



Graduate Research Assistant (9521)

Northside Achievement Zone
Department of Educational Psychology
College of Education and Human Development
University of Minnesota

Position Overview:

We are seeking a new graduate student to join the NAZ team to help develop the new college bound scholars - 2 curriculum. This curriculum is a parenting intervention designed for parents of children from 7-12th grade (middle to high school). The graduate student will be employed at .50 time to support work within NAZ ecosystem to help design and field test the new curriculum. This position will begin in Fall of 2021 and continue to the end of spring semester 2022.

The Northside Achievement Zone (NAZ; www.northsideachievement.org) is a harbinger of work in racial equity, serving more than 1000 families and 2000 scholars in North Minneapolis. NAZ focuses on reducing achievement and opportunity gaps for families 90% of whom are people of color and 77% Black. NAZ has a bold mission: to end multi-generational poverty in North Minneapolis by building a culture of achievement where all children of color from low-income homes graduate high school, college and are career-ready. One way NAZ embodies this mission is by increasing the quality of life for scholars on the Northside through parent education and engagement, education and whole-family support, and family and child coaching as the key levers to social and economic mobility. This multi-pronged strategy begins with Family Academy (FA), a series of parent education classes including: College Bound Babies (CBB) for parents of scholars 0-3; Ready to Succeed (RTS) for parents of scholars 4-6 years old; and College Bound Scholars (CBS) for parents of scholars in grades 1-6.

This project will design and evaluate *College Bound Scholars-Middle High School (CBS-MHS)*, an innovative parenting curriculum designed to meet community needs by leveraging collaborative expertise between community constituents, CEHD scholars and the Northside Achievement Zone. CBS-MHS will respond to three primary needs: (1) to respond to the specific needs of families raising adolescents in North Minneapolis in the context of development and localized traumas; (2) to develop curriculum-embedded engagement strategies to ensure families receive and use the curricular assets and strategies; and (3) to increase family's knowledge of child development; of the role of trauma in adolescent experiences and improve parent-scholar relationships.

The Graduate Research Assistants will be hired to contribute to the CBS-MHS project. The position requires an interest in and knowledge of family engagement, adolescent development and working with families in community.

Job Responsibilities:

- Conduct literature reviews and gather contextual and programmatic information about the project context and implementation
- Assist in data collection with families in community, including evening parenting group sessions



- Communicate with NAZ staff, attend all meetings
- Enter data and run descriptive analysis
- Take notes at meetings and provide additional meeting support
- Other duties as assigned

The graduate student position will be housed at the Education Sciences building, at UROC or within NAZ offices, depending on the status of return to work in the fall at these locations. This position is contingent upon enrollment and current registration as a graduate student. Failure to register by the end of the second week of class will result in termination from the graduate assistantship. Students appointed to assistantships must notify the department of all University appointments.

All required qualifications must be documented on application materials.

Required Qualifications:

- University of Minnesota-Twin Cities graduate student with interest and expertise in assessment and child development
- Experience with data collection and research methods
- Experience with educational technology
- Desire to work with educators and young children
- Reliable transportation for data collection efforts
- Attention to detail and autonomous worker

Preferred Qualifications:

- Experience with diverse communities, with a preference for individuals with experience working with North Minneapolis residents
- University of Minnesota-Twin Cities graduate student with interest and expertise in assessment and child development
- Experience with data collection and research methods
- Experience with literature reviews
- Desire to work with families and children in middle and high school
- Reliable transportation for data collection efforts
- Attention to detail and autonomous worker

How to Apply:

Student positions are a form of financial support while pursuing an education at the University of Minnesota.

Applications must be submitted online: <https://humanresources.umn.edu/content/find-job>. To be considered for this position, please click the Apply button, search for Job Opening ID XXXXX, and follow the instructions. You will have the opportunity to complete an online application for the position and attach a



cover letter and resume. The cover letter should detail interest in the position and background/experience relative to each of the required qualifications, as well as applicable preferred qualifications;

Additional documents may be attached after submitting your application by accessing your "My Job Applications" page and uploading documents in the "My Cover Letters and Attachments" section.

To request an accommodation during the application process, please e-mail employ@umn.edu or call (612) 624-UOHR (8647).

Background Check Information:

Any offer of employment is contingent upon the successful completion of a background check. Our presumption is that prospective employees are eligible to work here. Criminal convictions do not automatically disqualify finalists from employment.

About the Department:

The Department of Educational Psychology provides training in the cognitive, emotional, and social learning processes that underlie education and human development across the lifespan, including: the psychological foundations of education, quantitative methods in education, the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, nation, and international community. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.

About the College:

The College of Education and Human Development (CEHD) is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities. CEHD is the third largest college at the University of Minnesota, houses seven departments with ten undergraduate majors, over 30 graduate degree programs, and 25 centers and institutes. We are committed to diversity in our students, faculty and staff; 38.4% of our new first year students are students of color and more than 265 of our international students represent over 51 different countries. For further information:

<http://www.cehd.umn.edu/about/default.html>.

At CEHD, diversity is necessary to doing our best work and fostering our humanity. That's why the CEHD community is collectively dedicated to cultivating an inclusive and equitable environment. We strive to weave these core values into the work of each department and all of programs. We are deeply engaged with our surrounding community, and our students, staff, and faculty are encouraged and empowered to enhance equity, inspire change, learn and grow personally, and prepare professionally to encounter and engage in systemic transformation. For more information, visit <https://www.cehd.umn.edu/diversity/>.

CEHD and the University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

