



**BARR**

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

**Building Assets, Reducing Risks (BARR)** is a strengths-based, K-12, highly researched educational model that provides schools with a systemic approach to meeting the academic, social, and emotional needs of all students. BARR was built on the belief that students are talented, families are engaged, educators are skilled, and that growth is possible and within reach of every school.

The BARR model is established as one of the most-proven, system-wide school improvement models within K-12 education **ensuring that schools that invest will see results.**

**20 years**

of research and development

**78 schools**

Involved in randomized control trial research (most rigorous possible)

**\$10M**

Invested in research before going to market

**19 areas**

Areas of statistically significant outcomes

**Most researched. Most proven.**



**i3**

investing  
in  
innovation



EVIDENCE  
for ESSA

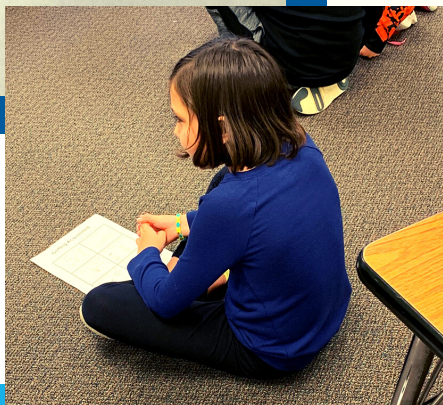
**ies** WHAT WORKS  
CLEARINGHOUSE

**ACT**

## Reading and Math Improvement

Dear Ms Lebow, Thank you for all that support in 2nd grade. I must thank you for what you did with school with the reading even though back then I didn't like it, I LOVE reading now!

—Ronin

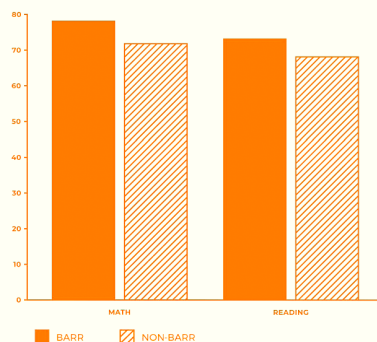


Met the Evidence for ESSA requirements for “strong evidence” four times in reading and math

STUDENTS MEETING PROJECTED GROWTH (%)

**78.6%**

of BARR students met projected math growth compared to 71.7% of non-BARR students.



**73.3%**

of BARR students met projected reading growth compared to 67.3% of non-BARR students.

**AIR**  
AMERICAN INSTITUTES FOR RESEARCH

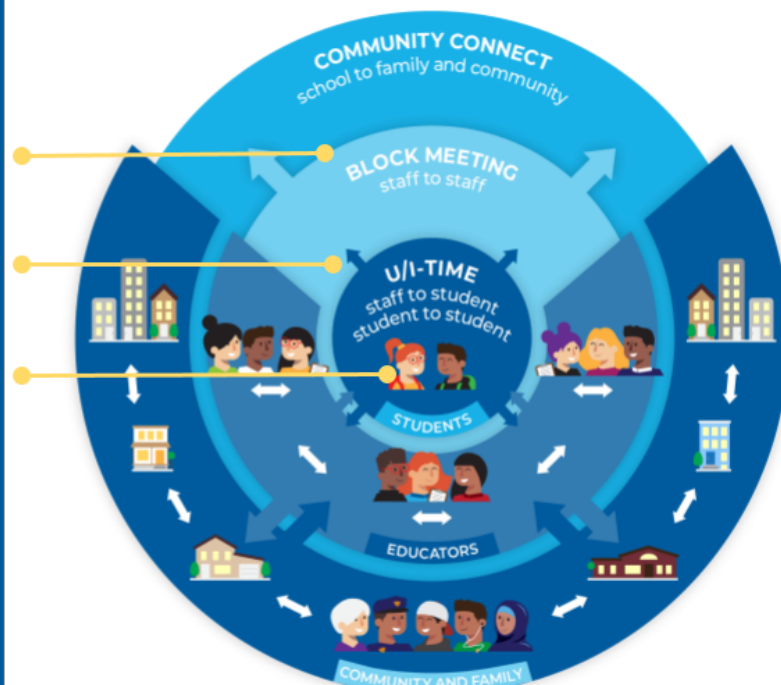
EVIDENCE  
for ESSA

**K-12  
Model**

**Partner with family and community**

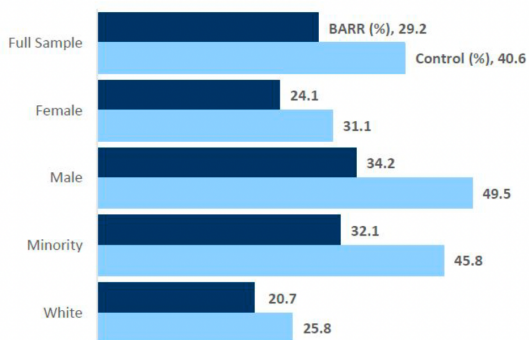
**Empower teachers to do their best work**

**Support students academically and with mental health**



On average, large urban schools see a **40% reduction in failure rate** after one year of BARR while smaller rural schools see a 29% reduction

STUDENTS FAILING AT LEAST ONE CORE COURSE IN NINTH GRADE



AIR  
AMERICAN INSTITUTE FOR RESEARCH

EVIDENCE  
for ESSA

## BARR Outcomes

- Academic improvement
  - Literacy and Numeracy
- Closes the opportunity gap
- Improves student experience
- Supports teacher effectiveness
- Addresses mental health
- Builds relationships among students, families and staff
- Creates healthy and resilient students
- Provides post-secondary readiness

## 43 Minnesota Schools

AAfton-Lakeland Elementary School\*  
 Brooklyn Center Middle & High School  
 Central Middle School, WBL\*  
 Chanhassen High School\*  
 Denfeld High School  
 Detroit Lakes High School\*  
 Harvest Best Academy Lower School\*  
 Harvest Best Academy Upper School\*  
 Hopkins High School\*  
 Hopkins North Junior High School\*  
 Hopkins West Junior High School\*  
 Horizon Middle School\*  
 Integrated Arts Academy\*  
 Kaposia Education Center\*  
 Lake Elmo Elementary School\*

Lakeaires Elementary School\* Lincoln  
 Center Elementary\* Marshall High  
 School\*  
 McGregor High School\*  
 Moorhead High School\*  
 North Branch Area High School\* North  
 High School, North St. Paul\* Park  
 Center IB World Center\* Patrick Henry  
 High School\*  
 Peter Hobart Elementary\* Plymouth  
 Middle School\*  
 Prior Lake High School\*  
 River Grove Marine Area Community  
 School\*  
 Robbinsdale Armstrong High School\*  
 Robbinsdale Cooper High School\*

Robbinsdale Middle School\* South  
 High School, Minneapolis\* South St.  
 Paul High School\*  
 South St. Paul Middle School\*  
 St. Anthony Village High School St.  
 Cloud Apollo High School\*  
 St. Cloud Tech High School\*  
 St. Louis Park High School\* Stillwater  
 Area High School\* Sunrise Park Middle  
 School\* Tartan High School\*  
 Two Harbors High School Vadnais  
 Heights Elementary School\* White  
 Bear Lake Area High School -  
 North Campus (9-10)\*

\*currently receiving coaching services



March 15, 2022

RE: Committee Hearing – 3/17/2022 - HF 4300

Representative Davnie, Chair, House Education Finance Committee  
Members of the House Education Finance Committee

Chair Davnie & Members,

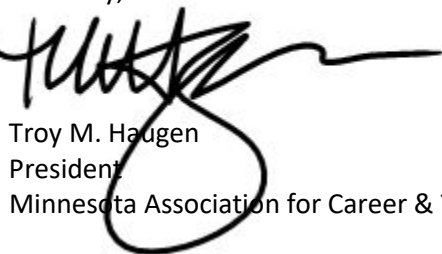
Career & Technical Education (CTE) and Career Pathways programs in Minnesota include students engaged in agriculture, health sciences, business & marketing, family & consumer sciences, construction, manufacturing, transportation, work-based learning/youth apprenticeship, communication technology, law enforcement, cosmetology, and a variety of other careers areas.

On behalf of the boards of the Minnesota Association for Career & Technical Administrators (MACTA); a statewide association of professional educators that administer CTE programs across Minnesota, and the Minnesota Association of Career and Technical Education (MnACTE); a statewide organization of CTE teachers and other CTE professionals, we write to you in full support of the provisions under Article 1 of HF 4300 related to the revision of MS §124D.4531 on career and technical revenue.

It is no secret that career and technical education programs simply cost more money to operate simply for the fact that most require multiple classroom spaces, highly technical (and expensive) equipment, and oftentimes smaller class sizes due to safety concerns. CTE programs are also clearly the lifeblood of a strong and successful workforce – a vital component of Minnesota's current and future economy. The ability to increase the revenue reimbursement amount from 35% to 50% for districts would not only strengthen current programs, but also create a significantly less burdensome pathway for growth in future career and technical programs across the entirety of Minnesota.

Please thoughtfully consider these two provisions as you consider the entire bill as the inclusion of these would be highly beneficial for the future of career and technical education students, and ultimately the future workforce of Minnesota. If you have any questions, please feel free to contact us at [thaugen@lcsc.org](mailto:thaugen@lcsc.org).

Sincerely,



Troy M. Haugen  
President  
Minnesota Association for Career & Technical Administrators



Jessica Daberkow  
President  
Minnesota Association for Career & Technical Education







March 15, 2022

Dear Members of the Education Finance Committee:

NAMI Minnesota is writing to comment on HF4300, the education bill. Children with mental illnesses look to schools to provide education in a supportive and effective manner. Since children spend so many hours in school it's also important for school to identify the early signs of a student struggling with their mental health. When students have good mental health, they can better engage and learn.

While we support the early identification of poor mental health in our schools, we are struggling with the language related to creating a statewide school-based mental health screening program. Schools should use evidence-based or validated screening tools. Many screening tools are administered by people who are not mental health professionals. With our state facing a severe workforce shortage of mental health professionals, we want to reserve them for the work that only they can do – diagnosing and treating. We also do not believe that schools are set up to bill private insurance for screening or treatment. It might be better for schools that have a school-linked mental health program to carry out this activity for students.

The increased funds for school-linked mental health are extremely important. It does no use to screen students if we cannot help them. Identification without a response isn't acceptable. We appreciate the additional funding for the Intermediate Districts' mental health innovation grants and the school-linked mental health grants. This type of collaboration between schools and community mental health providers delivers excellent outcomes and is a model for the country.

School support personnel are also important in supporting our students' success. Since school support personnel help with a number of issues – not just academic – we would recommend on line 38.22 that instead of mentioning school safety and school climate to refer to improving the health and mental health of students.

We also appreciate the funding to train paraprofessionals. These individuals work very closely with students and it's important for them to understand the disability or illness of the student and best ways to support them.

Lastly, we want to lend our support for adding children who have an incarcerated parent for an early learning scholarship since this is considered an adverse childhood experience along with additional funds for early childhood mental health consultation in the schools.

We know that the committee has hard choices to make in the future. We ask that you take into consideration the negative impact of the pandemic on students' mental health and focus on addressing the incredible mental health needs of our children where they are – in schools. Poor mental health creates barriers to learning. If we address their mental health, they have a greater opportunity to be successful.

Sincerely,

Sue Abderholden, MPH  
Executive Director



1919 University Ave. W., Suite 400, St. Paul, MN 55104  
651-645-2948 | 1-888-NAMI-HELPS | [www.namimn.org](http://www.namimn.org)





**Saint Paul**  
PUBLIC SCHOOLS

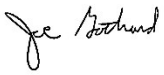
**Independent School District 625**  
360 Colborne Street  
Saint Paul, MN 55102-3299

**Office of the Superintendent**  
Joseph Gothard, Ed.D.  
Superintendent of Schools

Telephone: (651) 767-8152 Fax: (651) 767-3441 [www.spps.org](http://www.spps.org)

DATE: March 16, 2022

TO: Rep. Jim Davnie, Chair  
Members of the Education Finance Committee

FROM: Joe Gothard, Superintendent 

RE: Governor's Budget Recommendations, HF4300

On behalf of the St. Paul Board and Education, our staff and St. Paul Public School community, I want to thank the Governor for the substantial investments included in HF4300, including the 2% formula increase, reducing the special education and English Language learner cross subsidy and funding for our early learners.

The provision in the bill to provide our students with an array of mental health services along with additional opportunities for more career and tech, extended day and year and community enrichment programs is also critical given the impact of Covid on our community.

Finally, given our current work force shortage, the additional tools included in this bill for both teachers and paraprofessionals to train, recruit, mentor and increase the number of teachers of color through our grown your own programs, are very important.

The State budget surplus provides a unique opportunity to provide long-term investments to stabilize funding, especially for English Language learners and special education students.