

Hayes SRTS ENGAGEMENT PLAN

PROJECT OVERVIEW

The Hayes Safe Routes to School (SRTS) project will improve safety on Hayes Street NE and Ulysses Street NE. It will include a focus on making walking, biking, and rolling to school easier for students, staff, and family members at Pillsbury Elementary, Northeast Middle, and Waite Park Elementary schools.

More information, including project goals can be found on the project website:

<https://www.minneapolismn.gov/government/projects/hayes-srs/>

PROJECT HIGHLIGHTS

- The project includes approximately 1.5 miles of Hayes Street NE and Ulysses Street NE between 22nd Avenue NE and Johnson Street NE.
- The route connects to three schools, two parks, one parkway, and one recreation center
- Lowry Avenue is a high-injury street that intersects with the route.
- The route is designated as a near-term low stress bikeway on the All Ages and Abilities bicycle network map.
- The route helps connect to important destinations and bikeways including the Great Northern Greenway.

PROJECT SCHEDULE



2025 – 2026: Planning

- Traffic data and parking analysis
- Develop engagement plan and outreach strategies
- Begin implementation of community engagement and outreach
- Assess existing conditions and collect data for analysis
- Complete Streets Checklist

2026 – 2027: Design

- Develop design strategies and layout concepts
- Continue community engagement and outreach
- Revise and finalize designs
- Present to Bicycle Advisory Committee (BAC) & Pedestrian Advisory Committee (PAC)
- Publish Engagement summary

2028: Construction

- Install and implement safety and traffic calming measures

- Update intersections for ADA compliance

PROJECT AUDIENCES

AUDIENCE IDENTIFICATION

Understanding who our audiences are is an important part of planning how we connect with the community. These audiences may change as the project moves forward. We will adjust our approach to make sure we are reaching the right people in the right ways.

To figure out who the key audiences are, we looked at:

- People or groups who help make decisions or need to review or approve parts of the project.
- Organizations or individuals who use or manage places affected by the project.
- People with special knowledge or experience who can help us make better choices.
- Groups or leaders who speak for others and can share the views of many affected people.

The table below shows the main audiences we've identified so far, along with why they are important to this project.

KEY AUDIENCES

| Audience | Relevance | Interests |
|---|---|--|
| Students & families walking, biking, & roll to/from school | Individuals who will be impacted by the project's safety improvements and will help review and provide input on parts of the project. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Mitigation measures</i> • <i>Quality of life</i> • <i>Personal health and safety</i> • <i>Mobility</i> • <i>Community engagement strategies.</i> |
| All families & students | Students and families at the schools along the project, using all modes of transportation, may be affected by the project and can review and provide feedback on parts of the project. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Mitigation measures</i> • <i>Quality of life</i> • <i>Personal health and safety</i> • <i>Mobility</i> • <i>Community engagement strategies.</i> |
| School staff & admin | This group administers the schools that may be impacted by this project, including arrival and dismissal procedures. Staff that live and commute to the project area may be affected by the project and help review and approve parts of the project. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Construction management</i> • <i>Mitigation measures</i> • <i>Education</i> • <i>Community engagement strategies.</i> |

| | | |
|--|--|--|
| Neighborhood associations | These groups can speak on behalf of residents, provide a platform and gathering space, and are tasked with keeping community informed about city projects. They also have special local knowledge that may be affected by the project. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Construction management</i> • <i>Mitigation measures</i> • <i>Community culture</i> • <i>Property Values</i> • <i>Community engagement strategies.</i> |
| Parks & recreation centers users | The parks and recreation users may be affected by the project and can help review and provide feedback on parts of the project. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Recreational pursuits and access</i> • <i>Quality of Life</i> • <i>Personal health and safety</i> • <i>Community engagement strategies.</i> |
| MPRB, parks, & recreation centers staff | Parks and recreation staff manage the spaces that may be impacted by the project and can help review and provide feedback on parts of the project. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Construction management</i> • <i>Mitigation measures</i> • <i>Recreational pursuits and access</i> • <i>Community engagement strategies.</i> |
| Residents | People who live on the route and are most likely to be affected by construction and project improvements. This group can help review and provide feedback on parts of the project. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Construction management</i> • <i>Mitigation measures</i> • <i>Quality of Life</i> • <i>Look and feel</i> • <i>Personal health and safety</i> • <i>Nuisance issues</i> • <i>Mobility</i> • <i>Community engagement strategies.</i> |
| BACPAC (MPLS cyclists and pedestrians) | Community activists and policy experts with a vested interest and expertise in walking and biking infrastructure and who can help us make better choices. | <ul style="list-style-type: none"> • <i>Project impacts/benefits</i> • <i>Mitigation measures</i> |

EQUITY AND ENGAGEMENT

Achieving equity in transportation means that the quality of the transportation networks in the city create fair and just opportunities and outcomes for all people. In Minneapolis, historic exclusion from government-led processes, disinvestment in certain communities, and insensitive design have all contributed to the inequities that persist today. To rectify these systemic injustices, both past and present, we must reconsider and invest in our transportation system through a deep commitment to

racial equity – providing just outcomes for all people in the city, and outcomes that are not predictable by race.

The City of Minneapolis acknowledges that the transportation system and government-supported decisions have underserved, excluded, harmed and overburdened some communities, namely Black and Indigenous communities, other communities of color, and people with disabilities. We understand that these past decisions have denied these communities the full participation of transportation benefits, which has led to disproportionate burdens (Racial Equity Framework for Transportation [Acknowledgement of past harms](#)).

The City is focused on ensuring that populations that have been excluded from (or under-represented in) government-led processes such as public engagement are involved and aware of projects occurring in their neighborhoods. We have created the [Racial Equity Framework for Transportation \(REF\)](#) to guide us in this work. We have also created the [Transportation Equity Explorer](#) as a tool that goes into more depth about the elements of the REF. The dashboard includes a Transportation Equity Priority (TEP) score. This project will prioritize engagement activities and events to reach historically excluded and under-engaged community members within the project area.

Characteristics of effective, equitable community engagement

- Is centered on relationship-building
- Is trauma-informed
- Happens when staff have clarity about what can be influenced by community members and to what degree community member input can influence outcomes
- Focuses on transparent communication
- Actively decreases barriers to participation
- Uses multiple approaches to intentionally connect with BIPOC and economically disadvantaged groups
- Uses background data disaggregated by race and social economic status
- Provides time and resources for reflection and evaluation of process(es) and results

TEP ANALYSIS

TEP score: This project falls entirely within TEP 5 tier, which is the lowest priority for transportation equity. However, the project corridor is 1-2 blocks from a TEP 4 tier area. The student [walk zones](#) identified by Minneapolis Public Schools (MPS) for Pillsbury Elementary and Northeast Middle School (NEMS) extend into this TEP 4 tier area, and a portion of the NEMS walk zone reaches the boundary of a TEP 3 tier area at Central Avenue NE.

Language: The schools in the project area translate main family communications into Spanish (Pillsbury, NEMS, Waite Park) and Somali (NEMS and Pillsbury). NEMS is the only school that has a language spoken by students and families above 5% (~7% at NEMS, ~4% at Pillsbury, ~3% at Waite Park).

As a minimum, the following communication and engagement tools will be considered:

- Interpreters at information sessions and meetings where required.
- Translation of printed information into Spanish
- Promotion of the availability of translation services on public-facing documents.

ENGAGEMENT PHASES, OBJECTIVES AND TACTICS

| Phase & Time Frame | Engagement Objectives | Tactics |
|---|--|---|
| Phase 1: Consult September – December 2025 | <ul style="list-style-type: none"> Clearly communicate the purpose, scope, and timeline of the project. Use public feedback to inform engagement plan alternatives or refinements. Call to action: Share your thoughts on the engagement plan and timeline. | <ul style="list-style-type: none"> Project website Project one-pager Newsletter Share with community groups and residents, including schools and neighborhood associations to promote School site visits and arrival & dismissal observations BACPAC introductory report (0%) |
| Phase 2: Consult (January – May 2026) | <ul style="list-style-type: none"> Solicit public feedback to inform project priorities. Call to action: Provide your input on project priorities. | <ul style="list-style-type: none"> Community Street Survey School and school group meeting(s) Neighborhood Association meetings and/or presentation(s) |
| Phase 3: Consult (Summer 2026) | <ul style="list-style-type: none"> Incorporate community and stakeholder input from Phases I and II to develop layout concept designs Present concept design alternatives and facilitate community feedback. Call to action: Share your ideas about the project design(s). | <ul style="list-style-type: none"> Open House Survey or online comment tool BACPAC presentations (15%) School and school group meeting(s) Neighborhood Association meetings and/or presentation(s) |
| Phase 4: Inform (Fall 2026) | <p>Present feedback from all phases of engagement and explain how these were considered to reach the final design concept.</p> <p>Publish final design concept and recommendations.</p> <p>Public engagement summary.</p> <p>Call to action: Subscribe to receive project construction updates.</p> | <ul style="list-style-type: none"> Project website Newsletter BACPAC presentations (30%) Emails with Summary Engagement report and final design <ul style="list-style-type: none"> School staff Survey participants Sign-ins Neighborhood associations |

USE OF COMMUNITY INPUT

Feedback from the community will be gathered as part of Phase 2 & 3 of the engagement plan. All feedback will be thoughtfully considered and may inform the planning and design of the Hayes SRTS project. The feedback will be used to:

Planning

- Impact additional engagement

Design

- Impact prioritization of locations for safety improvements
- Impact design of safety improvements

REVIEW AND EVALUATION

The effectiveness of the engagement activities will be measured against desired outcomes. Participation levels for all events and surveys will be closely monitored. Newsletter performance metrics will be regularly tracked and reported. We will make data-driven adjustments in our community engagement activities to engage more effectively.

ENGAGEMENT GOALS

Engagement goals were identified using the Racial Equity Framework for Transportation [TEP score](#), demographic data, stakeholder analysis, and the [IAP2 Spectrum of Public Participation](#). They are listed below. The primary engagement goals are derived from the broader Safe Routes to School program goals, with more specific and measurable sub-goals that are directly related to the Hayes project.

Goal 1: Use creative, diverse, and accessible ways of doing engagement to ensure people are aware of the project. (SRTS program goal)

- Use a combination of digital, written, and in-person engagement throughout project phases.
- Project update emails have an average open rate of 40%.
- Table at an event/program hosted by each school.

Goal 2: Seek feedback on the outcomes and decisions that the public can influence. (SRTS program goal)

- Host a Community Street Survey event (similar to a walk or bike audit) along the project route with students and staff who walk, bike, & roll from all three schools.
- Host a creative visioning exercise with one or more schools with participation from at least 30 students.
- Achieve a 15% active survey participation rate by 30% design for the (## TBD) of households included in MPS's defined walk zone.

Goal 3: Work with students, staff, and families at schools in decision-making. (SRTS program goal)

- Host an in-person Open House event with at least 20 people attending, representing both neighbors and school families.

Goal 4: Strive to engage diverse communities at a rate that is reflective of the demographics of the area.

- Provide translated materials and translation services when at least 5% of the population speaks another language, include NEMS.
- Achieve a response rate of 7% of the total number of surveys completed in Spanish (reflective of the percentage of Spanish-speaking families at NEMS).
- Strive to reflect 60% students and families of color response rate in community surveys (average of 3 school demographics).

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