the machine.

Angel lays his shirt down and waits for it to come out of the other end of the machine. When it comes out, he gingerly tests it with his finger. “The shirt needs to be heated to about 300 degrees or it won’t dry. But when it does dry, the paint can be washed and it won’t come off,” Angel explains.

As Angel and his classmates design and create shirts they are excited to wear, they learn about the scientific processes that make this artistic activity possible. Hands-on activities like silk-screening in graphic design helps develop students’ understanding of concepts taught in regular classes and engages them in their own education.

Gifted Musician Creates An Independent Life for Himself

Lyxander and Ryan, laptops in hand, are perched on the couch. As they scour websites for job openings, the friends' conversation soon turns to music. This topic seems a likely one to come up, considering how the interior of Lyxander's apartment looks. Among the keys and scribbled notes on the counter are packs of guitar strings, and a bass and guitars rest against a wall. "When are we practicing later?," Lyxander inquires. "We're supposed to meet up with Ben in the evening, like 7," Ryan answers, "I told him I need to stop at my house first to get my bass." The friends and band mates agree on the time to leave, then turn their attention to the wall behind them.

There, five guitars are mounted. "This is the first guitar I ever played," Lyxander points to the white acoustic guitar plastered in stickers. "Next to it is the one I built from old guitars and parts I ordered from a guy overseas," Lyxander nods towards the electric red instrument hanging a couple inches higher than the rest. He takes it down from the shelf and starts plucking at the strings while Ryan bounces his head to the rhythm.

Lyxander Rojas, a resident of Boys Republic's transitional housing program Eagles Landing, is establishing himself on his own. In addition to taking classes at the local community college and working on a relationship with his parents, Lyxander continues to thrive as a creative and talented musician. Lyxander's interest in music began when he was ten. "My mom gave me a choice: either take piano lessons or guitar lessons," he recalls. Although Lyxander chose piano at the time, he soon taught himself how to play the guitar. "I learn by sound—the process comes easy to me," the confident but unboastful 18-year old says. Now, Lyxander plays the piano, bass, clarinet, drums, and the instrument he seems most partial to, the guitar.

Just like the first guitar he built from disassembled guitar parts, Lyxander's relationship with music is creative, self-taught, and all encompassing. He continues to pursue and explore



PASSION FOR PLAYING: Lyxander Rojas strums the guitar he built. The young musician lives in one of Boys Republic's transitional housing apartments, which provides a reliable home base for his productive and independent lifestyle.

that relationship because he has the autonomy of a young adult at Eagles Landing to do so. Lyxander has the time and flexibility to play with his band, Orchid Valley, at semi-regular practices, as well as record music on his laptop at home. Lyxander plays one of his acoustic recordings on his computer. "I mix different instruments together to create tracks," he explains. Lyxander's instrumental songs range from mellow, soulful pieces to heavy rock. As a resident of Eagles Landing, Lyxander has expectations he must meet. These include enrollment in school or having a job, paying rent and utilities, and adhering to community rules. Yet, Lyxander makes it clear that he values his independence and the freedom he has

(Please turn to page 8)

Memorials Honor Special People Through the Lives of Children

A memorial contribution to Boys Republic and Girls Republic is a meaningful way to honor a special person, a special event or the memory of a friend or loved one. Your gift will reap a second benefit as well by contributing directly to the programs of Boys and Girls Republic. In this way, the honor paid to the designee will live on perpetually in the lives of the deserving young people you have helped.

The following are memorial and commemorative contributions made from March 1, 2020 through July 31, 2020.

Donor / In Memory of:

Mr. John C. Bell / John Watkins

Mr. and Mrs. Donald Byrne /
Donald K. Byrne
Mr. Irvin T. Cuevas /
John Babcock
Mr. Mike Denley /
Patrick John Denley
Mr. Mike Denley /
Patrick John Denley
Mr. Mike Denley /
Patrick John Denley
Mr. and Mrs. Kelly Donohue /
James & Eileen Donohue
Ms. Mary Doyle / Marietta
Nocerine
Stephen & Mary Graves
Foundation / Frank Graves
Ms. Pamela Halle /
Ann and Donald Petroni
Mrs. Patricia Z. Hanna /
Bob Cooper
Mrs. Patricia Z. Hanna /
Leeann McArthur
Mr. and Mrs. Phil Harwood /
William E. & Marilyn E.
Smith
Ms. Emily L. Husband /
Curtis Husband

Ms. Cynthia Vaca May /
Dioncio Robles Vaca
Mr. and Mrs. Allen P. McCombs
/ Don Bremer
Ms. Paula McWade /
Dioncio Robles Vaca
Mrs. Dora Saikhon /
Mario Saikhon
Ms. Jonell E. Schlund /
Joan and Clyde Schlund
Mr. and Mrs. Robert Schrimmer
/ Lyle Parks, Jr.
Mrs. Maria Simmsgeiger /
Cindy Rutherford
Mrs. Rachel Strickland /
Soleil's Grandpa

Donor / In Honor of:

Ms. Tracy Fillas / Edna Fabbro
Ms. Genevieve Healey / all the
beautiful children in the
world
Ms. Katherine A. Morey /
Edna Fabbro
Mr. Mackenzie Murphy /
Steve McQueen
Ms. Jo Skibby / Jerry West



Boys Republic Report

Boys Republic Report is published three times yearly by Boys Republic, 1907 Boys Republic Drive, Chino Hills, CA 91709. (909) 628-1217. If you would prefer an electronic copy of the Boys Republic Report, please notify egoldhammer@boysrepublic.org.

Boys Republic and Girls Republic are private, non-profit, non-sectarian agencies helping troubled children aged 13 to 18. Rules for acceptance and participation in these programs are the same for everyone without regard for race, color, national origin, age, sex or handicap.

www.boysrepublic.org



1907 Boys Republic Drive
Chino Hills, California 91709
Phone (909)628-1217 Fax (909)627-9222

Non-Profit Org.
U.S. Postage
PAID
Permit #6
Chino, CA

Transitional Housing Resident Cultivates Creativity

(Continued from page 7)

to pursue his own interests in transitional housing.

Even before Eagles Landing, the musically inclined teenager still found ways to express himself in his residential program. "I was at another placement, and that's where I started writing," Lyxander says. He produces a small journal and leafs through its crisp pages. "Here's one of the first songs I wrote," Lyxander stops. It's a reflection on his former girlfriend and the joy the relationship brought to him. Writing lyrics, Lyxander says, became "a way to express myself and sort of an outlet when I was in placement. It was definitely a struggle to be there, but I would write regularly in my room."

Lyxander can now write in his own apartment at Eagles Landing, amongst his other activities revolving around music. Though he tends to keep to himself in the small community, he has a reputation of a talented musician among the

staff at Eagles Landing. They are also struck by Lyxander's talent with cars. What Lyxander says is his recent interest in cars is described differently by his supervisor, Lanier Riley. "Lyxander bought a used Mazda and fixed it up in his parking spot," Lanier explains. "Did you know he sold it? The first car that he fixed? With the money, Lyxander bought himself that Mustang," Lanier says smiling, shaking his head in amazement. Lyxander is proud of his flame red Mustang, but he's also mindful of its loud engine. In the mornings when he leaves, he rolls it out until he's far enough away from his neighbors to drive off.

His car brings him more independence as he continues to work towards other goals in his life. Although he's currently in between jobs, Lyxander recently worked two part-time jobs while taking four classes. "I don't particularly like school, but I know it's what I need to do," he says flatly. Lyxander plans to transfer to a four-year college and, even if his opinion about school stays the same, his creativity, drive, and independence will remain, and most certainly continue to grow.