

CIL AND CEDAR RIVERSIDE EARLY CHILDHOOD EDUCATION

An analysis of University of Minnesota resources and the potential to support early childhood education in the Cedar Riverside neighborhood

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Executive Summary

Cedar Riverside is a high-density, diverse community in Minneapolis directly adjacent to the University of Minnesota's West Bank. Neighborhood and University leaders have identified a shortage of high-quality early childhood education opportunities for the nearly 500 young children living in the neighborhood. Community leaders have prioritized the importance of providing these children with early childhood education opportunities; a wealth of research also supports the need for early childhood services, especially in low-income areas. The University's Center for Integrative Leadership (CIL) has been working with the neighborhood, specifically through the Cedar Humphrey Action for Neighborhood Collaborative Engagement (CHANCE), to strengthen the University's relationship with Cedar Riverside's residents and business owners. This partnership is supported through civic engagement programming that builds the capacity of the University as neighbors in order to advance a shared vision.

CIL would like to leverage the exceptional expertise and resources across the University of Minnesota related to early childhood education at a time when this issue has been recognized as a priority for Minnesota. Their goal is to support the neighborhood's expressed interest in expanding quality-regulated early childhood opportunities. To that end, this report applies findings related to existing resources within the University and the neighborhood to prevalent early childhood education models to determine how the University could contribute to expanded programming in Cedar Riverside.

Insights and Recommendations

Research conducted this semester led to the following important insights:

1. **The University's primary role is in research and facilitation of existing efforts. Cedar Riverside, in contrast, needs programming.** There are few exceptions to this general philosophy: the Shirley Lab Moore School and the University Child Development Center are a few direct programming examples.
2. **Due to capacity limitations in the neighborhood, external policy discussions will not address the shortage of early childhood services.** In other words, there is no "silver bullet." A singular approach to early childhood education (such as implementing multiple center-based care centers) will not address the needs of the entire community residing in Cedar Riverside.

To support Cedar Riverside, CIL should consider a three-phased approach to design, implement, and maintain an initiative to address the need for early childhood opportunities. Each phase is designed to build on work done by CIL, in partnership with the neighborhood, the University, and external stakeholders, in the prior phase. It is critical to note that Phase 2 requires a significant change in program mission for some organizations around the University. Each of these phases is detailed in the Action Plan and Recommendations section.

1. **Design.** The goals of this phase are to position the University to take action, build University credibility, and develop Cedar Riverside's capacity. There are many University organizations engaging in community efforts throughout the Twin Cities metropolitan area, including Cedar Riverside. At the same time, many units across the University are committed to early childhood education. At present, the issue is a lack of coordination. *The greatest opportunity for CIL's involvement is to develop cohesive University engagement in the neighborhood and build leadership capacity among residents.*
2. **Implement.** In this phase, CIL should work to activate the University's new position and respond to external changes. *Regardless of any policy alternative that is passed this legislative session, CIL will need to work with identified external organizations (such as Minneapolis Public Schools or the Cedar Riverside Community School) to implement an initiative in or near the neighborhood.*
3. **Sustain.** Finally, CIL should work to sustain a strong integrative partnership. To ensure a strong integrative partnership, CIL should coordinate University and external resources that support the new initiative over time. More specifically, CIL should focus on strong community leadership to manage this initiative, effective communication, ongoing and sustainable funding sources, and opportunities for students to be involved and volunteer. CIL should also help the neighborhood prove programmatic success through research and evaluation.

The following report considers opportunities for University involvement in the Cedar Riverside given the neighborhood's interest in developing early childhood opportunities. First, we establish our project scope and describe the methodology used for research. This is followed by a summary of current resources, opportunities, and challenges facing the Cedar Riverside neighborhood and the University. Using this research, we describe our analysis aligning neighborhood and University resources to several early childhood education models and potential policy alternatives. We identify overarching findings from the analysis and conclude with recommendations in the form of a detailed action plan.

Overview and Scope

In January 2015, the Center for Integrative Leadership solicited the support of a Humphrey School of Public Affairs graduate capstone team to engage in their efforts to partner with Cedar Riverside. Our team was asked to help CIL better understand early education needs in the Cedar Riverside neighborhood and identify potential points for University engagement on this issue. From this initial question, we developed the following project goal and research questions:

Project Goal: The Center for Integrative Leadership wants to explore a strong and sustainable integrative partnership leveraging University of Minnesota resources to address early childhood education opportunities as prioritized by the Cedar Riverside neighborhood.

Research Questions

- What are potential models for early education? Which models might be more or less appropriate for Cedar Riverside?
- Who are potential University of Minnesota stakeholders and what are potential resources that could be involved in this type of partnership?
- What role can CIL have in connecting these resources to Cedar Riverside?

In considering the overall scope of this project, we identified multiple phases that include research, alignment, design, implementation, and sustainment. Our project scope entailed researching University and neighborhood resources, assessing early childhood models and policy alternatives, analyzing current gaps and opportunities, and aligning University and neighborhood resources to those models and alternatives.

To categorize potential opportunities for the University to engage in this effort, we developed a broad framework that outlined three stages for new early education initiatives in Cedar Riverside. These stages include:

- (1) Initiative Design: How could potential early education opportunities or programs be discussed and considered in Cedar Riverside?
- (2) Initiative Implementation: How could potential early education opportunities or programs be launched and funded in Cedar Riverside?
- (3) Initiative Sustainability: Once established, how could early education initiatives or programs in Cedar Riverside be sustained and supported?

Using this framework, we identified the possible roles that the University could play in developing new programming, which are reflected in our recommendations. First, we outline our research and analysis approach, followed by a discussion of our overall findings.

Methodology

We identified several research focus areas:

- Cedar Riverside existing resources and needs
- University of Minnesota resources related to community research and partnerships, early education, and student groups
- Early education in Minnesota policy field analysis to determine key stakeholders
- Early education models and their role in the current public policy discussion

Throughout, our research methodology builds upon previous neighborhood research conducted by University of Minnesota student groups.

Cedar Riverside Resources and Needs

In 2013, a Humphrey student capstone group conducted research on early education needs in Cedar Riverside, which included focus groups with parents and interviews with various early education organizations serving the neighborhood. We incorporated these findings into our report to avoid conducting repetitive interviews with parents in the neighborhood. Secondary sources, such as U.S. Census data and neighborhood organizations' websites, provided additional information.

We recognized some level of research fatigue when we tried to connect with recognized neighborhood leaders. We were cautious to reach out only to community leaders recommended by CIL, yet still received several declines to our interview requests from individuals who specifically cited their previous conversations with University graduate students on the topic of early childhood education. In total, we were only able to connect in person with three community leaders of the initial list of twelve.

University of Minnesota Resources

We interviewed eleven professionals from the University of Minnesota, identifying individuals from the areas of community engagement and partnerships, and youth development and early education. We developed a general set of questions and coded findings to identify common themes among interviewees. Secondary sources, such as organizational websites, provided additional organizational information.

Our team also drew significant information from past graduate student reports, including a 2015 Common Grounds report whose general purpose closely mirrored the purpose of this capstone project to determine University resources available to Cedar Riverside. More specifically, this interdisciplinary student consultant group compiled an inventory of graduate student groups engaged at varying levels in the Cedar Riverside neighborhood. Our group included student groups identified as currently engaging in moderate to high activity in Cedar Riverside in our broader University scan.

Early Education Models and Policies

Through secondary research, we assessed the key factors for a variety of the most common and relevant early childhood education models and policy scenarios. The models and scenarios are explained in detail in Appendix D. This section includes the benefits and challenges of each model or scenario. The models and policy proposals assessed in this research include:

- Center-based models, like Head Start or private child care centers
- Zone-based models, like Promise Neighborhoods and Transformation Zones
- Family, Friend and Neighbor (FFN) care
- Scholarship Proposal
- Universal Pre-Kindergarten Proposal

Findings

Upon completion of the University and Neighborhood resource assessment and research on the various early childhood models and policy alternatives, our team attempted to align identified resources to each individual model and/or policy alternative (Appendix F). We assessed how existing assets might contribute to or strengthen a given alternative for the neighborhood and the University. The resulting map allowed our team to analyze what assets the University could most readily leverage for each model, where existing resources best align between the University and neighborhood, and where significant resources are currently unavailable to successfully expand early childhood education opportunities.

With this information, our team identified key themes about each alternative's likelihood of success. These insights informed recommendations for CIL to consider in the design phase of this effort, prior to pursuing one early childhood model for Cedar Riverside.

Below, we provide a brief description of the analysis completed that was most relevant to the findings, with details referenced in the appendices. We then highlight the most critical findings that informed the recommendations and action plan

Cedar Riverside Neighborhood

Named for the intersection of Cedar Avenue and Riverside Avenue, this Minneapolis neighborhood is one of the most densely populated neighborhoods in the city. According to the most recent Minnesota Compass report (which utilizes data from the U.S. Census Bureau), Cedar Riverside had a total population of 7,253 people in 2012. Of this population, an estimated 6.5% are under age five. The neighborhood's median household income in 2012 dollars was \$13,511, in contrast to the \$48,881 median household income of Minneapolis as a whole. 42.3% of residents are estimated to be

foreign-born. Of the population ages 25 years and older, 31.6% are estimated to have an educational attainment level of less than a high school diploma. The demographics of Cedar Riverside show a high prevalence of risk factors that indicate a significant potential for lower rates of kindergarten readiness, such as family income, parent educational attainment and English language proficiency.

Based on recent interviews and past research completed in Cedar Riverside, it is common for residents to rely on family, friend, or neighbor (FFN) caregivers to provide daycare for their children. FFN networks consist of parents having a personal relationship with the caregiver, which extends a high level of trust to provide quality care to their children. An estimated 46 percent of Minnesota families use FFN as their primary care arrangement, though it is possible for the percentage to be higher in Cedar Riverside.¹ One critical challenge of this model is the difficulty in ensuring that children are receiving comprehensive development for kindergarten-readiness.

Past research has identified four crucial challenges and barriers relating to early childhood care for the Cedar Riverside neighborhood: affordability, accessibility, availability and accountability. The cost for full-time care at a licensed childcare center is \$10,470 for a four-year-old on average, according to Child Care Award of America and Minnesota. This high cost is simply unaffordable for many families currently living in the neighborhood. Secondly, there is a scarcity of nearby programming, which is exacerbated by high transportation barriers. The third issue, availability, relates to a high volume of currently full programs and extensive wait lists for high quality care programs, such as Head Start. The final issue identified in previous research states accountability as a barrier for the neighborhood. There are currently a limited number of neighborhood programs that have obtained ratings through the Parent Aware system. Additionally, there is limited oversight of FFN care, the model a significant amount of neighborhood families rely on to watch their children.

The team that conducted research in 2013 concluded that no single program model, funding source, or external provider could meet all the basic childcare needs and challenges experienced by families of young children in the Cedar Riverside community. In the two years since this research was conducted, one of their recommendations was fulfilled: establish early childhood development as a neighborhood priority. Community advocates, neighborhood community groups and families have repeatedly stated their communal intent to address educational challenges facing the neighborhood's youngest residents.

Cedar Riverside SWOT

To assess resources currently available in the neighborhood that could support early childhood opportunities, our team analyzed the neighborhood's current strengths,

weaknesses, opportunities and threats (SWOT) related to this need. This process enabled us to compare known resources available to the neighborhood internally and externally, as well as significant resources missing from the community that are needed from external partners to provide early childhood education. We completed this SWOT analysis based on information garnered in interviews with community leaders. Because the number of interviews was limited, we also used information included in the 2013 professional paper, which included insights from the broader community. In assessing the SWOT (Appendix A), our team identified several community pressures. These insights are suggestive, and therefore should not be treated as conclusive recommendations. Rather, we see these as critical points for CIL to discuss and respond to before moving forward on any neighborhood initiative.

Is funding the issue? Several leaders in the area of early childhood education have told CIL staff that funding for early childhood programming is available, should a program launch. Similarly, our policy field analysis (Appendix C) demonstrates this is a unique period of time that could bolster expansion of early childhood education opportunities. However, our research recognizes the inability for center-based care to remain open in the neighborhood. For example, the East African Women's Center closed because of reliance on the Office of Refugee Resettlement (ORR) for funding that was decreased, ultimately closing the center.ⁱⁱ This tension leads to several insights:

Before a program begins, more sustainable sources of funding need to be secured; specifically, diversified funding is critical to limit the risk of over-reliance on one donor. The persistent cycle of closing center-based programs in the neighborhood may signal that the demand for center-based programming *in* the neighborhood is less imperative. In an interview with Walter Stull, the Executive Director of the Cedar Riverside Community School, we learned that enrollment this year is under capacity and that many families in the Cedar Riverside complex are not aware that the school exists. The pre-k program that started this year currently serves 16 students, with several more on the waiting list, but he notes that many of the students are there because they have siblings already enrolled in the K-12 school. At present, neighborhood parents rely on the extensive network of friends and family and neighbor network to care for their children. Many of the models alternatives do not account for the fact that the community has worked to address the issue of limited childcare availability with their own model that addresses key challenges, like limited physical space and cost. Therefore, it is important to determine if the *right* kind of funding is available and if the *demand* for that specific model really exists before deciding to pursue the center-based care model.

Differences in community preferences. Any organization working towards improving early childhood education choices in Cedar Riverside must recognize that there is no unified community philosophy on early childhood education. According to our research, some families prioritize keeping children in the neighborhood, while others are comfortable with their children using buses or other modes of transportation to access programming outside of the neighborhood.

Centers that require children to get on buses often have waitlists, indicating that this is the preference of many parents. We heard from other community leaders that many

parents have concerns with putting such young children on buses by themselves and therefore want to see centers located *in* the neighborhood. Some leaders we interviewed expressed concerns that children may not experience the broader Twin Cities culture if they do not attend some programming outside the neighborhood. For example, Walter Stull explained that children who must take standardized tests with questions about baseball must “get out of the towers” to know of the sport, and therefore parents should be encouraged to access programming outside of the neighborhood.

Other interviewees raised concerns about the cultural relevance of schools outside of the neighborhood, although there are a few options for culturally based programming, like Al-Hikma. The strong reliance on FFN care would indicate that there are many parents who would prefer keeping children closer to home and within the local culture and language, though this could also be the result of high costs and long waitlists at centers outside of the neighborhood.

It is important to note that there is likely enough demand to provide early childhood education that acknowledges each preference. Anyone leading an effort to address early childhood education in the neighborhood should recognize that in choosing one approach, a portion of the community might not be reached due to individual priorities.

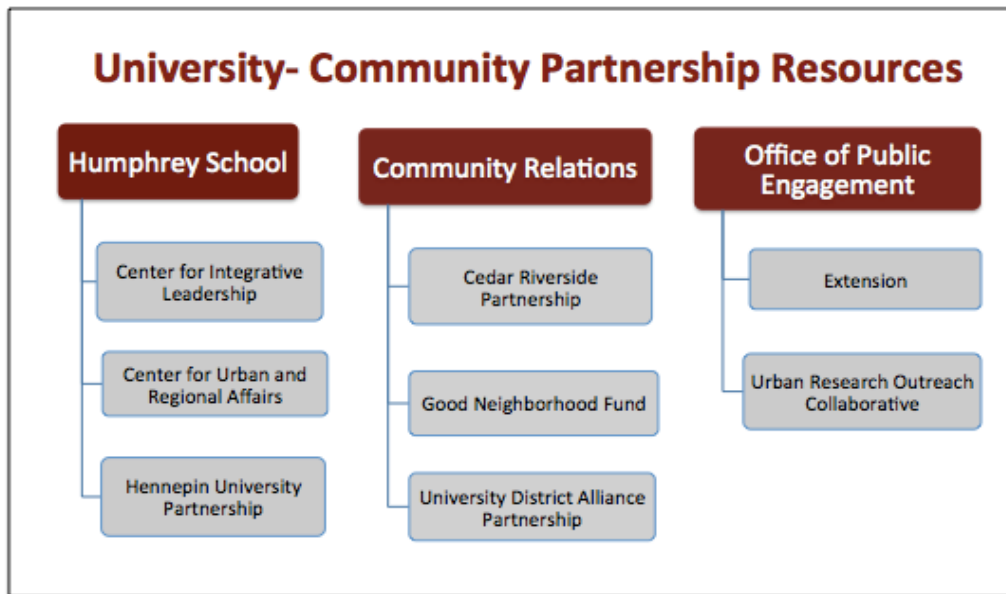
Early childhood education is recognized as important, but competes with other community priorities. Focus group reports from prior research indicate that parents find this issue very important. In addition, the Cedar Riverside Neighborhood Revitalization Program (CRNRP) has identified early childhood education as one of their top priorities. Yet many parents living in Riverside Plaza are unaware of the community school that currently offers early childhood education programming, other center-based programs in the area have closed due to low enrollment and funding, and some interviewees we met stated that the neighborhood has other priorities. For example, interviewees noted rising concerns related to homelessness, gentrification, and career development. While early education was noted as a priority, we cannot assess how it compares to other current pressing issues.

This competition could be a result of the neighborhood’s resiliency in addressing the lack of available programming on their own, through the development of extensive FFN networks. This solution could also explain why the neighborhood has not found a passionate champion to lead the effort of developing early childhood education opportunities in the neighborhood. In moving forward with early childhood education work, it will be important to collaborate with community partners to prioritize this issue as compared to other emerging community needs.

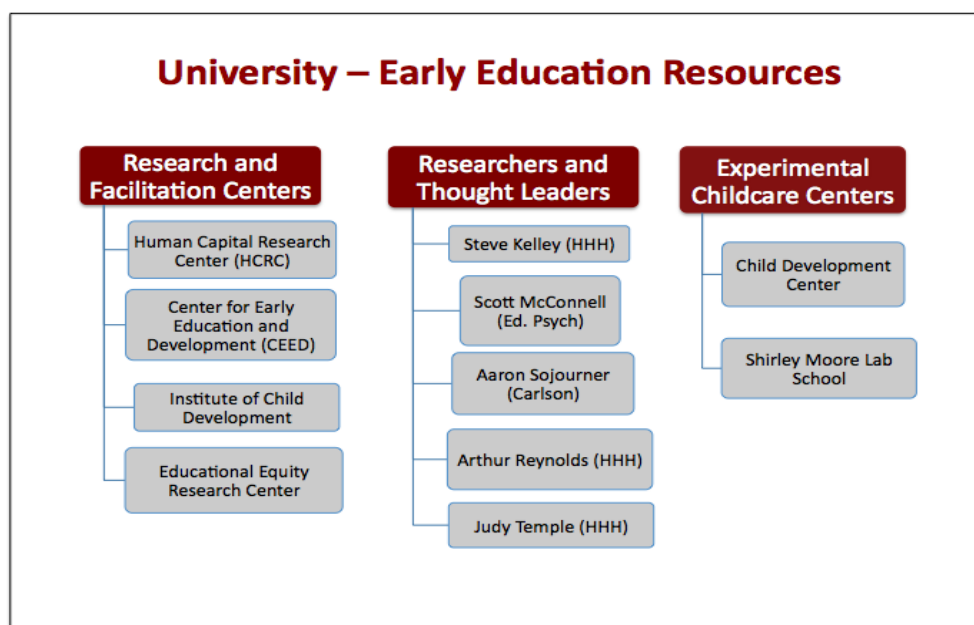
University of Minnesota

We identified three main categories of University units that could impact early childhood education initiatives in Cedar Riverside. We outline these units’ roles, including their potential engagement in either early childhood education and/or the Cedar Riverside neighborhood, in Appendix B.

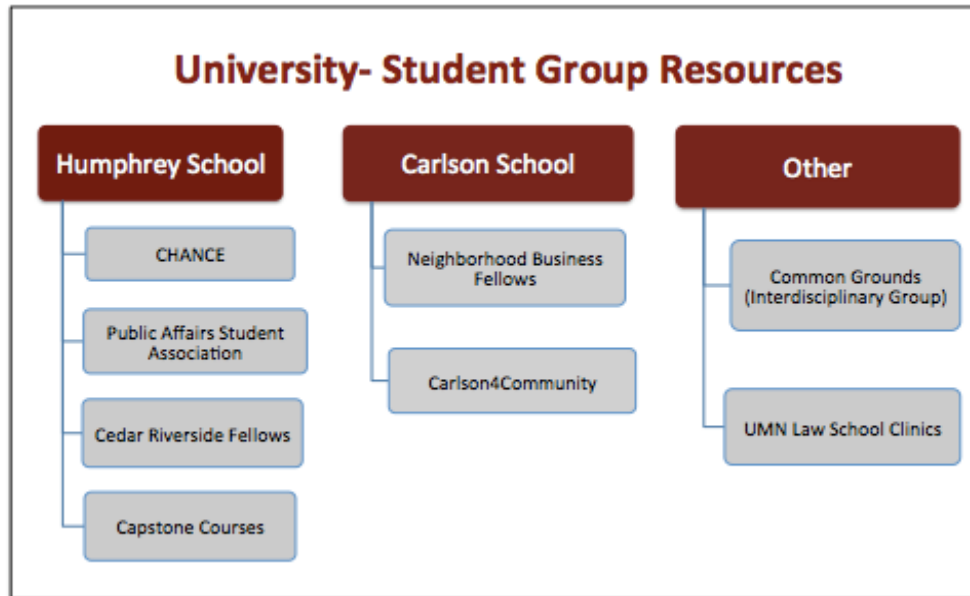
First, several units work as facilitators of the University’s community and/or public engagement efforts. We assessed these units to identify resources that could support new early childhood education initiatives or facilitate a programmatic partnership between the University, Cedar Riverside, and external partners. We also identified past or current University initiatives or projects that could have an impact on CIL’s efforts.



Secondly, many University scholars pursue an interdisciplinary study of early childhood and the benefits of early intervention. While the College of Education and Human Development is most engaged, several other units are also involved. The University also hosts two centers that serve in the intersection of direct service and research. We wanted to determine how these various stakeholders could share their expertise and resources to influence future efforts in Cedar Riverside.



Finally, we considered the role student groups could play. Utilizing the 2015 Common Grounds report, we identified the following groups (as they currently have a moderate to high level of engagement in Cedar Riverside) and their potential contributions to an initiative.

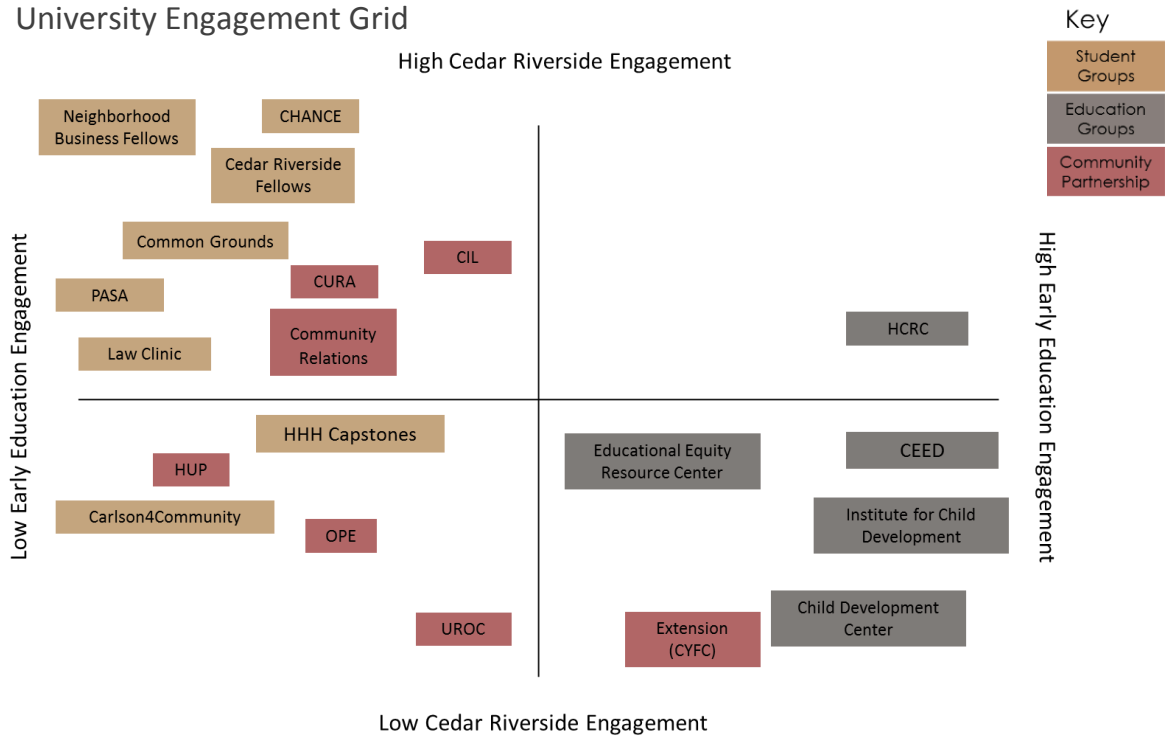


Level of Cedar Riverside and Early Education Engagement

In the grid below, we plotted community partnership units, early education units, and student groups by both their engagement level in Cedar Riverside and in early childhood education. The levels of engagement in Cedar Riverside ran on a vertical continuum of units with ongoing neighborhood engagement down to occasional or project-based engagement down to low or no engagement. Units with less Cedar Riverside engagement may have individual faculty or students engaged in projects related to the neighborhood, but those projects tend to be infrequent or individualized.

The levels of engagement in early childhood education run horizontally on a continuum of units with low to no early education focus over to those with a broader education focus over to those specifically focused on early education. The less engaged units may work on consulting or student projects related to early education at varying points, but that focus is not primary to the units' mission or purpose.

University Engagement Grid



This image demonstrates that while there are many units operating either within the neighborhood or focusing on early education, there are very few units occupying the space where those two areas intersect. Yet there are several units, specifically within the University’s early education area, that could be better engaged as to activate them to participate in efforts around early education in Cedar Riverside. There is also an existing base of neighborhood programming and support through CHANCE and other ongoing student group partnerships. Given CIL’s relationships with neighborhood organizations and leaders, and the standing that affords CIL with other units around the University, CIL is positioned to facilitate that engagement.

Models and Policies

The following section outlines our team’s key findings after aligning what is known about the neighborhood (Appendix A) and university resources (Appendix B) to early childhood education models and policy alternatives (Appendix D). This exercise allowed us to identify concentrations of resources that would support a specific model. We were then able to determine which models are most likely to be successful given existing resources.

By including two policies that are currently under debate at the Minnesota Legislature (Appendix C), we analyzed how a policy change might be most advantageous to the neighborhood and which University resources align with each policy alternative. Conversely, it also allowed us to identify what resources do not exist, but that each individual model would require from the neighborhood, in order to be established. We do

not highlight here which University resources could be leveraged for a given model or policy alternative, but instead focus on the major findings from this analysis. For specific details on which resources map to various models, see Appendix F.¹

FFN is the model with greatest propensity for immediate impact in the neighborhood

Due to limited capacity of early childhood education centers, the neighborhood has found a way to address the challenge of finding childcare for pre-kindergarten aged children through a strong FFN network. This network addresses space constraints by using space that is available; that is, in individuals homes. There is also evidence to suggest these types of networks accommodate flexible schedules better and are a more affordable solution. Additionally, the FFN network addresses needs across all ages from 0-4 which is something that the current policy alternatives under debate will not likely address (Appendix C) This network effectively addresses three out of four identified barriers to childcare with affordability, accessibility and availability. The missing element is accountability. The networks tend to be informal and it is unknown if caretakers are using best practices for kindergarten readiness. Still, compared to other models, the neighborhood's resources align most with the FFN network. This model could be fostered and supported by partnering externally with organizations that train and license at-home caregivers. Therefore, this is the model that has the greatest propensity for short-term impact in the neighborhood.

The University is most primed to support center-based models

Looking across University resources, like research capabilities and student group engagement, the University is best positioned to support the development of center-based models. There are University units that support many models, like CEED and HCRC, which should be leveraged regardless of which models are selected. There are also other resources that could be leveraged in a number of models. For example, a number of University faculty members that sit on boards of influential organizations that could be engaged to support work around zone-based models. While resources could be used in a number of models, the bulk of resources are concentrated so that center-based models could be best supported.

Policy outcomes do not drastically change the work that needs to be done

¹ The limitations of this mapping exercise are that there may be resources for which we are unaware. Due to constraints to secure neighborhood interviews, we relied heavily on previous student reports and on the observations that we were able to make. Additionally, the University is large and complex, so there may be resources unaccounted for in this mapping exercise.

Lastly, the models were assessed at their broadest level, which required generalization across resources. For example, by looking broadly at center-based care, we were able to draw major assessments, but there will likely be exceptions across each model type. These exceptions and nuances were not accounted for in the mapping exercise.

Given the need for increased capacity for early childhood education programming, the existing policy alternatives would open the opportunity for access to early childhood education, but would not create the availability needed. There are three primary policy alternatives that are currently under consideration in the state that could impact the Cedar Riverside community, all of which depend on the existence of a licensed center. This includes Universal pre-kindergarten, expansions of early learning scholarships, and increases to school readiness funding (Appendix C). The efficacy of Universal pre-kindergarten and school readiness funding would be limited by the fact that there is no Minneapolis Public Schools in the neighborhood. As previously discussed, some parents in the community are concerned with sending children out of the neighborhood so this funding would not support the needs of a portion of the community. Passage of universal pre-kindergarten (but not school readiness funding) would mean the charter school in the neighborhood could use state money to expand offerings and perhaps serve some of those on the waiting list. This funding would allow the school to hire more staff; they would need to find additional funding sources if space becomes an issue. Early learning scholarships, if passed, would not be able to be used to start a new program. Rather, families can use early learning scholarships to attend existing Parent Aware rated programs. Three Parent Aware sites currently operate in Cedar Riverside, but are at capacity. This means increased funding for scholarships would not address the availability issue. Ultimately, these alternatives have the *potential* to change the early childhood education landscape in Cedar Riverside, but until capacity constraints are addressed, none of the three policy alternatives would immediately influence the state of early childhood education in the community.

The University is not able to *directly* meet the most immediate neighborhood needs to build early childhood education capacity

The University has a number of valuable resources as it relates to early childhood education in Cedar Riverside. These resources can help the neighborhood design an initiative at the beginning of a process or evaluate, improve and maintain an initiative once it has started. However, Cedar Riverside is really in need of resources that can launch or implement an initiative.

The University of Minnesota's mission espouses values of research, training, and public engagement. Across the University, there are multiple departments engaged in facilitating University-Community partnerships, including Community Relations, the Office of Public Engagement, UROC, and CURA. These units primarily promote reciprocal engagement efforts, in which both the University and community benefit, and contribute community-based research, conducted by undergraduate and graduate students and academics, to local organizations.

The University does oversee two centers that provide direct services for youth and families. The Child Development Center and the Shirley Lab Moore School offer high-quality early childhood education, engaging University students and implementing research findings. These schools, however, have severe service limitations given their long waiting lists and high costs.

Despite these limited examples of programming, the University's key mission priorities are in research and teaching. Therefore, there are limited opportunities for the University to expend time and resources to launch and maintain direct service programming. This is especially challenging given that the University's two major revenue sources -- state funding and tuition -- are dedicated for research and teaching. Other revenue, primarily attained by the efforts of the University of Minnesota Foundation, is earmarked for a particular purpose by the donor. This means, despite the amount of money that flows through the University, there are little to no financial resources currently available to implement community-based programming without external support.

Overarching Findings

Given our research of needs and opportunities in the Cedar Riverside neighborhood, resources around the University of Minnesota, and current early education policy discussions, we determined the following:

- 1. The University's primary role is in research and facilitation of existing efforts. Cedar Riverside, in contrast, needs programming.**
- 2. Due to capacity limitations in the neighborhood, external policy discussions will not address the shortage of early childhood services. In other words, there is no "silver bullet."**

Given these findings, and that other student groups have conducted research on this issue in the neighborhood in prior years, the University, and specifically CIL, can provide the greatest value by starting with a tangible deliverable and working with community leaders to identify a champion committed to this issue who could be connected to existing resource opportunities, such as funding, space, and expertise in the field, to consider expanding program offerings for parents of young children in the neighborhood.

- 1. The University's primary role is in research and facilitation of existing efforts. Cedar Riverside, in contrast, needs programming.**

The University of Minnesota, as it relates to early childhood education in Cedar Riverside, is currently most skilled at facilitating community partnerships, providing valuable research, and working with student groups to directly service a community.

Conversely, the neighborhood is in need of additional programming. There is a dearth of licensed high-quality, low-cost, center-based programming available in the neighborhood and existing centers have waiting lists. While there is an extensive Family, Friends and Neighbor care network, these caregivers are not likely trained on early childhood education best practices.

As it happens, the neighborhood is most in need of a champion, funding, and physical space, the things the University is least prepared to provide, in order to build capacity. However, these resources *can* be used to help support the development of a more sustainable model by, for example, identifying external partners that could support the neighborhood in bringing essential resources to the community. Should this happen, the University's resources (student workers, capacity building support, academic research) could strengthen and support an existing infrastructure. Without, there is a disconnect in the types of resources the University has and the types of resources the neighborhood needs.

2. There is no “silver bullet” approach to expanding early childhood education opportunities in Cedar Riverside.

There are two primary reasons that no single model will improve outcomes for all families in the neighborhood. The first, identified in the mapping exercise, is that, due to capacity limitations in the neighborhood, external policy discussions will not address the shortage of early childhood services. The second, discussed in the analysis of Cedar Riverside, is that the needs and desires of families within the neighborhood are diverse, and any single model will likely meet the needs of many, but not all, families.

While early childhood interventions are a “hot topic” in the education policy arena, and it is very likely that Minnesota will see an expanded investment in early childhood scholarships and school readiness funding this legislative session (as described in the policy field map), key barriers prevent an immediate solution. These limitations include a lack of physical space in the neighborhood for these programs, a person or organization to create and oversee a new program, and Minneapolis Public Schools' absence in the neighborhood.

Throughout this policy discussion, it is critical to note that the majority of families in this neighborhood currently rely on FFN networks. Given that nearly all these providers are unlicensed and unrated, the Legislature's decisions this session will have little to no immediate impact on families in Cedar Riverside.

Action Plan and Recommendations

Given our overarching findings, we tailored our recommended action plan into the aforementioned framework of the overall process of building an initiative: design, implement, and sustain. To respond to an expressed community interest in increasing

available early childhood programming in Cedar Riverside, CIL can help leverage expertise and resources across the University and from external partners. Based on our research, however, it is clear that there are currently wide gaps between the neighborhood's needs and the University's ability to help. Therefore, our Action Plan identifies the three key stages of initiative development, recognizing that CIL may have a limited role in the Implementation stage.

Throughout this process CIL's core role should be to network with various stakeholders to connect Cedar Riverside to both the University of Minnesota and to other external networks.

Phase 1: Design

Goal

Position the University to take action. Build University credibility. Develop Cedar Riverside capacity.

Rationale

Several University of Minnesota units are involved in a wide variety of community engagement projects, including efforts in Cedar Riverside. At the same time, many units are deeply committed to work in the early childhood arena. The lack of coordination, however, suggests that the University is not prepared to support a neighborhood program initiative, should one launch in the near future. Therefore, CIL should help move University units into the upper right quadrant of the engagement grid and centralize early childhood efforts in Cedar Riverside. At the same time, CIL must build the University of Minnesota's credibility in the neighborhood. CIL should also work collaboratively and creatively to develop Cedar Riverside community members' capacity to coordinate and provide services to community residents.

Action Steps:

Position the University to take Action

Become Anchor Unit. It is clear that a University organization needs to be the main point of contact for Cedar Riverside.

- OPE is developing a process to centralize efforts by designating "anchor units" in geographic engagement zones. While this role is not directly aligned with CIL's current mission, at this time, CIL is the organization best positioned to serve the neighborhood.
- If CIL does not become the anchor unit, CIL should work closely with OPE to ensure that CHANCE can maintain its prominent role in the neighborhood working to align the University and Cedar Riverside.

Convene Meeting. Without a determined model, CIL should convene a meeting of all entities included in our University of Minnesota resources list.

- This group should inform one another of the needs for early childhood education in Cedar Riverside, introduce CIL as the lead organization working in this space, and determine who has interest and resources to commit to this effort. After this meeting, CIL should determine who is most likely to move into a position for action.
- This meeting should include a brainstorming session with units to consider potential partnerships with the neighborhood. During our research, many interviewees quickly thought of ways they could engage in Cedar Riverside. In short, CIL should make Cedar Riverside top of mind across the University and find out what specific departments *can* do in this effort.

Compile Inventory. Building off the policy field map (Appendix C), learn about ways to leverage University connections to other organizations. Direct programming action cannot be accomplished by the University alone and will require partnership.

Participate in Existing Conversations. In meeting with select education related individuals at the University, we learned of multiple initiatives underway across the University that could impact early education efforts. CIL should contribute to these conversations:

- Educational Equity Research Center is convening an Advisory Council of internal and external stakeholders to develop priorities and focus.
- The Youth and Education Issue Area Network is also currently in meetings to better target their overall priorities and focus.

Build University Credibility

Prove University's benefit. Proceed with caution as CIL considers including the community in conversations with the University before you can make a commitment.

- Our experience was that community leaders had already provided all they know about this topic in the community. Limit or discontinue research projects.
- Provide a tangible service that can illustrate the University's potential to benefit the neighborhood quickly. Interviewees suggested connecting with the dental and medical schools to explore opportunities to provide free clinic services. This is an opportunity for the University to educate the neighborhood on the relationship between early education and early health efforts. This could also help facilitate screening for pre-kindergarten.

Connect with OPE. CIL needs to be involved with OPE as they develop engagement zones, one of which might be Cedar Riverside. As a University organization with longstanding connections in Cedar Riverside, CIL can help guide those conversations and determine how an engagement zone in this neighborhood could be structured to ensure better University coordination around research and students group involvement.

Develop Cedar Riverside Neighborhood Capacity

Communicate Needs. For more early childhood education offerings to launch in Cedar Riverside, the neighborhood needs increased capacity to internally support and manage those efforts. To do so, our team has identified the need to:

1. Find a neighborhood champion
2. Identify funding sources
3. Develop training opportunities
 - These are all necessary steps to build capacity in the neighborhood before taking action to launch a new program. Depending on the approach to the outlined early childhood education models, securing neighborhood space may also be an additional capacity-building area.

Connect Leaders

- Conduct a series of meetings with Cedar Riverside organizations and leaders to provide information on different educational models. Gauge their interest and capacity to work on these issues. Identify opportunities for CIL to organize a coalition around early education in the neighborhood.
- Coordinate meetings or tours of the Northside Achievement Zone and/or St. Paul Promise Neighborhood. Help Cedar Riverside leaders build connections with these other neighborhoods around this issue.
- CIL can specifically help the neighborhood connect with Think Small (FFN) through Jodi Sandfort (HHH), who sits on their board, and Amy Susman-Stillman (CEED) to consider how to improve quality among current FFN providers.

Be Aware of Limitations. One challenge in developing this capacity is the neighborhood's current interest in working on several community issues, including efforts to launch workforce training and afterschool programming. Another challenge is that there are a select group of neighborhood leaders serving as advocates in a variety of projects. Given these competing priorities, CIL should find avenues for also supporting existing projects before considering launching new work.

Phase 2: Implement

Goal

Activate the University's new position. Respond to external changes.

Rationale

These recommendations are dependent on external factors and would be appropriate to pursue when one of the following scenarios occurs. Note that while our research shows that there is no "silver bullet" that will quickly and completely address the lack of quality programming and provide services that meet the needs of all families in the neighborhood, CIL should build on the preparation work done in Phase 1 to effectively

leverage the University in response to one of the following changes that could happen in Cedar Riverside.

Action Steps

If Universal Pre-K passes:

Collaborate with MPS. CIL could convene a meeting of U of M leaders and MPS to discuss the possibility of locating a public school in the neighborhood.

Launch Parent Education Campaign. CEED, the Institute for Child Development, and HCRC could create a parent education campaign to encourage more parents to take advantage of free preschool options offered through MPS outside of the neighborhood.

If School Readiness Funding increases:

Collaborate with MPS and Cedar Riverside Community School: CIL could convene a meeting of U of M leaders and MPS staff to establish a school readiness program for Cedar Riverside children.

- This program could run through a partnership with the Cedar Riverside Community School.
- CIL would also work with MPS to discuss the possibility of a new partnership with a new or existing community-based organization to deliver programming.

If the appropriation dedicated to early learning scholarships is maintained or increased:

Leverage Board Members. CIL could ask Jodi Sandfort to facilitate collaboration with Think Small and create a neighborhood-based training program for FFN providers. Think Small can help partner providers with Parent Aware, which will allow families to use scholarships to pay FFN providers for child care.

Increase Number of Parent Aware Rated Programs. CIL could also connect with HCRC and Parent Aware for School Readiness to reach out to unrated providers in the neighborhood, emphasizing the financial benefits of entering the Parent Aware system.

To secure program space, funding, and leadership in the neighborhood:

Partner with Confederation of Somali in Minnesota's New Community Center. The Confederation of Somali in Minnesota's new Community Center could house an early childhood program.

- CIL could foster an initiative between CEED, ICD, HCRC, Think Small, and the Confederation of Somali in Minnesota to provide training and capacity building for FFN providers in Cedar Riverside. These trainings could be one-time or ongoing

classes offered in the new Somali Education Center, at Brian Coyle, or at the Humphrey School.

Leverage University to Secure Funding. Many entities around the University are experienced grant writers. Additionally, many faculty members sit on boards that provide grant funding.

- CIL could partner with grant writing experts around the University (Appendix G) to write a proposal to support the local charter school's need for additional space.
- Once an initiative has been identified, CIL could leverage these experts to draft the Minnesota Common Grant for this group and provide guidance on how to search for and apply to grant opportunities.
- HHH could provide scholarships for neighborhood leaders to audit HHH skills courses (SWOT, Grant Writing)
- CIL could also help a program apply for a Good Neighbor Fund grant, once it is in the beginning stages of operation.

Expand Child Development Center. The University could open a West Bank Child Development Center with reserved slots for neighborhood children.

- The East Bank Center currently has a 12-14 month waiting list for faculty, staff, and students, which means there is high demand within the University system.
- Additionally, the Center is located on the north side of the East Bank campus, which is not convenient for University staff and students primarily housed on the West Bank.
- Although the system currently is only for children affiliated with faculty, staff, and students, the new location could accept a limited number of CR children using scholarship funding (Center already has sliding fee scale based on child's age and family's income level).

Identify a Program Champion: Find a leader committed to this work in the neighborhood or leverage University or external partners.

- CIL could identify potential leaders in the community and help their professional development through a creation of a Cedar Riverside Fellows Program housed at HHH. These leaders could participate in Humphrey courses and workshops and engage with guest speakers and other events.
- CIL could meet with the three University of Minnesota faculty members on Mayor Hodges' Cradle to K cabinet to leverage a new city program to start in the neighborhood.
- CIL could significantly change their mission and role, and serve as a program incubator with CIL acting as a new nonprofit to provide early childhood education programming.

Phase 3: Sustain

Goal

Sustain a strong integrative partnership.

Rationale

Once an initiative is launched, our research identified several resources present at the University of Minnesota to support these efforts. To ensure a strong integrative partnership, CIL should focus on coordinating these resources to ensure that the program is long lasting. This means the initiative will need strong leadership, communication among partners, sustainable funding, and organized volunteer opportunities. To retain funding, it will also need to conduct research and evaluation to prove its impact.

Action Steps:

Connect Program Leaders to Professional Development Opportunities.

- CIL can connect CEED with neighborhood organizations to assist the organizations with program evaluation, observational studies, and other consulting work.
- CIL may assist with connecting neighborhood advocates and organizations with grant writing and financial management training.

Facilitate External Relationships.

- CIL could bridge a relationship with Cedar Riverside to become involved with the Mayor's Cradle to K cabinet by facilitating introductions and meetings.

Ensure Sustainability through Funding Support.

- Work to fund (or assist in getting funding) the Community Advocate position recommended by the 2013 Early Education Capstone. CIL could work with Cedar Riverside organizations to create opportunities to house the position within an existing organization.

Coordinate Student Involvement.

- Connect graduate Early Childhood Education students to internships opportunities in the neighborhood. Other potential opportunities could include student volunteer programs or work study programs.

Oversee Interdisciplinary Longitudinal Study and Evaluation.

- CIL can coordinate a longitudinal study on early childhood education in Cedar Riverside through HCRC or CEED, as the transitioning community demographics make early childhood education a potential ongoing focus opportunity.
- CIL may work with the neighborhood to develop a sort of 'institutional knowledge for the community,' such as stories of past leaders and the East African Women's Center so that same problems are not repeated.
- CIL could help facilitate the creation of a University of Minnesota repository of past research, which would create a process to reduce the community's research fatigue.

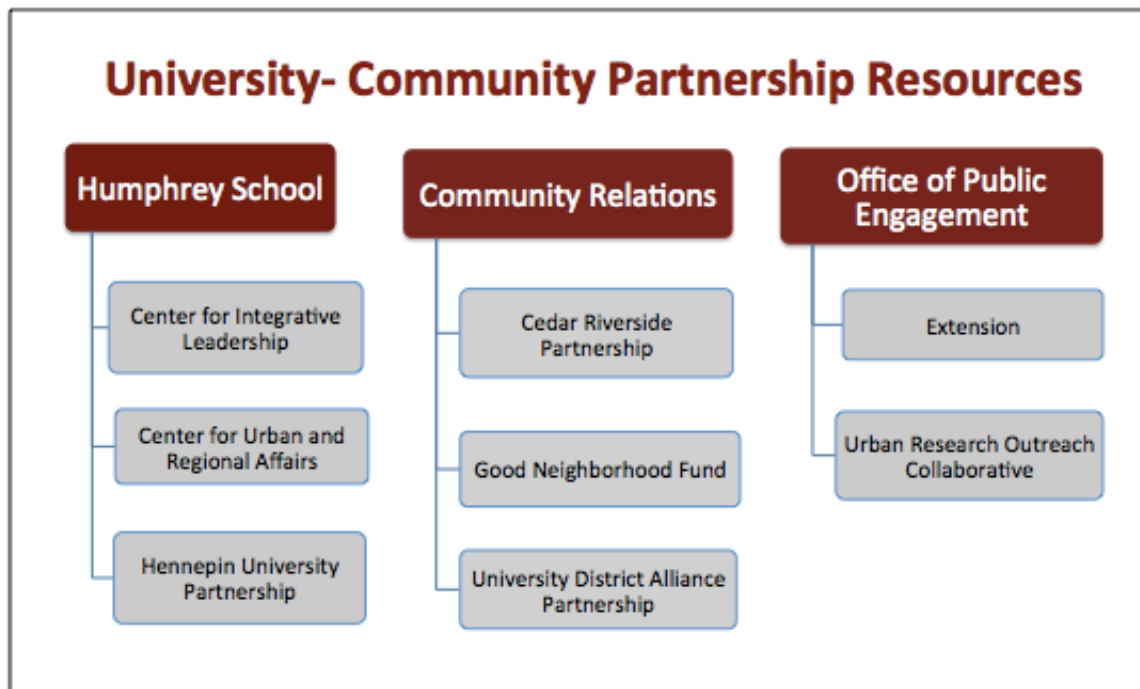
Conclusion

CIL wants to leverage University of Minnesota resources to support the Cedar Riverside neighborhood in building additional early childhood education choices for parents and families in this community. While the University has resources and an interest in early childhood education, the University does not currently have the *kinds* of resources that the neighborhood most immediately needs to develop additional early childhood education opportunities. Regardless of potential policy changes in early childhood education, CIL should work to mobilize existing University resources to design an initiative and build a stronger relationship with the neighborhood. To implement an initiative, however, CIL will need to partner with the neighborhood and external organizations to accomplish this work. Finally, it is critical for CIL to make a long-term commitment to this project and sustain a strong integrative partnership between the University, Cedar Riverside, and key external partners.

Appendix A: Cedar Riverside Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> -Large number of families concentrated in a relatively small geographic area (only 2% of 3-5 year olds are enrolled in a program currently) -ECE identified as a priority by community leaders -2013 report suggests need for ECE in the neighborhood -previous programming demonstrated positive results 	<ul style="list-style-type: none"> -Low involvement in programming currently - could be cultural, financial, geographic or other barriers that are holding parents back from enrolling youth -most parents rely on a network of friends and family whom they can trust -Neighborhood does not have a champion, though they've stated this is a priority -Limited physical space in the neighborhood -The Community does not agree on the best approach - stay in the neighborhood vs. get kids out
External	Opportunities	Threats
	<ul style="list-style-type: none"> -Schools that are fed from Cedar riverside would prefer student to be in high quality programming -Focus on ECE at the state and income data mean that many families qualify for ECE funding/scholarships -Neighborhood is surrounded by resources (knowledge, \$\$, people etc.) 	<ul style="list-style-type: none"> -previous programs shut down due to funding cuts -may not be a threat, but low employment rates (true?) may mean that parents are home during the day and therefore don't want to send kids to daycare -ECE is really expensive -Other programs (Head start, ECFE) are at capacity -many programs rely on transportation out of the neighborhood which some families are not comfortable with

Appendix B: University Resources - Community Engagement, Early Education, and Student Groups



Humphrey School of Public Affairs

Center for Urban and Regional Affairs (CURA)

The Center for Urban and Regional Affairs serves as a connector between the University of Minnesota and external stakeholders, including government, community, and nonprofit organizations. CURA's programming includes research and technical assistance projects, often involving students engaged in community-based research with local communities. CURA facilitates this work partly through grants and assistance for projects initiated by students, faculty, and communities, including \$10,000 grants for community partnerships (next RFP 2016). Through the MN Center for Neighborhood organizing, CURA provides technical assistance and grassroots organizing training. Education is one of CURA's research areas and the organization has worked on issues related to educational achievement, equity, and pre-K to college accessibility. Recent projects have focused on literacy, teacher preparation, classroom size, teacher licensure, charter schools, and education funding (<http://www.cura.umn.edu>).

Hennepin University Partnership (HUP)

The Hennepin-University Partnership is a program of the Center for Urban and Regional Affairs. The program is a significant partnership between the University of Minnesota and Hennepin County to effectively and substantially advance common goals. Through this partnership, Hennepin County and the University conduct community-based research, share best practices in research and policy development, and connect student groups to government and community opportunities. While the University engages in more short-term

partnership with other local government entities, HUP is unique as an ongoing, structured government-university partnership. HUP previously facilitated a University-Hennepin partnership to meet a Cedar Riverside initiated research question. Somali leaders were interested in assessing the number of Somali youth living in the neighborhood and determine youth participation in extracurricular or employment activities (<http://hup.umn.edu/>).

Office of Public Engagement (OPE)

The University's Office of Public Engagement coordinates public engagement efforts across academic departments and centers at all Minnesota University campuses. By facilitating strong connections between the University and external partners, the Office of Public Engagement advances a two-way engagement model whereby the University conducts research and creates solutions with community partners. OPE coordinates two collaboration models aimed at facilitating issue and community engagement across University faculty, staff and programs. (<http://engagement.umn.edu/>)

Issue Area Networks: These Networks were developed to coordinate community-based research and activities occurring throughout the University system on specific topic areas. OPE supports the development of issue areas with small initial grants through an RFP process. As part of this establishment process, issue areas identify anchor units, University centers or departments to serve as the ongoing coordinators of the network. There is one issue area related to early childhood education, the broadly organized Youth and Education issue area network. As this issue area encompasses a wide range of academic interests, there are current efforts to more narrowly define and target the work within this area to address the needs of network members. (<http://engagement.umn.edu/our-impact/issue-area-networks>)

Engagement Zones: This new initiative is designed to apply the same coordinating activities related to issue area networks to a geographic zone, such as the Marcy Holmes neighborhood or Cedar Riverside neighborhood. Zones should help University actors working in a given neighborhood coordinate activities, research, and funding to avoid duplication and build on existing community networks.

Extension and the Children, Youth, and Family Consortium:

The University of Minnesota Extension aims to strengthen communities around the state through research and education. Within Extension, the Children, Youth, and Family Consortium (CYFC) conducts interdisciplinary research and partners with stakeholders to enhance practice and inform policies that advance the well-being of children, youth, and their families. The CYFC is currently involved in numerous projects related to young children's mental health, as well as partnerships with local elementary schools (<http://www.extension.umn.edu/> and <http://www.extension.umn.edu/family/cyfc/>).

University Research Outreach Collaborative:

The Urban Research and Outreach-Engagement Center, located in North Minneapolis, links the University of Minnesota with the surrounding urban community around three main issue areas: children and youth, health and wellness, and community and economic development. UROC uses a place-based approach to develop projects with North Minneapolis leaders and entities that serve the needs of the community and the University. The Northside Achievement Zone is one partner organization that specifically works to address early childhood opportunities in the neighborhood (<http://www.uroc.umn.edu/>).

Community Relations

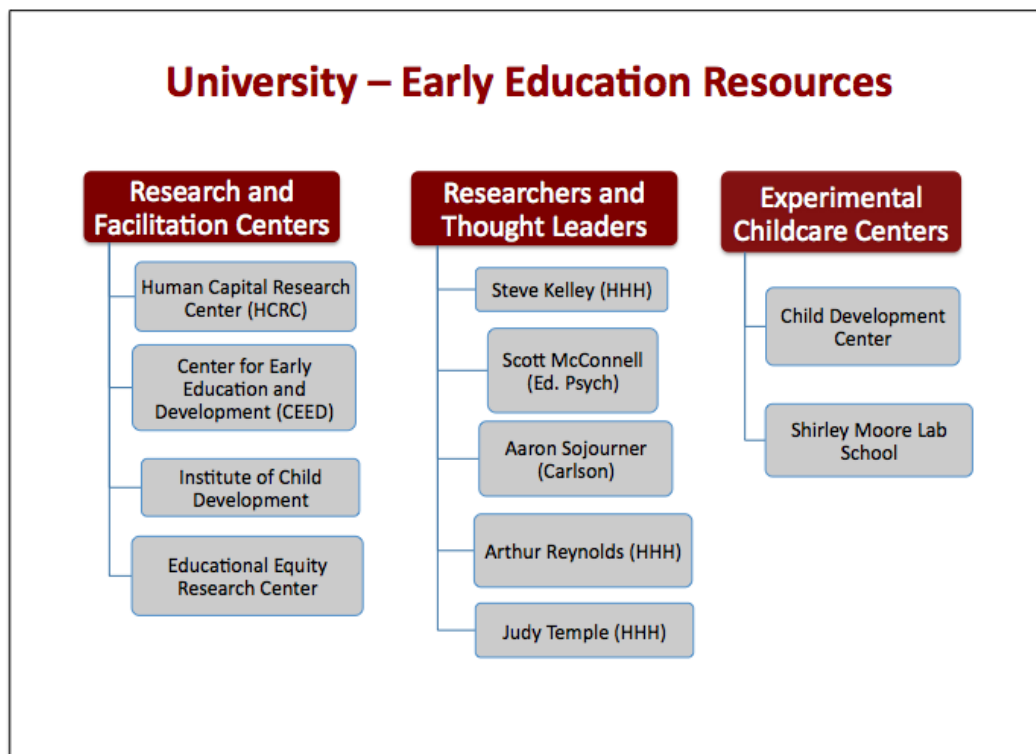
The University's Office of Government and Community Relations works with the Office of the President to advance the interests of the University for all campuses, including Twin Cities, Crookston, Morris, Duluth, and Rochester. To achieve this, they advocate for the University at the State Capitol, in Washington, D.C, and among community partners and neighbors. Community Relations works to strengthen the University's relationships with local and regional partners in order to improve the quality of life in the neighborhoods and communities that are home to the University's Twin Cities campus. Community Relations does not work directly on early childhood education issues, however, the department did participate in community conversations related to potential opportunities for Cedar Riverside to become a transformational zone. Through this process, they determined that Cedar Riverside is too small of a geographic region to be eligible for the federal Race to the Top Transformation Zone program. (<http://govrelations.umn.edu/community-relations.html>) Three key community outreach programs related to Cedar Riverside are housed within Community Relations:

Cedar Riverside Partnership: The Cedar Riverside Partnership is a collaboration of institutions engaged in the Cedar Riverside neighborhood, including the University of Minnesota, Augsburg, Fairview, the City of Minneapolis, and Hennepin County. The Office of Public Engagement facilitates the University's role in this partnership. Currently the Partnership has initiatives focused on career development opportunities for neighborhood youth. One program is the Urban Scrubs Camp through which youth are introduced to the medical fields and potential career paths within that focus area.

Good Neighbor Fund: The University of Minnesota Good Neighbor Fund is a resource for neighborhood communities that are adjacent to the Twin Cities Campus. The fund was established following the development of the University's TCF Bank stadium in an effort to assist neighborhoods affected by the new stadium through community enhancement projects. A select list of predetermined community partners are eligible to apply, including the West Bank Community Coalition and the West Bank Business Coalition. Between 2012 and 2014, the West Bank neighborhood received eight grants for activities ranging from sustainable gardens to summer youth employment programs (<http://university-district.umn.edu/>).

University District Alliance Partnership: The Alliance is a partnership of neighborhood community organizations, learning institutions, and the City of Minneapolis that works

to ensure the area surrounding the University of Minnesota campus in Minneapolis capitalizes on resources, is vibrant, safe, healthy, and sustainable, and is a preferred place for people of all ages to live, work, learn, do business, and visit. Members associated with Cedar Riverside include Augsburg College, the City of Minneapolis, the West Bank Community Coalition, the West Bank Business Association, and the University of Minnesota (<http://university-district.umn.edu/>).



We identified the following University faculty, researchers, and institutions as potential key players, given their experience and expertise in early education research, programming, and policy development.

Research and Facilitation Centers

Human Capital Research Collaborative:

The HCRC is a partnership of the University of Minnesota and the Federal Reserve Bank of Minneapolis to advance multidisciplinary research on child development and social policy. The HCRC’s approach is integrative and representative of the cross-college and university-wide interest in advancing research and scholarship on the identification and dissemination of cost-effective interventions, programs, and policies from birth to the transition to adulthood. A “how to” for implementing the i3 (Investing in Innovation, which creates helps make high quality center based child care through school districts) initiative is being published, and should be out by late 2015. (<https://humancapitalrc.org/>)

Art Rolnick: Arthur J. Rolnick is a Senior Fellow and Co-Director of the Human Capital Research Collaborative at the Humphrey School of Public Affairs, the University of Minnesota. Rolnick is working to advance multidisciplinary research on child development and social policy. His research interests include banking and financial economics, monetary policy, monetary history, the economics of federalism, and the economics of education. He previously served at the Federal Reserve Bank of Minneapolis as a senior vice president and director of research. He currently serves on Mayor Hodges' Cradle-to-K Cabinet in Minneapolis and on the board of the Northside Achievement Zone. <http://www.hhh.umn.edu/people/arolnick/>

College for Education and Human Development:

The College for Education and Human Development (CEHD) is one of the largest departments within the University of Minnesota and houses a substantial portion of the research and programming being conducted on early childhood education. There are multiple early education academic departments centralized within CEHD:

Center for Early Education and Development (CEED):

CEED's mission is to improve developmental outcomes for children through applied research, policy, and professional development. CEED works in the policy and practice area through research and evaluation, professional development, community engagement, and information sharing. CEED looks at mental and emotional development, literacy, developmental disabilities, program evaluation, and caregiver and teacher relationships with children. CEED also serves as the Early Childhood Program Area for the Institute on Community Integration (ICI), a federally designated University Center for Excellence in Developmental Disabilities (UCEDD), part of a national network of programs across the country known as the American Association of University Affiliated Programs (AAUAP).

Institute of Child Development:

The Institute is an academic and research department focused on early childhood education and child psychology. Academic offerings include undergraduate degrees and graduate in Early Childhood Education or Child Psychology. The Institute also administers Initial Licensure in Early Childhood Educations. The Early Education Initial Licensure/Master of Education degree requires up to 6 credits in student teaching experience in early education. Extensive research topics include social-emotional development, language development, early experience, and cognitive development. Additionally, the Institute produces related community resources such as "All About Child Care" and "Importance of Early Years" (<http://www.cehd.umn.edu/icd/>).

Arthur Reynolds: Arthur Reynolds is a Professor at the Institute of Child Development and Co-Director of the Human Capital Research Center. His research interests include early educational interventions, early childhood

development, reevaluation research, prevention science, and school and family influences on development. He serves as the Director of the Chicago Longitudinal student. For 26 years, this federally funded study has tracked the development of 1,500 children participating in a Child-Parent Center program in Chicago. The primary goal of the study is to better understand the long-term effects of early childhood experiences.

Educational Equity Resource Center:

The University's new Educational Equity Resource Center was launched in 2015 primarily through the work of Michael Rodriguez (Campbell Leadership Chair in Education & Human Development) and Julie Sweitzer (Executive Director of the College Readiness Consortium). Composed of an online portal, the Center will provide resources on University research and programs related to educational equity, specifically focused on K-12 education. The goal of the Center is to serve as an ongoing connection for education entities (including school districts, out of school, and pre-K organizations) to continue to engage with the University and access resources, even when a partnership with a specific University faculty member or office concludes. As the Center develops, Center leaders are considering how the Center can play a proactive role in facilitating University and community partnership on education issues. An Advisory Council composed of internal and external stakeholders will gather in late Spring 2015 to assess questions related to educational needs to help prioritize University research and focus (<http://gap.umn.edu/>).

Other Thought Leaders Across the University

Steve Kelley: Steve Kelley is a senior fellow at the Humphrey School of Public Affairs. He served in the Minnesota Senate and Minnesota House of Representatives, and chaired the Senate Education committee for four years. In addition to his legislative experience, Steve practiced commercial litigation for over twenty years. He currently teaches a course in Education Law and Policy at the Humphrey School. In recent months, he has voiced his support of Governor Mark Dayton's proposal to invest in universal preschool for four year olds. ("Dayton's Early-Education Plan is a Victory for 4-Year Olds," *Star Tribune*, March 13, 2015)

Scott McConnell: Scott McConnell is a Professor of Educational Psychology. His research focuses on preschool aged children, specifically the design, evaluation, and implementation of interventions and tools related to children's literacy and language development. He has been instrumental in developing Individual Growth and Development Indicators for teachers to track these areas of development. Additionally, he has served as a community consultant for Minneapolis Public Schools, the Minnesota Department of Children, Families and Learning Data Linkages Initiative, Hennepin County Library, and Ready 4 K. He currently serves on the Management Committee Board for the Northside Achievement Zone and as a Member of the Minnesota Early Learning Council.

Aaron Sojourner: Aaron Sojourner is an Assistant Professor in the Center for Human Resources & Labor Studies at Carlson School of Management. He is considered an early childhood education leader at the University of Minnesota and currently serves on Mayor Hodges' Cradle-to-K Cabinet in Minneapolis. Aaron's early childhood education research focuses on the role of early childhood intervention programs in reducing educational achievement gaps between children from different socioeconomic backgrounds.

Judy Temple: Judy Temple has a joint appointment in the Applied Economic Department and the Humphrey School. Her research focuses on the evaluation of early childhood interventions, most notably the longitudinal Chicago Longitudinal Study. She also co-teaches a course with Arthur Reynolds on the economics of early childhood at the Humphrey School.

Experimental Childcare Centers

Child Development Center:

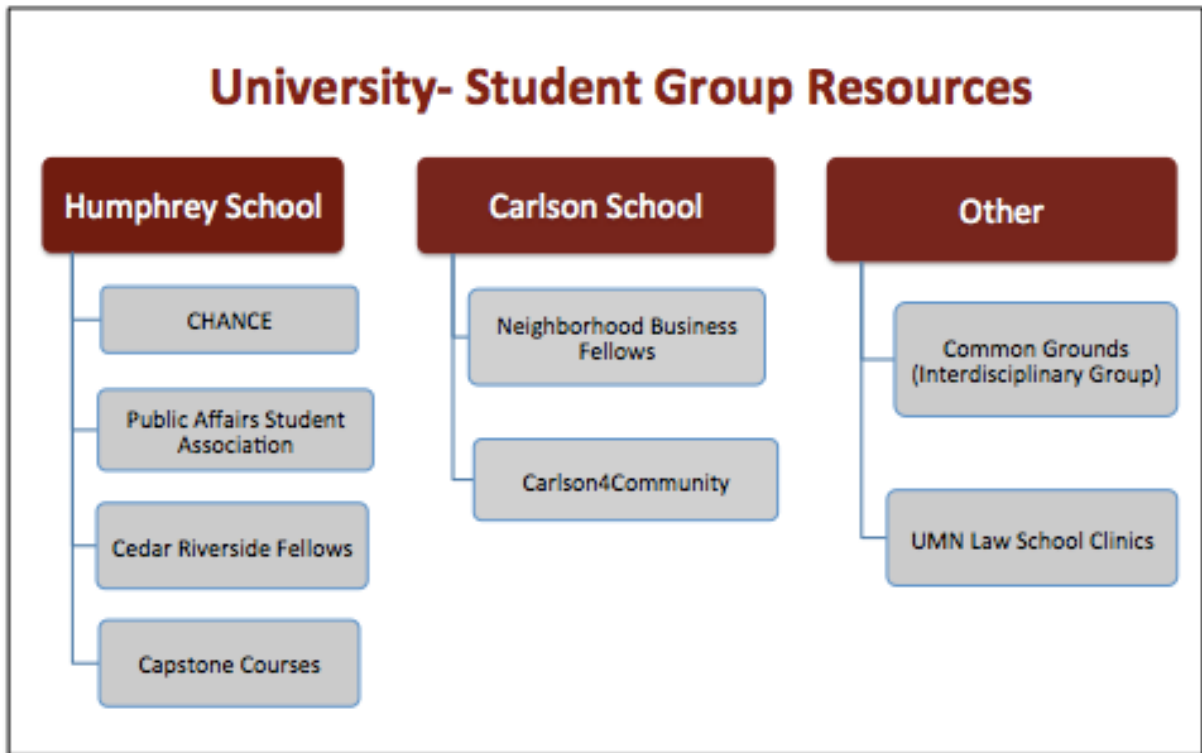
Located on the University's East Bank campus, the Center provides early childcare education to 140 children aged approximately 0-5 years old. The Center is nationally accredited and state licensed, with a mission to serve as a model demonstration and training site for early development and childcare with research opportunities to further knowledge. The Center is organized into "bungalows" based on age with two classrooms per bungalow. For example, Bungalow E has two pre-K classrooms, one with younger pre-K students and one with older pre-K students. Enrollment is limited to children affiliated with a University faculty member, staff member, or student. The Center uses a sliding fee scale based on the child's age, enrollment area, and the gross annual household income, resulting in a range of \$820 per month for a lower-income older preschooler to \$1,390 per month for a higher income infant. Currently, there is a waiting list of at least one year.

(<http://www.cehd.umn.edu/ChildDevelopmentCenter/>).

Shirley Moore Laboratory School:

The Lab School, located on the East Bank Campus, serves multiple roles including teacher training and early education research and demonstration. Most children enrolled will participate in observation and other research projects conducted by Institute staff. Each classroom has both a primary teacher and 2-3 teacher candidates doing a ten-week rotation, resulting in about a 1 to 6 adult to child ratio (with ~54 students enrolled). Over 40 undergraduate and graduate early education teaching candidates participate in a given year. The Lab School serves three smaller age groupings between two and five year olds who receive programming in three-hour blocks. The number of days per week, size of classes, and pricing will vary by group. For example, the two-year old class meets two mornings a week (\$2,380) and has a class size of while the three to five-year old class may meet up to five mornings a week (\$5,330) and have 18-20 kids. As a part-time program, children would require alternative childcare or parent care. Admissions are open to the public and admitted children typically stay in the program until eligible for kindergarten.

(<http://www.cehd.umn.edu/icd/labschool/>).



Source: 2015 Common Grounds Report

Humphrey School of Public Affairs

- *CHANCE*: This Humphrey student group has the highest level of Cedar Riverside engagement. The group has regular interaction in the community, including hosting meetings, conversation circles, and social activities. The group also serves as a facilitator of Humphrey student engagement in the neighborhood. The Center for Integrative Leadership hosts this group.
- *Capstone Courses*: Previously, the Humphrey School offered opportunities for structured yearlong research projects. Currently, individual student groups may engage in consulting projects within the community.
- *Cedar Riverside Fellows Program*: Student fellows enrolled in this program collaborate with Cedar Riverside community groups to conduct research projects.
- *Public Affairs Student Association (PASA)*: PASA, the Humphrey student government body, includes a Community Engagement Officer position. In 2014-2015, this Officer coordinated social and other engagement opportunities for students in the neighborhood.

Carlson School of Management

- *Neighborhood Business Fellows*: Fellows are Carlson MBA students who engaged with the Cedar Riverside community business community, specifically focused on social activities.
- *Carlson 4 Community (C4C)*: Carlson4Community is a volunteer student group that organizes charity auctions and volunteer activities in local communities close to the University campus. This has previously included Cedar Riverside.

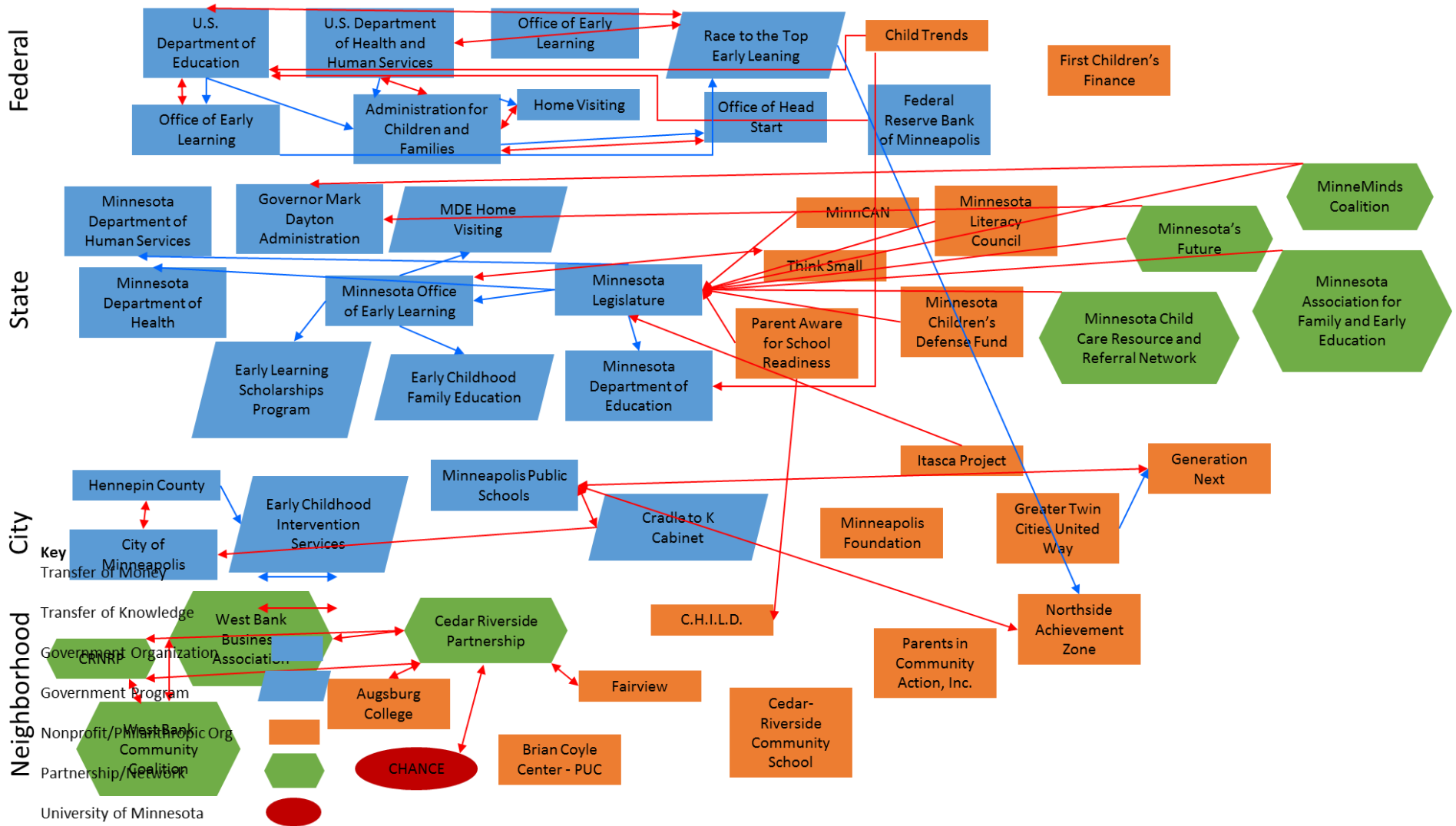
University of Minnesota Law School

- *Immigration Clinic*: The Law School's community clinics advise community members on multiple legal issues, including immigration and human rights. Currently legal students work in collaboration with legal faculty to provide pro bono services, which are accessed by the Somali community.

Interdisciplinary

- *Common Grounds*: Common Grounds project teams are composed of graduate students, including those from Humphrey School, Carlson School, School of Public Health and the Law School. Student teams work on a two-month community and/or business-consulting project, which are hosted by the Center for Integrative Leadership.

Appendix C: Policy Field Map



This policy field map provides more information about key stakeholder groups that are involved in the general fields of early childhood education and/or Cedar Riverside. This tool can be used to determine the flow of information and financial resources, and highlights important organizations (public and private) that can contribute to new efforts, whether expertise, grant funding, or other resources. [Image to be included in final report]

Federal/Regional

- Federal Reserve Bank of Minneapolis: The Federal Reserve System is comprised of twelve reserve banks, including the Federal Reserve Bank of Minneapolis, and works to promote a sound banking and a strong economy. As part of this effort, the Federal Reserve Bank conducts economic research on early childhood development. Art Rolnick, senior fellow at HHH, leads the Human Capital Research Collaborative, which is a partnership between the University of Minnesota and the Federal Reserve Bank of Minneapolis.
- U.S. Department of Education: The U.S. Department of Education (DOE) is responsible for overseeing all federal programs related to early childhood through postsecondary education.
 - *Office of Early Learning*: One of the programs run through the DOE is the Office of Early Learning (OEL). The OEL is responsible for the socio-emotional and cognitive outcomes for children ages 0 through third grade, with the goal of ensuring all students are ready for school and remain on track to graduate.
- U.S. Department of Health and Human Services: The U.S. Department of Health and Human Services (HHS) is responsible for the health and provision of basic social services for all Americans, especially those most in need.
 - *Administration for Children and Families*: The Administration for Children and Families is a division of HHS and works to promote the economic and social well-being of children and their families.
- Office of Head Start: OHS oversees grant funding to local Head Start programs throughout the country.
- Race to the Top: This competitive federal grant program, administered by a collaboration between DOE and HHS, provided funding for state early childhood efforts in FY 2011-2013.
- Home Visiting: The Home Visiting program is administered by the Administration for Children and Families and Health Resources and Services Administration, and works to improve the health of at-risk children through evidence-based home visiting.
- Child Trends - Midwest Office: This nonprofit conducts nonpartisan research on the well-being of children and youth to inform policymakers, funders, and educators. Early Childhood Development is one of their main research areas. While the main

office is located in Bethesda, Maryland, there is a Midwest office located in Minneapolis.

- First Children's Finance: First Children's Finance provides financial and business development assistance to childcare centers, and assistance to public and nonprofit providers. They started in Minneapolis, providing support to centers in three low-income neighborhoods, and now make loans to providers in ten states.

State

- Governor Mark Dayton: Since his first term in 2011, the Governor has committed to increased access to high-quality early childhood programming. In the 2015 Legislative session, Dayton proposed a \$343 million dollar investment over the 16-17 biennium to provide universal preschool through the public school system. He also proposed doubling the State's early learning scholarship funding to support zero to three year olds' parents as they search for high-quality care.
- Minnesota Legislature: The 2015 Legislature has taken a mixed approach on early childhood education. The Senate proposal would extend School Readiness funding, which is currently given to districts to offer preschool programs, by more than \$30 million over the biennium, as compared to FY 14-15. School readiness aid is an optional appropriation available to districts that choose to implement programming for three and four year olds. The Senate also increases funding for early learning scholarships (\$5 million additional support over the biennium). The House proposal increases from base school readiness funding by \$10 million over the biennium, but primarily invests funding in early learning scholarships (increase of \$40 million over the biennium). Conference committee in early May will resolve these differences; session must end by May 18, unless the Governor calls a special session.
- Minnesota Department of Education (MDE): MDE oversees programs related to early childhood through high school (E12) and supports the state's efforts to provide all students with an equitable and excellent education.
 - *Minnesota Office of Early Learning*: This new Office brings strategic leadership to issues related to early childhood in the state.
 - *Early Childhood Family Education (ECFE)*: ECFE is a program through local school districts to support parents and their children, ages 0-5.
 - *Early Learning Scholarships Program*: This program provides scholarships for low-income parents to provide their 3 and 4-year old children access to high quality early childhood programs. A family is eligible to receive up to \$5,000 per year, per child.
- Minnesota Department of Human Services (DHS): DHS provides basic services to vulnerable Minnesotans, including seniors, young children, individuals with disabilities, and low-income families.
 - *Minnesota Department of Health's Home Visiting*: This research-based strategy supports maternal and child health.

- MinneMinds Coalition: MinneMinds is a statewide advocacy campaign to advance early learning scholarships for 3- and 4-year-olds from low-income families can access high-quality childcare and preschool.
- Minnesota Association for the Education of Young Children (MnAYEC): This is a professional network of early childhood educators and program administrators.
- Minnesota Association for Family and Early Education (MNAFEE): This is a professional network of family and early childhood educators and program administrators.
- Minnesota's Future: This agenda, supported and promoted by a network of early childhood organizations, promotes the expansion of scholarships for low-income families to send their children to high-quality early childhood programs. They appear to be less active in the current legislative session.
- Parent Aware for School Readiness: Parent Aware provides the quality rating intervention system to childcare programs throughout the state, based on research-based best practices. They also work with programs on quality improvement plans. Their goal is to provide parents and families with available options. State early learning scholarships may only be used at programs that have received a Parent Aware rating.
- Think Small: Think Small provides direct early childhood services, as well as education and resources for early childhood professionals. Think Small trains and licenses home daycare providers. They also advocate for increased support for early childhood education in the state.
- Minnesota Children's Defense Fund (CDF): CDF, a nonprofit advocacy organization, aims to provide every Minnesotan child with a fair and health start to life. To accomplish this, they advocate on behalf of children on issues such as homelessness, maternal mental health, and school breakfast.
- MinnCAN: MinnCAN is part of a national network of advocacy nonprofits. In 2014, they partnered with MinneMinds to advocate for an expansion of early learning scholarships.
- The Minnesota Literacy Council (MLC): The MLC aims to improve literacy among Minnesotans age three and up. They provide preschool and summer programming for children before they start school.

Region - Twin Cities

- Itasca Project: This alliance of business leaders works to advance the economic competitiveness and quality of life in the Twin Cities metropolitan area. They have identified closing the racial disparities in the region's education system.
- Generation Next: This collaboration of local leaders works to ensure students of all backgrounds have access to an equitable education that prepares them for success in the 21st century.

- Greater Twin Cities United Way: The Greater Twin Cities United Way collaborates with nonprofit organizations to make a strategic impact on poverty alleviation. They have three main areas of focus: Stabilizing Families, Helping Children Succeed and Empowering Healthy Lives.

County – Hennepin

- Hennepin County Early Childhood Intervention Services: The County is responsible for the health and well-being of young children. To achieve this mission, Hennepin County specifically works with children with developmental delays or disabilities. They also connect parents with health care, immunization, and preschool screening services.
- Parents In Community Action, Inc. (PICA): PICA is the nonprofit organization designated by the federal government to oversee Head Start and Early Head Start programming in Hennepin County.

City – Minneapolis

- City of Minneapolis Cradle to K Cabinet: Mayor Hodges established a group of community leaders to eliminate disparities among prenatal to 3 year olds living in the city. Initiatives include providing a healthy start, stable housing, and high-quality early childhood education.
- Minneapolis Public Schools: The Minneapolis Public School district provides education to residents of Minneapolis in grades K-12, as well as Adult Basic Education and Community Education programs. MPS Early Childhood Education Department also oversees programming for younger children, including Early Childhood Family Education, Early Childhood Special Education, and early childhood screening. In addition, using School Readiness funding appropriated by the State, MPS offers “High Five” -- a half-day preschool program for four year olds in the district. Children who qualify for free or reduced price lunch or special education services receive priority enrollment.
- Northside Achievement Zone (NAZ): NAZ’s vision is to “permanently close the achievement gap and end generational poverty in North Minneapolis.” As a federal Promise Neighborhood, NAZ has received significant funding to design and implement a rigorous network of interventions for children from cradle through college.
- The Minneapolis Foundation: This philanthropic organization makes strategic investments that address key issues in the city of Minneapolis: Arts & Culture, Civic Engagement, Economic Vitality, Education, and Health & Environment. Their commitment to education specifically relates to addressing racial disparities in the city. As such, in 2014, the Foundation granted \$55,000 to Way to Grow for preschool classes and a home-visiting program. In addition, they provided \$30,000 to Joyce Preschool for a dual-immersion Spanish/English program.

Neighborhood

- CHANCE: This organization aims to strengthen the relationship between the Cedar Riverside neighborhood and the University of Minnesota.
- Cedar Riverside Community School: This charter public school, which opened in 1993, is open to all students in grades pre-kindergarten through 8th grade. The school is authorized by Augsburg College. The all-day preschool program provides academic instruction in a school setting, at no cost to parents or families.
- Brian Coyle Center: This community center houses Pillsbury United Communities (PUC) programming, as well as several nonprofit organizations, including the Confederation of Somali Community in Minnesota, Emerge Community Development, and Pan African Legal Aid. Brian Coyle does not currently offer a preschool program, but PUC oversees the Pillsbury Early Education Center (PEEC) in South Minneapolis.
- West Bank Community Coalition (WBCC): As the city-recognized neighborhood group for the Cedar Riverside neighborhood, WBCC represents the neighborhood interests and provides feedback to the city on policy changes that would impact life in the area. The organization also aims build on the sense of community and quality of life in Cedar Riverside.
- Cedar Riverside Neighborhood Revitalization Program (CRNRP): This community based organization builds partnerships among community leaders to carry out the priorities identified in the CRNRP action plan, including housing, safety, community building, public infrastructure, and economic development, education, and training.
- Cedar Riverside Partnership: This partnership brings together Augsburg College, University of Minnesota, Fairview, City of Minneapolis, Hennepin County, West Bank Business Association, West Bank Community Coalition, Cedar-Riverside NRP, African Development Center, and Pillsbury United Communities to strengthen the Cedar Riverside neighborhood. For example, this group runs the Urban Scrubs camp, which allows youth to learn more about careers in the healthcare field.
- Parent Aware Rated Programs located in Cedar Riverside:
 - Gurey Hawo Al Roweda Home Day Care
 - Warsame Halimo & Mohamed Maryama

ISIS Response Funding: *Many of our interviewees raised the possible effect of ISIS Response Funding on any community development efforts in Cedar Riverside. While it is not yet clear how this program will fit into the policy field, it is important to note here.*

- The White House is working to advance counterterrorism efforts and “develop community-oriented approaches to counter hateful extremist ideologies that radicalize, recruit or incite to violence” in response to a rise of domestic or “homegrown” terrorism, as well as terror groups (i.e. al-Qaeda and ISIL) recruiting

Americans to serve their cause. The Twin Cities are one of three metropolitan areas that have partnered the federal government with local stakeholders (local government, law enforcement, the private sector, and academia) to combat violent extremism. The administration continues to advocate for additional federal funding from Congress to support these efforts. ISIS funding was frequently mentioned as a scenario that could greatly impact Cedar Riverside and youth-related efforts, particularly related to place-based, multi-pronged interventions.

Confederation of Somali Community Center: *The nonprofit Confederation of Somali Community in Minnesota has announced they will open a new community center on Minnehaha Avenue in the fall. While details are not yet clear, it will have an impact on this project and should be noted.*

- The organization has secured space in the Seward neighborhood, a mile and a half south of the Cedar Riverside Plaza and Brian Coyle Community Center. The Center will house workforce development opportunities, recreational activities, and cultural programming. It is not clear whether or not early childhood programming and/or parent education classes will be housed in this new center.ⁱⁱⁱ

2015 Legislative Session - Early Childhood Funding Expansion Proposals

- Governor: Governor Mark Dayton would like to see universal preschool pass in Minnesota this year. This would require all school districts in the state to provide voluntary, free preschool to four year olds. This could be provided at existing school sites or the district could partner with a community provider and channel their increase in state funding for preschool to this partner organizations.
- Senate: The Senate proposal would extend School Readiness funding, which is currently given to districts to offer preschool programs, by more than \$30 million over the biennium, as compared to FY 14-15.^{iv} School readiness aid is an optional appropriation available to districts that choose to implement programming for three and four year olds.^v Schools may charge a sliding fee for parents with the ability to pay. Minneapolis Public Schools estimates a 4-year old population of 5,318 children, which means Minneapolis Public Schools would receive an additional \$4.6 million in FY17 for its school readiness efforts. The Senate also increases funding for early learning scholarships (\$5 million additional support over the biennium).
- House: The House proposal increases from base school readiness funding by \$10 million over the biennium, but primarily invests funding in early learning scholarships (increase of \$40 million over the biennium).^{vi vii}
- Impact on Cedar Riverside:
 - If Governor Mark Dayton's universal pre-kindergarten proposal would pass (which appears unlikely), or if the Senate's proposal to increase school readiness funding (which appears far more likely), Minneapolis Public Schools would have more funding available to support preschool. This

funding would not address the fact that there is no Minneapolis Public School district school in the neighborhood.

- Passage of universal pre-kindergarten would mean the charter school in the neighborhood could use state money to expand offerings and perhaps serve some of those on the waiting list. MPS could decide to partner with the charter school in the neighborhood to direct the additional school readiness funds into Cedar Riverside. Either funding source would allow the school to hire more staff; they would need to find additional funding if physical space becomes an issue.
- While early learning scholarships will likely see an increased investment this session, as it is included in both the House and Senate education omnibus bills, this funding cannot be used to start a new program. Rather, families can use early learning scholarships to attend existing Parent Aware rated programs. Currently, only three Parent Aware sites operate in Cedar Riverside.

Appendix D: Early Childhood Education Models and Policy Alternatives

Center-based models

How it works: There is a wide variety of center-based programming. These include programs like Head Start, Early Childhood Family Education (ECFE), Community Schools, and public and private pre-schools. Generally, center-based care is a physical location where students go for a set amount of time with teachers, a curriculum, and other students. These programs vary in programs provided, curriculum, quality and cost. Generally, children who attend programming prior to kindergarten show higher proficiency and better long term outcomes over time.^{viii} However, some studies suggest that these positive effects can diminish over time.^{ix} This is partially due to the variations in program curriculum and quality. Minnesota has instituted Parent Aware, a nonprofit that provides quality ratings of early childhood education centers based on research-supported best practices to help regulate quality, but concerns like cultural integration and languages are not included, making decisions about center-based care difficult and confusing.

Benefits: Programs such as those listed above have a wide variation in delivery and quality. Some programs have proven to be really effective whereas for others, the efficacy for dollars spent is questioned. However, when center-based programs are high quality, they have demonstrated high returns and significant positive effects that can last for years.^x While the neighborhood seems to split on keeping children close to home or bussing them to centers further away, many of the centers have waiting list, both in the Cedar Riverside apartment complex and in locations further away that would require children to bus. This does signal that there is demand for center-based care.

Drawbacks: One of the major drawbacks to center-based models is cost. The average cost of pre-school in Minnesota is \$10,470, and Minnesota has some of the highest costs in the country.^{xi} Families who are eligible for state or county support are confused by the process and note that oftentimes, this support does not cover the full cost of childcare. Another drawback, especially for the Cedar Riverside Neighborhood, is that center-based programs require physical space which can be lacking in highly congested neighborhoods. Lastly, quality is a concern for center-based care. While high quality programming can greatly improve outcomes for preschoolers, poor quality programs can have fewer benefits for roughly the same costs.^{xii}

Zone-based models

How it works: Zone-based early childhood education models are geographically focused initiatives that work across networks to solve a given problem. There are two primary types which include promise neighborhoods and transformation zones. Promise neighborhoods are place-based efforts in a community centered on strong schools that support children from cradle to career. The purpose is to “significantly improve the educational and developmental outcomes of children and youth in our most distressed

communities”.^{xiii} This is done by building a continuum of cradle-to-career solutions of support for children and their families through increasing the capacity of and breaking down silos between local organizations. There are a variety of models to accomplish the promise neighborhood vision. Harlem Children’s Zone, the first organization designated as a promise neighborhood, accomplished the vision of the program by starting a charter school and bringing services to the students and families at the school. The Northside Achievement Zone, however, is working with existing public schools to bring services across nearly forty different organizations to students and families in neighborhood schools. Transformation zones are similarly geographically based and are also focused on a systems wide, cradle-to-career approach. However, Transformation zones are more focused on testing a systems change in a small but representative area.

Benefits: Promise Neighborhoods received national attention after the Harlem Children’s Zone showed positive results for children and the neighborhood. The Northside Achievement Zone (NAZ) has been especially recognized for the results it has shown in a few short years. Since it was federally designated, NAZ has helped 1/3 of its families find stable housing, 46% of adults have found jobs and 60% of children entered school kindergarten-ready, compared to 35% district wide.^{xiv} Additionally, a report released by the government accountability office (GAO) in June of 2014, found that “the Promise Neighborhood competition spurred grant winners to collaborate with various organizations in order to maximize existing funding and leverage funding from various new places.”^{xv}

Drawbacks: Zone-based models are complex and require the efforts of many of organizations. Despite relatively large amounts of data being collected by promise neighborhoods, the GAO raised questions about the ability for the U.S. Department of Education to track and evaluate progress.^{xvi} This has caused many to question the reliability and validity of data and, ultimately, the efficacy of the program. As such, federal funding has not been made available since 2013. There is, however, an opportunity to be designated as a promise zone. Promise zones are essentially a promise neighborhood without federal funding. Instead, promise zones are prioritized for other funding opportunities when applying for federal grants.

Family, Friend and Neighbor (FFN) Care

How it works: Family, Friend and Neighbor (FFN) care is generally a small sized, in home childcare by a licensed or unlicensed professional, often a relative. FFN care is the most typical care nationally, and is utilized by all types of families at all levels of income. In Minnesota, 46% of families use FFN care^{xvii} with more parents choosing FFN at the lower income level. The county in Minnesota licenses FFN care. In some states, there is no process for licensure or subsidies for FFN care. Parent Aware, founded in Minnesota, provides ratings for all types of care for children, and includes FFN care in its star rating system. A search of the Parent Aware site provides two FFN ranked in Cedar Riverside, one with a one star rating and one with a 4 star rating^{xviii}.

Benefits: FFN care is affordable. It typically costs about ½ of center based childcare^{xix}. Because FFN is able to be licensed by the county, and can be rated by Parent Aware, there are resources available to FFN care providers in Minnesota that are not available

in states that do not recognize FFN care as a quality option for parents. There are funding opportunities for providers interested in becoming licensed and ranked, and Parent Aware offers trainings and support for parents and providers^{xx}. In addition, the process for scaling up FFN as opposed to Center Based Childcare is relatively cost neutral; minimal investment needs to be made for the provider or families, whereas Center Based Childcare may have to construct or build out a new facility in order to become operational. Parents are able to utilize scholarship or subsidies for FFN care in Minnesota. Parent Aware includes culturally specific requests in its rating (such as languages spoken at the facility, as well as the provider having the ability to write up their philosophy in care)^{xxi}.

Drawbacks: It is clear that there are many unlicensed FFN providers in the Cedar Riverside area, and they are neither licensed, nor ranked. Educating FFN providers and parents on the value of licensure and Parent Aware rating is necessary. The process for becoming ranked by Parent Aware and licensed by the county could be intimidating and confusing for a provider. The FFN provider must maintain their Parent Aware rating and their licensure with the county on an ongoing basis, and the risk for losing licensure or rating, while not high, is an ongoing maintenance that the FFN provider must be prepared for.

Scholarship Proposal

How it works: Early childhood education scholarships provide financial aid to targeted children of low-income families. Scholarships given are based on a variety of criteria, such as family income, child poverty and geographic region.^{xxii} Although scholarships originated connected to transformation zones, now scholarships given may be applied to many programs, including any program observed and highly rated by Parent Aware, or a program working to become highly rated.^{xxiii} Parent Aware is a nonprofit that provides quality rating of early childhood education centers based on research-supported best practices.

Benefits: These scholarships directly address the state's achievement gap. Strategic targeting and investment in high quality early learning to prepare children for kindergarten is considered one of the best ways to prepare all children for success in school. Using directed targeting, scholarships are intended to insure that low-income kids have increased access to high quality early childhood education opportunities. Since early childcare is very expensive, scholarships help families see high quality early learning opportunities as affordable options.^{xxiv} Additionally, scholarships can be layered to expand other public funding options. Scholarships give parents choices, as parents may choose to use their scholarship for a school-based program, or another community option, such as a church or neighborhood daycare, all rated for quality.

Drawbacks: Minnesota's public preschool scholarship program aimed at serving children from the lowest-income families currently only serves one in ten eligible children.^{xxv} Additionally, there is limited funding given per scholarship, currently around \$5,000.^{xxvi} Since scholarships are tied to rated quality programming, families are dependent on using programs that have been rated, which may not exist throughout the state. Another

drawback to the scholarship model is that state funding is complicated to receive and is difficult for all families to understand access points.

Universal Preschool Proposal

How it works: To date, Georgia, Florida, New Jersey, Oklahoma and Illinois have all implemented versions of universal preschool.^{xxvii} In Minnesota, Governor Dayton's proposal to fund universal preschool would provide all four year olds in the state the option to attend an all-day, structured preschool program offered by the local school district or that has been selected by the local school district, beginning in 2016.^{xxviii} Universal preschool would thus provide Cedar Riverside with more stable funding for preschool programming via the State. Neither the Senate nor House proposals, however, currently fund universal pre-kindergarten.

Benefits: Under universal preschool as proposed by Governor Dayton, all children, regardless of family income, are able to attend a pre-kindergarten program that meets certain criteria. While the lowest income students already have access to preschool through scholarships or low cost/free options, universal pre-kindergarten is beneficial because: 1) there is no application process or need for parents to seek out services, 2) classrooms may have children from various family backgrounds, which is proven to benefit all students' learning, 3) any potential stigma of attending a "social program" provided to poor families is removed, 4) evidence shows low and middle income students demonstrate academic and socio-emotional gains from pre-kindergarten, leading to higher rates of kindergarten readiness among all students.

Drawbacks: Governor Dayton's universal preschool plan only applies to four year olds, so zero to three-year-old children in the neighborhood would not be impacted. Some argue that universal pre-kindergarten will increase childcare costs per younger child. It also would not necessarily lead to a new early childhood option located in the neighborhood, as the proposal funds school districts to either offer four-year-old classrooms in existing public schools or to contract out to existing nonprofit programs. Finally, expanding school offerings to pre-kindergarten would require an investment of resources, both time and money.

Appendix E: List of Interviews

University Community Partnership Contacts	
University Research Outreach Collaborative	Heidi Barajas
Office of Public Engagement (OPE)	Amber Cameron
Center for Urban and Regional Affairs (CURA)	Jeff Corn
Hennepin-University Partnership (HUP)	Kathie Doty
Community Relations	Jan Morlock
University Early Education	
Humphrey School of Public Affairs	Steve Kelley
Human Capital Research Collaborative	Art Rolnick
Human Capital Research Collaborative	Nicole Smerillo
Center for Human Resources & Labor Studies	Aaron Sojourner
Center for Early Education and Development	Amy Susman-Stillman
Educational Equity Resource Center, College Readiness Consortium	Julie Switzer
Cedar Riverside Community Contacts	
Immigrant Women Advocacy, Brian Coyle Center	Miski Abdulle
Cedar Riverside Neighborhood Revitalization Project Board	David Markle
Cedar Riverside Community School	Walter Stull

Appendix F: Mapping Exercise

	What exists that supports the given model				
	Center-Based	Zone-Based	FFN	Scholarships	Universal
Cedar Riverside					
Open policy window	Blue			Blue	Blue
High concentration of 4 year olds	Blue		Blue		Blue
Existing Resources			Blue		
Community support	Blue	Blue	Blue	Blue	
Cradle to Career Community needs		Blue			
High concentration of 0-3 year olds	Blue	Blue	Blue	Blue	
Informal Economy			Blue		
Physical space			Blue		

	What exists that supports the given model				
	Center-Based	Zone-Based	FFN	Scholarships	Universal
University					
CEED	Red	Red	Red	Red	Red
Shirley G. Moore Lab School	Red				
Child Development Center	Red				
HCRC	Red	Red	Red	Red	Red
University Members of Cradle-to-K Cabinet	Red				Red
Overall Research Across the University		Red			
Carlson School	Red	Red			
Institute of Child Development	Red	Red			Red
Educational Equity Resource Center					
University Members on Local Boards		Red			

	What exists that supports the given model				
	Center-Based	Zone-Based	FFN	Scholarships	Universal
Cedar Riverside					
Geographic tension	Blue	Blue		Blue	Blue
Physical Space	Blue	Blue		Blue	Blue
Champion (individual or organizational)	Blue	Blue	Blue	Blue	Blue
Sustainable funding	Blue	Blue		Blue	Blue
Parent education on value of ECE	Blue	Blue	Blue	Blue	Blue
Awareness of ECE availability	Blue			Blue	Blue
Parent/family Support		Blue			
Quality Regulation	Blue	Blue	Blue	Blue	Blue

	What exists that supports the given model				
	Center-Based	Zone-Based	FFN	Scholarships	Universal
University					
Financial resources or grantmaking	Red	Red	Red	Red	Red
Programming	Red	Red	Red	Red	Red
Champion to lead the model	Yellow	Yellow	Yellow	Yellow	Yellow

Appendix G: Resource List

University Resources for Developing Early Education Opportunities in Cedar Riverside

The following chart identifies a variety of University resources that could be utilized in developing early education opportunities in Cedar Riverside. In considering the various project recommendations, these resources could be leveraged to support initiative design, implementation, and sustainment. Resources include: student support, funding support, community-based research, demonstration center-based models, foundation and community connections, and provider resources.

Student Support	<ul style="list-style-type: none"> • CHANCE and PASA create community connections and connect University researchers and staff to neighborhood leaders. • Common Grounds, Humphrey and Carlson School Fellowship Programs, and Humphrey capstones consult with neighborhood groups on capacity building, business planning, and/or strategic planning. • The Early Education Initial Licensure/Master of Education degree through the Institute of Child Development requires up to 6 credits in student teaching experience in early education.
Funding Support	<ul style="list-style-type: none"> • Community Relations can assist University District Alliance with grant applications (previously participated on a potential transformation zone grant application for Cedar Riverside). • CEED can consult on grant applications. • Office of Public Engagement uses an RFP process and \$10,000 seed grants to launch new Issue Area Networks (next process would be in 2016). • Good Neighbor Fund (through Community Relations) can provide \$10,000 in support of community projects in neighborhood in proximity to the UMN campus.
Community-Based Research	<ul style="list-style-type: none"> • Center for Urban and Regional Affairs (CURA) can provide funding and support for research initiated by the community, faculty, or students. The MN Center for Neighborhood Organizing trains and builds capacity in neighborhood organizations to tackle issues. • Urban Research Outreach Collaboration (UROC) can provide support negotiating mutually beneficial University-community partnerships and share lessons from working in close collaboration with community partners on early education efforts.

	<ul style="list-style-type: none"> • Hennepin-University Partnership (HUP) can streamline contracting process for University and Hennepin County joint projects.
Demonstration and Training Sites	<ul style="list-style-type: none"> • Shirley Moore Lab School and the UMN Child Development Center produce high-quality early education models as well as insights into center-based programming in this geographic area.
Foundation and Community Connections	<ul style="list-style-type: none"> • Professors Art Rolnick and Aaron Sojourner serve on Mayor Hodge's Cradle to K Cabinet. • Professor Jodi Sandfort serves on the board of Think Small. • Professors Ann Masten (Institute of Child Development), John Mauriel (Carlson School), and Art Rolnick (HCRC)
Provider Resources	<ul style="list-style-type: none"> • CEED's programmatic offerings include: online continuing education courses, quality ratings and accreditation and infant and early childhood mental health certification. • CEED's trainings include: classroom assessment scoring systems, environmental rating scales training, steps toward more effective enjoyable parenting, seeing is believing, desired results developmental profile and instructional support for coaches. • CEED's consulting services include: observation, program evaluation, curriculum development and research design.

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- ^{xxiii} Parent Aware website, home page. <http://parentaware.org/>
- ^{xxiv} Parent Aware website, paying for care and education. <http://parentaware.org/learn/paying-for-care-and-education/>
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