

A4G Overview

TCBAF Summit 2022

Tim Jennissen
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Introduction



Tim Jennissen

Principal Enterprise Architect, Cargill
TCBAF Board Member



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A4G Vision & Mission

Vision

Become a Business Architecture resource for local non-profits to enable the organization to improve their operations and their ability to achieve their mission.

Mission

To leverage Business Architecture problem solving skills-set to help Protect, Grow and Sustain Twin Cities nonprofits and their initiatives for the future.

Why this engagement will be helpful for a non-profit

Drive success by....

- Facilitating discussions that will drive clarity of vision and execution strategy
- Informing, translating and aligning business direction
- Organizing construct for design of an organization
- Connecting business perspectives to the rest of the enterprise for an expanded view
- Leveraging thought leaders with an external perspective collaborating with non-profits

Alleviate challenges by.....

- Providing tools to clarify and align vision and strategy
- Providing an objective approach to analyzing organization capabilities that determine the most impactful areas for investment
- Facilitating and advising with business architecture techniques and expertise bringing context for informed decisions

Guiding Principals

- Transparency in approach
- Knowledge transfer
 - Client growth in business architecture knowledge and use
 - Enhance business architect's skills for A4G volunteers
- Shared ownership of intellectual property
 - Templates used or created can be used and/or modified by A4G or Client
 - Content of deliverables remains intellectual property of the client organization
- Commitment to professionalism and respect
- Deliver value
- Volunteer based organization

Conditions for engaging

- Local Non-Profit
 - Within the Twin Cities Metro Area
 - Where team size, structure, and resources do not provide the ability to architect their business themselves.
- Executive Commitment
- Clear Problem or Opportunity that Business Architecture can address
- Ability to address challenges / opportunities

What is in it for A4G volunteers

- Service to local community
- Career and professional development
 - Experience with different industries
 - Use tools in different context
 - Hands on Experience, learn from experienced architects
- See the results
 - Work from a top-down perspective
 - Make a difference
- Build Network
 - Make connections, share knowledge, and collaborate with other business architects
- It's Fun!

Roles and Responsibilities

- **Engagement Manager**

- Manage the overall relationship between A4G and the client non-profit.
- Work with non-profit to define initial scope and project timeline documented in a statement of work
- Line-up the volunteers for the engagement and define who will take on each role within the project team
- Establish checkpoints with the project coordinator and/or non-profit key contacts to solicit feedback and identify issues
- Conduct project assessment to determine success and capture lessons learned.

- **Project Coordinator**

- Main point person for the engagement
- Responsible for scheduling meetings, confirming availability of non-profit participants and volunteers
- Capture and communicate meeting notes and action items

- **Lead Business Architect**

- Subject matter expert on business architecture practices
- Provide guidance to the team and facilitate discussions/working sessions
- Work with engagement manager on setting deliverables and identifying template changes
- Mentor Participating Architects

- **Participating Architect (team members)**

- Contribute to discussions/working sessions
- Complete action items/deliverables

- **Consultants**

- Experienced business architects that do not actively participate in the project
- Review progress of the project as needed
- Lead special sessions as needed

BARR Center Introduction



Angela Jerabek
Founder and Executive Director



Rob Metz
Deputy Director



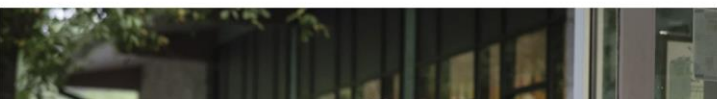
BARR **Building Assets** **Reducing Risks**

www.BARRCenter.org

EDUCATION

Student math scores are down from pre-COVID levels, the National Report Card finds

October 24, 2022 · 5:00 AM ET



The Washington Post
Democracy Dies in Darkness

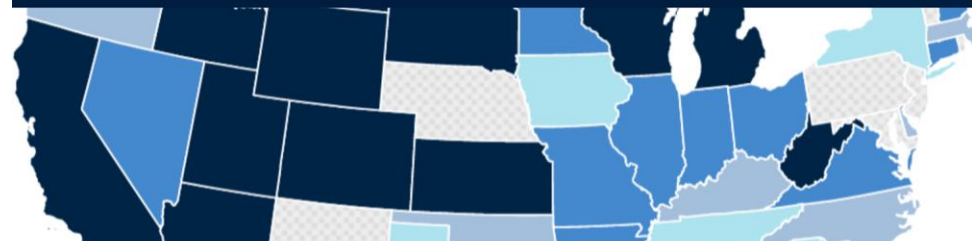
Scores fall coast to coast, especially in math, under pandemic's toll

By Laura Meckler

Updated October 24, 2022 at 2:57 p.m. EDT | Published October 24, 2022 at 12:01 a.m. EDT



What the Pandemic Did to NAEP, State Standardized Test Scores



JILL BARSHAY

PROOF POINTS: Several surprises in gloomy NAEP report

Results indicate unclear connections between remote learning and achievement declines

by JILL BARSHAY
October 24, 2022



The Hechinger Report is a national nonprofit newsroom that reports on one topic: education. Sign up for our [weekly newsletters](#) to get stories like this delivered directly to your inbox.

Academic achievement in Massachusetts, historically the highest achieving state in the nation, fell so much during the pandemic that the state's eighth graders now score below those in New Jersey

NEWS

Reading and math test scores fell across US during the pandemic. How did your state fare?

Kayla Jimenez
USA TODAY

Published 12:01 a.m. ET Oct. 24, 2022 | Updated 4:18 p.m. ET Oct. 24, 2022



Schools facing post-pandemic reading challenges

An Atlanta school is adding tutoring sessions in the face of mounting evidence that remote learning during the pandemic took its toll on young readers (Aug. 31) (AP Video: Ron Harris) AP

As educators, community members and parents work to help kids catch up from pandemic-related [learning loss](#) through accelerated learning and high dosage

The National Assessment of Educational Progress (NAEP) has been assessing what students know and can do since 1969.

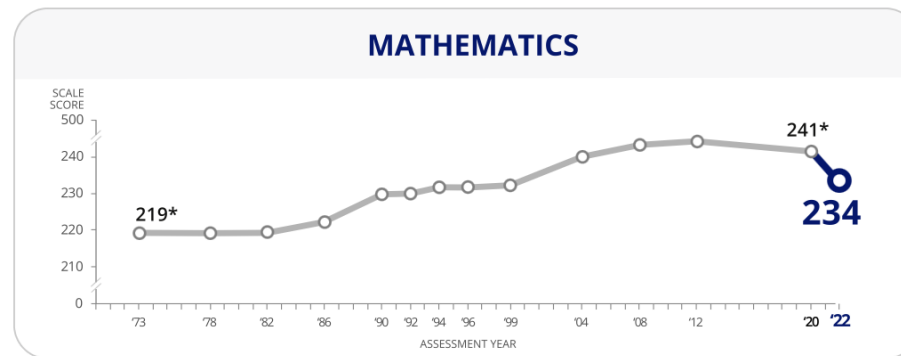
- Results at grades 4 and 8 for the nation, states, and districts
- Reading and mathematics scores decline during COVID-19 pandemic
- This is the largest average score decline in reading since 1990, and the first ever score decline in mathematics



Score change between 2020 and 2022

5

Largest score drop in reading since 1990



Score change between 2020 and 2022

7

First ever score drop in mathematics

“A systemic and intensive focus on data, relationships and evidence-based support can help meet the current challenges. Real-time data helps schools pinpoint where students are struggling; a focus on relationships increases students’ school engagement after two years of pandemic disconnection; and an evidence-based approach supports all students, particularly the large number currently shown to be off-track.”



Students are talented. We need to truly see who they are and care for them.

Educators are creative and incredibly skilled. We need to provide a system where we can realize their talents.

BARR (Building Assets, Reducing Risks) is a strengths-based K-12 educational model that provides schools with a comprehensive approach to meeting the academic, social and emotional needs of all students through the power of data and relationships – both inside and outside of the classroom.



TWO PILLARS

“Grades are a good indicator of how a student is doing, but if you just look at grades, you miss a lot of things: social changes, friends-group changes, attendance, health, all of a sudden a student is getting too skinny. It’s like a puzzle, and everybody holds a piece of the puzzle so when we are all together, we can see the whole kid.”

Janice Eldridge, BARR Consultant

RELATIONSHIPS

- Staff to staff
- Student to student
- Staff to student

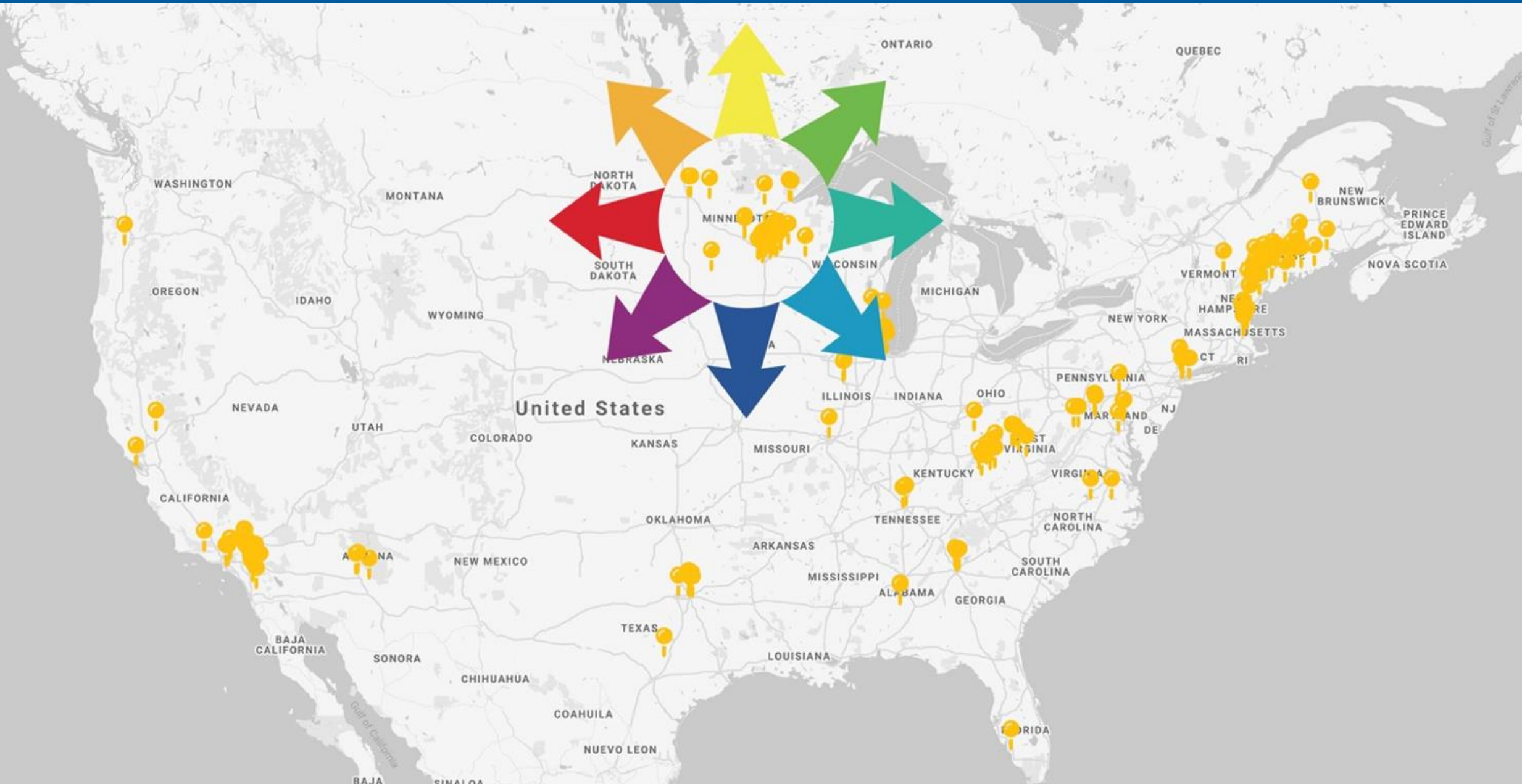


DATA

- Quantitative data
- Qualitative data



Over 220 BARR Schools Throughout the Nation



The BARR model is established as one of the most-proven, system-wide school improvement models within K-12 education

20 years

of research and development

78 schools

Involved in randomized control trial research (most rigorous possible)

\$40M

Invested in research before going to market

19 areas

Areas of statistically significant outcomes

Most researched. Most proven.

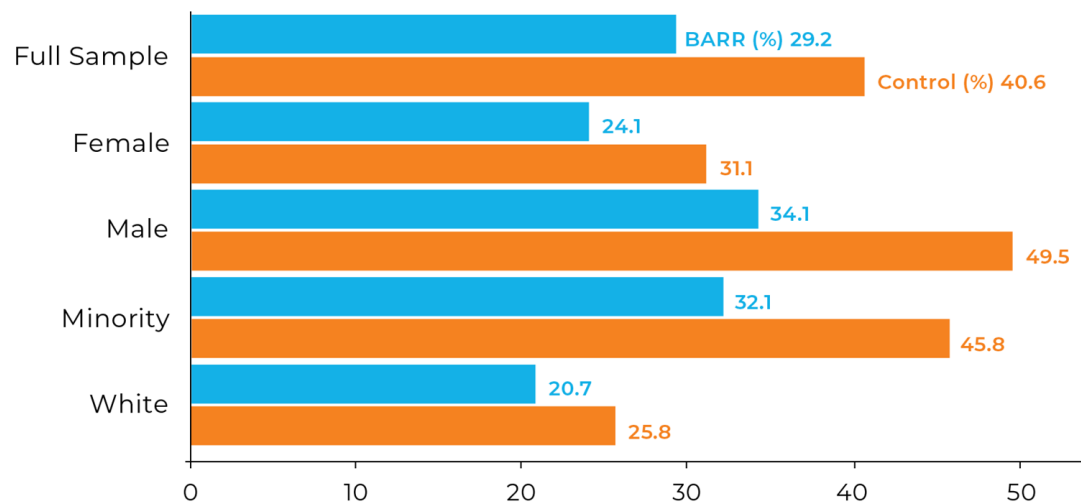


“BARR helps us to know every student quickly and have tremendous insight on environmental factors influencing their academics. Teachers systematically understand all students with one goal: student success. They rally around the student providing a support system like no other.”

– Karl Boerger, Principal, North Adams High School, Ohio

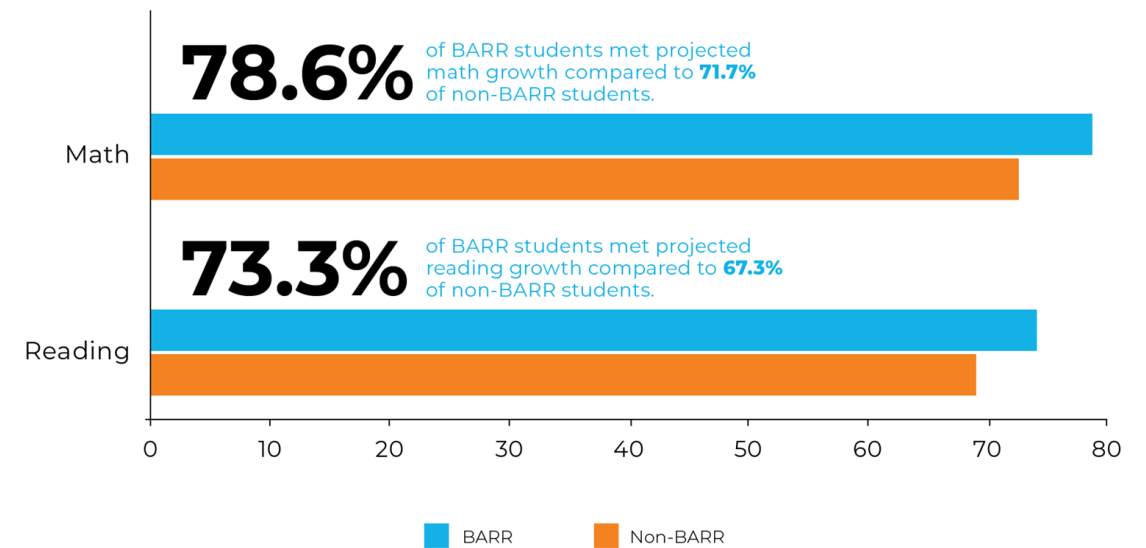
Decreased Failure Rate

Students Failing at Least One Core Course in Ninth Grade



Improved Math and Reading Scores

Students Meeting Projected Growth (%)



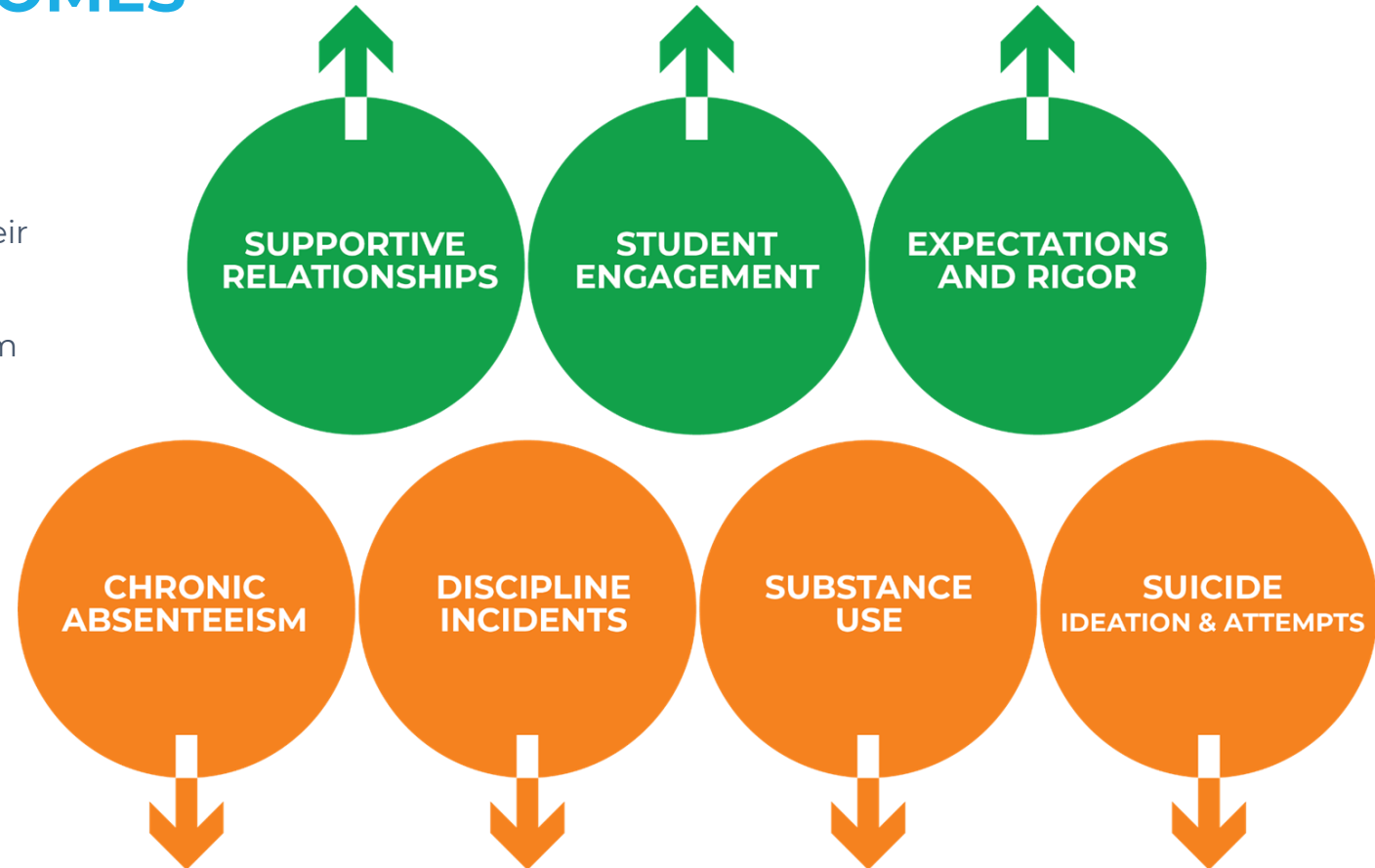
STUDENT BEHAVIORAL OUTCOMES

BUILDING ASSETS

- Students feel that their teachers are more supportive of their interests and invested in their emotional well-being.
- Students believe teachers have high expectations for their performance, provide clear guidelines, and encourage them to be successful.
- Students actively prepare for and participate in class activities, ask questions, and are interested in the lesson.

REDUCING RISKS

- Decreased risk factors and increased protective factors
- Decreased use of tobacco, alcohol and other drugs
- Decreased student behavioral issues (e.g., suspensions)
- Decreased suicide ideation and attempts



BARR is included in the Substance Abuse and Mental Health Services Administration (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP)



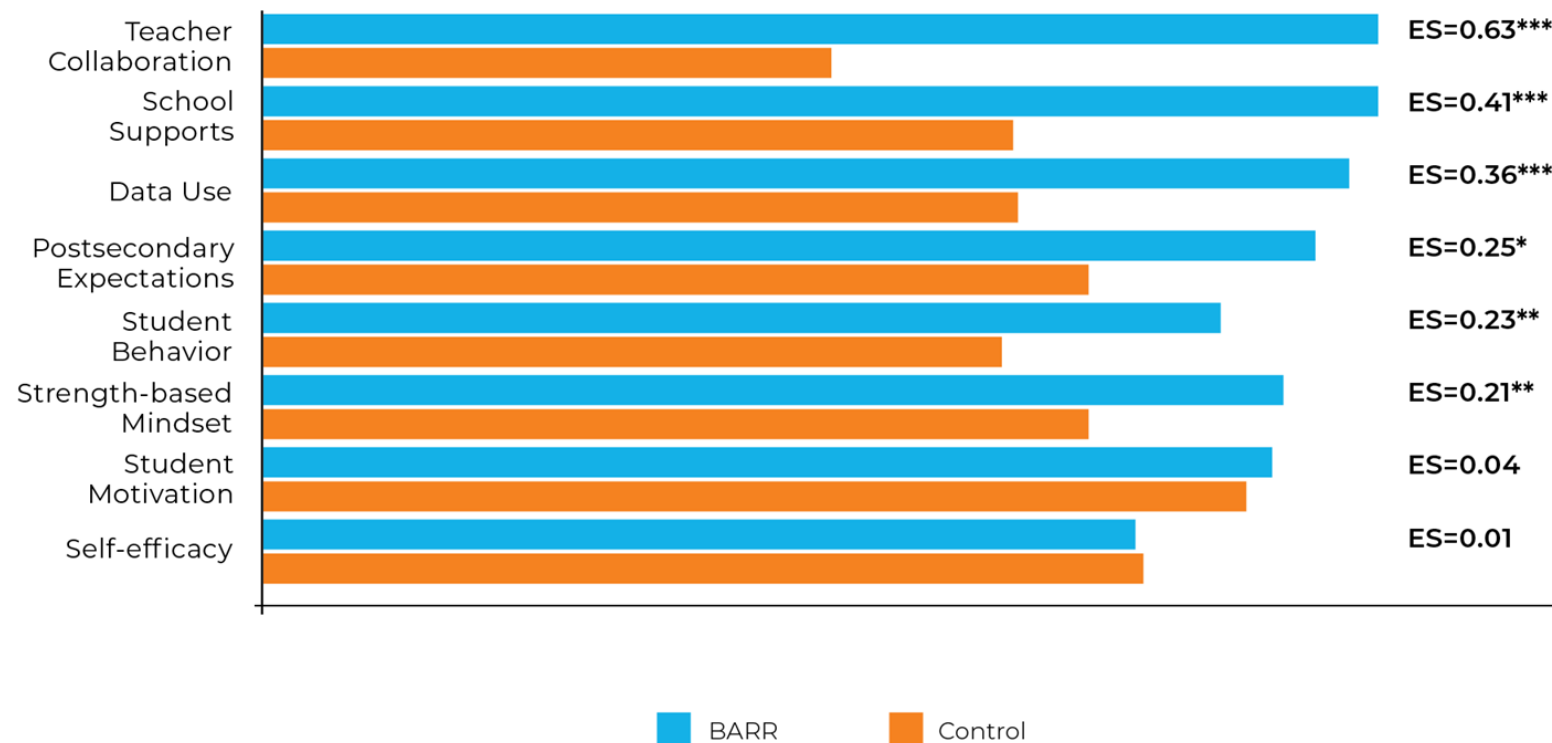
BARR is listed in the CASEL Guide as a SElect Program, which is the top designation a program can earn for meeting or exceeding all of CASEL's criteria for high-quality SEL (social and emotional) programming.



The BARR model has met the Evidence for ESSA requirements for social-emotional learning.

TEACHER AND SCHOOL OUTCOMES

BARR teachers had significantly more positive views about collaborating with colleagues than teachers at control group schools. BARR teachers also reported greater levels of self efficacy and more positive perceptions of student behavior than did control group teachers. **Teacher mindset, attitudes and behaviors are improved** because the BARR Model fosters staff-to-staff relationships in an intentional way, nurturing collaboration and a sense of teamness.



Mediation Analysis

BARR improves academic outcomes by changing teacher and student attitudes and behaviors



- Teachers perceive their school + school administration as more supportive**
- Teachers have a greater sense of self-efficacy (i.e., they can affect learning, motivation, and student behavior)**

- Enhanced collaboration amongst teachers***
- Teachers use data to better understand and 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 in/excited 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*****

BREAKTHROUGH by BARR

3 years

The avg. BARR School receives over **200 hours** of BARR coaching and training per year

DEDICATED BARR COACH



On-site and virtual support with a dedicated coach

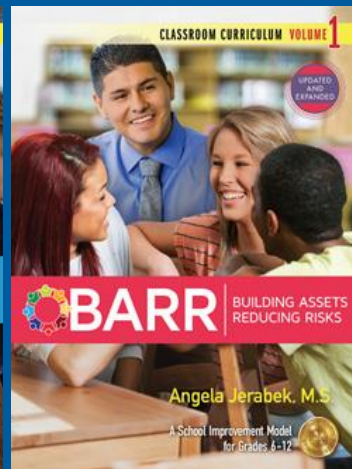
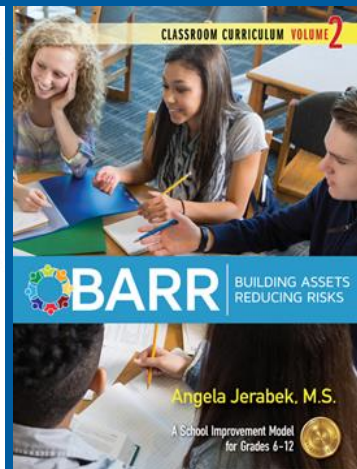
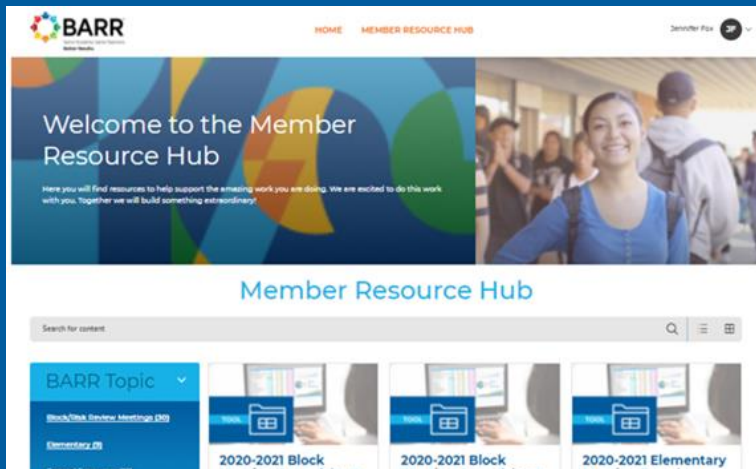
PROFESSIONAL DEVELOPMENT

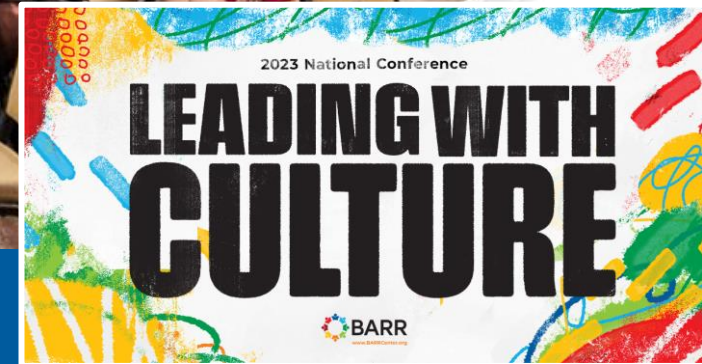


2 days of on-site training per year

CURRICULUM AND RESOURCES

- Annual Student and Teachers Surveys
- BARR Online Member Portal
- SEL Curriculum (I-Time or U-Time)
- BARR Data Tracking and Organizational Tools
- Professional Learning Communities (PLCs)
- Communications Support
- BARR Network





BARR NETWORKING

BARR Coordinator PLC |

BARR Administrator PLC |

BARR Conference

Connecting with more than
175 In-School BARR Coordinators

Connecting with more than
220 Principals

April 26-27, 2023
Westin Rancho Mirage Golf Resort and Spa



**Johnson Central
High School,
Kentucky**





Same Students. Same Teachers. Better Results.

“Kids don’t care what you know
until they know that **you care.**”

Relationships are the bridges on which we
build the foundation of their education.”

-Gene Roundtree, Headmaster of Snowden International
Boston Public School District

Join Us!

If interested in learning more connect with Tim and Scott.

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scott.erlanson@tcbafe.org

Thank You!