

**Prospect Park Association Equitable Engagement Plan**  
**PPA Board Approved 9-27-22**  
**Neighborhood name: Prospect Park**

**Year(s) 2023, 2024**

Plan detail

<b>Demographic group</b>	<b><i>Renters</i></b>	<b><i>Pratt School families, including families of color living in Glendale Public Housing</i></b>	<b><i>Active commuters</i></b>
<b>Numbers or percentage</b>	<p>According to MN Compass, <b>61%</b> of Prospect Park residents are renters. <b>Thirty-eight</b> percent of Prospect Park residents—renters and homeowners combined—are people of color (<b>23%</b> Asian or Pacific Islanders, <b>8%</b> Black or African American, <b>3%</b> Hispanic or Latino, and <b>5%</b> two or more races). <b>Sixty-six percent</b> are White. About <b>51%</b> of Prospect Park residents live in cost-burdened households. <b>10%</b> have a disability.</p> <p>Prospect Park’s lowest-wealth residents are families who rent homes in Glendale Townhomes Public Housing. They represent about <b>5%</b> of Prospect Park residents, about <b>7-8%</b> of renters, and a <b>majority</b> of Prospect Park’s Black and African American residents.</p>	<p>Pratt School enrolls about <b>300 students</b> in Pre-K through fifth grade. Approximately <b>16%</b> of students receive special education services, <b>6%</b> are identified as Advanced Learners, <b>38%</b> receive English-language learning services, and <b>71%</b> qualify for free or reduced lunch (Pratt School website). The school’s minority student enrollment is about <b>74%</b>. The school enrolls <b>64%</b> students from low-wealth families (U.S. News).</p>	<p>2,500 commuters who walk or bike to work or school (51% of 16+ population in work or school).</p> <p>See also first column for Prospect Park renter demographics.</p>

<p><b>Initiative, activity, project or program</b></p>	<p>Renters' Rights Project</p>	<p>Three projects: Learning Dreams Project, Jackson Memorial Playground Project, and Walking to School Strategies Project</p>	<p>Improve pedestrian and cycling routes and safety</p>
<p><b>Barriers to engagement</b></p>	<p><b>Accessing apartments:</b> PPA developed a database of apartment-buildings. The database lists: 1) The 1-4 rental units that are interspersed among our single-family homes, making up about 30% of those buildings and 2) large apartment buildings. These require different engagement strategies. We organized the former list by street address making it possible to reach those renters door-to-door, but large apartment buildings often require "insider" access. Some building management staff, for example, toss flyers distributed door-to-door. We recruited college students, for example, to help distribute Census 2020 flyers to the large apartment buildings that primarily rent to students.</p> <p><b>Transient population:</b> students are a significant proportion of renters across our neighborhood. Their residency is often limited to a year or less. This requires more regular and time intensive volunteer outreach, which is challenging given limited resources. We are experimenting with new engagement strategies that will serve residents <u>new</u> to the neighborhood.</p> <p><b>Renter Resources:</b> Many renters have competing demands, such as full-time +</p>	<p>Language</p> <p>For Walking to School Strategies project: ensure process used to engage children meets ethical standards.</p> <p>Starting in the early 1990's, PPA used a least a third of its allocated NRP resources to meet the needs of Pratt School families and Glendale residents and to help unite the neighborhood. PPA used NRP funds to install an elevator at Pratt, provide a jobs training program for Glendale residents, fund the NET program for Glendale residents (see below), and to improve our local parks, among other things. <b>Barrier:</b> But at times, PPA has brought its ideas, priorities, and programs to Glendale residents instead of seeking the priorities of Glendale residents and shifting gears to deliver on those priorities, thereby better building relationships and trust.</p>	<p>Volunteer skills to develop surveys and methods that will meet walkers and bikers where they are</p> <p>See also first column "renters"</p>

	<p>jobs, school commitments, and/or financial constraints that limit their volunteer time.</p> <p><b>Limited resources:</b> PPA has had to temporarily redirect some volunteer time that was committed to this project to help navigate the nearly 80% per year decrease in City of Minneapolis funding.</p>		
<p><b>Outreach and engagement strategies</b></p>	<ul style="list-style-type: none"> <li>• Promote use of the Welcome Packet entry submission form, developed in 2022, in PPA and partner communications, such as U of MN off-campus newsletter, Prospect Park Anti-racism group, Luxton Park, Pratt PTO, social media sites, ppe-list, etc.</li> <li>• Distribute electronic Welcome Packet that primarily targets renters, updated at least quarterly.</li> <li>• Obtain feedback on Welcome Packet from renters through one-in-one meetings, surveys, and focus groups.</li> <li>• Publish the renter’s rights curriculum website and other renters’ rights resources in PPA’s welcome packet, including resource links, developed in 2021-22.</li> <li>• Recruit more renters to help guide PPA’s renters’ rights’ project and to join the board of directors, committees and/or initiate new projects. <b>How?</b> <ul style="list-style-type: none"> <li>○ Table at events that attract renters.</li> <li>○ Engage renters one-on-one inviting them to join the</li> </ul> </li> </ul>	<p><b>Learning Dreams:</b> PPA will work with the University of Minnesota to bring a modified version of the Learning Dreams program to the Glendale Public Housing Community. Over 20 years ago, PPA started Learning Dreams in Glendale (originally called The NET Program). The program’s purpose is to support learning for people and families that want such support.</p> <p>In the fall of 2019, Learning Dreams was asked by a group of mothers at a community meeting held at Luxton Park adjacent to Glendale Townhomes Public Housing to restart the program that had run in Glendale many years ago. The pandemic has forced a delay in this program, but we have started photography classes for young people living in Glendale and we hope to expand learning opportunities in 2023 and 2024, if safe to do so. The program will start small and grow at the request of residents. Working more with community partners the program will identify a group of both youth and if possible parents who are interested in working on educational goals and dreams; hold structured conversations with</p>	<p>Solicit feedback by placing flyers in key locations, such as near crosswalks</p> <p>Volunteers will talk with pedestrians and cyclists at key routes at strategic times</p>

	<p>board or a committee—go to activities or events that attract renters, build relationships with renters.</p> <ul style="list-style-type: none"> <li>○ Flyer apartments and/or ask building managers to distribute a letter (and/or the Welcome Packet and submission form, if willing) inviting renters and people of color to help guide projects or to join committees or to vote and join the board —see also renter database above.</li> <li>○ Use PPA and partner communications, such as U of MN off-campus newsletter, Prospect Park Anti-racism group, Luxton Park, Pratt PTO, social media sites, ppe-list, etc, to invite renters and people of color to participate, vote, and join the board.</li> </ul>	<p>participants to discover what they identify as a goal or dream they want to pursue; identify resources in the wider community to sup their port those goals and dreams; connect individuals with resources and concrete activities that respond to their dreams; track how they are doing on their progress; and stay connected over time to help participants deal with challenges and obstacles that always arise in such situations.</p> <p><b>Additional ways we will engage participants in Learning Dreams:</b></p> <ul style="list-style-type: none"> <li>● Youth who participate in our start-up classes at Luxton Park in Glendale and are neighborhood residents will act as outreach connectors to their families</li> <li>● New surveys from MPHA will help identify goals of families living in Glendale.</li> <li>● Luxton Park staff, located immediately adjacent to Glendale, will help provide connections to interested families</li> </ul> <p><b>Jackson Project:</b> “In 1908, Madison and Amy Woods Jackson moved into the Prospect Park neighborhood with their three young daughters, Marvel, Helen, and Zelma. The Jacksons were the first African American Family to move into the all-White neighborhood. At this time, only 2,700 Black people lived in Minneapolis. Their daughters were the first African American children to attend Pratt Community School. Soon after they moved in, the Jackson family was subject to discrimination, harassment, and frequent threats trying to get them to leave</p>	
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		<p>the neighborhood. One such threat came during a demonstration in which Madison Jackson was told “Your children will not have anybody to play with.”. As a concerned father, he considered this and decided to build a playground in their backyard that was open to all of the children in the neighborhood. And the children did come and play. The Jackson Family lived in Prospect Park for 20 years, until the time of the father’s death.”</p> <p>Excerpt from Ashley Zapata’s, President PTO, presentation to PPA’s Community Building Committee, 7/14/21.</p> <p>Members of PPA’s Community Building committee have been working closely with the Pratt PTO (Parent Teacher Organization) and the Pratt School administration for over a year. The project has the full support of Pratt PTO and Pratt School Principal and community. <b>Additional strategies to engage participants include:</b></p> <ul style="list-style-type: none"><li>● <b>Neighborhood engagement:</b> hold at least two neighborhood meetings; invite participants via neighborhood newsletter and e-list; leaflets going to families in student backpacks, and door to door leaflet drop in neighborhood.</li><li>● <b>Use established communication channels:</b> monthly meetings with joint subcommittee of parents and neighborhood residents; monthly reports to Pratt PTO and monthly reports to Pratt Site Council; monthly reports to PPA Community Building committee</li></ul>	
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<p><b>Resources needed</b></p>	<p>Equitable Engagement grant funds to:</p> <ul style="list-style-type: none"> <li>• Promote, publish, and process Welcome Packet submission form and the Welcome Packet, update Welcome Packet quarterly in response to submissions and reenter feedback. (This is a new initiative so it will be an iterative process involving staff and volunteers to obtain feedback and assess what’s working,</li> </ul>	<p><b>Learning Dreams:</b> In 2021 PPA’s Board of Directors approved allocating \$5,000 of funds into the existing Learning Dreams NRP strategy, but additional resources needed in include:</p> <ul style="list-style-type: none"> <li>- The support of a network of local partners as they help us to respond to the dreams of participants</li> <li>- Space to meet in the neighborhood</li> </ul>	<p>Volunteers to meet with commuters</p> <p>Volunteers with research method skills (designing surveys, compiling data, etc.)</p>

	<p>what's not and make changes accordingly.</p> <ul style="list-style-type: none"> <li>Run annual board election, including creating recruitment materials designed to invite renters &amp; people of color, coordinate city-wide election activities with NCR, and communicating our new extended online board member election throughout the neighborhood.</li> </ul> <p>Volunteers to provide guidance and feedback to staff.</p> <p>Volunteers to recruit renters, create survey, and conduct focus groups and one-on-one meetings with renters. PPA has volunteers experienced in research methods involved in this project.</p>	<p><b>Jackson Project Resources Needed:</b> Minneapolis Public School legal support; Funds to implement phase one of the project.</p> <p><b>Walking to School Strategies:</b> volunteer time and volunteers skilled in survey methods and the ethical requirements involved when engaging with children (e.g. collaborate with Pratt School)</p>	
<b>Partners in the work</b>	U of MN Off Campus Living and Student Legal Services (SLS), MPHA's property manager at Glendale Townhouses, HOME Line, Mid-Minnesota Legal Aid, Minneapolis Housing Inspections, Minnesota BIPOC Environmental Justice Table, Rethos, Housing Link, Minnesota Fair Housing, and Inquilinx.	The Jackson family, Luxton Park, Pratt PTO, Minneapolis Public Schools, Pratt School Administration and the students and families at Pratt, the community at large	See renter column
<b>Person(s) responsible</b>	PPA volunteers and Board of Directors Staff to process Welcome Packet contributions and work with volunteers on Welcome Packet content, design, and outreach. Staff creates Annual Board Election flyers, communications, and	<b>Learning Dreams and Jackson Project:</b> Community Building Committee members (volunteers) and PPA Board of Directors  <b>Walking to School Strategies</b> PPA's Transportation & Safety Committee	PPA's Transportation & Safety Committee members (volunteers) and PPA Board of Directors

	online election process in collaboration with board nominating committee.	members (volunteers) and PPA Board of Directors	
<b>Timeline</b>	<p>Quarterly: Update electronic welcome packet to feature upcoming events and new entries.</p> <p>Spring 2023: Refine and continue outreach to promote Welcome Packet entry submission form. If needed, refine submission form, developed in 2022, as a tool to engage renters. (Form is currently being tested, so might not need revision in 2023.)</p> <p>Summer/Fall 2023 and Fall 2024: create survey and collect feedback on welcome packet. Hold one-on-one meetings and focus groups to get feedback on Welcome Packet</p> <p>Winter 2023 and Winter 2024: evaluate feedback and redesign and evaluate welcome packet concept.</p>	<p><b>Learning Dreams:</b> The program will begin small and step-up gradually. Exact dates will depend on the post-pandemic recovery.</p> <p><b>Jackson Project:</b> In 2023-24: PPA will begin fundraising for the first phase of the Jackson Project, implementing phase one as funds become available. The first phase includes activities such as:</p> <ul style="list-style-type: none"> <li>• Community meeting(s) to celebrate the playground's new name, present the project phases and preliminary design, and begin fund raising.</li> <li>• Place a Jackson family photo with text that describes the family history in Pratt School.</li> <li>• Place a historical marker at Pratt school and/or Jackson family home.</li> <li>• Develop supportive educational materials about the family and their history.</li> <li>• Make the supportive educational materials available electronically to the public and Pratt school children.</li> </ul> <p>If feasible, PPA will begin fund raising for the playground project. Preliminary design work for the new playground was completed by 4RM +ULA in 2022.</p> <p><b>Walking to School Strategies: 2023:</b> Work with Pratt School PTO on identifying barriers to safe walking routes to school. <b>2024:</b></p>	<p>2023: Plan survey routes for identifying barriers to safe biking and walking</p> <p>2024: Conduct outreach during conclusion of UMN spring semester</p>

		Implement pilot strategies for increasing walking and biking to school.	
<b>Quantitative goals</b>	<p>Obtain 150 Welcome Packet submissions per year.</p> <p>2023: Publish link to Welcome Packet in at least 25 community partner or business websites or newsletters.</p> <p>2024: Publish link to Welcome Packet in at least 25 community partner or business websites or newsletters.</p>	<p><b>Learning Dreams:</b> The program will work to help make active and substantive the new artistic learning and tech center at Luxton Park adjacent to Glendale Public Housing.</p> <p><b>Jackson Project:</b> Raise funds for the first phase (described above) and implement phase one as funds become available.</p> <p><b>Walking to School Strategies:</b> Increase share of students walking to school by 20%.</p>	Identify 3 priority locations for pedestrian or bike safety improvements and describe the needed improvements.
<b>Qualitative goals</b>	Listen to the priorities and concerns of renters, including public housing residents and parents, change direction in response to those stated priorities, and follow through to deliver support and results. Continue to build on connections and relationships. Develop trust. Expand representation by renters, including public housing residents and parents in our informal connections and our formal groups and “committees.”	<p><b>Learning Dreams:</b> The program works to find out what motivates the participants, and connect them to mentors, programs and learning networks in the community that creatively respond to those goals and dreams, helping to build a foundation for learning and educational success. Learning Dreams is not intended to “fix” people; rather, it finds their strengths and helps people to build on them. The program presents strong connectors for participants to help them build paths for successful learning, and successful lives. All people need such support, but many never get enough of it.</p> <p><b>Jackson Project Long-Term Goals:</b> Provide an exciting, dynamic, community space/playground for young people to learn our history, combined with a coordinated Pratt School curriculum.</p>	<p>Identify walking and bike routes for pedestrian and bike safety issues</p> <p>Identify key intersections for safety improvements in Minneapolis traffic calming program</p>

<p><b>Outcome of engagement</b></p>	<ul style="list-style-type: none"> <li>• Expand representation by renters in both informal connections and in focus groups, committees, and board.</li> <li>• Evaluate progress on Welcome Packet</li> <li>• Explore changes in organizational structure that will make it easier for volunteers with limited time and resources, such as renters, to be involved in decision-making through informal communications and formal/information groups, such as PPA committees and board and community meetings.</li> </ul>	<p><b>Learning Dreams:</b> Connect individuals with resources and concrete activities that respond to their dreams.</p> <p><b>Jackson Project:</b> During 2023 and 2024, PPA will raise funds for the first phase of the project to establish a Jackson Memorial at Pratt, implementing phase one activities as funds become available.</p> <p><b>Walking to School Strategies:</b> Increase share of students walking to school by 20%</p>	<p>Clearer identification of barriers for walking and biking in Prospect Park</p> <p>Improved methods for engaging pedestrians and cyclists in different areas of the neighborhood</p>
<p><b>Next steps</b></p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

**2025 Amendment**

Prospect Park

**TIMELINE**

Jackson Project

1. Communicate with wider community - January/February 2025
2. Community education project - February/May
3. Neighborhood engagement - May/June 2025
4. Commission Play about the Jackson family - Sept/Oct 2025

Renter/Student Outreach and Board Recruitment

1. Transfer PPA's "Welcome Packet" to PPA's website: January- Feb 2025
2. Recruit at least 2 more renters/students to join PPA's board of directors: May 2025
3. Organize Witches Hat Water Tower event: September 2025

**GOALS**

Jackson Project

1. Communicate with wider community (January/February). Create website providing wider community with resources to learn about Jackson family history, including video about Jackson family and Pratt playground.
2. Community education project (February/May) Hold community learning project based around the written work of Roger Wilkins (son of Helen Jackson and the grandson of Madison and Amy Jackson). Roger was the first African American to become assistant attorney general of the United States and has written insightful books about his and his family's experiences. This learning project will be led by Dr. Melvin Peters, retired professor of African American studies at Eastern Michigan. Dr. Peters is the son-in-law of Helen Jackson and is very knowledgeable about the works of Roger Wilkins.
3. Neighborhood engagement (May/June). Host neighborhood open house while the Jackson family is in town for Jackson Family Day at Pratt school. Hold community education meeting about the writing of Roger Wilkins and event for Pratt school (organized in collaboration with Pratt, Pratt PTO, Jackson Family members, and PPA) This event includes curriculum projects involving all students.
4. Commission Play about the Jackson family (Sept/Oct): Seek theater to partner with the neighborhood and raise funds to create play about the Jackson family.

Renter/Student Outreach and Board Recruitment

1. Transfer PPA's "Welcome Packet" with renters' rights and neighborhood resources from Canva to PPA's website. Share with community members in PPA's newsletter & at least ten community groups. Jan-Feb 2025
2. Recruit at least two more renters/students to PPA's board of directors. May 2025. Table at student/renter events. Reach out to community partners (e.g. BF50 Indigenous Health, Ward 2 Office, Off-Campus Living) to identify potential recruits and invite potential candidates one-on-one to join the board and committees. Publish board recruitment materials in community partner newsletters.
3. Organize public event at Witch's Hat Water Tower designed to attract renters and students from neighborhood. Recruit students/renters to help design, organize and participate in event by flyering at neighborhood apartment buildings. September 2025