

(\$ in thousands)

Project Title	Rank Fund		Project Requests for State Funds			Gov's Rec	Gov's Planning Estimates	
			2018	2020	2022	2018	2020	2022
Asset Preservation	1	GO	5,365	0	0	4,000	4,000	4,000
Total Project Requests			5,365	0	0	4,000	4,000	4,000
General Obligation Bonds (GO) Total			5,365	0	0	4,000	4,000	4,000

<http://perpich.mn.gov/>

AT A GLANCE

- Authorized by the Legislature in 1985
- Serve teachers in 480 public and charter school districts
- Facilitated development of Minnesota K-12 Academic Standards in the Arts.
- Employ 75 full and part-time teachers and staff
- Work with forty school districts to serve rural teachers
- Center is governed by a statewide board

PURPOSE

The mission of the Perpich Center for Arts Education is to provide all Minnesota students the opportunity to develop and integrate their artistic and academic abilities to their highest potential. We do this by teaching in and through the arts. The agency operates three divisions to accomplish the following:

1. Assist students in having the education and skills needed to achieve their goals. Perpich Center programs in arts education and arts integration address the systemic issues affecting student achievement, including social and personal development, equity and engagement in learning. ^{i, ii}
2. Prepare Minnesota's future workforce with 21st Century skills including creativity, communication, collaboration and critical thinking. These skills result in a better prepared workforce, thus contributing to a thriving economy that encourages business growth and employment opportunities. Another outcome that has emerged as Minnesota's demographics continue to change, is the positive contribution arts education plays in building strong and stable families and communities. Feedback from families points to better home environments and family relationships as children lead efforts to help parents integrate into the school and broader community and conflicts about attendance and discipline are minimized.

STRATEGIES

To accomplish its mission, the Perpich Center for Arts Education programs incorporate the following strategies:

1. **Assuring outreach program impact and sustainability.** For 30 years, Perpich Center has been fostering development of arts education throughout Minnesota schools. We do this through departments that include the Perpich Arts High School and outreach services. A survey commissioned by Perpich Center with funds from the Cultural Arts and Heritage Fund, indicated the following benchmarks. ⁱⁱⁱ
 - 87% of schools have aligned their curriculum with state arts standards
 - Nearly one-half of all high schools include the arts in School Improvement Plans
 - 92% of all schools use licensed arts teachers (full or part-time) as the primary provider of music and visual arts instruction
 - 93% of all schools reported providing student field trips to museums, theaters, musical performances and exhibitions to engage in artistic experiences

Building upon this solid foundation of arts in Minnesota schools and taking into consideration funding and technological parameters, Perpich Center developed a plan of progression in arts education services. Outreach programs were assessed and modified based upon mission, impact, cost, and eliminating duplication of services. Statewide programs and services are offered through Regional Centers that enable local problem-solving and decision-making with Perpich specialist support. Arts Integration Networks with school districts in West Central, Southwest, Northeast, and Southeast Minnesota provide leadership on a variety of special projects and services that continue the growth and support of arts education, and help address issues of equity and student achievement: ^{iv}

- Art area mentorship and curriculum development;
- Advocacy for arts education policies and standards;
- Consulting/planning services for school district decision-makers;

- Advancement of a teacher training center that focuses on cultural competency and the social, emotional and academic growth of adolescents.
2. **Supporting effective schools. Perpich Arts High School** – Perpich Arts High School opened its doors in 1989 and graduated its first class in 1991. It is a statewide, public, residential high school for students in 11th and 12th grades. Students who wish to attend Perpich Arts High School must go through a competitive application and review process. Those accepted have shown artistic promise and a strong commitment to rigorous study in the arts and academics. The school is continuing to provide teacher professional development to align teaching and learning with standards, establish defined student outcomes, and provide for effective teacher support and evaluation. Goals of the school include 100% graduation and 100% college placement.
 3. **Balancing financial and human resources.** As a state agency, Perpich Center operates under a plan of continuous improvement in order to balance financial and human resources as dictated by revenues approved by the legislature. The agency is governed by a 16-member board appointed by the Governor and chosen for their expertise and experience in serving statewide initiatives.
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M.S. 129C.10

ⁱ Vaughn, K., & Winner, E. (2000) SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association. *Journal of Aesthetic Education Framework for 21st Century Learning*. (2011). Partnership for 21st Skills. Retrieved from http://www.p21.org/storage/documents/1...p21_framework_2-pager.pdf.

ⁱⁱ Catterall, J.S., (2002). Involvement in the Arts and Success in Secondary School. In R. Deasey (Ed.), *Critical Links: Learning in the Arts and Student Academic and Social Development* (pp. 68-69).

ⁱⁱⁱ Morrison, R. & Cirillo, P. (2012) *Building a Legacy: Arts Education for all Minnesota students*. Highlights of the Minnesota Arts Education Research Project.

^{iv} Catterall, J., Dumais, S., & Hampden-Thompson, G. (2012) *The Arts and Achievement in At-Risk Youth; Findings from Four Longitudinal Studies*. Retrieved from: <http://arts.gov/publications/arts-and-achievement-risk-youth-findings-four-longitudinal-studies>.

At A Glance

- The Perpich Center was authorized by the legislature in 1985 to foster statewide excellence in arts education for K-12 teachers, students, and school districts.
- The Golden Valley campus encompasses 33 acres of property with primary buildings constructed in the early 1960s. Expansion of the main campus building began in 1998 and a maintenance building was added in 2013.
- The property includes four holding ponds and is considered an integral part of the Bassett Creek Watershed District.
- The campus includes the operation of a statewide high school, residence hall, and foodservice operation.
- Annual evening and weekend traffic for performances, art exhibit openings, workshops, and community events exceeds 4,000 guests.
- The professional services building includes offices, conference rooms, classroom space, and a dance studio for use by teachers, teaching artists and other constituents of the Perpich Center's outreach programs. Annual volume of guests exceeds 800.
- A statewide educational library, located in the professional services building, serves the campus community and approximately 2,500 educators and member of the general public.

Factors Impacting Facilities or Capital Programs

Asset preservation, health and safety, and delivery of education are the primary factors under which capital investment funds are sought. Contributing to the need for improvements are age of the buildings, lack of compliance with current building/regulatory codes, need for updated security of the entire campus, and increased need for services by school district constituents. The management team has revisited the master plan for the agency that was designed to maintain and enhance facilities in order to meet the mission of the Perpich Center and remain in compliance with enabling legislation.

Self-Assessment of Agency Facilities and Assets

We have incorporated priority recommendations made by an external team commissioned by the Department of Administration to assess needs of state agencies. Top priority issues identified by the consultants addressed asset preservation and health and safety. Demands by school districts for additional services and assessment of the number of stakeholders using the Golden Valley campus facilities were also factored into the request for funds.

Agency Process for Determining Capital Requests

Management teams reviewed previous requests; discussed needs in relationship to strategic direction approved by the Perpich Center Board of Directors; conducted an internal, facility-wide assessment with assistance from the Department of Administration Real Estate and Construction Services Division, and initiated studies by outside firms to assess the impact and resolution for identified facility problems.

Major Capital Projects Authorized in 2016 and 2017

Removed asbestos, mold, and other contaminants in the agency library due to moisture coming through exterior wall. Removed all existing fixtures, interior walls and flooring.

Repaired exterior drainage tile and repaired/replaced interior walls and floors in the space that was used for the library and converted to classroom space.

Relocated the library to the professional services building.

Replaced fire alarms and smoke detectors in the professional services building.

Replaced fire alarms and smoke detectors in the dormitory.

Removed asbestos in the main campus building.

Asset Preservation

AT A GLANCE

2018 Request Amount: \$5,365

Priority Ranking: 1

Project Summary: Perpich Center requests \$5,365,000 for asset preservation for ongoing maintenance and repair/replacement of state buildings and building system equipment.

Project Description

Perpich Center requests \$5,365,000 for asset preservation to address deferred maintenance needs. Asset preservation funding allows Perpich Center to maintain the condition of all the buildings located on the Golden Valley campus, including all related building systems, i.e., boilers, air handlers, chillers and elevators.

Project Rationale

Most campus buildings were built in the early to mid 1960s and 1970s 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. Three buildings have been demolished due to asbestos and mold contamination. Perpich currently spends upwards of \$30,000 from our operating budget each year to provide maintenance to buildings that would otherwise not be needed if major improvements can be made.

Project Timeline

The timing of the different asset preservation projects vary.

Other Considerations

School districts have the authority to forward operation, technology and bond referenda. The center must rely on the Governor and state legislature to provide funds for the facility to keep it up-to-date and provide an effective, healthy and safe learning environment for students of the Perpich Arts High School and the statewide teachers we serve at the facility.

Impact on Agency Operating Budgets

None

Description of Previous Appropriations

2014 - \$2,000,000 Asset Preservation

Project Contact Person

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Governor's Recommendation

The Governor recommends \$4 million in general obligation bonds for this request. Also included are budget estimates of \$4 million for each planning period for 2020 and 2022.

Perpich Center for Arts Education

Project Detail

(\$ in thousands)

Asset Preservation

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2018	FY 2020	FY 2022
State Funds Requested				
General Obligation Bonds	\$ 2,000	\$ 5,365	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 2,000	\$ 5,365	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2018	FY 2020	FY 2022
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 0	\$ 0	\$ 0	\$ 0
Design Fees	\$ 0	\$ 0	\$ 0	\$ 0
Project Management	\$ 0	\$ 0	\$ 0	\$ 0
Construction	\$ 0	\$ 5,365	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 0	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 0	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$ 0	\$ 5,365	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2018	FY 2020	FY 2022
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 5,365	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

The following requirements will apply to projects after adoption of the bonding bill.

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	N/A
Has the predesign been submitted to the Department of Administration?	N/A
Has the predesign been approved by the Department of Administration?	N/A
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	N/A
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	N/A
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	N/A
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	N/A
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2022?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 174.93: Guideway Project	
Is this a Guideway Project?	No
Is the required information included in this request?	N/A