



Rural School Innovations Webinar Series

Building Assets – Reducing Risks (BARR): A Program to Ensure High School Success

Presented by Search Institute

Wednesday, March 16, 2011

2:00 PM EDST

Welcome

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Introduction: Robert Mahaffey, Director of Communications

Overview: Doris Terry Williams, Executive Director



Presenters:

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Search Institute

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50 Years of Discovering What Kids Need to Succeed

Our Vision

To create a world where all young people are valued and thrive.

Our Mission

To provide catalytic leadership, breakthrough knowledge, and innovative resources to advance the health of children, youth, families, and communities.

Our Stakeholders

Community coalitions, K-12 schools, youth-serving organizations, families and family-serving organizations, policy makers, researchers.

Search Institute's Reach

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□ Number of youth surveyed	3 million +
□ Number of people trained	300,000
□ Number of conference attendees	30,000
□ Number of countries using Search ideas	60+
□ Practical tools published	140
□ Scientific books, articles, and chapters	150
□ Journal articles referencing Search	16,000

Examples of How We Work with Rural Settings

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- Our *publications* allow for cost effective diffusion of our research to communities of all sizes.

Example: Recruitment campaign in Ohio County, KY, using the book, “Tag, You’re It!”

- Our *on-site training* equips local community coalitions to build Developmental Assets.

Examples: Leech Lake Band of Ojibway sponsors training for multiple small communities in northern MN. Williston, ND, brings 5 generations together for a facilitated visioning and planning day.

Examples of How We Work with Rural Settings

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- Our national conference brings practitioners and researchers together to share strategies and ideas.

Examples: Erie County, PA, researchers share tools for evaluating asset building efforts in rural areas. Boothbay, ME, shares their “flamingo flocking” fundraising strategy to bring youth to conference.

- Our surveys give communities and programs a strengths-based ‘snapshot’ of their youth.

Example: New Ulm, MN, and hundreds of other rural communities use our Attitudes and Behaviors survey to mobilize adults.

Examples of our Work with Rural Settings

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- Grant-funded projects allow us to consult with and evaluate local efforts over time.
- Examples:
 - BARR Program implementation in 2 rural and 2 non rural school sites (i3 project).
 - 5-year, NIDA-funded project to deliver technical assistance to 12 communities and 35+ programs across Maine to learn to use Developmental Assets and Getting to Outcomes process.
 - Multi-year project to mobilize asset-building community initiatives and programs across Colorado.

Developmental Assets

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Support



Empowerment



Boundaries
& Expectations



Constructive
Use of Time

- Simple: Experiences, behaviors, and qualities that lead to success in life.
- Practical: Built through commonsense, everyday activities
- Scientific: Based in extensive, rigorous research with children and youth
- Powerful: The more assets a child or teen has, the more likely he or she is to succeed



Commitment
To Learning



Positive
Values



Social
Competencies



Positive
Identity

Why Assets Matter

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Increased Thriving

Reduced Risks

Beat Challenges

True across . . .

- Socioeconomic status
- Race/ethnicity
- Rural /suburban/urban
- Family composition
- Gender

Assets in Rural Youth

	Rural	Suburban	Urban
Average # of Assets	18.45	18.63	18.66
0-10 Assets	19	18	17
11-20 Assets	41	42	42
21-30 Assets	32	32	32
31-40 Assets	8	9	8
Achievement Motivation	62	65	66
School Engagement	58	58	54
Caring School Climate	27	28	30

Assets Most Correlated with School Success

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External Assets

- ❑ Caring school climate
- ❑ Parent involvement in schooling
- ❑ Service to others
- ❑ High expectations
- ❑ Youth programs

Internal Assets

- ❑ Achievement motivation
- ❑ School engagement
- ❑ Bonding to school
- ❑ Reading for pleasure

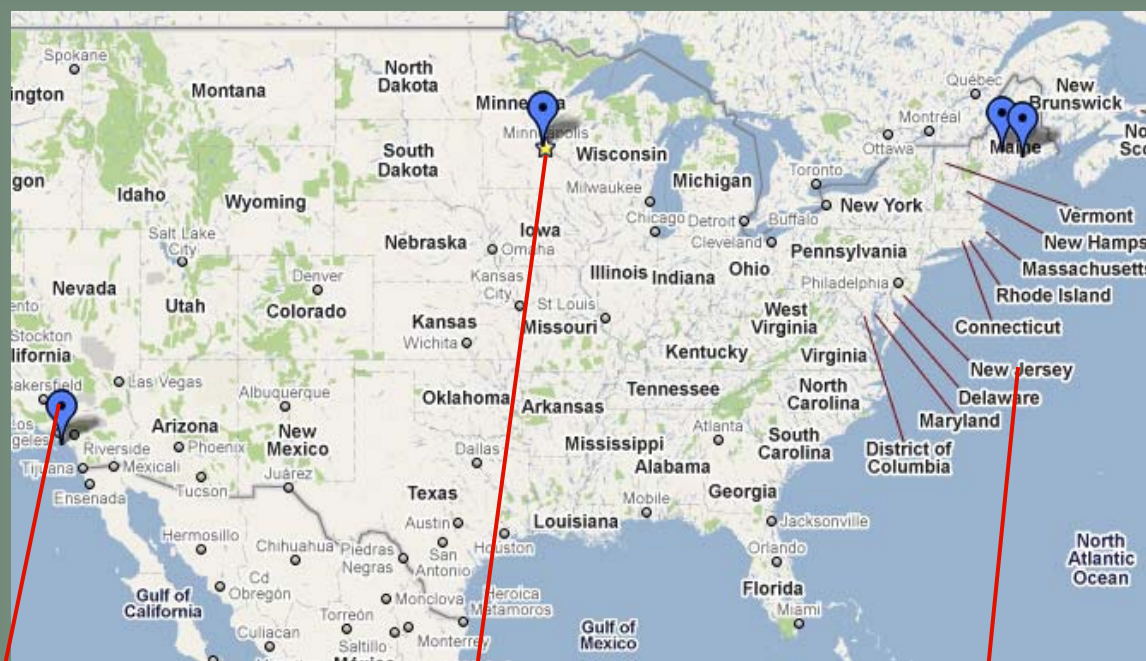
Sites in the BARR Innovation Project

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- ❑ Multiple geographies: Rural, urban, suburban
- ❑ Underperforming schools
- ❑ High poverty rates

Goals:

- ❑ Customize based on local conditions
- ❑ Demonstrate success in multiple school settings
- ❑ Tell the story nationally
- ❑ Replicate in schools across the country



Hemet,
California

St. Louis Park,
Minnesota

Bucksport, Maine

A Strength-Based Transition Program for the First Year of High School

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BARR addresses issues students face in the first year of high school

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Facts about 9th Grade

- Failing grades affect 25% of all 9th grade students in the U.S.
- 23% of 9th grade students did not pass enough courses to be promoted to 10th grade.
- 9th graders are nearly 5 times as likely (23%) to receive failing grades as 8th graders (6%).

Motivation: A 9th Grade Counselor Meets the Real World

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- Risks on the rise in 9th grade:
 - Failing grades
 - Substance abuse
 - Truancy
 - Discipline referrals

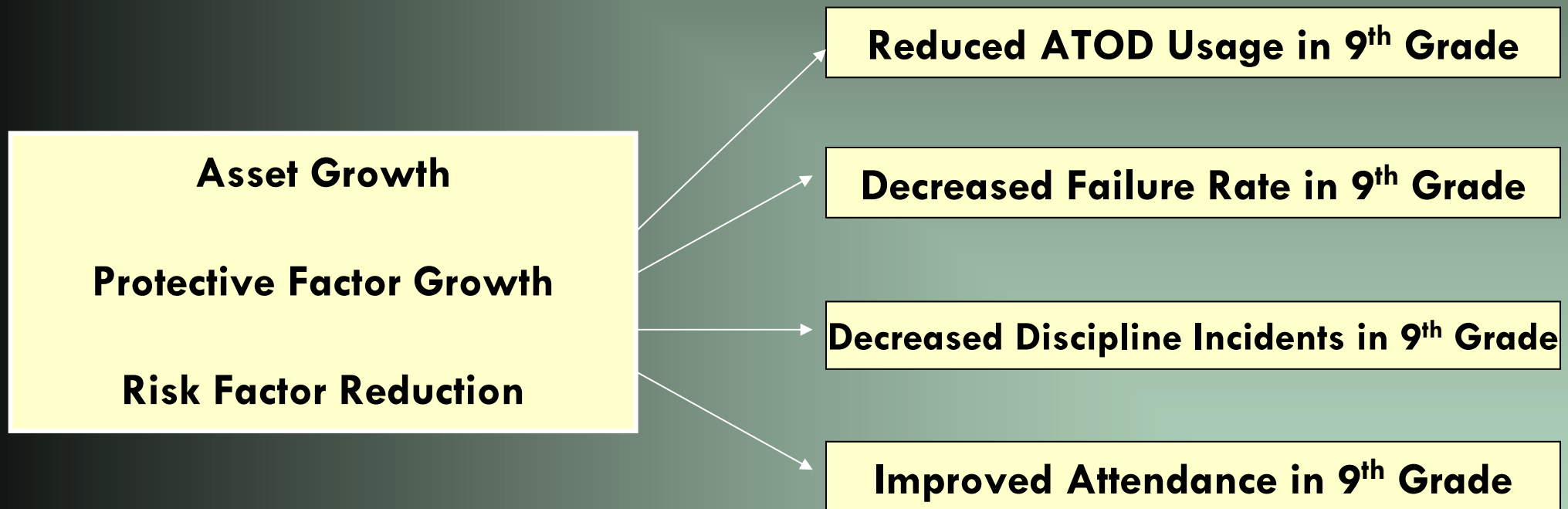
- Assets low in 9th grade (18 out of 40)

- 9th grade is a “tipping point” for school success

Program Goals:

What did we hope to accomplish?

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Philosophy:

What is the basis of the program?

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- Focus on the whole class
- Strength-based approach/asset development
- Strategies for every level (teachers, staff, students, parents)
- Coordination across both strategies and levels

Structure

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- 9th grade into blocks
- Reduced class size of block classes
- Block Meetings
- Risk Review
- Monthly Staff Meetings
- Orientation

Training and Curriculum

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- Teacher Training
- Ongoing at Monthly Staff Meetings
- I-Time
- Respect Retreat

“At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, take delight in each other’s company. *My guess is that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally.* It is obvious that children will work harder and do things--even odd things like adding fractions--for people they love and trust.”

*Nel Nodding, 1998,
Caring: A Feminine Approach
in Ethics and Moral Education*

Process Evaluation Findings:

What happened during the course of the program?

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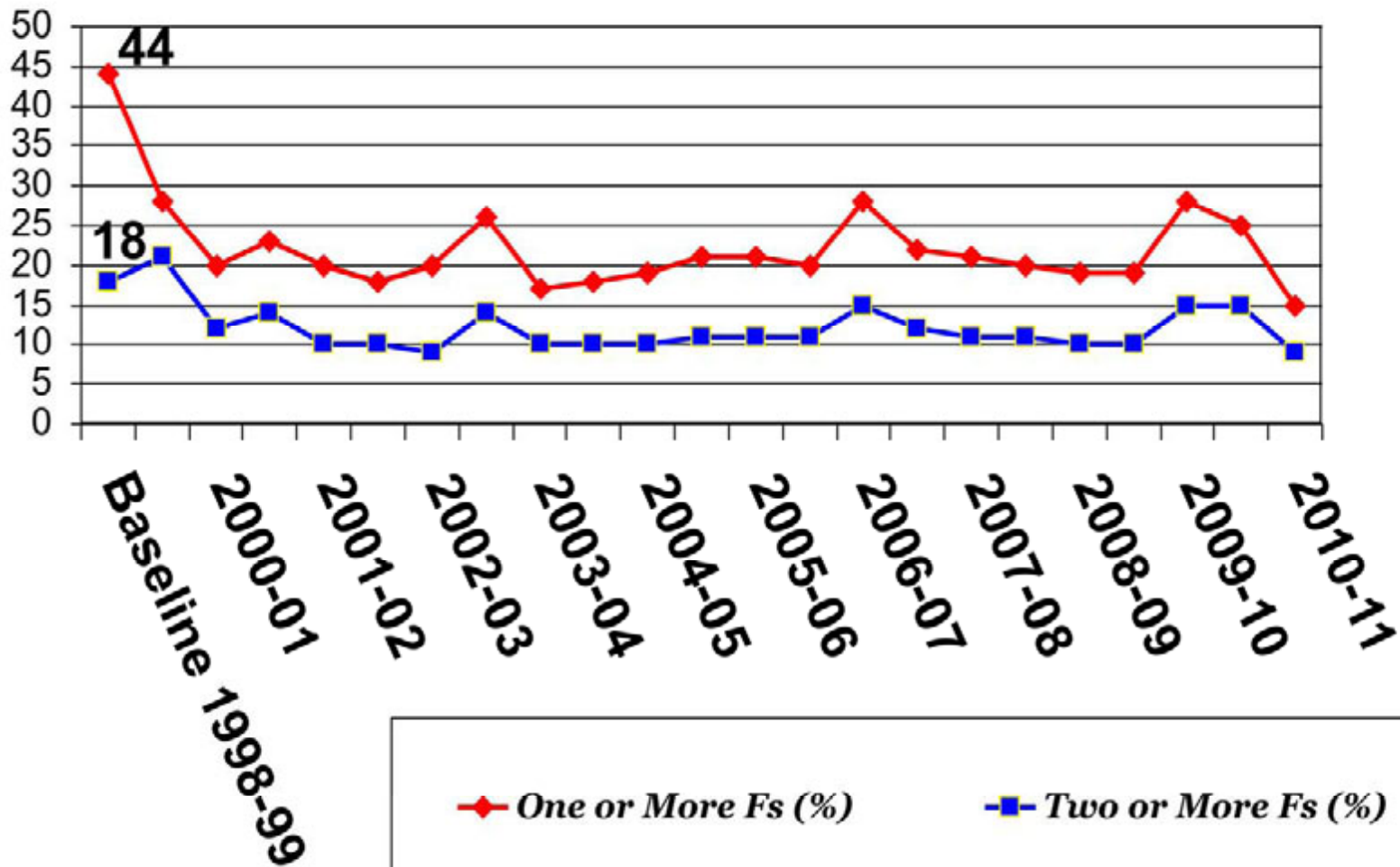
- Project seen as response to teacher concerns
- Opportunity for regular teacher meetings
- Means of dealing with crises and challenges
- Student services staff meet with students of greatest need, freeing up teachers
- I-Time institutionalized
- Stable leadership through team approach

Outcome Evaluation Questions

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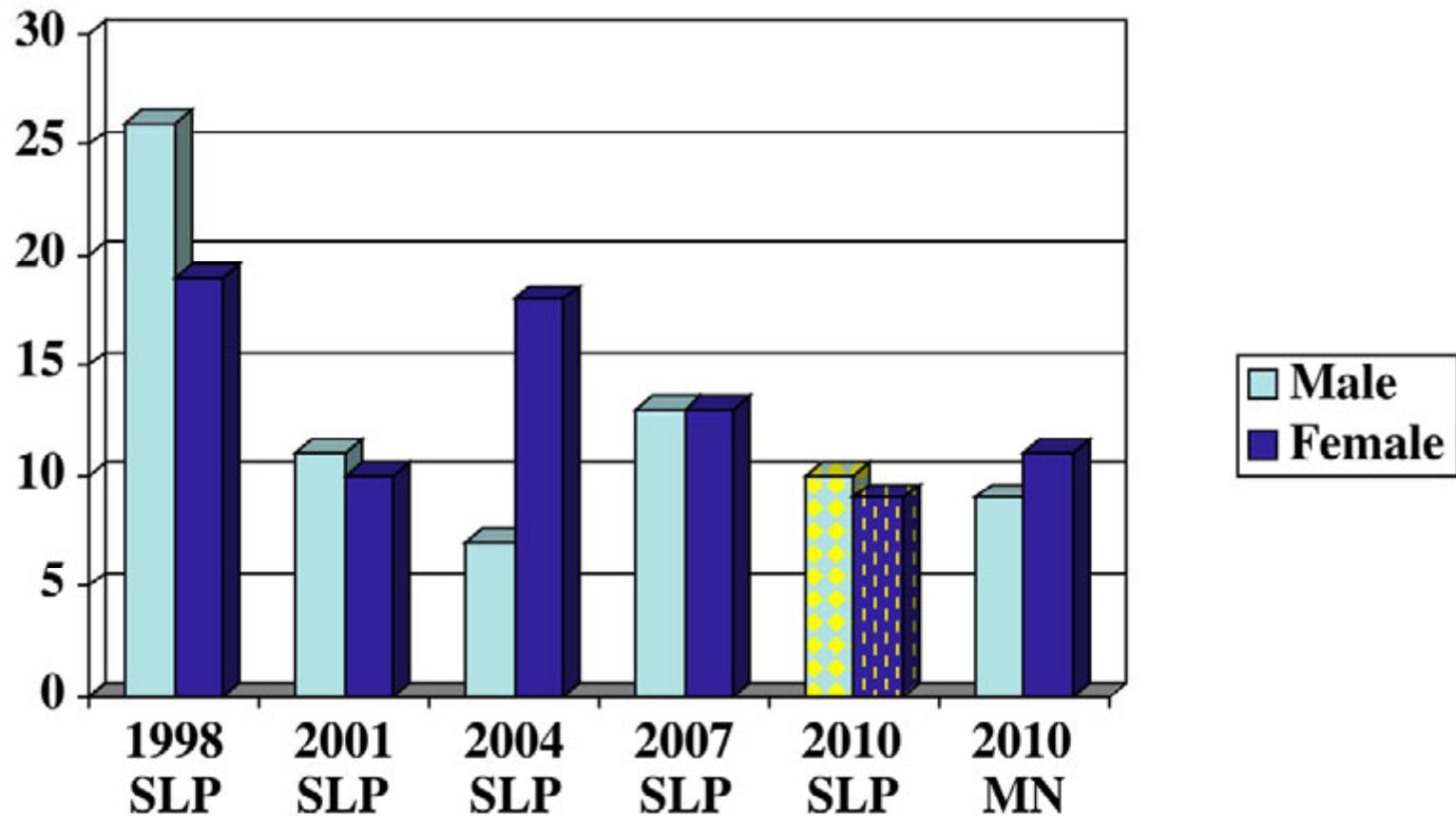
- Reduce academic failures
- Reduce alcohol, tobacco, and other drug use
- Reduce truancy
- Reduce disciplinary incidents
- Increase assets

9th Grade Students Experiencing Academic Failure (%)



BARR 9th Grade Students Cigarette Use in the Last 30 Days

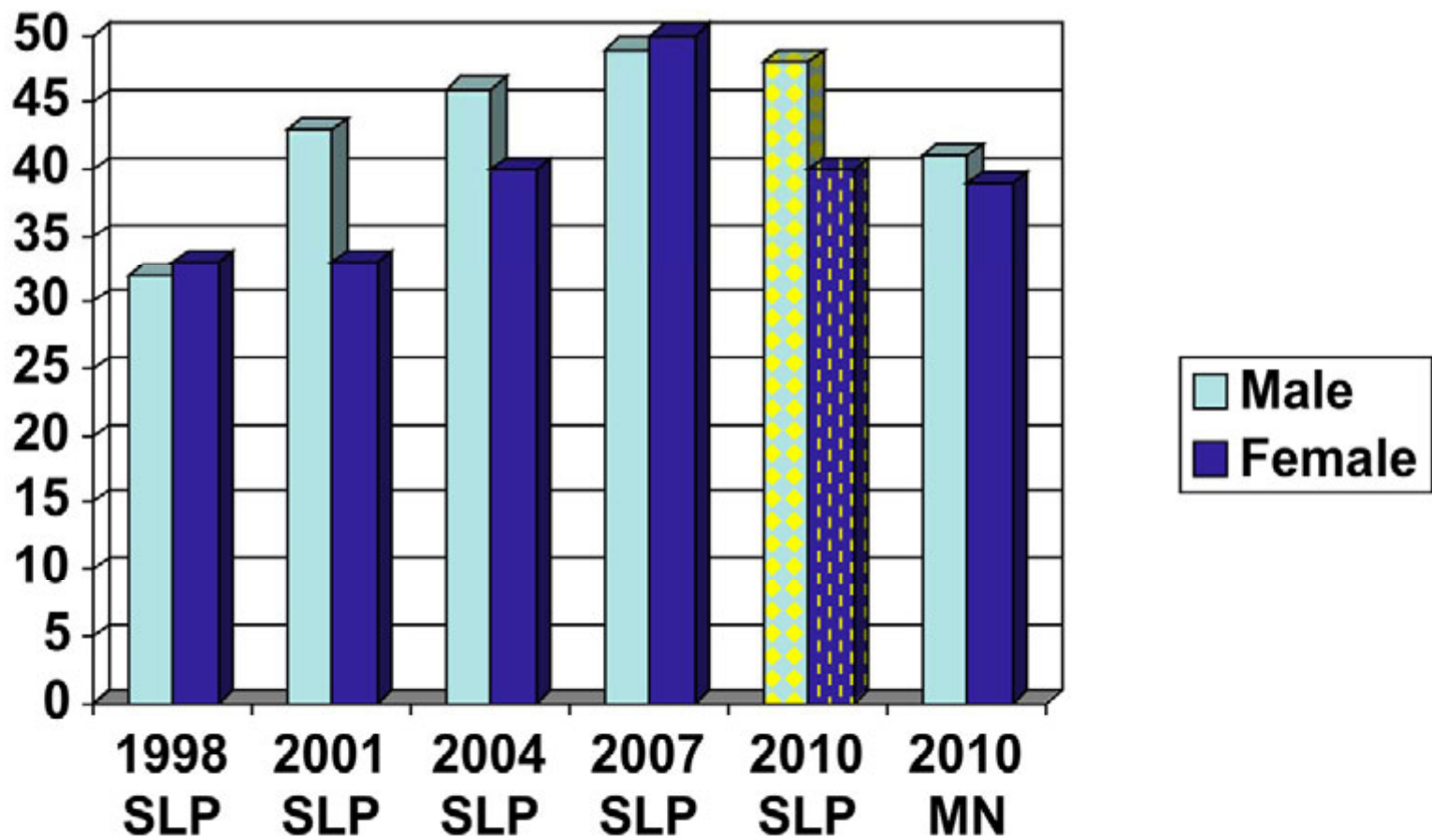
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School Year

BARR 9th Grade Students

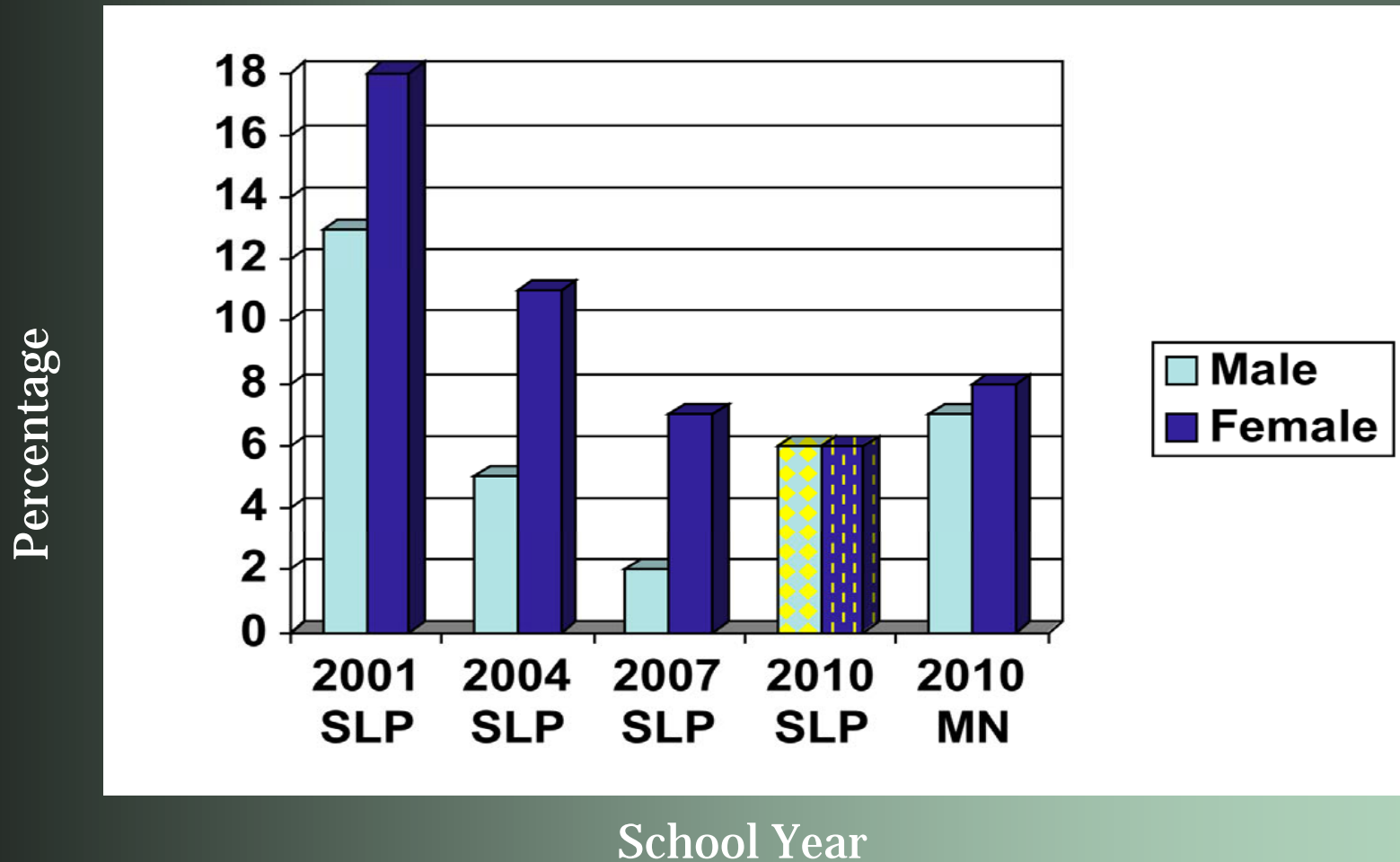
Teachers are Interested in You as a Person (all, most)



School Year

BARR 12th Grade Students

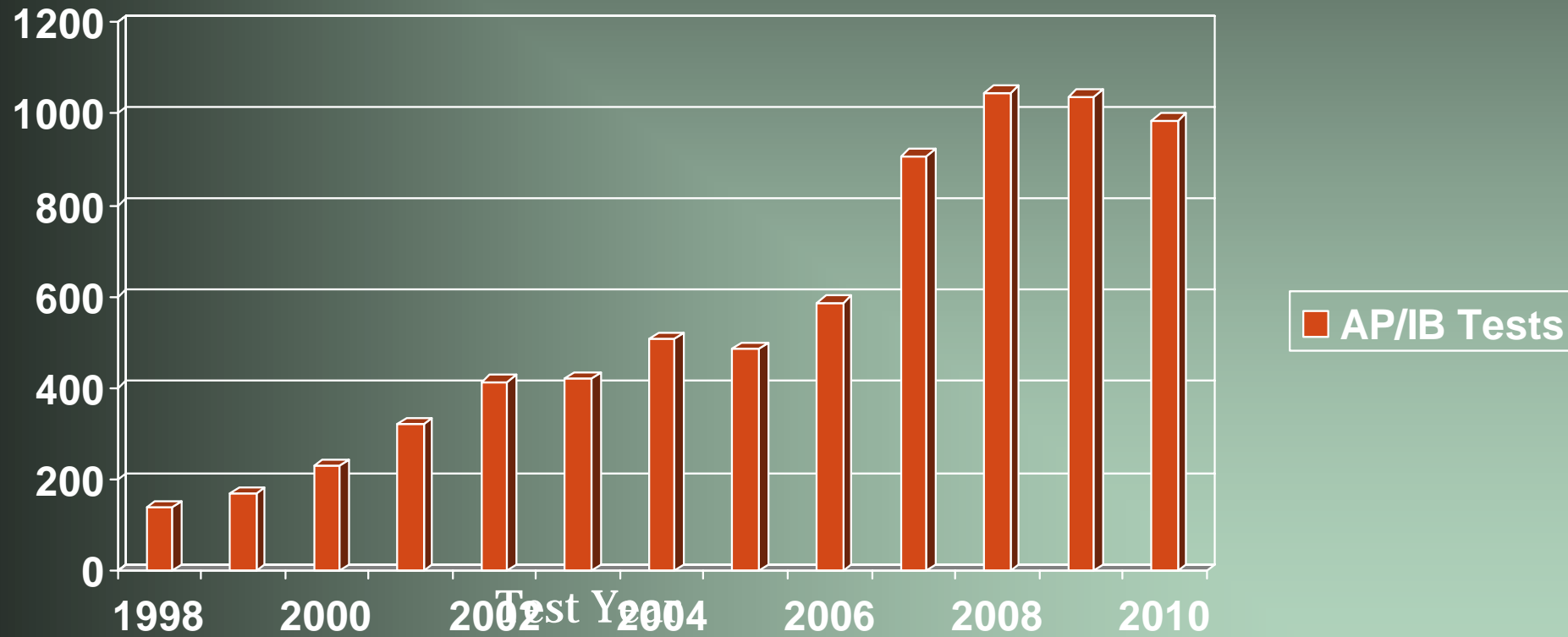
Three Cohorts of 9th Grade Program Attempted Suicide



St. Louis Park High School

Combined Number of AP and IB Tests Taken

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Why We Expect BARR to Work in Rural Communities

Search Institute has been working with and supporting the use of Developmental Assets in rural communities for over 15 years. Rural settings have unique challenges but youth asset levels resemble those of young people in other settings.

Both the Developmental Assets Framework and the BARR program are designed to take advantage of unique local strengths and address local challenges.

At its core, the BARR program supports the use of real-time data on students by school staff, and provides the structures and training that allow staff to work effectively together to monitor and change student outcomes.

Funders

- Rural School and Community Trust
- Best Buy Children's Foundation
- Otto Bremer Foundation
- Cargill Foundation
- Curtis L. Carlson Family Foundation
- Minneapolis Foundation
- Naviance
- Target Foundation
- DOE-Investing in Innovation (i3)

For More Information ...

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- Building Assets Reducing Risks (BARR)
www.search-institute.org/BARR
- Developmental Assets
www.search-institute.org/developmental-assets
- To learn about BARR Trainings
Call: 800-294-4322 Email: vision@fairpoint.net

Thank you

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Rural School and Community Trust

www.ruraledu.org

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