



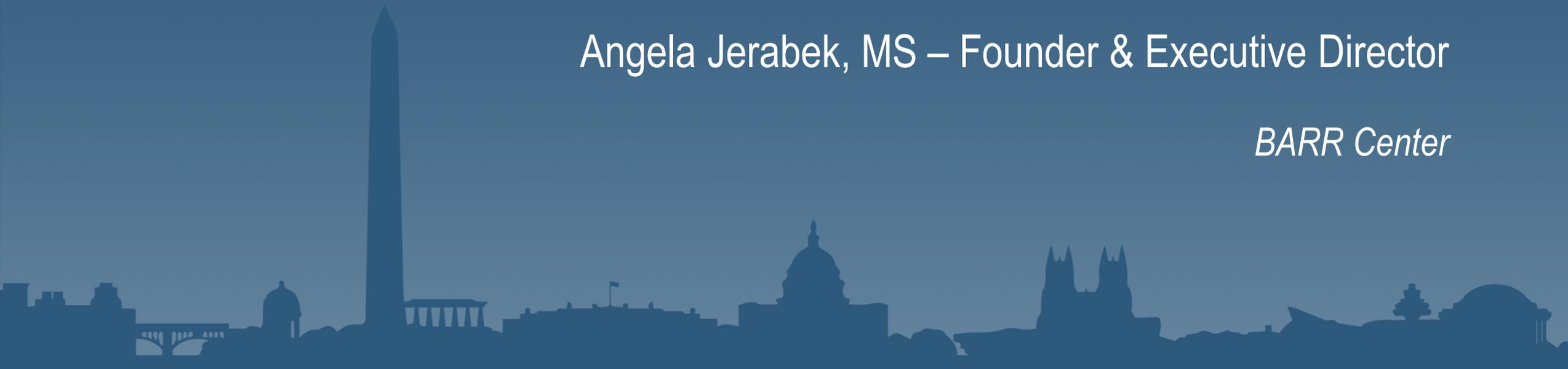
**2020 Education Innovation and Research (EIR) Project Directors  
and Evaluators Technical Assistance Meeting**

Virtual Meeting | October 21–23, 2020

# Scaling with a Small Staff/ Limited Human Capital

Angela Jerabek, MS – Founder & Executive Director

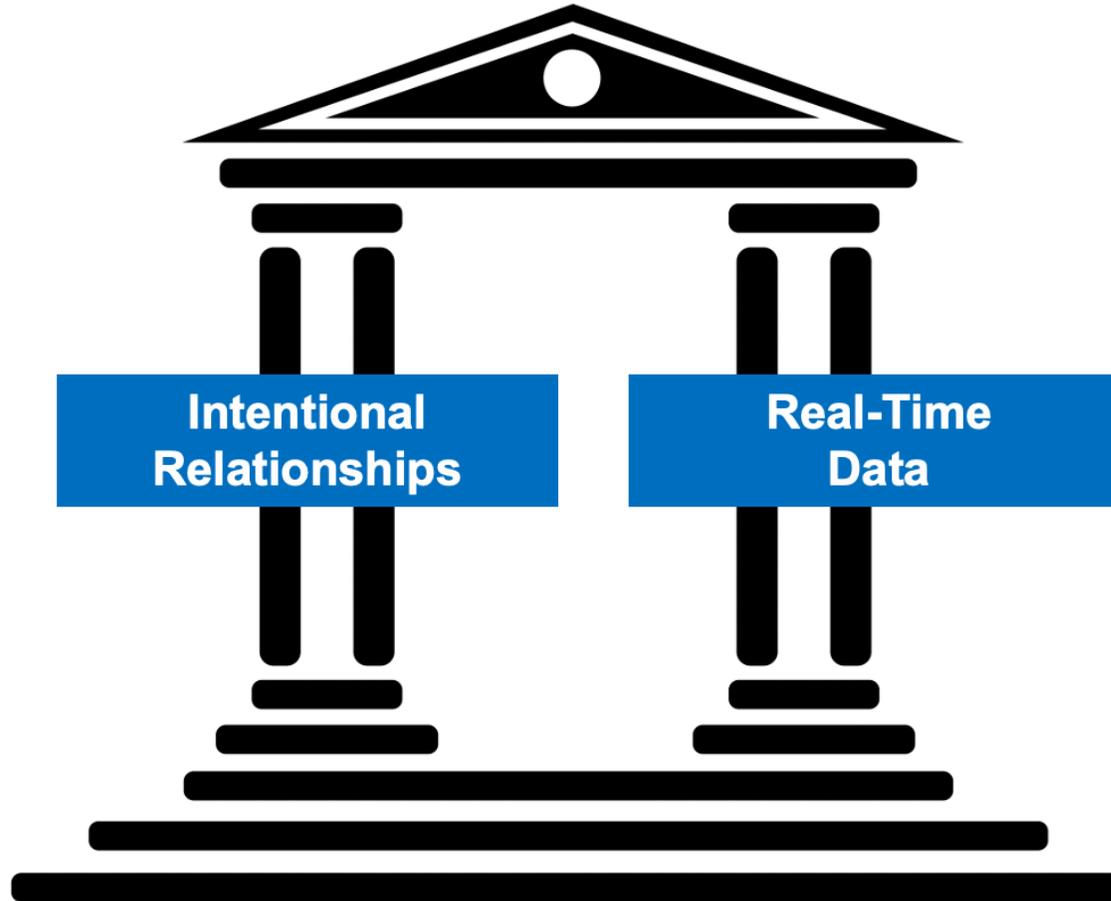
*BARR Center*



**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

**1** BEGINNING  
**99** DEVELOPMENT  
Anu who?



2001 - COPYRIGHT  
"HEY LITTLE LADY"

2003

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

2004 1 Stop Shop  
Angie =  
coach/trainer

**7** Schools

2008 SEARCH PUBLISHING

**Search** >  
INSTITUTE

**10** SCHOOLS

All About the  
1-Times

2009 NATIONAL REGISTRY OF EVIDENCE-BASED  
PROGRAMS AND PRACTICES



**NREPP**  
National Registry of Evidence-  
based Programs and Practices



2010  
DEVELOPMENT  
GRANT  
FUNDED



OVER 1000  
STUDENTS  
SERVED  
YEARLY

2011

2012

HERE WE GO AGAIN

VALIDATION  
RENEW  
COPYRIGHT

anyone?

2013

VALIDATION  
AWARDED

*New Partnerships*

SPURWINK  
AIR  
HAZELDEN PUBLISHING



2014

ies  
WHAT WORKS  
CLEARINGHOUSE

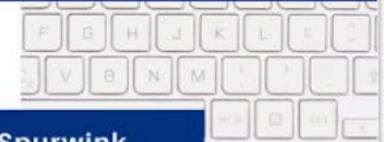
2017

2016

Fiscal Sponsor - Spurwink

Website and Logo created

BARR invited to White  
House and Senate briefing  
- presentation on efficacy,  
equity and evidence



**2017**

*Scale up awarded!*

BARR BECAME THE ONLY ORGANIZATION TO RECEIVE ALL THREE TIERS OF 13 GRANTS

CLASSROOM CURRICULUM VOLUME 2

**2017**



**BARR** BUILDING ASSETS  
REDUCING RISKS

2018  
BARR Center  
is  
Official  
501c3

Thank you Rob!  
Couldn't have done it without you.

CLASSROOM CURRICULUM VOLUME 3

**2018**



**BARR** BUILDING ASSETS  
REDUCING RISKS

**2019**

Renewed Publishing Contract  
with Hazelden Publishing

BARR Trademark registered.



**BARR**  
Same Students. Same Teachers.  
Better Results.

**2019**

ies WHAT WORKS  
CLEARINGHOUSE

**BARR**  
**4 TIMES**  
*without*  
*reservation*



## 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

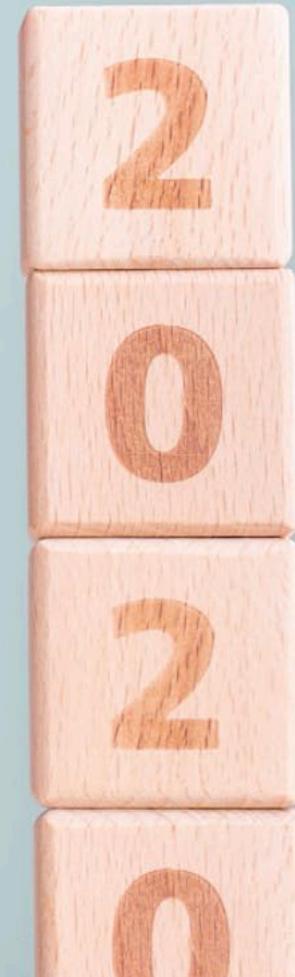


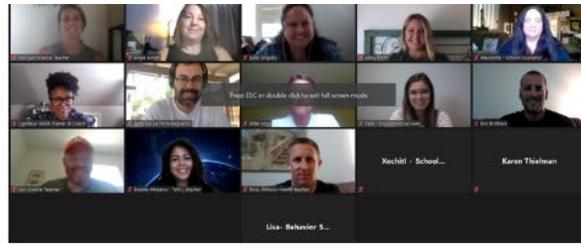
**BARR:**

**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

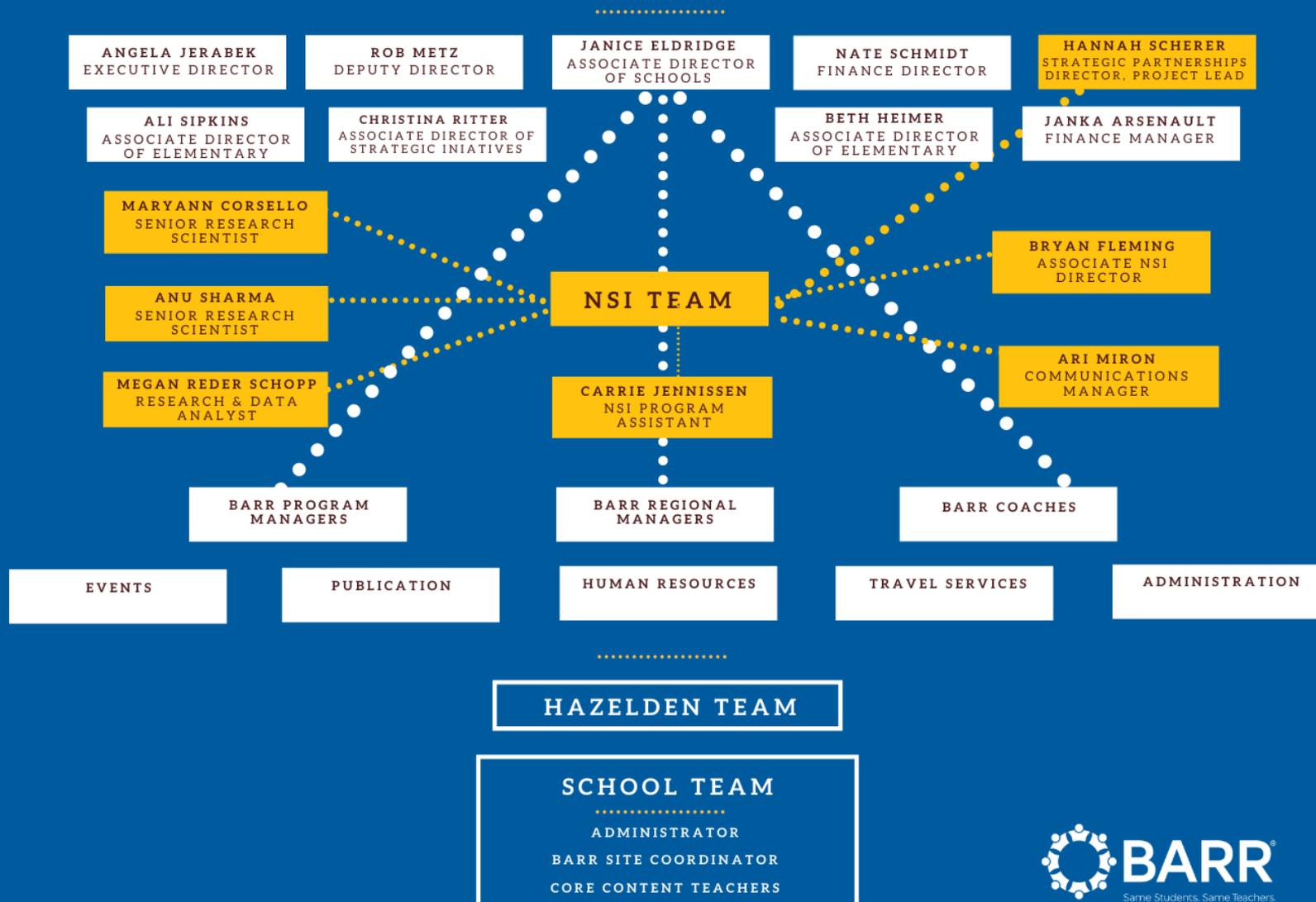
Summer Retreat  
Day Two, 7.21.20



# 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

## The BARR Model



### BARR Model

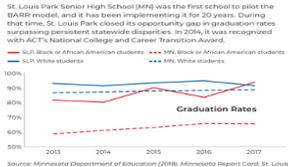
- Focus on the whole student
- Hold regular meetings of the cohort teacher teams
- Provide professional development for teachers, coaches, and administrators
- Conduct risk review meetings
- Use BARR's Time Contribution to foster a climate for learning
- Engage families in student learning
- Create cohorts of students
- Engage administrators

BARR cultivates belonging by implementing systems that ensure that every student is seen, feels valued, and has trusting, positive relationships within the building.

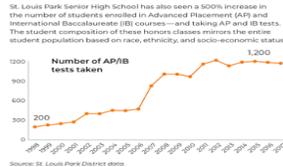
**BARR is a strength-based school model that creates equitable schools where adults know every student, recognize their strengths, and help them succeed.**  
**BARR trains and coaches educators to build socioemotional skills to better connect with students and address the issues that prevent them from thriving.**  
**The model consists of professional development, coaching, and materials focused on BARR's foundational pillars – building positive intentional relationships and the real time use of data.**

## First BARR school: 20 years of longitudinal data

### BARR Closes the Gap in Graduation Rates



### More Students Take AP and IB Courses with BARR



## i3 Validation Study – Increased GPA

Exhibit 7. Impacts on Students' Grade Point Average in Core Courses (Full Sample and Subgroups)

Outcome/Subgroup	N	BARR	Control	Difference	P-Value	Effect Size
Full Sample	3,376	2.58	2.48	0.10†	0.000	0.11
Female	1,641	2.74	2.71	0.03	0.449	0.03
Male	1,735	2.43	2.26	0.17†	0.000	0.17
Minority	2,497	2.48	2.35	0.14†	0.000	0.13
White	879	2.88	2.86	0.03	0.566	0.03
Free or Reduced-Price Lunch	2,638	2.51	2.39	0.11†	0.000	0.12
Not Free or Reduced-Price Lunch	722	2.90	2.80	0.10	0.053	0.11
English Learners	1,071	2.54	2.46	0.07	0.148	0.07

A growing body of research has demonstrated the effects of socioemotional learning on school climate, student behavior, and student academic performance (CASEL, 2019; Durlak et al, 2011; Kendziora & Yoder, 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 9<sup>th</sup> grade Students and 149 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



- Teachers perceive their school = school administration as more supportive\*\*
- Enhanced collaboration amongst teachers\*\*\*
- Teachers use data to better understand + support students, + build socioemotional skills\*\*
- Teachers create positive, intentional relationships with students
- Students feel more supported by adults\*\*\*
- Students feel more is expected of them\*\*\*
- Students feel more engaged/invested about school\*\*
- Improved student attendance
- Decreased student behavioral issues (e.g., suspensions)
- Enhanced student socioemotional skills
- Increased graduation rates
- Improved math scores\*\*
- Improved reading scores\*
- Increased core credits earned\*\*\*
- Higher pass rates in core classes\*\*\*

\*Per AIR evaluation of BARR, this outcome is statistically significant at p < .05, \*\* at p < .01, \*\*\* at p < .001

## i3 Validation Study – Mediation Model

### Evidence of Mediation

A mediation analysis explores how impacts on proximal outcomes (e.g., student engagement) relate to impacts on distal outcomes (e.g., reductions in course failure). Understanding these relationships can help program developers and policymakers better understand and refine their interventions. We used a structural equation model (SEM), a type of correlational analysis, to explore the relationships between BARR and the outcome variables simultaneously. The figure below shows the results of this exploratory mediation analysis.

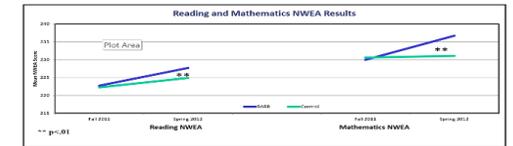
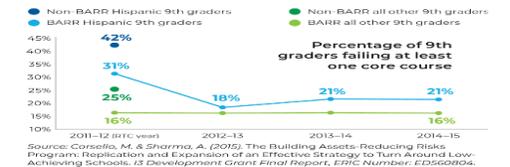


Model Fit Index: CFI = 0.904; RMSEA = 0.063 (90% CI 0.058–0.068); SRMR = 0.035.  
 Notes: Blue arrows indicate significant direct relationships. (The bold blue arrows indicate the only mediation relationship that was found to be significant.) Gray arrows suggest insignificant relationships.  
 \* = statistically significant at the p < .05 level; † = statistically significant at the p < .01 level; †† = statistically significant at the p < .001 level.

## SEL in Action

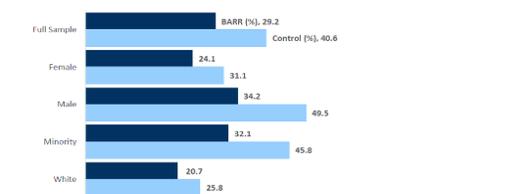


## i3 Development Study: Decreased course failure; Increased NWEA scores



## i3 Validation Study – Decreased course failure

Exhibit ES3. Percentage of Students Failing at Least One Core Course in Ninth Grade



# THE BARR NETWORK

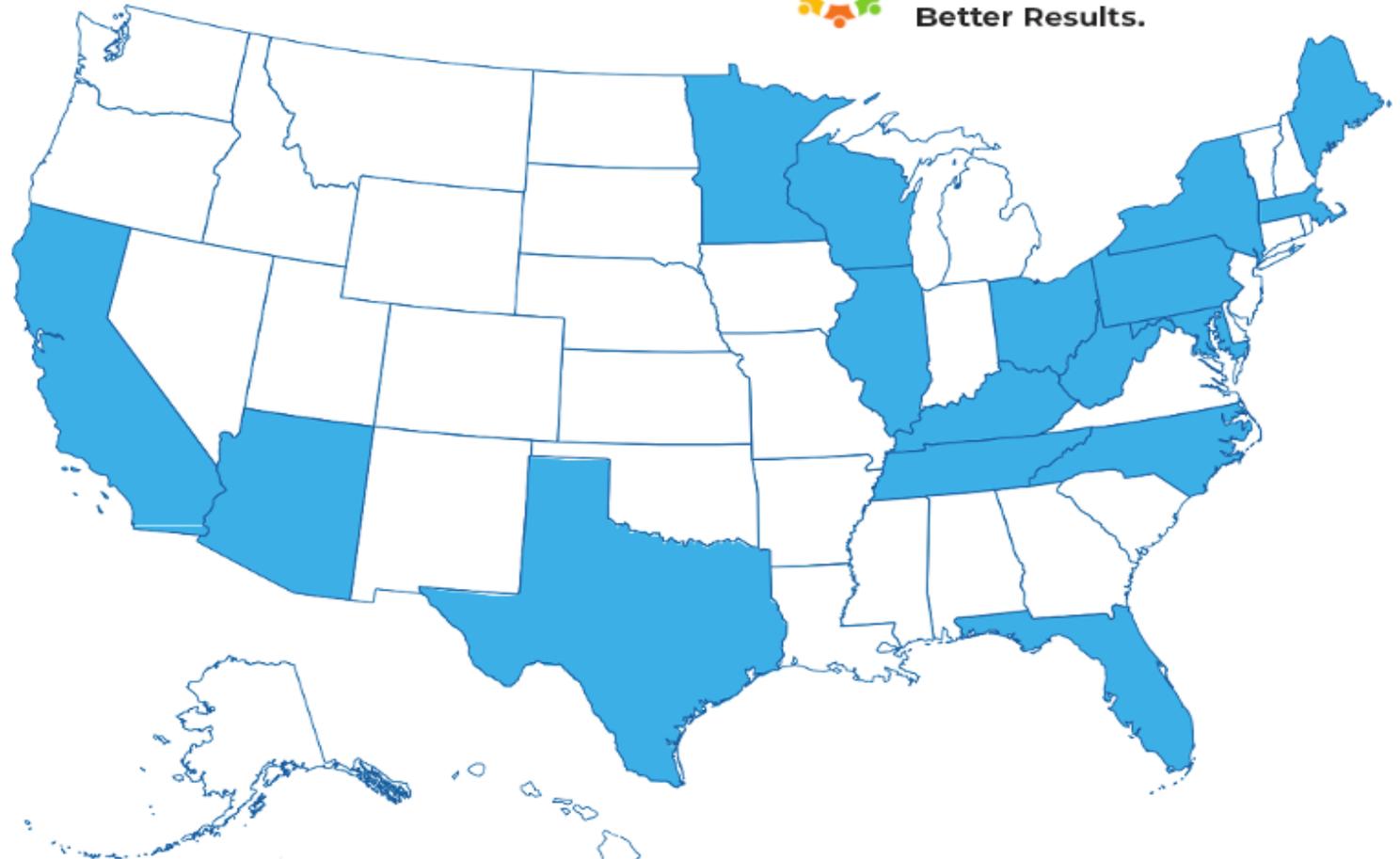


Same Students.  
Same Teachers.  
**Better Results.**

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

## STATES BARR IS FOUND

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



## EVIDENCE BASED RECOGNITION



Learn more at [barrcenter.org](http://barrcenter.org)

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