

A photograph of a young Black male student in a grey hoodie smiling broadly at the camera. In the background, three adults (two women and one man) are smiling and interacting with other students in a classroom setting.

***Building Assets, Reducing Risks:***  
**A Proven Approach for Student Success**



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*Program Director*

**Building Assets Reducing Risks**

**Minneapolis, MN**

## Presentation Overview

### This presentation will

- Provide an overview of *Building Assets, Reducing Risks*
- Describe BARR's success in achieving academic outcomes
- Give an overview of the Investing in Innovation (i3) BARR Validation Grant: an opportunity to fund BARR at your school
- Describe the application process for participating
- Identify the resources available to introduce this model to decision-makers



## What Is *Building Assets, Reducing Risks*?

- *Building Assets, Reducing Risks* is an innovative strategy proven to transform high schools.
- This educational model integrates the Developmental Assets framework, Risk and Protective factors focused on prevention strategies, and the Attribution Theory of Student Motivation. It is unique in its approach to addressing the needs of students using two interrelated approaches:
  1. Creating positive, intentional relationships staff to staff, staff to students, students to students
  2. Using real-time student-level performance data to guide instructional action

## *Why Building Assets Reducing Risks?*

- 20–40% of 9th-grade students fail one or more classes needed for graduation because of factors unrelated to learning ability.
- Low graduation rates are driven by students who enter high school poorly prepared for success and who have trouble transitioning to 9th grade
- National average = 25% of 9th-graders take 9th grade over. Some schools exceed this average, with up to 45% of their 9th-graders failing.
- *Building Assets, Reducing Risks* can also be used to help students achieve in grades 6–10.

## Outcomes Achieved with This Model

- Increasing the number of students earning “course credits toward graduation,” leading to improved graduation rates
- Raising achievement scores
- Increasing student engagement in learning
- Reducing the adverse effects of alcohol and other drug use

## Additional Outcomes Achieved with This Model

*Building Assets, Reducing Risks* increases student achievement across an entire school grade by

- identifying students who should be accelerated into gifted programming
- increasing academic success of middle-level students
- decreasing educational disparities among groups of students

## What Is the Theoretical Basis?

- **Developmental Assets**

The more assets young people experience, the more they engage in positive behaviors and grow and develop.

- **Risk and Protective Factors**

Social Development strategy, developed by Hawkins and Catalano, focuses on prevention through identifying risk and protective factors.

- **Attribution Theory of Student Motivation**

Students develop beliefs about their ability to succeed in school through this cognitive-behavioral-social process.



## What Is the Model's History?

- *Building Assets, Reducing Risks* was developed by Angela Jerabek, a school counselor at St. Louis Park High School in Minnesota.
- The model was first implemented in 1999.
- It transformed St. Louis Park High School from one of the lowest-performing high schools in Minnesota to one of the top-performing high schools.

## Research at St. Louis Park High School

- Prior to implementation, the high school had a 44–47% failure rate. The rate decreased to 28% in one year. Current failure rates are 14% and have held steady for 15 years.
- Currently, 87% of students are passing all core subjects.
- The number of students of color moving into honors courses grew from 8 to 96, and the number of credits earned for honors courses per year for students of color grew from 16 to over 212.

## Research at St. Louis Park High School

### *Continued*

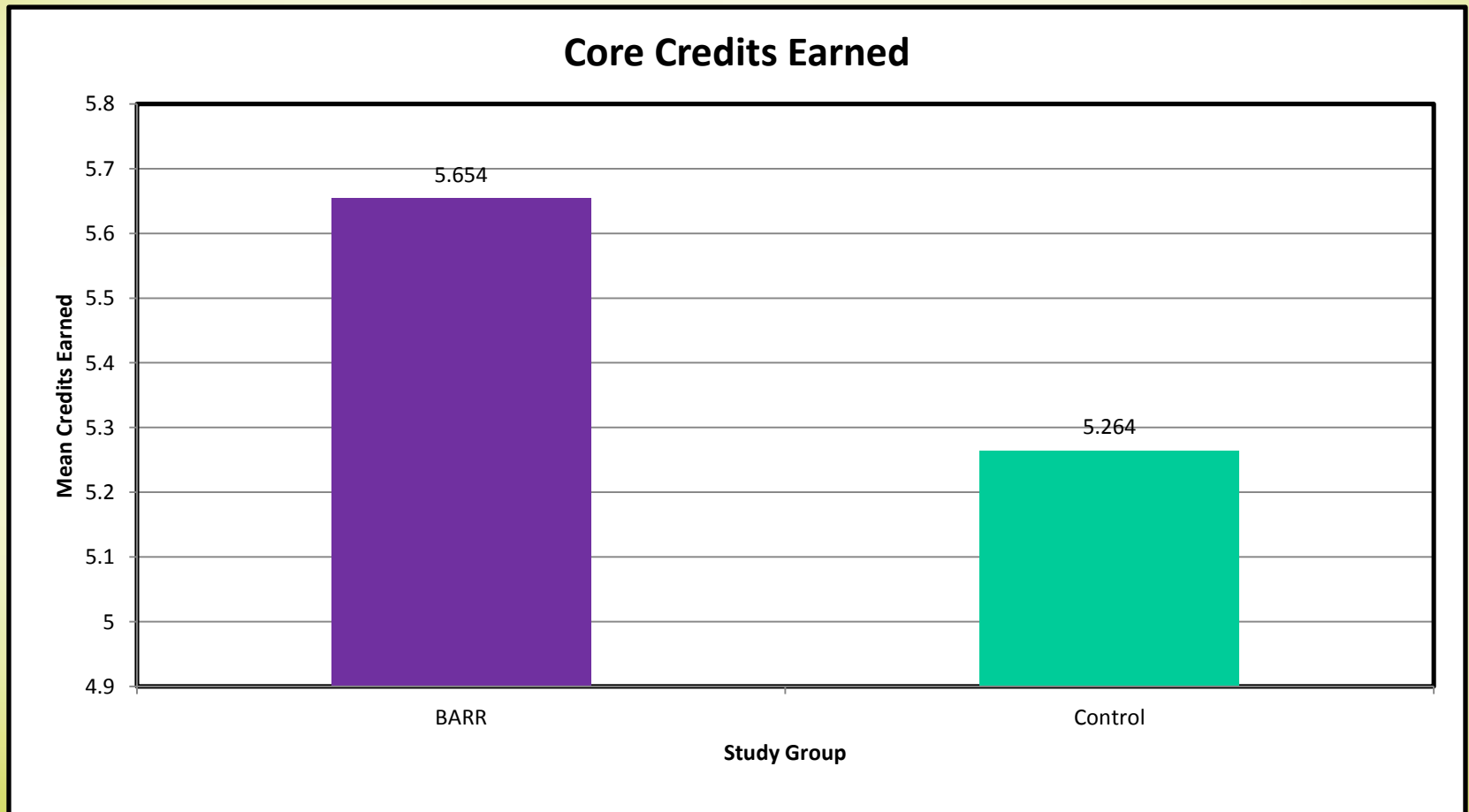
- 24% of African American students and 9% of Hispanic students take advanced placement (AP) and honors courses—consistent with the percentages in the overall school population.
- In 2012, St. Louis Park High School had a graduation rate of 80 percent for students of color. The state average for Minnesota was 40 percent.

## Randomized Controlled Trial

- Recently, several independent evaluations have been done using *Building Assets, Reducing Risks*.
- During the 2011–2012 school year, a randomized controlled trial was conducted at a large suburban California high school.
- It included 548 students who were randomly assigned to treatment and control groups.
- Of the participants, 37% were Hispanic; 18% were English language learners.

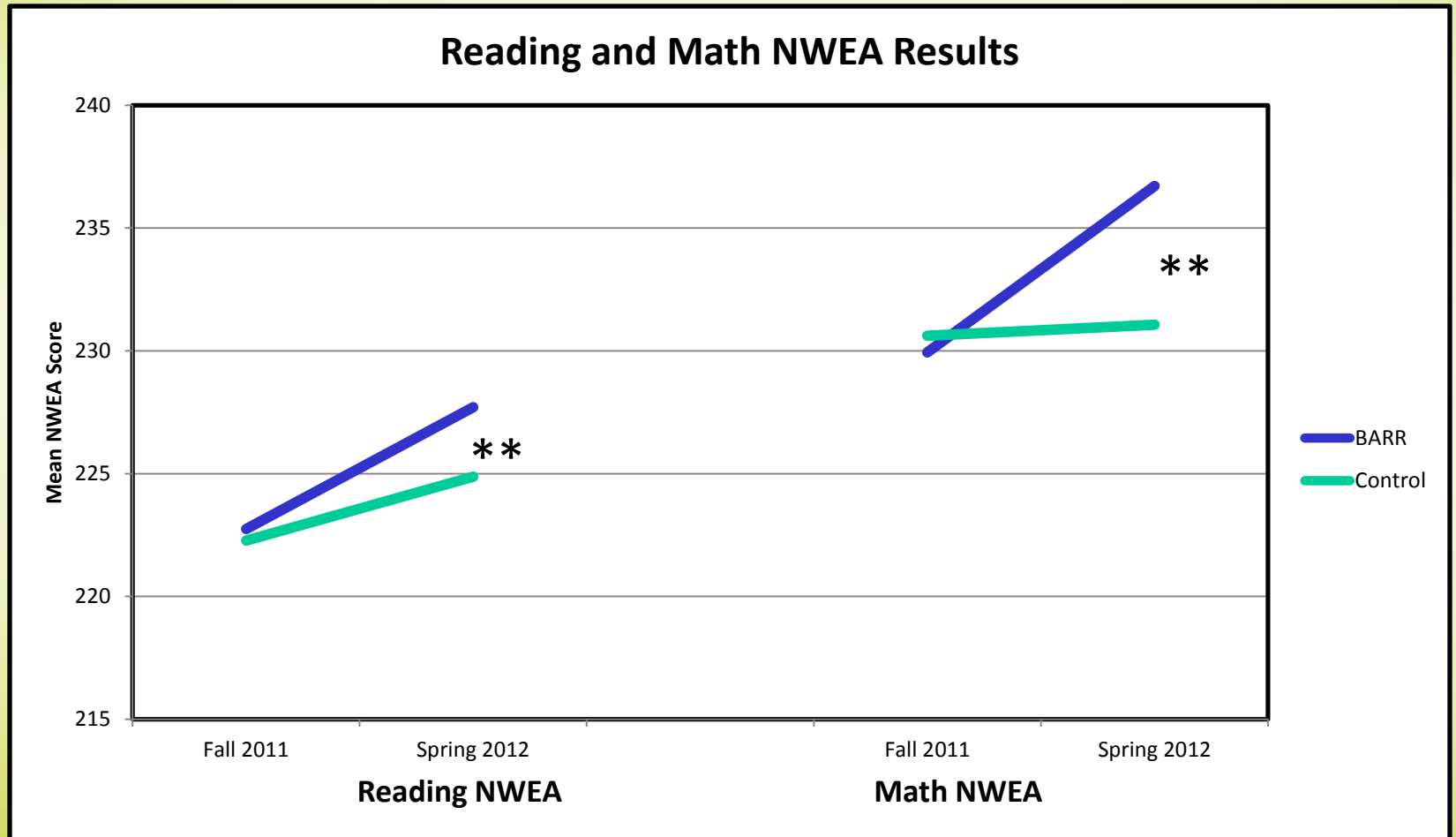


# Randomized Controlled Trial

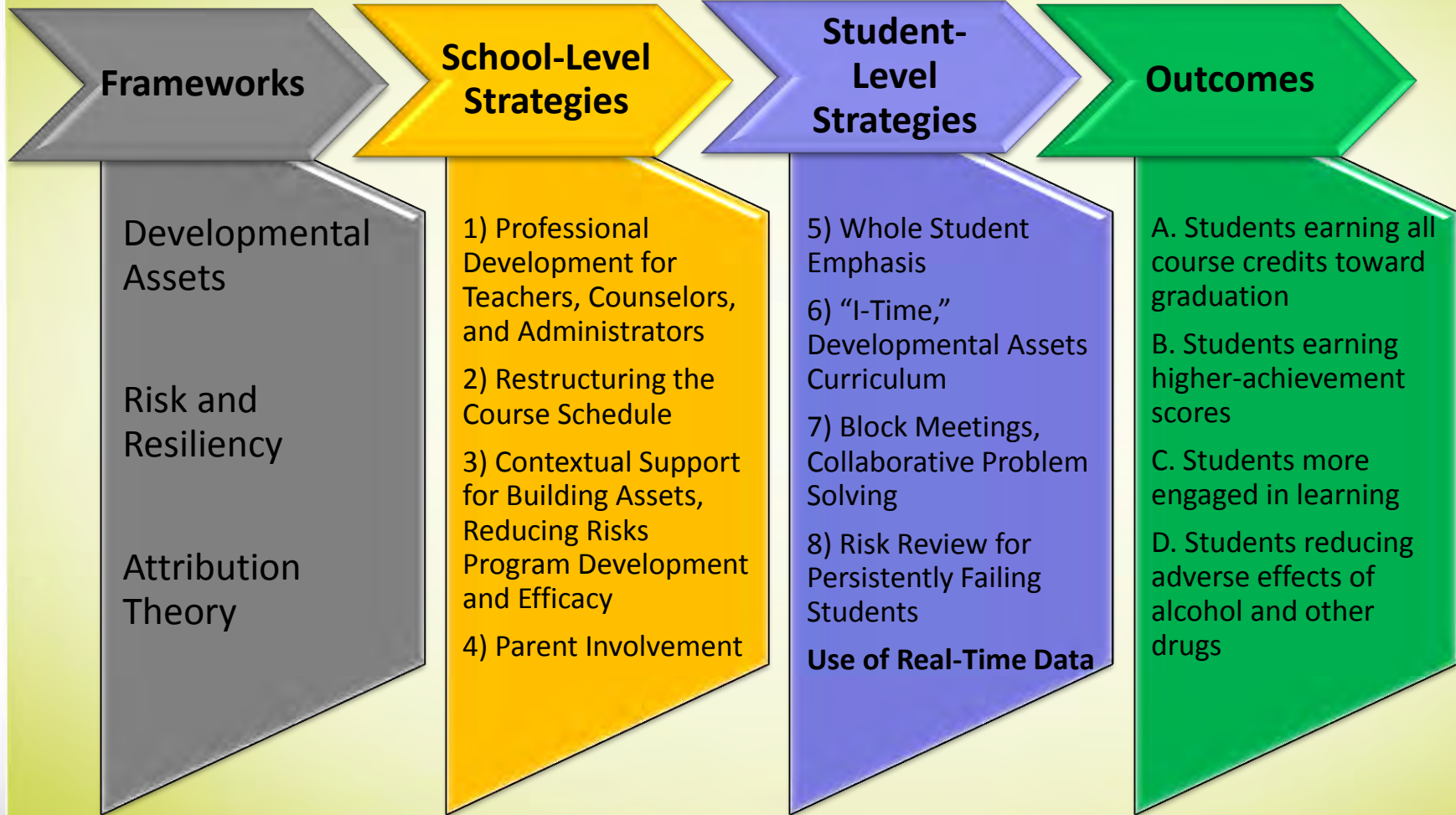


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# Randomized Controlled Trial



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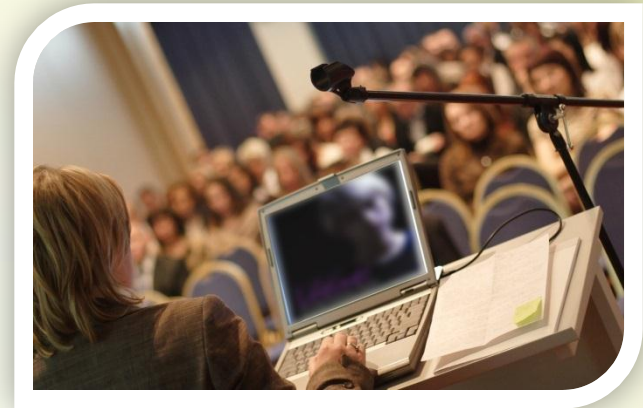
## The Model Has Eight Key Strategies

1. Professional development
2. Restructuring course schedules
3. Whole student emphasis
4. Block/team meetings and collaborative problem solving
5. I-Time Developmental Assets curriculum
6. Risk Review meetings
7. Contextual support
8. Parent/guardian involvement



## Strategy 1: Professional Development

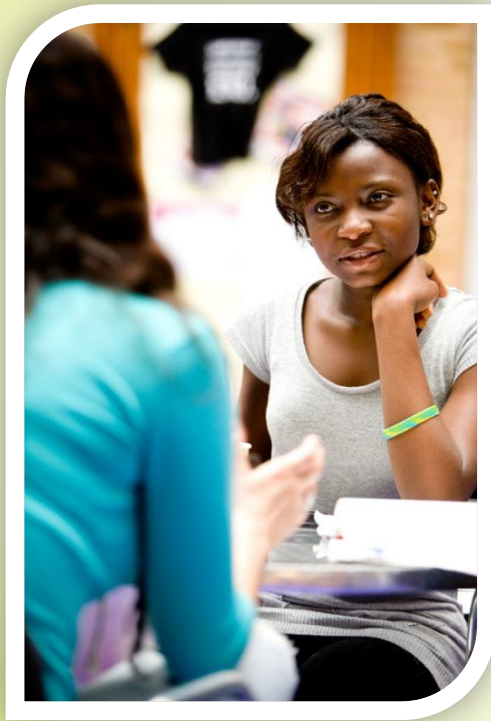
- Provide training on the importance of student-teacher relationships and using relationships to enhance achievement.
- Begin with a training prior to implementation.
- Continue with daily, weekly, and monthly team meetings and coaching.



## Strategy 2: Restructuring Course Schedules

- Student grades are structured into blocks with three core subject area teachers per block.
- Core subjects are typically English, math, science, and/or social studies.
- Block teachers have similar prep times.
- Block structure may be based on ability or mixed groups.
- Block structure maximizes achievement because it increases relationship building.

## Strategy 3: Whole Student Emphasis



- Teachers look for student assets/strengths.
- Teachers address student risk factors proactively, so students have a better chance to succeed.
- Teachers are concerned about students academically, emotionally, physically, and socially.

## Strategy 4: Block Meetings and Collaborative Problem-Solving

- Block teachers hold regular meetings to discuss progress of students.
- Block teachers brainstorm interventions to help students academically.
- In a separate weekly meeting, block teachers meet with support staff to discuss interventions for high-risk students.
- Real-time student data is used to identify and address needs of at-risk students.





## Strategy 5: I-Time Classroom Curriculum

- This Developmental Assets curriculum stimulates social-emotional learning.
- It consists of 35 weekly, 30-minute lessons delivered by the block teachers.
- The focus is on building relationships among students and with the teacher.

## Strategy 6: Risk Review Meetings

- Persistently failing students are identified and reported to a Risk Review team.
- This team includes school support staff—the *Building Assets, Reducing Risks* coordinator, school administrator, school social worker and/or school counselor, and chemical health specialist—and possibly a representative from the community, such as the Student Resource Office or community health organization.
- High-risk students are supported both within the school and with external supports.
- Real-time data is used to monitor student progress.

## Strategy 7: Contextual Support



- School administrators are key to the success of this model.
- School administrators receive support and training to integrate this evidence-based model into their school structure.

## Strategy 8: Parent/Guardian Involvement

- Parents/guardians are active partners in this model.
- The school hosts parent/guardian orientations to explain the model.
- Parents/guardians are invited to serve on an advisory council.
- The model provides opportunities for effective collaboration between teachers and parents/guardians.





## How Is This Different from Other Reform Models?

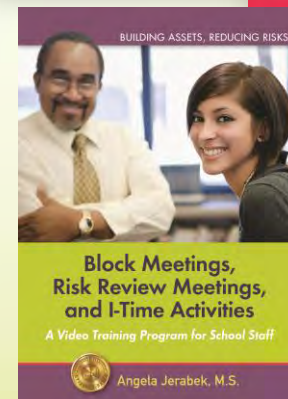
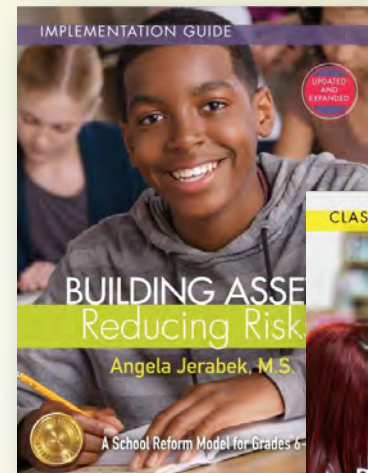
*Building Assets, Reducing Risks* is a multifaceted educational model that

- emphasizes the strengths of students
- focuses on the whole class
- addresses all risk factor issues simultaneously
- combines system-wide and individual intervention strategies
- coordinates all model strategies
- includes teacher effectiveness

## Investing in Innovation (i3) BARR Validation Project

- In January, 2014, *Building Assets Reducing Risks* received a 5-year, \$13 million national grant to:
  - Replicate and validate the Building Assets Reducing Risks (BARR) model in 12 additional high schools through a randomized controlled trial
  - Disseminate the model by offering 45 schools \$15,000 worth of materials, training and coaching in the implementation of the model
  - Spurwink, Inc., from Portland, ME, is the fiscal agent for the i3 grant

1. Implementation Guide: 106-page manual with DVD (Orientation DVD and Components DVD) & CD-ROM
2. Classroom Curriculum: 198-page manual with CD-ROM
3. Block Meetings, Risk Review Meetings, and I-Time Activities: a Video Training Program for School Staff
4. Training and ongoing consultation



## Ways You Can Participate

- BARR Study Site
- BARR Dissemination Site
- Independent BARR School



## BARR Study Site

Each eligible, participating RCT school will receive:

- **A BARR Planning Grant for \$10,000.00 to fund a stipend for a Site Coordinator and other necessary staff to plan implementation of BARR for half the ninth graders in 2015-2016 and to pay for appropriate staff to attend the i3 Grant Meeting in May 2015 in Minneapolis, Minnesota**
- **A BARR Implementation Grant for \$60,000.00 for each of 3 years starting in school year 2015-16. (\$180,000.00)**



## **BARR Study Site**

**In addition to funding, each eligible, participating RCT school will receive:**

- **Two-day onsite training for staff and all Building Assets Reducing Risks materials**
- **Access to ongoing training for faculty and administrators. Four days of additional training will be provided**
- **Onsite technical assistance to provide feedback and coaching on implementation fidelity**
- **Regularly scheduled ETA /Site Coordinator calls to assist with grant implementation**
- **Participation in a Professional Learning Community with other BARR schools, including regularly scheduled PLC calls for Site Coordinators**
- **Site Coordinator and Principal attend two i3 Grant Meetings (fall/spring), with expenses covered through the grant. Sites may use their own funds to bring along other appropriate staff**

## **BARR Study Site**

### **Requirements for Schools**

- 1. Have at least 200 students in the 9<sup>th</sup> grade and be willing to participate in an RCT.**
- 2. Staff a .5 FTE (at least) BARR Coordinator for three school years.**
- 3. Implement and maintain fidelity for a Randomized Controlled Trial (RCT) in 2015-16 school year with half of 9th grade students**
- 4. Select the BARR team and require that they attend the two-day training.**
- 5. Organize the school into student groups, led by teams of core teachers who have a common meeting time**
- 6. Implement BARR with fidelity for full 9th grade in three school years. Core components include regular weekly meeting times for 9th grade BARR team teachers, a weekly Risk Review and I-Time advisory lessons delivered.**
- 7. Work with i3 evaluators and educational technical assistance providers to monitor both implementation and impact outcomes.**
- 8. Ensure your site's i3 budget is maintained, expenses billed on time, work plans developed and shared with grant leadership team, and funds are spent in accordance with grant guidelines.**

## **BARR Dissemination Site**

**Each eligible, participating dissemination school will receive a \$15,000 core Building Assets Reducing Risks package, which includes:**

- Two-day onsite training for staff and all BARR materials, which includes: 3 implementation manuals, 20 classroom curriculum (I-TIME), training DVD on Block Meetings, Risk Review Meetings and I-Time Activities; and training-related participant manuals**
- Regularly scheduled calls between the Educator Trainer and the School Site Coordinator to assist with implementation**
- Participation in a Professional Learning Community for School Site Coordinators with other BARR Dissemination sites.**
- Each participating dissemination school is also eligible to purchase the additional training and coaching options that are available to the Study Site schools**

## **BARR Dissemination Site**

### **Requirements for schools:**

- 1. Must be classified as rural by the Department of Education**
- 2. Must have at least 70 students in the 9<sup>th</sup> grade or participate in a cluster of schools to meet this requirement**
- 3. Staff a .5 FTE (at least) BARR Coordinator**
- 4. Organize the school into student groups, led by teams of core teachers who have a common meeting time**
- 5. Implement BARR with fidelity for full 9th grade. Core components include regular weekly meeting times for 9th grade BARR team teachers, a weekly Risk Review meeting and I-Time lessons delivered**
- 6. Work with i3 evaluators to provide basic program data for year one**
- 7. Select the BARR team and require that they attend the two-day training.**
- 8. Participate in monthly phone consultation (site coordinator)**
- 9. Participate in Professional Learning Community (site coordinator)**



## **BARR Independent Site**

**Each independent school may purchase the Building Assets Reducing Risks package, which includes:**

- **Two-day onsite training for staff and all BARR materials, which includes: 3 implementation manuals, 20 classroom curriculum (I-TIME), training DVD on Block Meetings, Risk Review Meetings and I-Time Activities; and training-related participant manuals**
- **Regularly scheduled calls between the Educator Trainer and the School Site Coordinator to assist with implementation**
- **Each participating independent site is also eligible to purchase the additional training and coaching options that are available to the Study Site schools through a three-year subscription model**



# The Application Process

- Deadline #1 December 31st, 2014
- Deadline #2 January 31st , 2015
- Return applications by email to [kmcelfresh@hazeldenbettyford.org](mailto:kmcelfresh@hazeldenbettyford.org) or by mail to Kaylene McElfresh, Hazelden Betty Ford Foundation, PO Box 176 – RW11, Center City, MN 55012

**SCHOOL INFORMATION** Date: \_\_\_\_\_

Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Principal: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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**SCHOOL DEMOGRAPHICS**

**ENROLLMENT (Include number of students in each category)**

Grade Level	Total in All Grades	American Indian - Alaskan Native	Asian - Pacific Islander	Hispanic	Black (Not Hispanic Origin)	White (Not Hispanic Origin)	Unclassified
9							
10							
11							
12							
<b>TOTAL</b>							

Number of Teachers in 9<sup>th</sup> Grade \_\_\_\_\_ Total Number of Teachers in School: \_\_\_\_\_

Free and Reduced Lunch % for entire school: \_\_\_\_\_

Geography: *Please check one.* Urban  Suburban  Rural

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**SCHOOL DATA (from last academic year)** Academic Year: \_\_\_\_\_

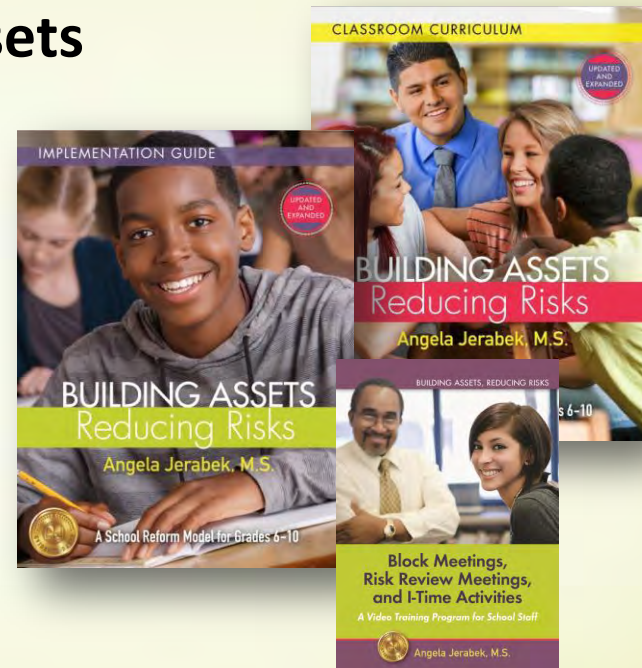
Student Failure/Incomplete Rate at end of 9<sup>th</sup> Grade: \_\_\_\_\_

(Number of students with 1 or more Fs or Incomplete grades/Total number of 9<sup>th</sup> grade students) x 100

# Funding Toolkit

**Go to: [hazelden.org/buildingassets](http://hazelden.org/buildingassets)**

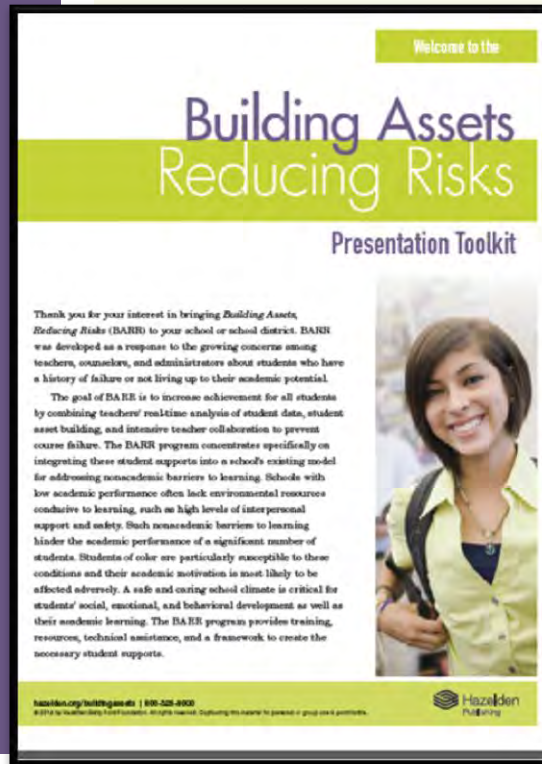
- Proposal template
- Sample letters of support
- Grant writing guidelines
- Sample budget



# Presentation Toolkit

This presentation toolkit includes:

- **A Presentation Outline**
- **A BARR brochure** with detailed information about the BARR program
- **A Scope and Sequence document** with information about the learner outcomes of the program and how BARR can help schools meet national academic standards, including Common Core
- **A link to a 14-minute video** that gives an overview of the BARR program




Welcome to the

## Building Assets Reducing Risks


Presentation Toolkit

Thank you for your interest in bringing *Building Assets, Reducing Risks* (BARR) to your school or school district. BARR was developed as a response to the growing concerns among teachers, counselors, and administrators about students who have a history of failure or not living up to their academic potential.

The goal of BARR is to increase achievement for all students by combining teachers' real-time analysis of student data, student asset building, and intensive teacher collaboration to prevent course failure. The BARR program concentrates specifically on integrating these student supports into a school's existing model for addressing nonacademic barriers to learning. Schools with low academic performance often lack environmental resources conducive to learning, such as high levels of interpersonal support and safety. Such nonacademic barriers to learning hinder the academic performance of a significant number of students. Students of color are particularly susceptible to these conditions and their academic motivation is most likely to be affected adversely. A safe and caring school climate is critical for students' social, emotional, and behavioral development as well as their academic learning. The BARR program provides training, resources, technical assistance, and a framework to create the necessary student supports.



[hazelden.org/buildingassets](http://hazelden.org/buildingassets) | 800-528-4000  
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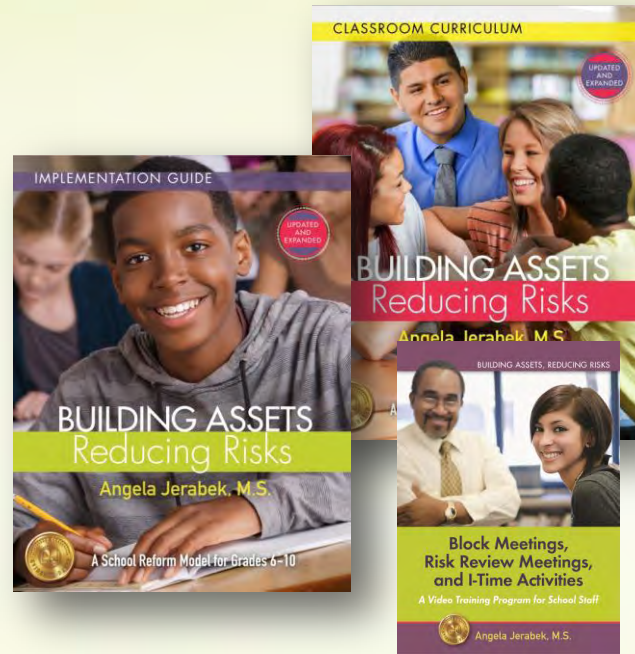


## For More Information

State	Contact	Phone	Email
Michigan Minnesota Pennsylvania Wisconsin	Kaylene McElfresh	651.213.4324	kmcelfresh@hazeldenbettyford.org
Maine	Susan Savell	207-462-5088	ssavell@spurwink.org
South Carolina	Tony Brown	(803) 391-6002	tb.col.86@gmail.com



# Questions?



Go to: [hazelden.org/buildingassets](http://hazelden.org/buildingassets)  
To learn more call **1-800-328-9000**