

Network Initiatives

Mission Statement: *StreetSchool Network™ is working nationwide to meet the challenge of youth in at-risk situations by developing a network of schools that provide personalized education, a moral code, and tools for self-sufficiency.*



StreetSchool Network

Inspire a student. Create a future.™

formerly National Association of Street Schools



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Overview

The National Association of Street Schools dba StreetSchool Network™, a national non-profit focused on stemming the drop-out crisis has an established membership of 50 schools that offer “educational intensive care unit” services daily to nearly 4,000 children who are at high-risk for not completing their education.

Since 2000, member schools have awarded diplomas to more than 1,250 students saving taxpayers an estimated \$325,000,000 in income supports, social services and incarceration costs.

By 2015, the StreetSchool Network™ is committed to more than doubling the number of students reached to 10,000 annually and networking and training 5,000 teachers in proven methodology for educating students at-risk by impacting an estimated half a million students each year.



For More Information Contact:

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Organization Snapshot

Mission:

The StreetSchool Network™ is working nationwide to meet the needs of youth at-risk by developing a network of schools that provide personalized education, a moral code and tools for self-sufficiency.

Purpose:

Our purpose is to help stem the drop-out crisis by facilitating the development of schools on the proven Street School Model through:

- Offering training and support to community leaders who want to start Street Schools
- Providing a working “Street School Model,” ensuring quality education and accreditation
- Guiding schools through a continuous improvement plan for school development and operation that leads to accreditation
- Networking schools and providing opportunities for collaboration to share best practices
- Securing and distributing financial and other resources to help schools thrive
- Selecting tools, technology and resources to standardize, stabilize and support operations and allow schools to make data-driven decisions that bolster student success.
- Intercepting the lives of as many disadvantaged students as possible, restoring them to a productive focus through education and faith.

Model:

StreetSchool Network™ has nearly 50 member schools nationwide operating “educational intensive care units” for troubled youth who have struggled to find personal and educational success and have dropped-out or been expelled from public school or find themselves vulnerable to educational failure. Originally focused on high school age students, the network has expanded to serve K-12 schools working with at-risk populations.

A “Street School” is a small (often under 100 students, typically 10 to 1 student/teacher ratio), alternative, faith or community-based school with a powerful culture of one-on-one relationships between adults and students. The average Street School student:

- Is a minority, predominately African-American or Hispanic
- Lives in a family lacking a father
- Comes from low-income neighborhood
- Lacks adult interaction and guidance
- Struggles with anger and low self-esteem as a result of major loss
- Faces higher rates of teen pregnancy and juvenile delinquency.

Member schools are student focused, providing a faculty advocate for each student and educating the “whole student”, with programs addressing academic rigor toward earning a high school diploma, career preparation, life-skills building, economic literacy, and spiritual and character development. StreetSchool

Network™ resources the schools based on our Street School Model of best practices, curriculum, programs, methodologies and 20+ years experience.

Street School Development, Capacity Building & Accreditation

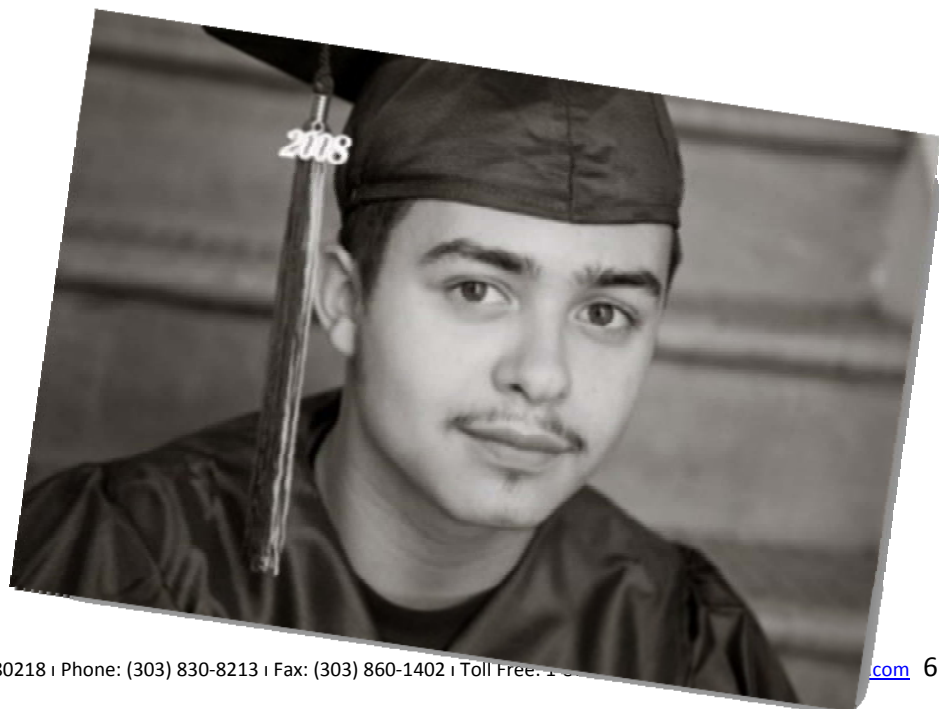
Issue: Each day more than 7,000 students drop-out of U.S. public schools creating a constantly growing underclass of individuals that lack the skills to support themselves, participate in the economy and live a productive life. (Alliance for Excellent Education)

Innovation: The Street School Model, a Denver-based, private school educational intervention model designed over the past 23 years specifically for the purpose of drop-out prevention, intervention and recovery.

Impact: Through the Street School Network, comprised of 40+ member schools in 38 cities are on the front-lines reaching nearly 4,000 youth each day who otherwise would be on the streets or in failing schools through their “educational intensive unit” model.

Despite serving the highest risk group of kids, member schools annually:

- Graduate 200+ students who otherwise were unlikely to earn a diploma
- Increase GPA of new students by 67% over their previous school experience
- Provide more than 80,000 hours of literacy intervention
- Assign each student an adult advocate to walk alongside them to help eliminate barriers to their educational success.



New School Starts

Issue: Every class of drop-outs costs our country \$192 billion annually in losses related to productivity equating to 1.6% of the GDP. (Rouse)



Innovation: The Street School Model has designed a system that allows for urban leaders to replicate the proven model in their own communities to intercept students who are struggling to find educational and personal success. Through successful replication, urban leaders are able to focus their time on the students and community while receiving accountability, coaching and accreditation to ensure their school develops into one that inspires students and gives them a hope and a future.

Impact: Double the number of students that can receive services through the Street School network from 4,000 to 10,000 through opening new schools in needy communities. Join us on the journey of where God will take us next from 40 schools in 38 cities to 80 schools in 76 cities!

You might be surprised to know:

- Our school in Forest Park, Georgia is the only accredited school in the entire county after the public schools lost their accreditation
- Lawrence, MA where we have been asked to develop a school posted a 75% drop-out rate on their district website for 2007-2008. We want to help this district and community.
- Our recent school start in Cleveland, OH (where the graduation rate is less than 30%) intervenes by seeking out 6th graders who can't read or write, spends three years getting them up to grade level and then transfers them to college prep high schools.

Potential start-up cities: Los Angeles, CA; Pueblo, CO; Lawrence, MA; Myrtle Beach, SC; Richmond, VA; Vancouver, WA

College/ Career Access & Transition

Issue: Students living in generational poverty who have been exposed to a very limited number of careers in their “hood” must have the world opened up to them and have a coach walk alongside them to help them plan and support their goals for the future.

Innovation: The Street School Model trains every teacher to also serve as an “advocate” for 7-10 students whom they take personal responsibility for helping to: Identify and overcome personal and educational barriers, plan for the future, experience a larger world, prepare for college/career transition and be a role model for success.

Impact: Currently 45% of students in the Street School Network have personalized Student Learning & Career Transition plans. In the next two years, we want to see that reach 85%. We find it makes all the difference in students having HOPE that they can succeed and “be somebody.”

“The Street School saved my life.” (Espinosa, 2008)

“As a result of my experience at the Street School, I have more confidence in myself and what I have to offer society.” (Parker, 2008)

“The Street School is helping me to graduate sooner than I would have at my public school. I am able to make goals and plans for my future that seemed impossible before my time here.” (Gonzales, 2008)



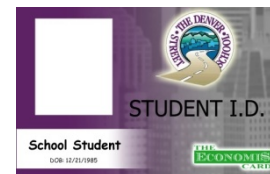
Economic Literacy

Issue: Students living in generational poverty who operate in a largely cash-based economy need the skills and experience to understand the demands and rules of the U.S. business culture so they can gain perspective on how capitalism can benefit them.

“We have to realize in our country that what people can’t participate in, they tear down. That’s what makes the emphasis on economic literacy so critical.” (Tillapaugh)

Innovation: The Street School Model has integrated a three pronged approach to creating economically literate students.

Infusionomics™ – teachers throughout the network are trained to integrate economic principles like scarcity, opportunity cost and supply and demand into their instruction on a daily basis to teach students these concepts and how they apply to life.

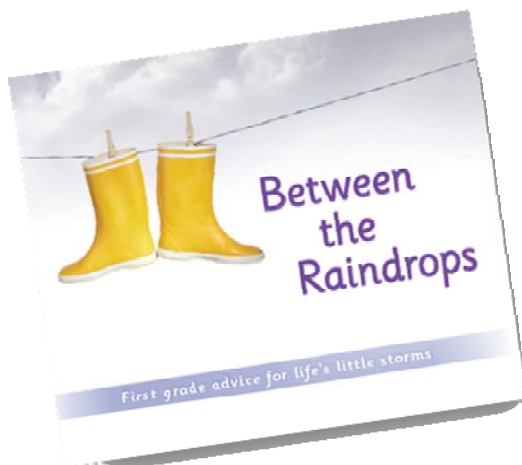


*Economis
Swipe Card
(front & back)*

Economis™ – a token economy that is integrated into the school day that rewards students for positive behaviors as evidenced by the use of their “swipe cards”. Attendance, assignment completion, participation, etc. all result in virtual bucks that can be invested, redeemed or saved to give students the opportunity to both earn and manage money



School-based Business Ventures – entrepreneurship is central to the training of our students as from demographics it is easy to determine that many of these students will be the small business owners of the future. Our goal is to have each school pick a school-based business to start and operate on-site at their campus. Ventures have ranged from embroidery and engraving to importing and book publishing.



Between the Raindrops book cover

Impact: Over the past five years, member schools have modified the Powell Collegiate Economics Curriculum to be applicable in the urban environment and tested Economis™ in the school environment. Both products are used in roughly 10 member schools. We want to see every school (40+) employing these tools and all teachers trained in Infusionomics™.

Association of Teachers Serving Students At-risk

Issue: The majority of teachers (80%) are white middle class Americans while the majority of students in our schools and in urban areas are minority students who come from an impoverished culture.

Innovation: The StreetSchool Network™ has developed specific methodologies to bridge this gap and give teachers the tools and supports they need whether they work in the StreetSchool Network™, in private or public schools or institutions to scaffold students with few resources to success.

To this end, StreetSchool Network™ in conjunction with American Pathways University will begin to offer a Masters Degree in Urban Education, a Certificate of Endorsement in Teaching Students At-risk and Continuing Education Units for teachers new to the urban environment or desiring additional education.



Impact: To train 20 teachers in the StreetSchool Network™ this year through the master's or certificate program and evaluate the impact on the classrooms. To use this base of teachers as the formation for a national teachers network for those teaching youth at-risk to provide needed supports, trainings, encouragement and mentoring on an on-going basis.

Training Topics:

Classroom environments, Love & Logic for classroom management, the role of the advocate, differentiated instruction that includes all learners, understanding poverty and scaffolding students to success, Infusionomics™, the adolescent brain and developing Student Learning & Career Transition Plans.



Changing the Public Will

Issue: In a 2003 study conducted by UNICEF that took the averages from five different international education studies, the researchers ranked the United States No. 18 out of 24 nations in terms of the relative effectiveness of its educational system.

Another prominent 2003 study, the Trends in International Mathematics and Science Study, shows a steady decline in the performance of American students from grades 4 to 12 in comparison to their peers in other countries.

Innovation: The StreetSchool Network™ has developed methods and techniques across its network for the past 23 years that it has applied to replication resulting in schools that are surpassing graduation rates in the urban core as well as for at-risk students nationally despite the fact that the target student is one that has not previously found success.

Impact: The methods and techniques from the network can be applied more broadly by providing teacher training to teachers in a variety of settings both inside and outside the network and educating the general public through books, a radio show, writing in peer journals, participation in studies, etc. Most people feel that the American education system cannot be changed, but we can't allow our kids and ultimately our country to continue to fail in this area.

Increasing Our Influence



The Bulldog House Residential Program

Issue: AAU basketball coaches in cities around the country recognize the talent of many young African-American men (the highest risk group for not graduating) but struggle to keep them in their programs and in school due to the challenges of their lives and neighborhoods.

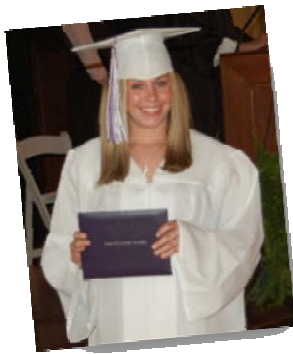
Innovation: The StreetSchool Network™ has opened a residential home in Denver called the Bulldog House after the team mascot to house young men who need a stable place to live while finishing school and transitioning to college.

Impact: There are four seniors in the home, three from Norfolk, VA and one from Lawrence, MA who will graduate this spring and are all now making plans for college and some are even entertaining recruiting letters.



Building Long-term Stability

Issue: What makes a difference in the lives of the students in our “educational intensive care units” is having the support, care, love, expectations and role models the Street School setting provides as a stable and long-term force in their lives. It is not uncommon for past students to be in touch decades later and to still ask for counsel and help at critical times in their life as well as asking for us to celebrate their successes with them.



Innovation: The Community First Foundation in an effort to stabilize and propel the Street School Movement and to ensure that our schools are there for students with the deepening educational crisis in our country has made a matching pledge toward beginning an endowment.

Impact: The Community First Foundation has committed to a 2:1 matching grant providing a dollar to the StreetSchool Network™ to match every two dollars donated until the endowment fund reaches \$300,000. Contribution deadline for matching is: 9/30/2010.

Endowments such as the Community First Foundation propel organizations toward greater works by providing donors the tools necessary to achieve their personal and financial goals. Community First Foundation also offers grants to support programs, initiatives, and organizations with the common goal of strengthening the community.

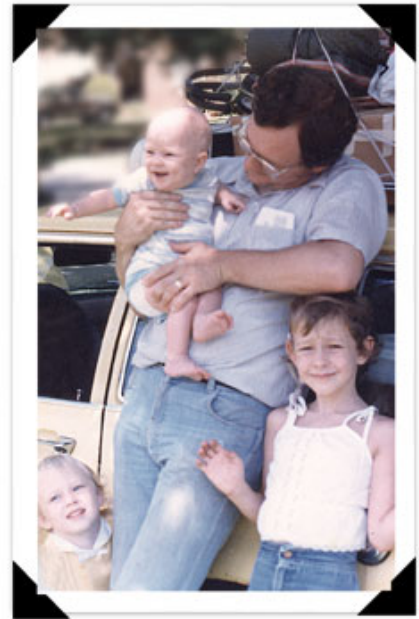


Appendix A- History

During the summer of 1979 Tom Tillapaugh, founder of the Denver Street School and President of the National Association of Street Schools dba StreetSchool Network™, visited a shelter for the homeless and street people in downtown Denver.

Tillapaugh, a high-school science teacher by trade, was struck by the fact that while the people who were living and rehabilitating in the home, most of them did not have a high school diploma. Without a high-school education, their chances of achieving self-sufficiency were minimal. He believed that by adding the missing component of a high school education paired with hope and a plan for future success, the people in the home could raise their base level of thinking and grasp a future beyond simply dulling the pain.

With that vision in mind, in 1985 Tillapaugh moved his family from Oklahoma to Denver into subsidized housing and lived sacrificially in order to reach out to those on the streets full-time. He worked at night and spent his days at a coffee house for poor people and street kids. He began teaching classes in the dining room of a house on East Colfax with five students, and quickly discovered that he had to adjust techniques and procedures from the traditional classroom to meet the special needs of his unique student body.



These students were dealing with issues including living in poverty, addiction, violence, literacy, anger and an utter lack of hope for a meaningful future. A high-school diploma and future success were impossible for these students without a wholistic approach that included not only academic rigor, but also career, life-skills and spiritual development. To this end, the Denver Street School continued to develop.

As early as 1989, people from around the country began to hear of this successful approach to educating youth at-risk and sought out Tillapaugh's advice to duplicate the approach in their own communities. In response to the requests for help, the National Association of Street Schools was incorporated in 1996. NASS began functioning on an informal volunteer basis, with schools convening

and sharing ideas, and Tillapaugh and his staff offering counsel at the request of community leaders from around the country.

In January of 2000, a donor provided NASS with start-up funds that propelled further development of the NASS concept and the hiring of the first staff member, Rueben Mayes. In 2002, a team was hired through the support of the Bill & Melinda Gates Foundation to make the Street School



Model more replicable and since that time the network has continued to grow and produce amazing results in the lives of students.

In September of 2008, the National Association of Street Schools began operating as the StreetSchool Network™ employs several staff around the country and has member schools operating in 30 cities intervening daily to rescue, prepare, and give hope to thousands of high-risk urban youth.

Appendix B- Accomplishments

- Many of the reforms now being recommended with at-risk populations, such as a small teacher/student ratio, one-on-one relationships between teachers and students, additional social supports and assistance with preparing for transition to the workforce or college after graduating...*techniques Street Schools have been successfully employing for years.*
- The Street School Model is unique in producing transformational student outcomes evidenced by a 67% graduation rate for students versus the national graduation rate for at-risk students of 56.7%, (Swanson, 2001) when member schools are largely targeting kids who have already given up on their education.
- The Street School Model is the only faith-based model officially recognized by the Bill & Melinda Gates Foundation as replicable in its Gates Alternative High Schools Initiative.
- The average student GPA of new students typically increases by more than 50% over their previous school experience.
- NASS has been recognized in a variety of publications including *Newsweek* in their article “What Makes A High School Great”, the U.S. Department of Education’s, *Education Innovator* and in *Education Week* where the Street School Model and the NASS founding school (Denver Street School) were highlighted as a successful and unique example for educating low-income youth in the April 4, 2007 issue. NASS was also recently featured in an article in *AdvancedED*, highlighted through an interview on Prime Time America and recognized for its economic literacy efforts through an article in the *Philanthropy Roundtable Journal*. More at: <http://streetschools.com/14press/14press.html>
- Tom Tillapaugh, Founder and President recently invited to speak at two White House events: April 30 briefing "**The Dropout Epidemic in the U.S. and Cross-Sector Solutions**" co-hosted by The White House Office of Faith-Based and Community Initiatives and America's Promise Alliance and the April 24 **White House Summit on Inner-City Children and Faith-Based Schools**.

Appendix C- Opinion Editorial



SPEAKOUT: Who can keep kids in school? You can.

By Thomas A. Tillapaugh

Sunday, August 3, 2008

The sheer number of young people leaving or being expelled from high schools is staggering - 7,000 per school day, according to America's Promise Alliance, a national youth-focused coalition started by Colin and Alma Powell.

The impact this crisis will have on our workforce and economy has been estimated at nearly \$192 billion for each successive class of dropouts.

The dropout crisis threatens the fabric of our society, culturally, economically and politically. There is a growing underclass of those with an incomplete education: They may be in jail, on welfare or simply unable to take advantage of our economic system.

I have been on the front lines of the dropout crisis for more than two decades. In 1984, as a young science teacher, I moved to Denver with my wife and two children to follow a call to open a Christian school for homeless and troubled dropouts. I was 30 and in the eyes of the world - and my grandma - a fool.

On May 13, 1985, I grabbed three kids off the streets and started the Denver Street School in a house in the most crime-ridden neighborhood.

I set out to determine the optimal environment in which youths at risk would find success. I found that the school had to remain small, so students without strong external support systems can be engaged by their teachers. I discovered that strong interpersonal relationships in a family-like environment best motivate adolescents to stay in school.

By 1989, I began to receive calls from urban leaders asking for advice in operating similar schools. As a result, the National Association of Street Schools, now the StreetSchool Network, was founded in 1996.

We can debate curriculums and best practices, but I have found that there is *no* substitute for physically being present with kids, demonstrating love for them by being engaged in their lives. It takes nothing short of sacrificial intervention into the lives of teens by caring adults.

Thankfully, because of the StreetSchool Network and like- minded organizations and individuals, an increased number of at-risk youths are getting that second chance to finish their educations.

I encourage you to think about what sacrifice you might make to help our schools better prepare young people for success. Consider being a mentor, tutor or coach. Provide job shadowing and internship opportunities. Get your church involved. The future of our nation depends upon your engagement.

Tom Tillapaugh is the founder and president of Denver Street School and the StreetSchool Network.

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Appendix D- Did You Know This About Teachers?

- Data from an extensive teacher survey concluded that frequency of participation in a collaborative activity was generally positively related to teachers' beliefs about the extent to which the activity improved their classroom teaching. For example, teachers who engaged in regularly scheduled collaboration with other teachers at least once a week were more likely to believe that participation had improved their teaching a lot (45 percent), compared with teachers who participated two to three times a month (23 percent), once a month (15 percent), or a few times a year (7 percent).
- The extent to which teachers felt very well prepared for most classroom activities varied with the amount of time spent in recent professional development in those activities. With two exceptions (classroom management and state or district curriculum and performance standards), teachers who spent over 8 hours in professional development on the activity were more likely than those who spent 1 to 8 hours or those who did not participate at all to indicate that they felt very well prepared for that activity.
- For three collaborative activities related to teaching—regularly scheduled collaboration with other teachers, networking with teachers outside the school, and mentoring another teacher in a formal relationship—teachers who participated in the activity were more likely than those who did not participate to report feeling very well prepared for the overall demands of their classroom assignments.
- Data sources: The NCES Fast Response Survey System: "Survey on Professional Development and Training in U.S. Public Schools: 1999-2000," FRSS 74, 2000; and "Teacher Survey on Professional Development and Training," FRSS 65, 1998.

Appendix E- Alumni Story



A HOME OF HER OWN

When LaShaya Holmes first arrived at the Street School with her striking looks and smarts, it was almost immediately apparent that given the right supports, this gal could go far in life. She reminded us of that over and over as she tackled academic assignments (a math whiz!) and demonstrated her skills on the basketball court.

One of the biggest challenges she and her mother faced, outside of LaShaya choosing a positive peer group, was the lack of stable housing. Deciding to get herself in a position where she could solve the problem, LaShaya graduated from Denver Street School in 1998, undertook training at Emily Griffith Opportunity School and worked two jobs until she could buy her own home.

Today the stability provided by home ownership has made LaShaya a beacon of hope not only for her own kids, but her extended family as well.



StreetSchool Network™
formerly National Association of Street Schools

Appendix F- Alumni Story

A DECADE LONG DREAM REALIZED

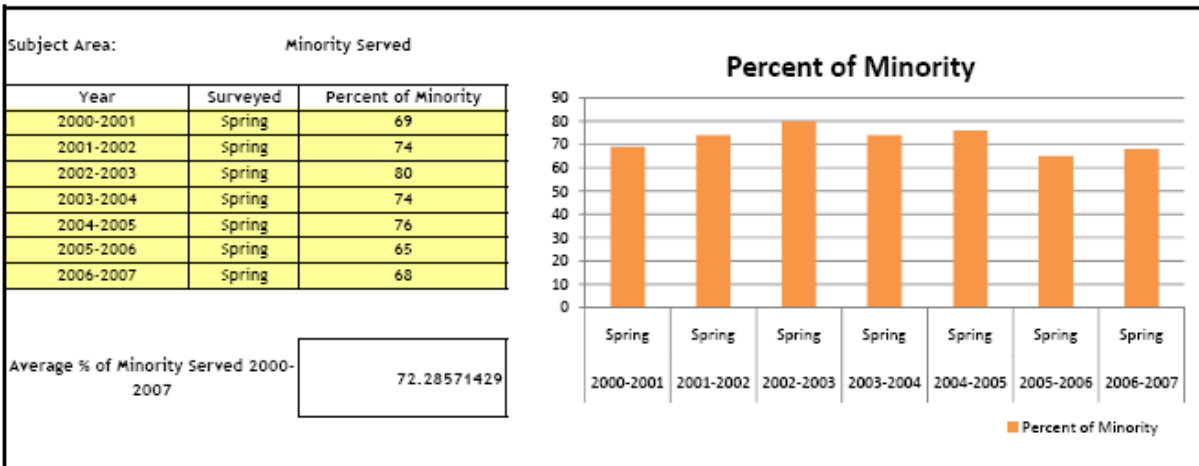
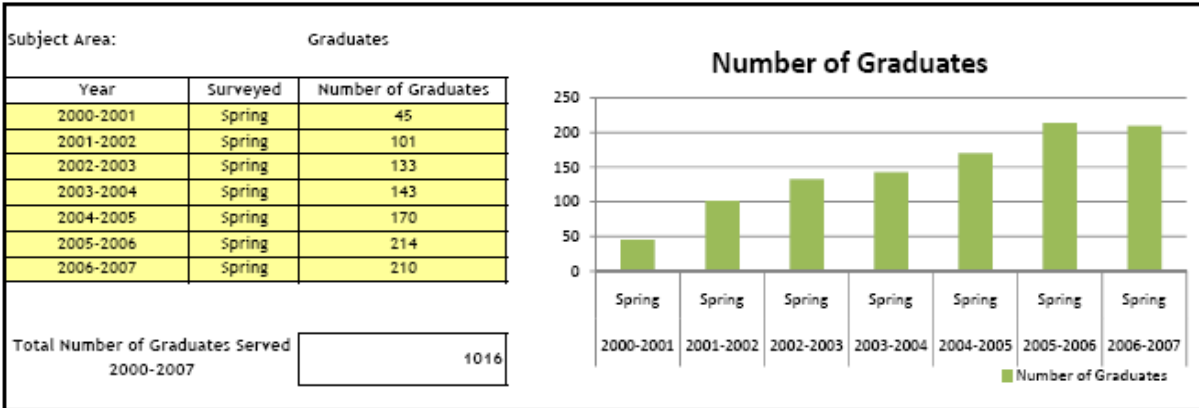
For Kristi Melchior, life has not yet been easy. She came to the Street School in 1996 shortly after one of her friends was murdered in a gang retaliation incident. About the same time, her parents went their separate ways.

Looking for help to take the next steps in her life, Kristi decided she wanted a career in juvenile justice to give kids, “Help going through things I never really got help going through.”

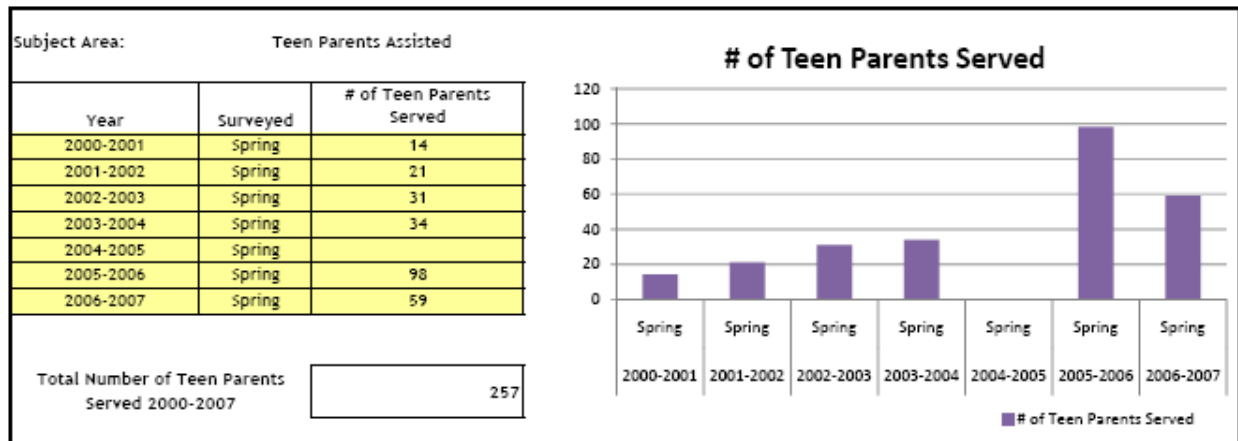
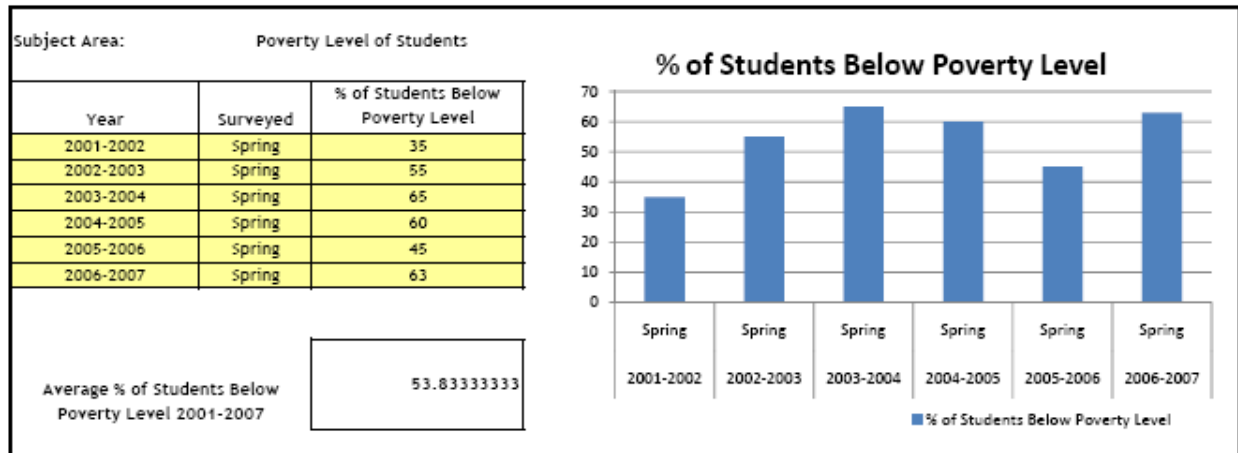
She graduated in only three years from Denver Street School and enrolled in college, a first for her family. Along the way, she married, added kids and due to health and financial issues, there were times she could keep progressing toward her degree and other times she couldn’t.

Kristi interned at the Arapahoe County Public Defender’s Office, and is currently working full-time at Jefferson Hills. This is her first “real” job working with kids in the system, and she has already been promoted to fill-in supervisor. After working for a decade to earn her bachelor’s degree, Kristi will be graduating from Metro State on December 14.

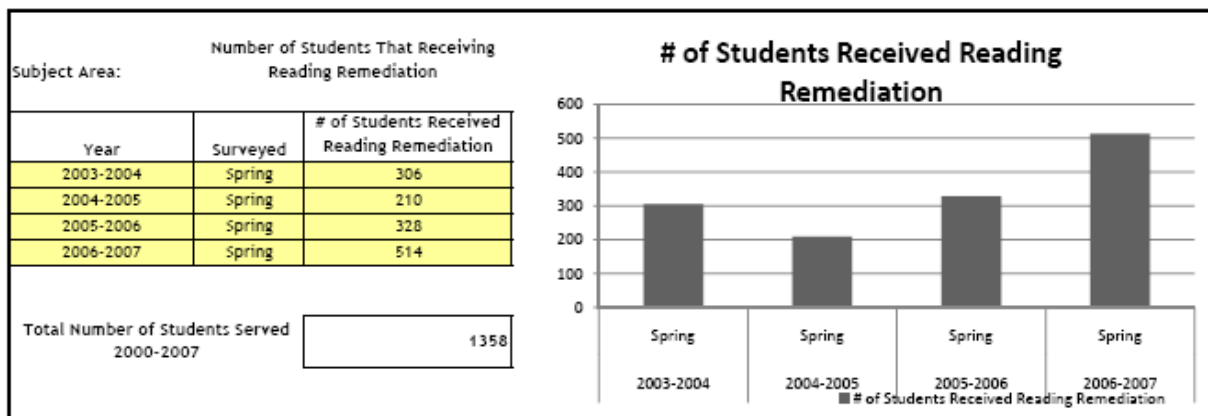
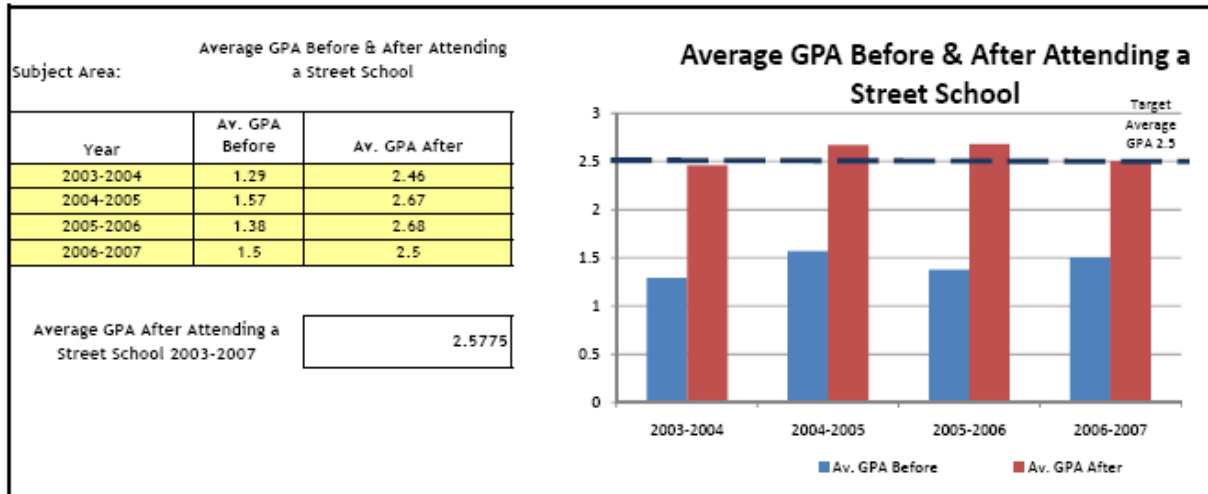
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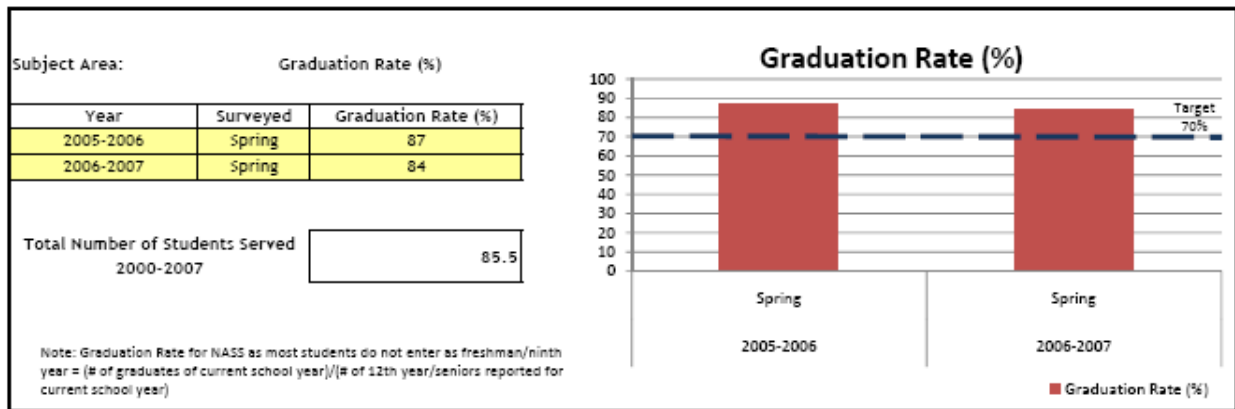
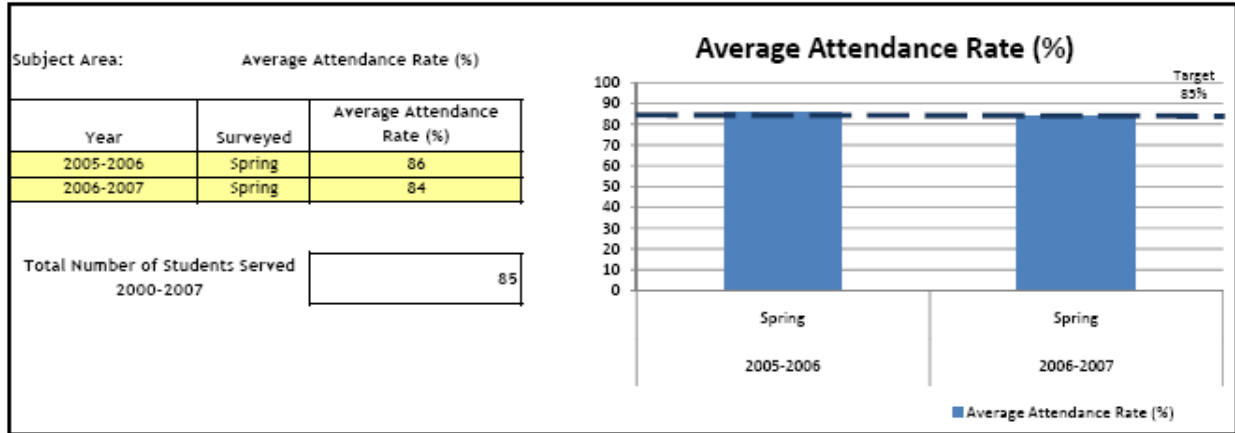
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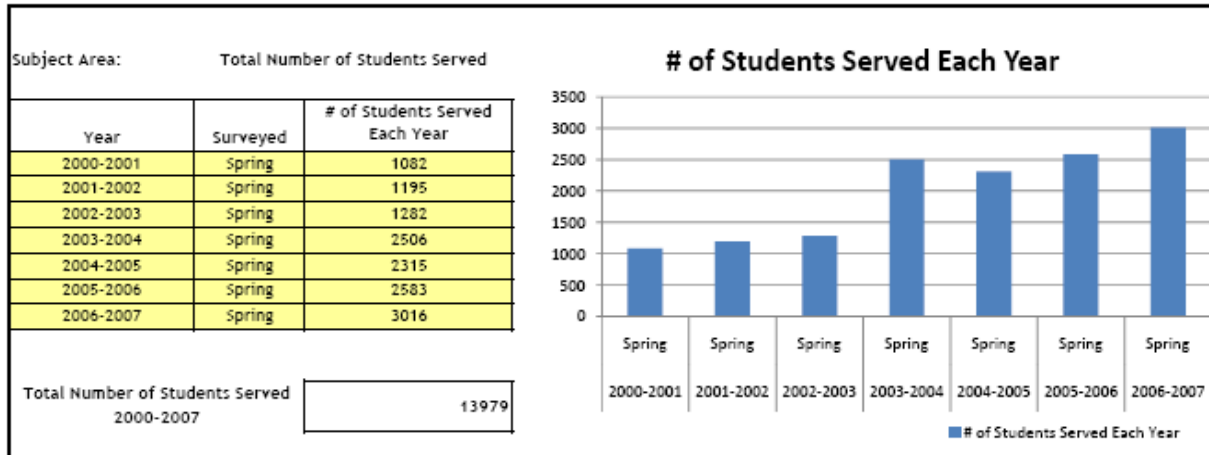
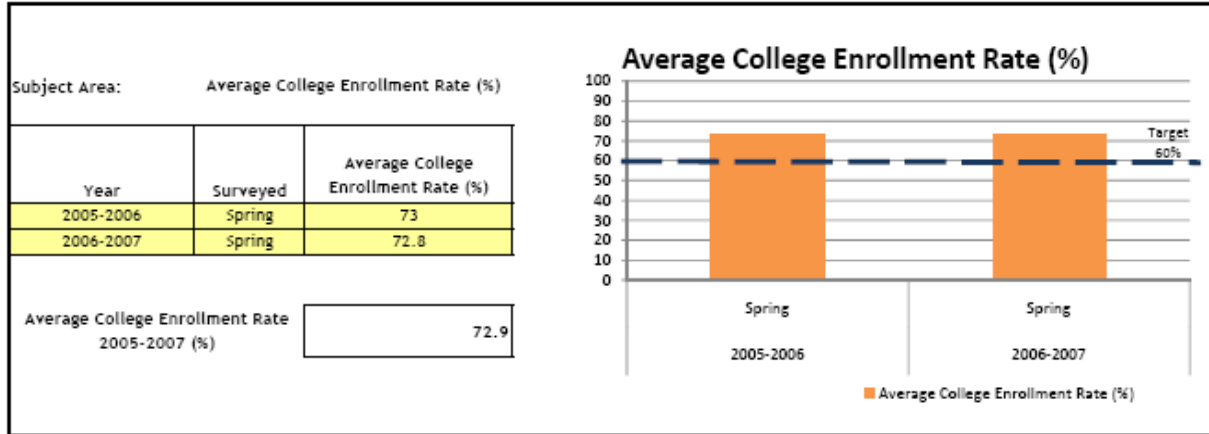
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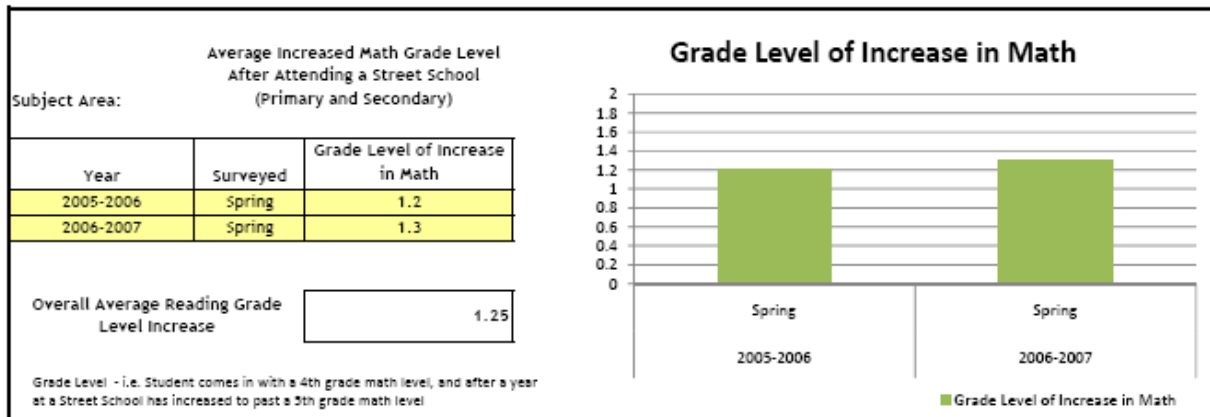
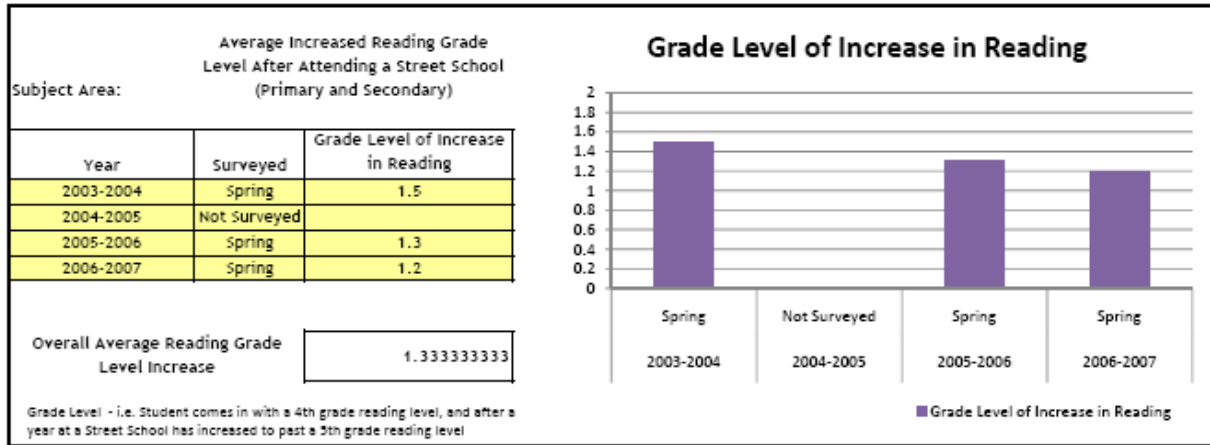
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