

Project Title	Agency Priority	Funding Source	Agency Request			Governor's Rec	Governor's Planning Estimates	
			2006	2008	2010	2006	2008	2010
Asset Preservation	1	GO	\$1,051	\$400	\$400	\$1,051	\$400	\$400
Project Total			\$1,051	\$400	\$400	\$1,051	\$400	\$400
General Obligation Bonding (GO)			\$1,051	\$400	\$400	\$1,051	\$400	\$400

Funding Sources:	GF = General Fund	THF = Trunk Highway Fund	OTH = Other Funding Sources
	GO = General Obligation Bonds	THB = Trunk Highway Fund Bonding	UF = User Financed Bonding

Agency Profile At A Glance

The Perpich Center for Arts Education:

- ◆ Supports creativity and innovation in teaching and learning across Minnesota.
- ◆ Improves education for students and teachers statewide in the arts and through the arts.
- ◆ Prepares students in both arts and academics to be successful in post secondary education and career choices.

Agency Purpose

The Perpich Center for Arts Education (PCAE) was created in statute in 1985. The Center is dedicated to improving K-12 arts education for all Minnesota students and educators through innovative programs and partnerships centered in the arts. A 30-acre campus in Golden Valley houses the Center's three major program areas: the Professional Development and Research Group (PDR), the Arts High School (AHS) and the PCAE Library. PCAE serves as the principal resource for arts education in Minnesota, and is nationally recognized for its rigorous arts and academic programs.

Core Functions

The Professional Development and Research Group (PDRG) develops and delivers innovative and cutting edge teaching and assessment models to Minnesota educators. In working in and through the arts, PDRG additionally promotes a statewide network of teachers, teaching artists and administrators in schools and arts organizations focused on the improvement of teaching and learning. PDR provides professional development opportunities to help teachers implement graduation standards and develop curriculum. PDRG team members have expertise in all arts areas as well as interdisciplinary arts education.

PDRG provides access to:

- ◆ Creative curriculum, instruction and assessment examples
- ◆ Professional growth opportunities and workshops

- ◆ Partnerships with communities, key arts organizations and educational communities statewide
- ◆ Research and best practices that promote teacher, artist and school effectiveness
- ◆ Professional and technical support in the arts areas of Dance, Literary Arts, Media Arts, Music, Theater and Visual Arts for K-12 schools
- ◆ Critical financial assistance for schools statewide to improve education for students

The Arts High School (AHS) is an innovative, tuition-free, arts-centered public high school where innovative teaching models are incubated. The school is open to all 11th and 12th grade Minnesota residents. A residential option is offered for students enrolled from outside the Twin Cities area. With enrollment limited to 310 students, AHS offers the well-researched benefits of learning in a small community while allowing students to take advantage of the arts resources in the Twin Cities. It is the school of choice in Minnesota for a diverse population of students who wish to develop their skills as thinking artists. AHS offers instruction in six arts areas: Dance, Literary Arts, Media Arts, Music, Theater and Visual Arts. Students also study English, Math, Science, Social Studies and World Languages. AHS integrates arts and academics to provide unique and powerful learning opportunities that stay with students throughout their lives. The curriculum is based on clearly defined, high standards of achievement meeting or exceeding statewide and national academic standards. AHS graduates have received scholarships from and attended The Juilliard School, Berklee School of Music, Antioch College, Carleton College, Minneapolis College of Art and Design, Music Tech, Minnesota Colleges and Universities, Brown University, School of the Arts Institute of Chicago, Rhode Island School of Design, M.I.T. and many more. The outstanding teachers, staff and teaching artists working at PCAE have received state and national recognition.

The PCAE Library is a wealth of information for those seeking one-of-a-kind instructional materials in the arts and academics. The specialized collection features over 13,000 titles, including books, videos, DVDs, audio tapes, CDs and periodicals. The Library offers print and non-print interdisciplinary and multicultural resources. Many K-12 and post-secondary teachers, as well as artists and arts organizations from every part of the state, check out materials for use in schools, program development and research. The Library also lends materials to other academic and state agency libraries through a

statewide inter-library loan network. Any Minnesota resident 18 years of age or older may apply to borrow materials from the PCAE Library collection free of charge. Reference assistance is provided by Library staff and materials are searchable on our website.

Operations

PCAE directly benefits students enrolled in the Arts High School program. Students throughout the state benefit from grants, training, workshops, and other development services provided to schools, school districts, arts organizations and individual teachers across the state.

Key Measures

Annually, more than 20,000 students benefit from PCAE programs. More than 15,000 teachers, artists, college faculty and parents from 750 Minnesota towns have participated in professional development programs. Since 1985, 231 of Minnesota's 354 school districts participated in the Comprehensive Arts Planning Program (CAPP) sponsored by PCAE, the Minnesota State Arts Board and the Minnesota Alliance for Arts in Education. Over 2,050 students from 375 Minnesota towns have graduated from the Arts High School. In 2004, 81% of the Arts High School students pursued post-secondary education immediately following graduation. Over the past three years Arts High graduates have attended over 70 colleges in 25 states and Canada. 2,100 Minnesota teachers and artists currently enjoy access to materials and receive reference assistance as members of the Library. 21% of the PCAE Library collection is unique among libraries statewide.

Contact

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At A Glance: Agency Long-Range Strategic Goals

PCAE's long-range goals are twofold:

- ◆ To provide research, development of curriculum, standards, programs for professional development of teachers statewide, and professional expertise to K-12 teachers so that arts education instruction, and general education instruction through the use of the arts, can be improved statewide; and
- ◆ To educate artistically talented high school students; and provide a lab school where the research and development of curriculum can be tested.

Agency Strategies Accomplish Our Mission**Center-wide Strategic Facility Goals and Operating Principles**

- ⇒ Protect employee health and safety by ensuring that buildings are free from hazardous substances, designed and operated to maximize air quality, energy efficiency, and secured to current standards.
- ⇒ Preserve, protect, and secure capital assets, resources, and equipment.
- ⇒ When financially possible, invest in capital solutions that yield long-term savings, rather than succumbing to short-term fixes with greater costs over time.
- ⇒ Maintain and enhance partnerships with the city of Golden Valley and other local units of government.
- ⇒ Increase diversity of student, teacher, and administrator populations.

Professional Development and Research Group (PDRG)

- ⇒ Help schools and school districts adopt or create and implement the arts standards for all pupils.
- ⇒ Help schools and school districts implement ways of assessing student mastery of the arts standards.
- ⇒ Conduct, facilitate, and disseminate research, which supports the use of arts in classroom instruction.
- ⇒ Develop curriculum content that is student-centered, engaging, and relevant.
- ⇒ Develop partnerships with schools and communities to assist with the integration and long-term sustainability of arts education system-wide.

- ⇒ Develop and promote information networks such as “best practice” efforts to share teaching techniques and strategies among practitioners in the field.
- ⇒ Provide parity of access to areas which have traditionally been under served and geographically isolated by incorporating distance-learning technology.
- ⇒ Improve participation levels on a sustained basis in professional development programs to provide access for participants state wide.

Arts High School

- ⇒ Provide a lab environment where PDRG's research and curriculum development can be tested, and effective practices of the Arts High School can be shared statewide.
- ⇒ Increase student population from out state by improving and expanding resident facilities.
- ⇒ Increase awareness of the school and deepen the applicant pool to ensure those who will benefit most from the program are aware of the opportunity.
- ⇒ Continue to improve curricular offerings, instruction and assessment to meet a range of students' post-secondary objectives and interests.
- ⇒ Meet students' recreational, exercise, and social needs more effectively.
- ⇒ Create stronger links between parents, the community, and residential and commuter students.
- ⇒ provide options for community summer school classes, taught by school staff or community personnel.
- ⇒ Share the school's work outside the agency through a variety of strategies, on-site, off-site, electronically.

Trends, Policies And Other Issues Affecting The Demand For Services, Facilities, Or Capital Programs**Core Functions**

Service is delivered by means of three separate but integrated areas within the agency:

- ⇒ **PDRG**, established in law in 1985, collaborates with teachers, teaching artists, school administrators, and arts organizations throughout Minnesota to improve teaching and learning in and through the arts for all Minnesota students. PDRG provides a statewide network of education

professionals to access tools, information, examples/models, professional growth opportunities, and partnerships with key institutions from the art and educational communities.

- ⇒ Established in 1989, the **Arts High School** is an innovative, tuition-free, public high school delivering comprehensive education centered in the arts for up to 310 students in 11th and 12th grade from every congressional district in the state.
- ⇒ The **Learning Resource Center** maintains and makes available to all Minnesota adults a unique collection of instructional materials in dance, literary arts, theater, media arts, music, and the visual arts.

Center-wide Issues

Site Topography. Center facilities are sited on land that is an integral part of the Bassett Creek Watershed District. Concerns about rate of flow and water quality have prompted the watershed district and city of Golden Valley to require the development of a water management plan for the campus that anticipates the center’s architectural master plan.

Age of Facilities and Deferred Maintenance. Most campus buildings were built in the early to mid 1960s and 70s and are inadequately designed for their current purposes. The state purchased the 33 acres campus with its five major buildings in 1990. The previous owner performed little facility maintenance and invested minimally in building infrastructure; the campus has required considerable upgrading. Poorly designed heating and ventilating systems impact health, staff productivity, and the life cycle of facility equipment. One building has been demolished due to asbestos and mold contamination. Another one, the Beta building, is scheduled to be demolished for the same reasons; using 2005 bonding funds.

Technology. The Center is committed to the use of electronic technology to support all its functions, including instruction, student guidance, counseling, professional development, research, administrative services, and maintenance of general communication networks: local, state, and national.

Security. Schools as “safe zones” can no longer be assumed. Arson, theft, vandalism, and deadly assaults are real possibilities. This unfortunate trend has implications for how buildings are designed, maintained, and staffed. In the case of a residential high school, it presents special challenges. The

security systems, doors, and windows at the Delta dorm need to be upgraded to current standards in order to ensure the safety of the residents.

Provide A Self-Assessment Of The Condition, Suitability, And Functionality Of Present Facilities, Capital Projects, Or Assets

The Perpich Center for Arts Education (Pcae) was created in statute in 1985 as the Minnesota School for the Arts and was temporarily housed in a leased space while planning was done. While some remodeling was done in 1990 to begin the conversion of a two-year community college to a residential public arts high school and teacher education center, the facilities, until recently, were inadequate.

In 1996-97 minor renovations to the east building were undertaken. In 1998 work began on the major west wing addition of 42,000 sq. ft. and further renovations to the east wing and the Gaia Building. By 1999, the Center was able to consolidate the Arts High School in the Delta Dorm and the east and west wings of the main building. The construction of the new “west wing,” now allows some staff, students, materials, and equipment to be housed in spaces that are functionally appropriate, climate-controlled year-round, and ventilated properly. The east end of the “east wing” was provided air conditioning. The other half remains without air conditioning. This includes the Learning Resource Center, Media arts classrooms, galleries, and dance studio.

Additional space will still be needed for instruction, performance, student recreation and exercise, storage for resource materials, and repair and maintenance functions.

Capital Budget Plan

The Center’s capital budget plan is the result of a master planning process undertaken in the spring of 1995 and updated in 1997 and 1999. Master plan projects to be completed:

Description	Status
1. <i>Asset Preservation:</i> Sewer Line	Replace a main branch of the sewer line to eradicate back-up problem.

- 2. *Asset Preservation: East Wing Climate Control Improvements* Partially completed in 2003; Proposed 2006 Funding completes air-conditioning, air quality and ventilation project.
- 3. *Asset Preservation: East Wing Roof* East wing roof replacement.
- 4. *Asset Preservation: Sidewalk and Road Repair* Repair of damaged campus sidewalks and roads.
- 5. *New Theater/Dance Building* Proposed 2011 (new instructional, performance, community spaces)
- 6. *New Student Center* Proposed 2012 (exercise, recreational spaces)
- 7. *New Residence Hall* Proposed 2013 (if greater enrollment is allowed)

planning work, surveys, student and staff design “gaming,” review of existing building plans and other informal feedback.

The master plan has been revised twice since 1995. The master plan process culminated in a strategic document that charts a course of capital improvement and new development for the agency over an extended period of time. It assumes continued programmatic success, increased interest in Center initiatives and opportunities, and optimum capital outcomes. Biennial capital budget requests are based on extensive planning.

Agency Capital Budget Projects Proposed In 2006

	<u>(\$ in Thousands)</u>	
Asset Preservation	\$1,051	2006

Agency Process Used To Arrive At These Capital Requests:

During the past several years, organizational changes within the Center along with constrained capital budgets have curtailed progress on the strategic plan that was created in 1995. With new agency leadership now in place, the Center plans to move beyond asset preservation and refocus on long-term strategic investments that advance the organization's mission. The Center's 2008 capital budget request will reflect this more comprehensive approach.

In the spring of 1995, the Center undertook a master planning process to examine its emerging capital needs in a comprehensive way. Center management felt strongly that planning needed to be guided by those who would actually use the new facilities. The Adams Group was selected to lead the process because of their significant experience in school design and use of a participatory design model driven by the needs of the client. The process was informed by staff interviews, program documents, strategic

Asset Preservation

2006 STATE APPROPRIATION REQUEST: \$1,051,000

AGENCY PROJECT PRIORITY: 1 of 1

PROJECT LOCATION: Perpich Center Campus, Golden Valley

Project At A Glance

- ◆ \$1,051,000 for asset preservation including sewer line replacement, air conditioning, re-roofing of the east half of the main school building, and sidewalk and paving improvements.
- ◆ Anticipated need of approximately \$400,000 in each subsequent biennium to maintain facilities as safe and appropriate places for students to learn.

Project Description

The Center will undertake a variety of asset preservation projects intended to maintain its facilities and advance its mission. Current priority projects include sewer line replacement, air conditioning, re-roofing of the east half of the main school building, and sidewalk and paving improvements. Funding may be reallocated to other asset preservation priorities if project costs change or unanticipated building conditions are discovered.

- ⇒ Sewer Line (\$39,000): There is documented evidence that roots are obstructing a main sewer line from the GAIA Building to the trunk sewer line for the campus. These obstructions require frequent maintenance and indicate that there are penetrations to the lines that may result in further problems and leakage. Under peak usage of the GAIA Building there have been occasions when these obstructions cause the sewer to back up into the basement of the facility. This work would replace the line so that the maintenance and back-up problem is eradicated.
- ⇒ Air conditioning (\$439,000): The east half of the main school building remains void of air conditioning. All work but construction has been

achieved for total project completion. The most recent funding for work in the building resulted in the development of construction documents - but not the necessary funds for actual construction. We are asking that this work be completed using the documents developed in 2004. The work will include a central chiller and necessary piping, which is less costly to operate over the long term, and utilizes infrastructure installed in earlier construction projects. This work would then complete the air conditioning of the major building housing specialized studio classrooms and the library. Among other benefits, project completion would enable the facility to be utilized by the Center for summer youth and teacher professional development programs.

- ⇒ Roof (\$385,000): The roof on the east half of the main school building is beyond its useful life,* has been repeatedly patched, and has several current leaks. The most cost effective time to repair the roof is in conjunction with the air conditioning project. This is because existing roof penetrations will be altered to allow for piping to the new chiller. This work will renew a significant portion of the roof on the Center's main building, thus protecting studio, library, administrative and gallery space from potential damage.
 - ◆ When Inspect, Inc. examined the roof in the spring of 2002, the remaining roof life expectancy was estimated to be approximately three to five years. Extensive patchwork repairs were required in FY 2004, and have been ongoing since.
- ⇒ Sidewalks and Paving (\$188,000): Sidewalk degradation has occurred in numerous locations on this campus between its three principal buildings. There are several areas for paving improvements around parking lots and driveways that have been problematic for delivery vehicles as well as visitors. This work is to focus on areas that are in the worst condition utilizing contracted pricing for such items.

Impact on Agency Operating Budgets (Facilities Notes)

Adding air conditioning to the east half of the main school building will add energy costs. However, the current conditions prevent the year round use of the facility to the fullest extent as well as threaten the holdings of the library. Additionally, since air conditioning currently exists in portions of the facility

Asset Preservation

this work will promote energy efficiency by allowing contiguous air-conditioned airflow in all areas. Roof replacement of the east half of the main school building will result in operating budget savings because we will no longer need to repair and patch leaks in the existing roof. Similarly, operating savings will be generated through sewer line replacement mitigating the need for the periodic clearance of root obstructions.

Previous Appropriations for this Project

- ⇒ In 1998, \$465,000 was allocated for asset preservation improvements on the campus including design and construction of sprinkler systems, demolition of the main entry to the administration/classroom building, foundation repairs, reconstruction of campus roads and parking areas, and replacement of deteriorated sidewalks.
- ⇒ In 2000, the Center received a \$500,000 allocation for asset preservation capital improvements on the campus including design and construction of window replacement, removal of pre-cast panels, installation of walls and insulation, and new water piping.
- ⇒ In the 2002 bonding bill, \$643,000 was allocated to replace air handlers, some ducts, to do some abatement, to improve east wing lighting and ceilings, and to air condition the entire wing. This was not enough funding to do everything; the agency consequently opted to delay the chiller installation component of the project.
- ⇒ In the 2005 bonding bill \$558,000 was allocated for asset preservation. The Center is planning to use \$468,000 for preservation focused on Delta Dormitory mold abatement and related renovation of bathrooms. The legislation also set aside \$90,000 to replace lighting in the theater and to reconstruct the stage for both teaching and performance usage.

Other Considerations

The major reasons for requesting the roof replacement and completion of the air conditioning in the east half of the main building is to prevent health issues related to mold, prevent deterioration of construction infrastructure, stabilize the climate in all areas, and to promote year-round utilization of the facility.

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Governor's Recommendations

The Governor recommends general obligation bonding of \$1.051 million for this project. Also included are budget planning estimates of \$400,000 in 2008 and \$400,000 in 2010.

TOTAL PROJECT COSTS All Years and Funding Sources	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
1. Property Acquisition	0	0	0	0	0
2. Predesign Fees	0	0	0	0	0
3. Design Fees	252	0	0	0	252
4. Project Management	0	64	18	9	91
5. Construction Costs	1,914	946	340	326	3,526
6. One Percent for Art	0	0	0	0	0
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	0	0	0	0
9. Inflation	0	41	42	65	148
TOTAL	2,166	1,051	400	400	4,017

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	2,166	1,051	400	400	4,017
State Funds Subtotal	2,166	1,051	400	400	4,017
Agency Operating Budget Funds	0	0	0	0	0
Federal Funds	0	0	0	0	0
Local Government Funds	0	0	0	0	0
Private Funds	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	2,166	1,051	400	400	4,017

CHANGES IN STATE OPERATING COSTS	Changes in State Operating Costs (Without Inflation)			
	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
Compensation -- Program and Building Operation	0	0	0	0
Other Program Related Expenses	0	0	0	0
Building Operating Expenses	0	0	0	0
Building Repair and Replacement Expenses	0	0	0	0
State-Owned Lease Expenses	0	0	0	0
Nonstate-Owned Lease Expenses	0	0	0	0
Expenditure Subtotal	0	0	0	0
Revenue Offsets	0	0	0	0
TOTAL	0	0	0	0
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS (for bond-financed projects)	Amount	Percent of Total
General Fund	1,051	100.0%
User Financing	0	0.0%

STATUTORY AND OTHER REQUIREMENTS	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
No	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
No	MS 16B.335 (3): Predesign Review Required (by Administration Dept)
Yes	MS 16B.335 and MS 16B.325 (4): Energy Conservation Requirements
No	MS 16B.335 (5): Information Technology Review (by Office of Technology)
Yes	MS 16A.695: Public Ownership Required
No	MS 16A.695 (2): Use Agreement Required
No	MS 16A.695 (4): Program Funding Review Required (by granting agency)
No	Matching Funds Required (as per agency request)
Yes	MS 16A.642: Project Cancellation in 2011