land use, and transportation planning processes. David G. Pitt is professor of landscape architecture in the College of Design at the University of Minnesota. His research interests include integrating information about landscape performance on multiple ecosystem services into landscape planning. Julie Quinn was a graduate student in the Humphrey School’s Master of Urban and Regional Planning program at the time this research was conducted. She is currently employed at Metro Transit.

The research upon which this article is based was supported by a grant from CURA’s Community Growth Options (U-CGO) program (subsequently renamed the Community Growth Planning Assistance Center, or CGPAC), with funding from the McKnight Foundation. The program provides applied research and technical assistance to help growing communities on the edge of the Twin Cities metropolitan area manage growth and development effectively.

The authors are grateful for the assistance provided by numerous individuals in completing this project. Richard S. Bolan, professor emeritus of urban and regional planning in the Humphrey School, provided guidance in the use of CommunityViz™ software and was helpful in the development of the database used in this project. Greg Schweser was a graduate research assistant for the project and contributed to the development of the visualizations in CommunityViz™. Paul Moline and Kristen Larson in the Carver County Public Health and Environment Division were helpful in developing the project database, and were also stakeholder participants in the process.

2011–2012 Faculty Research Awards

The Center for Urban and Regional Affairs is pleased to announce the recipients of faculty research awards for 2011–2012 provided through the Faculty Interactive Research Program and Fesler-Lampert Chair in Urban and Regional Affairs. FIRP was created to encourage University faculty to carry out research projects that involve significant issues of public policy for the state and that include interaction with community groups, agencies, or organizations in Minnesota. Grants are available to regular faculty members at the University of Minnesota and are awarded annually on a competitive basis. The Fesler-Lampert Chair is one of four endowed chairs made possible through the generosity and vision of David and Elizabeth Fesler to honor Mr. Fesler’s grandparents, Bert Fesler and Jacob Lampert. The endowment is intended to stimulate interdisciplinary research and teaching through the appointment of distinguished, broadly learned scholars to endowed faculty positions at the University of Minnesota. The endowment supports the research activities of a University of Minnesota faculty member for work on a project related to urban and regional affairs in Minnesota for one year.

Institutional Racism and Early Childhood Education. The evidence for the long-term benefits of high-quality early childhood education is unequivocal. However, little research has examined how institutional racism—the combination of policies and practices inherent in social structures that create, perpetuate, and amplify race-based inequalities—operates in the context of early childhood education. In collaboration with the YWCA of Minneapolis, Moin Syed (Psychology) and colleagues will collect data from parents and staff of early childhood education facilities using a narrative approach. By analyzing participants’ stories, the investigators will have an opportunity to understand the cultural, contextual, and psychological aspects of individuals’ experiences with the educational system. The results of the research will be used to support advocacy efforts to increase and reprioritize funding for early childhood education programs that serve communities of color in Minnesota.

Program: Faculty Interactive Research Program

Alternative Teacher Licensure in Minnesota. Governor Mark Dayton recently signed into law an amendment to the Minnesota statute governing teacher licensure that authorizes the State Board of Teaching to approve alternative teacher-licensure programs and the State Department of Education to approve temporary, two-year teaching licenses for individuals who are college graduates and admitted to one of these programs. Steven R. Yussen (Institute of Child Development) and colleagues will study the impact of this alternative teacher-licensure provision during the first 18 months it is implemented in relation to several key intended outcomes: whether new alternative licensure programs are developed, whether prospective teachers with diverse backgrounds are attracted through the initiative, whether the teacher shortage is addressed, and whether highly qualified teachers are produced.

Program: Faculty Interactive Research Program

Ready? Set. Go! Building Capacity to Assess and Promote Executive-Function Skills. For the last several decades, Ann Masten (Distinguished McKnight University Professor at the Institute of Child Development) has focused her research on risk and resilience among homeless and highly mobile children, particularly as they relate to educational achievement and developmental outcomes important for long-term health and well-being. With her appointment as the 2011–2012 Fesler-Lampert Chair in Urban and Regional Affairs, Masten and her colleagues will initiate a new phase of community-based collaborative work focused on promoting school readiness and success among homeless and highly mobile children through interventions to build executive-function skills—such as planning, organizing, strategizing, remembering details, and exercising emotional control—which are increasingly recognized as critical to educational success. The overall goal of this work is to build capacity and strategies for addressing the striking achievement and development disparities that Masten and her colleagues have documented in the Minneapolis Public Schools related to poverty, homelessness, and highly mobile status.

Program: Fesler-Lampert Chair in Urban and Regional Affairs