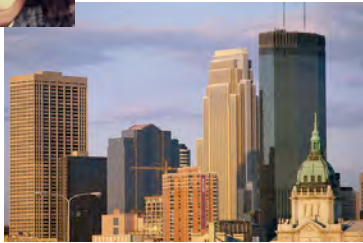




THE UNIVERSITY OF MINNESOTA NORTHSIDE PARTNERSHIP

Frequently Asked Questions and Answers



DOCUMENT PURPOSE:

A series of community meetings have been held in the spring of 2006 in North Minneapolis to discuss the plans for the University Northside Partnership.¹ Questions were raised by participants at these meetings. This document includes the questions that were asked and responses prepared by the University.

The questions and responses are divided into four categories:

- General questions about the University Northside Partnership
- Specific questions about the plans for the Child and Family Center
- Specific questions about the plans for early childhood
- Specific questions about the plans for economic development

Thank you for your interest in this project.

If you have further questions or concerns, please contact:
northside.partnership@umn.edu

¹ The first meeting was held at the Lucy Laney School on May 9th; the second meeting was held at Rainbow Terrace on May 13th and the third meeting was held at North Commons Park on May 16th. Between 50 and 100 people attended each meeting.

University of Minnesota Northside Partnership Questions About the Partnership in General

How will the North Minneapolis community benefit from any research conducted through this project (early childhood development, treatment methods for children and adults with mental health issues, other)? Why should the community trust the University's intentions and ability to deliver on those intentions?

Studies have shown that it can take as much as 15 to 20 years for information learned from research to actually be applied in the field. So for example, in the early childhood area, researchers might learn about something that really helps children become better readers but preschool programs might not know and use this information for 15 years after it is “discovered.” The University Northside Partnership wants to improve this time delay and get solid research results and recommendations into action as soon as possible to help address some of the pressing issues facing North Minneapolis including kindergarten readiness, economic vitality, and high out-of-home placement rates.

Trust is something that needs to be earned. The University understands that things that the University has done in the past have not always earned the trust of the North Minneapolis community. The University wants to move forward and will do all that it can to earn the trust and respect of the community. We will do that by working with people and organizations who want to work with us, and to prove ourselves to others over time.

How is the University Northside Partnership different or more effective than the many programs already happening in the community? Why wouldn't the University just put their money into those existing programs?

The University wants to invest resources in the community- this includes financial resources, of course, but also includes our human and intellectual resources; in other words, the people and the knowledge, experience and skills they bring with them. We want to build partnerships that are empowering for the community as well as the University. This model of partnership emphasizes the capacity of the community and its residents to jointly research, plan and develop a more vital community. University personnel will work alongside the community, and the research and work will benefit from the collaboration.

The University has a distinctive mission, and wants to bring its unique qualities to the conversation. We are the only research university in the State (and one of the best in the country), we are one of the few universities offering doctorates in a wide variety of areas in Minnesota, and we are one of the Twin Cities' largest employers. In addition to “being a good partner” we believe we have special features to offer – that produce opportunities that would not be available from other potential partners.

Where does the funding for this project come from? How much will it cost? Will it be taken from other programs currently underway, either at the University or in the community?

The funding for this project will come from a variety of sources and will potentially include public funds (University, City, County, State and federal), private funds and charitable contributions. Program activities – treatment programs, education, research on strengthening community assets – will also be funded by grants; the faculty and staff involved to this point all have strong experience in grant-writing and management. There will be costs to build or renovate space as well as costs to operate the programs. At this point, these costs are not known. No existing University programs are being cut or reduced in order to fund this project nor is the University intending to take money away from other community programs. On the contrary, the University hopes to partner with community organizations and develop joint grant proposals to help bring more money to existing programs.

How will this project be governed? Who is in charge? Who are the partners? To what degree will the community be involved?

University President Robert Bruininks asked Senior Vice President Robert Jones to lead the University Northside Partnership efforts on behalf of the University. Dr. Jones, and the faculty and staff at the University, are talking with many other people and organizations to better understand what the community needs are and to develop joint plans to respond to those needs. At this point, there is not a process to determine who is a formal partner or not. The following list includes some of the many organizations that have been part of ongoing discussions and various meetings:

- NorthWay Community Trust
- Northside Residents Redevelopment Council (NRRC)
- Urban League
- Stairstep Foundation
- Coalition of Black Churches/African American Leadership Summit
- Black Psychologists and Black Social Workers Association
- Folwell Center for Urban Initiatives
- NAACP
- Legacy Management and Development
- Washburn Child Guidance
- Way to Grow
- Hennepin County
- NorthPoint Health & Wellness
- City of Minneapolis
- Minneapolis Public Schools
- Minneapolis Youth Coordinating Board

The NRRC Board is planning a process that would involve some community members from the Near North and Willard Hay neighborhoods taking a position on certain aspects of the project.

The University Northside Partnership will also include a formal Advisory Board with community members which will make official some of the current de facto advisory community participation.

What happens if the community says it doesn't want any specific pieces of the Northside Partnership?

There are already University programs in a wide variety of areas at work with community members and partner organizations in North Minneapolis. The University is committed to having a more coordinated as well as physical presence in North Minneapolis. We have also committed to creating a community-based program for Dante Cicchetti. If the Northside Community says that it does not want to have then Family Center, the University will locate it in some other part of the urban area. If the community says “no” to the other project components, the University will need to evaluate whether to locate them elsewhere or keep them solely on campus. As individuals and an organization, we are committed to working with individuals and organizations that *want* to work with us.

What are the goals of the University Northside Partnership?

The University's vision for the University Northside Partnership is to create partnerships between the community and the University to enhance the quality of life in North Minneapolis. We commit to investing University resources to address real world issues like education, economic development, employment, poverty and health. Specifically, the University wants to work in partnership with the community to create and support programs to:

- improve school and learning outcomes for young children;
- help with job training and business opportunities;
- provide treatment and research to children and families struggling with depression, child abuse, violence and other problems;
- Increase access to higher education; and
- Meet other identified needs and interests of the community

What is included in the University Northside Partnership? What percentage of the project is economic development? Family Center? Early childhood?

The University is in the process of planning programs that may be included in the University Northside Partnership. This planning includes a process for talking to community residents and other stakeholders about what they want and do not want to see

the University do on the Northside. The University is committed to creating partnerships with community organizations to use University resources to create or support programs that build upon strengths in the community or address unmet needs. We hope this process of building partnerships will be ongoing. Based on what we've heard from the community and University stakeholders so far, education (including professional development and access to higher education), early childhood, economic development and services to children and families with mental health issues are likely focuses of an initial set of programs. Plans are in early stages of development – it is too soon to say what percentage each program area will make up of the overall University Northside Partnership.

How many of the jobs created by the University Northside Partnership will go to community residents? What kinds of jobs? What qualifications will be required?

Once initial program plans are developed in partnership with community stakeholders, we will work to determine the number of jobs that will be created directly through the University Northside Partnership. The Office of Business and Community Economic Development will also do some analysis to estimate the “ripple effects” or economic impact of the project. This includes business and contracting opportunities created for women and minority businesses around the construction and long term maintenance and material needs of the building. This also includes the apprenticeship and trades jobs created with contractors building the facility. Although it is too early to talk about specific jobs and related qualifications, the University is committed to using this project to provide direct economic benefits to Northside residents and businesses. It is true that many jobs may require workers with specific skills and/or educational qualifications. Part of the University's commitment involves helping Northside residents access education and build skills, through professional development, scholarships, and providing educational opportunities to help residents (high school students and adults) access education programs and creating pathways that build pathways for Northside residents to come to the University of Minnesota.

Will there be any evaluation of the whole University Northside Partnership, to measure the economic and other benefits to the community?

Individual programs that are part of the University Northside Partnership will certainly have evaluation components. This is part of the “research” mission the University brings to this Partnership. The University has already contracted with an external evaluator, GrayHall LLP (a woman- and minority-owned business), to monitor and evaluate the interactions and process from the community involvement efforts of the overall University Northside Partnership, in hopes that the lessons learned will be useful to other communities seeking to create partnerships with higher education institutions.

What are the research safeguards? Will people know what kind of research they are participating in? What will happen to the information or data that is collected on patients?

The University is committed to the highest standards of ethical behavior and fulfillment of the fiduciary duties of public funding. The University of Minnesota is responsible for oversight of all research to ensure that faculty and staff is in compliance with University, sponsor, and state and federal regulations. The University provides several resources and offices to assist individual researchers in their management of research and sponsored projects.^[1]

All research at the University of Minnesota follows federal law about working with people as part of a research project. The federal Department of Health & Human Services Office for Human Research Protections enforces these regulations and requires the University to have an “Institutional Review Board.” The Institutional Review Board, or IRB, reviews research projects which involve human subjects to ensure that people are not placed at undue risk and that they give voluntary, informed consent to their participation.

Each research project must be reviewed before it can start – even before people are recruited for the research. Each approved project is reviewed at least every year. The IRB is made up of more than 60 members representing University faculty, staff, students, Fairview Health Services employees and the local community. The IRB members includes people with expertise in a wide range of medical and social research areas, familiarity with applicable regulations and laws and with relevant standards of professional conduct and practice, and knowledge of vulnerable or special populations such as children, prisoners, pregnant women, and disabled persons. The committee strives for a balance of men and women, with representation from minority populations. A list of IRB members and more information about the IRB can be found at <http://www.research.umn.edu/irb/about/>. Community members who are interested in participating in the IRB can contact the University at irb@umn.edu. The time commitment involved is 10 to 15 hours per month.

The majority of the research conducted through the University Northside Partnerships will be funded through state and federal grants. The data collected through a research project belongs to the person responsible for the project (the “principal investigator” or “PI”). One of the fundamental obligations of any researcher is to share any data collected for the public good, while safeguarding all identifying personal information. The University has strict policies to protect data and the privacy of all research participants.

**University of Minnesota Child and Family Center
Dr. Dante Cicchetti**

Child and Family Center Key Points

- Both therapy and research will be conducted at the Family Center. The people served will come from throughout the Twin Cities, from a wide range of cultural and economic backgrounds and ages, with a wide range of needs and they will receive the highest quality “evidence-based” services.
- Participation in research projects is voluntary – no one is required to participate in research to receive treatment. All research is governed by strict law, regulation and University policies designed to protect people’s privacy and rights.
- Dr. Dante Cicchetti will direct the Family Center. He is highly qualified and has a long track record of providing the highest quality service to children and adults from diverse backgrounds. His research has helped professionals around the country understand what kinds of treatment are most effective in helping children and families.
- The Family Center will work in partnership with existing community agencies. There will be two-way learning, referrals, and partnerships to obtain grant funding and increase the overall funding for children and family services in the community.

What kind of research and treatment does Dr. Cicchetti do? What kinds of things will happen at the Child and Family Center?

Dante Cicchetti is a developmental psychopathologist. This means that he studies the many things that influence human development and behavior as people grow from children to adults. The things that influence behavior include each person’s own biology (the chemicals or hormones their bodies make, the genes they were born with), their cognitions and emotions (how they think and feel), and their environment (what is happening in their homes, their neighborhood, and the larger society). None of his research compares one ethnic group to any other ethnic group. His research looks at why some children develop along a more typical path and why others develop certain problems such as depression, schizophrenia, attachment disorder, anxiety issues, bipolar disorder, post-traumatic stress syndrome, conduct disorder and related conditions.

He has devoted his career to helping children and their families who suffer from these types of conditions and finding ways to improve their quality of life. His research on poverty and child abuse has helped many others learn that the environment can have a negative influence on children’s development and also that there are things that can be done to help these children and their families.

The Child and Family Center will serve people from birth to adulthood. In the Family Center model, research and clinical services are combined. Research will be conducted on

different domains or areas of development and will try to answer the following kinds of questions:

- What can be done to improve outcomes for children who experience poverty or child abuse?
- How do traumatic experiences affect child development and family functioning?
- What effects do community violence exert on child and family functioning? How can community violence be solved and how can we ameliorate its harmful consequences on children and families?
- How does parental depression affect children? What can be done to alleviate depression and improve parental and child functioning?
- How does the experience of child maltreatment and parental mental health affect children's adaptation in school? How can we improve school functioning and health in these young children?
- Why do some children have more resilience or strength than others and how can we increase the chance that a child will do well?

Research will only be conducted with individuals who are fully informed and who volunteer to participate. All procedures are fully explained to participants and the purpose of all research is clearly explained to all persons.

Neither the research nor the therapies involve drugs. The therapies involve working directly with children and their families and building relationships and talking through what people are feeling, talking about their life experience and helping them learn ways to work differently with their children. Usually, the best results happen when these therapies are frequent and last for at least a year. Infants, toddlers, children, adolescents and adults can all participate in therapy. Some of the treatments are carried out at the child's home and the social worker or the psychologist comes directly to the family to make it easier for them to participate.

Why is this research necessary? Haven't poor children been researched enough already?

When Dante Cicchetti started his work, people believed that children who were abused and neglected were no worse off than children who lived in poverty. Dr. Cicchetti's and other developmental psychopathologists' research over the past several decades showed this was not true. Children who are abused and neglected show significant developmental impacts and far worse outcomes than other children. Research has helped people learn what could be done for these children to treat them and even more importantly *prevent* some problems from happening.

Development psychopathology takes a "big picture" look at the many things that are influencing children and families from the molecular level to the broadest contextual levels of family systems and communities. The depth and breadth of developmental

psychopathology make it different from more narrow research. There is much that has been learned but many areas that still need to be explored.

Future research will build on what has been learned and will be used to bring about positive change for families and communities. Some of this change will happen through partnerships with other University partners, like the Center of Excellence in Children's Mental Health², as well as community partners, like the Citizen's League Minnesota Mental Health Action Group.³ These organizations focus on policy level issues and work to improve the way children's mental health services are provided to children across Minnesota.

Who is Dante Cicchetti?

Dante Cicchetti was born and raised in Pittsburgh, Pennsylvania. As a child, he learned firsthand about poverty and abuse. He credits his grandmother for encouraging him to make the world a better place. He came to the University of Minnesota for graduate school and earned a PhD in 1977 (a doctorate in clinical psychology and child development, with minors in behavior genetics, neuroscience and psychophysiology). Dante Cicchetti then taught at Harvard University for eight years and then at the University of Rochester in New York, where he directed the Mt. Hope Family Center, a unique program that provides prevention treatments and home-based support and intervention services to children and families in need, trains university students to work with families in the community, and conducts cutting-edge research to make mental health services for children and families even more effective.

He is widely regarded as the leading scholar in his field in the world today, making extraordinary contributions to our understanding of the effects of poverty, abuse, neglect, depression, and mental retardation on child development and family functioning. In recognition of his contributions, he has received many awards including the highest honors from the American Psychological Association including:

- Urie Bronfenbrenner Award - To be awarded in 2006 for his lifetime contributions to the science and applications of development science
- G. Stanley Hall Award (2005) – For lifetime contributions to advancing theory, research and practice in the field of developmental psychology
- Senior Career Award for Distinguished Contributions to Psychology in the Public Interest (2004)
- Nicholas Hobbs Award for Significant Contributions to Child Advocacy and Social Policy (1999)

Dr. Cicchetti has published over 300 articles, books, and special issues of scientific journals that have had far-reaching impact on developmental theory as well as science,

² <http://cmh.umn.edu/about.html>

³ <http://www.citizensleague.net/mentalhealth/>

policy, and practice related to child maltreatment, depression, mental retardation, and other aspects of development.

What is evidence based treatment? What is research based treatment?

“Evidence based” and “research based” treatment means that the methods for treating a person are based on sound and consistent scientific evidence. The highest level of evidence or “proof” that a treatment actually works comes from randomized, controlled clinical trials. This means that research has been conducted to compare results for people who receive a particular kind of treatment with people who do not get the treatment. Factors that might influence the results, like different socio-economic backgrounds or chemical dependency, are “controlled” by having people be as similar as possible in the research project so that the comparison is as reliable as possible.

As an example, while at Mt. Hope, Dr. Cicchetti and his colleagues conducted a randomized clinical trial which compared two prevention methods for preschoolers who were maltreated (experiencing child abuse) and their mothers. One group of preschoolers participated in “preschooler-parent psychotherapy” which focused on improving parent and child relationships and the other group had home visits that focused on improving parenting skills through a teaching model. A third group of preschoolers, the control group, received the standard treatment available in the community from local agencies. This research found that the best outcomes were experienced by those in the preschooler-parent psychotherapy group.⁴ A number of additional prevention interventions have been conducted by Dr. Cicchetti and his colleagues. These include interventions with infants who were abused and neglected during their first year of life and their mothers and also mothers with major depressive disorder and their toddlers. These interventions also have revealed that the interventions resulted in improved child and adult functioning compared with similar individuals who did not receive treatment.

Dr. Cicchetti and his colleagues in developmental psychology are helping to “prove” what kinds of treatments work best for different types of children and families. These proven treatments can then be used by therapists in other programs in Minneapolis, Minnesota, as well as the United States.

How will the Family Center work together with the NorthPoint Behavioral Health (mental health) services?

The specific details of this partnership have not yet been worked out. One idea is to combine the mental health services offered through the Family Center and NorthPoint so that any community member (families and individuals, children, adolescents, adults, seniors) could get the mental health services they need at one location. People would

⁴ For more information about this research project, see Toth, S.L., Maughan, A., J.T. Spagnola, M & Cicchetti, D. (2002). **The relative efficacy of two interventions in altering maltreated preschool children’s representational models: Implications for attachment theory.** *Development and Psychopathology*, 14, 777-808.

receive treatment regardless of their ability to pay or their willingness to participate in any research project. Only people who agree to be part of a research project would be involved in the research portion of the Family Center. To best serve families, some people may also be referred to other community-based organizations for treatment and other services.

How will the community be involved with the Child and Family Center? How will a community social service organization partner with the Center?

There are many ways in which the community will be involved with the Child and Family Center such as:

- *Community Training:* Community professionals already serving families on the Northside will be able to participate in relevant training sessions, workshops and seminars. Center staff will work with community members, professionals and stakeholders to develop training topics. These trainings will provide opportunities for professionals with varying educational backgrounds to work with Center staff, building skills and sharing information.

The Child and Family training space (most likely a large auditorium with a space to prepare and serve food) will be made available to community groups for their own training purposes.

- *Access to Higher Education:* At both the University of Rochester and the University of Minnesota, the number of graduate and doctoral students of color has historically been relatively low. Dr. Cicchetti has a track record of recruiting, supporting and mentoring students of color and wants to continue and expand that commitment at the University of Minnesota. A special effort will be made to involve students of color from relevant colleges and departments (Child Development, Psychology, Social Work and others) in the work of the Family Center. The Center's work with community professionals from a range of ethnic and educational backgrounds will also help build connections to increase access to the University for people of color interested in seeking bachelor's, master's and doctoral degrees.
- *Outreach:* Clinicians at the Center will dedicate a portion of their time to outreach to community members, nonprofit service organizations, public program staff and others. Staff will be available for consultations, trainings and coaching. Mount Hope provided 160 hours every month of free consultation – we hope to provide as much or more through the new family center.
- *Joint Requests for Funding:* Community based organizations and the Child and Family Center can write requests together for funding research and joint projects. This could bring more federal, state and philanthropic money to community agencies.

- *Referrals:* Community based organizations can refer children and families to the Center and the Center can refer families to various organizations.

Over time, relationships will hopefully deepen and grow and the possibilities for partnership and collaboration with the community will exceed this list of ideas.

How does Minneapolis compare to the place where Mt. Hope is located? How many African Americans were treated at Mt. Hope? How many different ethnic groups were served at Mt. Hope?

Mt. Hope is located in Monroe County, New York in the city of Rochester. The City of Rochester, like the city of Minneapolis, is more diverse than the surrounding county with a population that is 48% White, 39% African American, 13% Hispanic or Latino, and 2% Asian. Thirty-eight percent of the children under 18 in Rochester live below the poverty line. Minneapolis has a population that is 65 % White, 18% African American, 8 % Hispanic or Latino, 6 % Asian and 2 % Native American. Twenty-five percent of Minneapolis children live below the poverty line.

Mt. Hope serves children and families from many ethnic backgrounds. In 2003, 42% of those served were African American , 24% were White, 13 % were multiracial, 12% were Hispanic or Latino, and 4% Native American. More than half of them had incomes below \$25,000 per year.

Mt. Hope staff is diverse as well as culturally and clinically competent. Dr. Cicchetti and the University are fully committed to ensuring cultural and clinical competence and seeking out staff who are ethnically and culturally diverse and passionate about their work.

Early Childhood Education Center for Early Education and Development (CEED)

What is the Center for Early Education and Development or CEED? Whose children can attend the Center?

The Center for Early Education and Development (CEED) is a group of faculty and staff within the University of Minnesota with a mission of improving developmental outcomes for young children. Rather than being a ‘center’ where children come to learn and play, CEED’s faculty and students work on ways that help children learn social skills, language, early literacy skills, and other “developmental outcomes” that will help them do well in school and throughout their lives. CEED’s work includes research, training, and outreach. Each project has its own unique goals and benefits for young children and most are conducted in collaboration with community-based partner organizations. For instance, CEED faculty and students are currently working with family child care providers to test new ways of using fun activities to help children learn language and literacy skills. CEED also provides training for current and future early childhood professionals including teachers and home-based care providers. CEED has provided early literacy training for more than 500 providers over the past three years. The training helps people who work directly with children learn skills based on the highest-quality research, to help them help the children in their care enter kindergarten ready to learn. The third focus of CEED is outreach to share knowledge widely to support program and policy development, strategic partnerships, and early childhood advocacy.

CEED is NOT a program that directly serves children – CEED works with early childhood teachers and other care providers, policy makers and community partners to gain new knowledge about what works to improve outcomes for young children.

How does the Center for Early Education and Development’s work help children be better prepared for school?

CEED’s work identifies new ways to help children learn, finds better ways to teach these new practices to parents and early childhood educators, and encourages public policies that improve access and quality of services for young children and their families. CEED does research in community settings, with community partners, and then shares what they learn about what works best for children with other professionals in the field. Their research includes topics related to children’s social and emotional development, the measurement of children’s growth and development, and building early literacy and language skills to improve school readiness. CEED also works to share research findings with policy makers so that policies and funding decisions might focus on what we know is most effective in helping children, their parents and their caregivers support children’s development and make sure they have the support and skills necessary for success in school.

What are the “tests” used on children involved with the Center for Early Education and Development’s projects? How are they different from what is required by the federal *No Child Left Behind* program?

While we use a variety of common tests in our different projects, some of CEED’s work in the past 10 years has focused on *Individual Growth and Development Indicators* or *IGDIs*. These tools are brief, inexpensive, and easy to use, and are designed for use by a wide range of early childhood professionals. The tools work for children of different ages, with different primary languages, and some tools are designed to assess children with disabilities, as well. These are not federally-mandated assessments – the federally-mandated No Child Left Behind assessments do not start until elementary school. The tools created through CEED are designed to help early childhood professionals tell if the children in their care are on track for later school success, and to help them assess where to focus their work with those children. The tools have been used by Parents in Community Action Head Start, Minneapolis Public Schools, and dozens of child care programs; we know that the tools help programs monitor and improve children's early literacy development, and in that way make it more likely that they will meet the standards of NCLB.

How does the Center for Early Education and Development’s work consider native languages? How do they help families maintain their native languages?

CEED does not provide direct service to young children. Our community-based partners working directly with children serve a wide range of children, including children with native languages other than English, children with special needs, children from a wide range of economic and cultural backgrounds. We seek community partners with established reputations who are trusted by families in communities throughout the Twin Cities. In the past five years, we have been working with immigrant communities to adapt our early language and literacy programs into other languages; so far, we have worked with Somali, Spanish-Speaking, and Hmong providers. We are interested in supporting children's native language development and their future ability to learn and do well in English.

Economic Development Office of Business and Community Economic Development

Do community organizations (businesses and non-profits) have to pay a fee for any assistance they receive from the University's Management and Technical Assistance Program/MTAP for Nonprofits Program?

Yes, there is a nominal administrative fee for nonprofits in the MTAP program as well as the Management Assistance Program (MAP) for Small Businesses. This fee is either \$75 or \$100 depending on the size of the organization. The average cost to the University for each project that is done with a business or nonprofit is typically \$1,300 to \$2,000.

Why would more job training benefit people in this community, when there are already so many job training programs and there aren't enough jobs in the community?

The University does not have a plan to offer job training however it may consider ways that it can support organizations in the community that currently do job training. There are certain job markets with entry points that require specific skills and training. These market skill prerequisites may be outside of the scope (type) of job training existing community programs offer, in which case the University may consider leveraging its resources and expertise to train and/or assist existing organizations in developing and teaching new job skills.

The University also hopes to provide management and technical assistance to existing non-profits and small businesses that are minority-, woman- or disabled-owned. This would be done through a combination of market research and analysis, management information systems development, marketing plan development, strategic planning, IT /technology development, operations management, finance and accounting, communications, demography studies, feasibility studies, human resource management, business plan development and legal counseling. Other potential plans include support for area high school students interested in entrepreneurial careers as well as incubator space and support for start up businesses.

This work will contribute to economic growth and development, in part, by increasing the capacity and improving profitability of existing businesses and nonprofits. Businesses with increased capacity can, in turn, hire more employees and grow their businesses.

How will this project help bring businesses that this community says they want, like a copy/office service business (like Kinkos), dry cleaners, restaurants and so forth?

Economic revitalization has a "ripple effect." By locating programs on the Northside, the University would serve as an institutional anchor in this project. Businesses look to locate in places where there are potential customers, where there are attractive buildings and

landscaping, where there are people coming and going and increasing the safety of the area. The University will also seek opportunities to support economic development efforts led by community partners, the City or the County.

The business incubator program through the Office of Business and Community Economic Development will create new business opportunities and jobs. Some of these new business enterprises will focus in service industries that impact the consumer needs of neighborhood residents. As these companies spin off the expectation will be that these businesses must geographically locate themselves within North Minneapolis. These businesses will act as the catalyst to begin connecting the local economy to the regional economy. This will in-turn stimulate commerce and further development, attracting other businesses to the community creating more jobs and expanding the tax base.