Scaling with a Small Staff/
Limited Human Capital

Angela Jerabek, MS – Founder & Executive Director

BARR Center
Intentional Relationships

Real-Time Data

Staff to Staff

Staff to Student

Student to Student

Using Real-Time Student Level Performance Data to Guide Collaborative Problem Solving and Instructional Action
AIR Video
2010 DEVELOPMENT GRANT FUNDED

2011 OVER 1000 STUDENTS SERVED YEARLY

2012 HERE WE GO AGAIN VALIDATION RENEW COPYRIGHT

2013 VALIDATION AWARDED

New Partnerships
SPURWINK AIR
HAZELDEN PUBLISHING

2014

2016
Fiscal Sponsor - Spurwink
Website and Logo created
BARR invited to White House and Senate briefing - presentation on efficacy, equity and evidence

2017
2016 Spring Gathering
St. Louis Park, MN
Attendees: 160

2017 Spring Gathering
St. Anthony HS, MN
Attendees: 210

2018 National Conference
Moreno Valley HS
Attendees: 325

2019 National Conference
St. Louis Park, MN
Attendees: 500
BARR:
Strong evidence-based program
SEL: recognized 5 times
1 of only 4 programs in High School
119 TRAININGS
18 STATES
1,980 PARTICIPANTS
Key lessons to turn “small” staff into “expansive” human capital

- Culture eats strategy for breakfast, lunch and dinner.
- Always let research and evidence be your guide.
- Know when to partner v. contract v. hire.
Culture eats strategy for breakfast, lunch and dinner. The leader sets the tone.

### Growth Mindset
- Strengths-based
- Intellectual diversity that challenges leader POV
- Share enough
- Continuous improvement

### Scarcity Mindset
- Deficit-focused
- “Yes” people only with no discourse
- Don’t overshare or scare
- There’s only ONE way
Continuously Improving

Summer Retreat Day Two, 7.21.20
Know when to partner v. contract v. hire

A few headaches but leveraging partners is critical

- Stay lean for as long as possible
- In-house
  - Grant writing & Research Director
  - Brand oversight
  - Quality oversight
Always let research and evidence be your guide.

Research and evidence opened the door to scaling

- Continuous Improvement
- Diversification of Revenue
  - State vendor lists
  - Private philanthropy
The Power of Socioemotional Learning: Results from 12 Randomized Controlled Trials of the BARR Model

Maryann Corsello, Ph.D., BARR Center

A growing body of research has demonstrated the benefits of socioemotional learning on school climate, student behavior, and student academic performance (CASEL, 2019; Durlak et al., 2011; Kendall & Yudice, 2016). Critical to this discussion is the use of rigorous research designs that test the causal nature of this relationship.

BARR Research at a Glance

4,723 9th grade Students and 140 Teachers
12 Schools in California, Maine, Minnesota, Kentucky, Texas
Student level within school RCT – one year – BARR vs Business as Usual

Measures: Credits earned, passing courses, NWEA scores, student perceptions, teacher perceptions

Theory of Change and Results

BARR improves outcomes by changing teacher and student attitudes and behaviors

SEL in Action

i3 Development Study: Decreased course failure; Increased NWEA scores

i3 Validation Study – Increased GPA

i3 Validation Study – Decreased course failure
THE BARR NETWORK

1999-2020
170 schools implementing
over 100,000 students impacted

STATES BARR IS FOUND

Arizona
California
D.C.
Florida
Illinois
Kentucky
Maine
Massachusetts
Maryland
Minnesota
New York
North Carolina
Ohio
Pennsylvania
Tennessee
Texas
West Virginia
Wisconsin

EVIDENCE BASED RECOGNITION

2020 Education Innovation and Research (EIR) Project Directors and Evaluators Technical Assistance Meeting
Learn more at barrcenter.org

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