

**K-12 Education Budget Division**

Capital Projects  
2006 Session Tracking  
(\$ in thousands)

Agency	Source	Project	Agency Priority	Agency Rec FY 2006	Agcy Planning Est		Gov's Rec FY 2006	Gov's Planning Est		Gov-Agency	Senate File Number	Senate Author	Senate File Request	Div Rec FY 2006	Division Notes	Div Rec-Gov's Rec.
					FY 2008	FY 2010		FY 2008	FY 2010							
1	MDE	MX EFT	ISD No. 707, Nett Lake	1	10,698	0	0	0	0	(10,698)	SF 2579	Bakk	11,000	0		0
2	MDE	GO	ISD No. 38, Red Lake, Multiple Projects	2	55,383	0	0	10,000	0	(45,383)	SF 2668	Skoe	blank	0		(10,000)
3	MDE	GO	ISD No. 709, Duluth, Grant Magnet School	3	1,634	0	0	0	0	(1,634)	SF 2583	Solon	1,634	0	<hrng not req>	0
4	MDE	GO	Library Improvement Grants	4	2,000	0	0	0	0	(2,000)	SF 2693	Sparks	10,000	0		0
5	MDE	GO	ISD No. 279, Osseo, Northwest Hennepin Family Center		0	0	0	0	0	0	SF 474	Scheid	1,500	0		0
6	MDE	GO	City of Minneapolis, MacPhail Music Education Center		0	0	0	0	0	0	SF 2601	Pogemiller	5,000	0		0
7	MDE	GO	ISDs No. 403, Ivanhoe, 404 Lake Benton, Innov. Rural Schl		0	0	0	0	0	0	SF 2936	Kubly	4,000	0		0
8	MDE	GO	ISD No. 495, Grand Meadow, Mono. Dome Door Canopies		0	0	0	0	0	0	SF 3019	Sparks	150	0		0
9	MDE	GO	ISD No. 2937, Cooperative Sec Fac. Prog.		0	0	0	0	0	0	SF 2937	Kubly	10,000	0		0
10			<b>Agency Subtotal</b>		<b>69,715</b>	<b>0</b>	<b>0</b>	<b>10,000</b>	<b>0</b>	<b>(59,715)</b>			<b>43,284</b>	<b>0</b>		<b>(10,000)</b>
11																
12	MSA	GO	Asset Preservation	1	4,509	4,000	4,000	2,509	2,500	2,500	(2,000)	SF 2494	Day	4,509	0	(2,509)
13	MSA	GO	MSAD Frechette Renovation	2	5,557	0	0	5,557	0	0	0	SF 2494	Day	5,557	0	(5,557)
14	MSA	GO	Road and Parking	3	1,525	0	0	0	0	0	(1,525)	SF 2494	Day	1,525	0	0
15	MSA	GO	MSAB Dorm Expansion		0	3,225	0	0	0	0	0			0	0	0
16	MSA	GO	Mott Hall Vocational Renovation		0	2,416	0	0	0	0	0			0	0	0
17	MSA	GO	West Wind Noyes Phase II		0	937	0	0	0	0	0			0	0	0
18	MSA	GO	MSAD Rodman Dining		0	0	6,359	0	0	0	0			0	0	0
19	MSA	GO	MSAD Lauritsen Recreational & Fitness Center		0	0	5,217	0	0	0	0			0	0	0
20	MSA	GO	MSAB Vocational Expansion		0	0	1,257	0	0	0	0			0	0	0
21	MSA	GO	MSAD Garage		0	0	1,034	0	0	0	0			0	0	0
22			<b>Agency Subtotal</b>		<b>11,591</b>	<b>10,578</b>	<b>17,867</b>	<b>8,066</b>	<b>2,500</b>	<b>2,500</b>	<b>(3,525)</b>			<b>11,591</b>	<b>0</b>	<b>(8,066)</b>
23																
24	PCAE	GO	Asset Preservation	1	1,051	400	400	1,051	400	400	0	SF 2943	Kelley	1,051	0	(1,051)
25			<b>Agency Subtotal</b>		<b>1,051</b>	<b>400</b>	<b>400</b>	<b>1,051</b>	<b>400</b>	<b>400</b>	<b>0</b>			<b>1,051</b>	<b>0</b>	<b>(1,051)</b>
26																
27																
<b>28</b>	<b>Total Capital Investment</b>				<b>82,357</b>	<b>10,978</b>	<b>18,267</b>	<b>19,117</b>	<b>2,900</b>	<b>2,900</b>	<b>(63,240)</b>			<b>55,926</b>	<b>0</b>	<b>(19,117)</b>

# Fiscal Status -- Category Sort

Bill Numb	Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
<b>Category Bonding</b>											
474	Scheid	Bonding: Osseo Grant for Northwest Hennepin Family Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2494	Day	Bonding: Minnesota State Academies	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2579	Bakk	Bonding: Nett Lake Maximum Effort School Loan	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2583	Solon	Bonding: Duluth Grant Magnet School Youth & Community Center	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2693	Sparks	Bonding: Library Accessibility & Improvement Grants	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Category Charters</b>											
2776	Olson	Charter School Start-up Aid Restoration for Certain Schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/9/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Category Facilities</b>											

Bill Numb	Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
2845	Skoe	Red Lake Emergency Aid Increase	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	474,000	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<i>Price reflects anticipated verbal amendment</i>											
2867	Clark	Heating & Transportation Fuel Grants	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<i>Model this one</i>											
2937	Kubly	Cooperative Secondary Facilities Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/10/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Category Fund Transfers/Accounting</b>											
2357	Ruud	Northland Community Schools Fund Transfer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/8/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/10/2006	<input checked="" type="checkbox"/>		0	0	197,000	0
2773	Dille	Lester Prairie Fund Transfer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/9/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2858	Wergin	70 Percent on Direct Classroom Expenditures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/9/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2954	Bonoff	School District Consolidated Financial Statement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/10/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Category General Ed</b>											

Bill Numb	Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
2567	Wiger	School districts general education basic revenue formula allowance increase for energy expenditures	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/8/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0
2701	Skoe	General education equity levy, transition levy and referendum equalization levy increases	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/6/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0
2766	Hann	Structural Balance Clarification	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/8/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0
2797	Bonoff ✓	Increasing Equity Revenue	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/9/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0
2822	Pappas ✓	Restoring funding for Certain Pre-Kindergarten Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/9/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0
2855	Ruud	Safe Schools Revenue for Small Schools	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/9/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0
2912	Kelley	Class-Size Reduction Incentive	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/10/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0
<hr/>											
<b>Category</b> General Levy											
2353	Leclair	Indexing School Funding Equalization Factors	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	3/8/2006	<input type="checkbox"/> <input type="checkbox"/>	0	0	0	0	0

Bill Numb	Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
2670	Skoe	School districts equalized debt service levy equalizing factors modification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/8/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Category</b>		<b>Intermediates</b>									
2560	Rest	Intermediate school districts safe schools levy authority	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/8/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/10/2006	<input checked="" type="checkbox"/>		0	0	2,649,000	2,650,000
<b>Category</b>		<b>Local Levy</b>									
2368	Murphy	Red Wing Levy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input checked="" type="checkbox"/>		0	0	158,000	0
<b>Category</b>		<b>Other Programs</b>									
2483	Koering	Schools Mentoring Schools Grants	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	0	0	150,000	150,000	150,000
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2585	Tomassoni	Health & Physical Education Requirements	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2826	Clark	Character Development Revenue	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/9/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Category</b>		<b>Policy</b>									
358	Skoglund	Minneapolis School Board Election	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0

Bill Numb	Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy?	Bill Aid Bill Levy				
				Req'd/Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
625	Koering	Little Falls: Alley System for At-Large School Board Member Election	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
1839	Limmer	Elk River Election to Form Two Separate Districts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/8/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2610	Day	Interpreter Requirements for Deaf Students	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2894	Limmer	Elk River Election to Form Two Separate School Districts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/9/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2961	Hann	Repealing Contract Deadline Penalty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/10/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2962	Hann	Education Access Grants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/10/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Category Professional Development</b>											
2764	Hann	Teacher Training for Qualified Professionals	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2908	Kelley	PCAE Participation in Q Comp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/10/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0

Bill Numb	Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
<b>Category Special Education</b>											
2588	Pogemiller	Reporting Special Education Litigation Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2744	Stumpf	Special education program growth factors modification and appropriation increases	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/8/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
2967	Hann	Burden of Proof in Special Education Due Process Hearings	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<b>Total Aid Impact:</b>							0	474,000	150,000	150,000	150,000
<b>Total Levy Impact:</b>								0	0	3,004,000	2,650,000

Senator Bakk introduced-

S.F. No. 2579: Referred to the Committee on Finance.

A bill for an act relating to capital improvements; authorizing the issuance of state bonds; providing for a maximum effort capital loan to Independent School District No. 707, Nett Lake, for school construction costs and related improvements; appropriating money.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. MAXIMUM EFFORT SCHOOL LOAN, NETT LAKE.

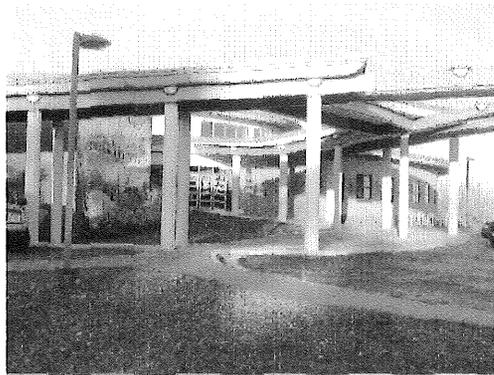
Subdivision 1. Appropriation. \$11,000,000 is appropriated from the maximum effort school loan fund for a capital loan to Independent School District No. 707, Nett Lake, as provided in Minnesota Statutes, sections 126C.60 to 126C.72, for construction and renovation costs and related improvements to the district's kindergarten through grade 6 facilities.

Subd. 2. Maximum effort school loan fund. To provide the money appropriated in this act from the maximum effort school loan fund, the commissioner of finance shall sell and issue bonds of the state in an amount up to \$11,000,000 in the manner, upon the terms, and with the effect prescribed by Minnesota Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution, article XI, sections 4 to 7. The proceeds of the bonds, except accrued interest and any premium received on the sale of the bonds, must be credited to a bond proceeds account in the maximum effort school loan fund.

Sec. 2. EFFECTIVE DATE.

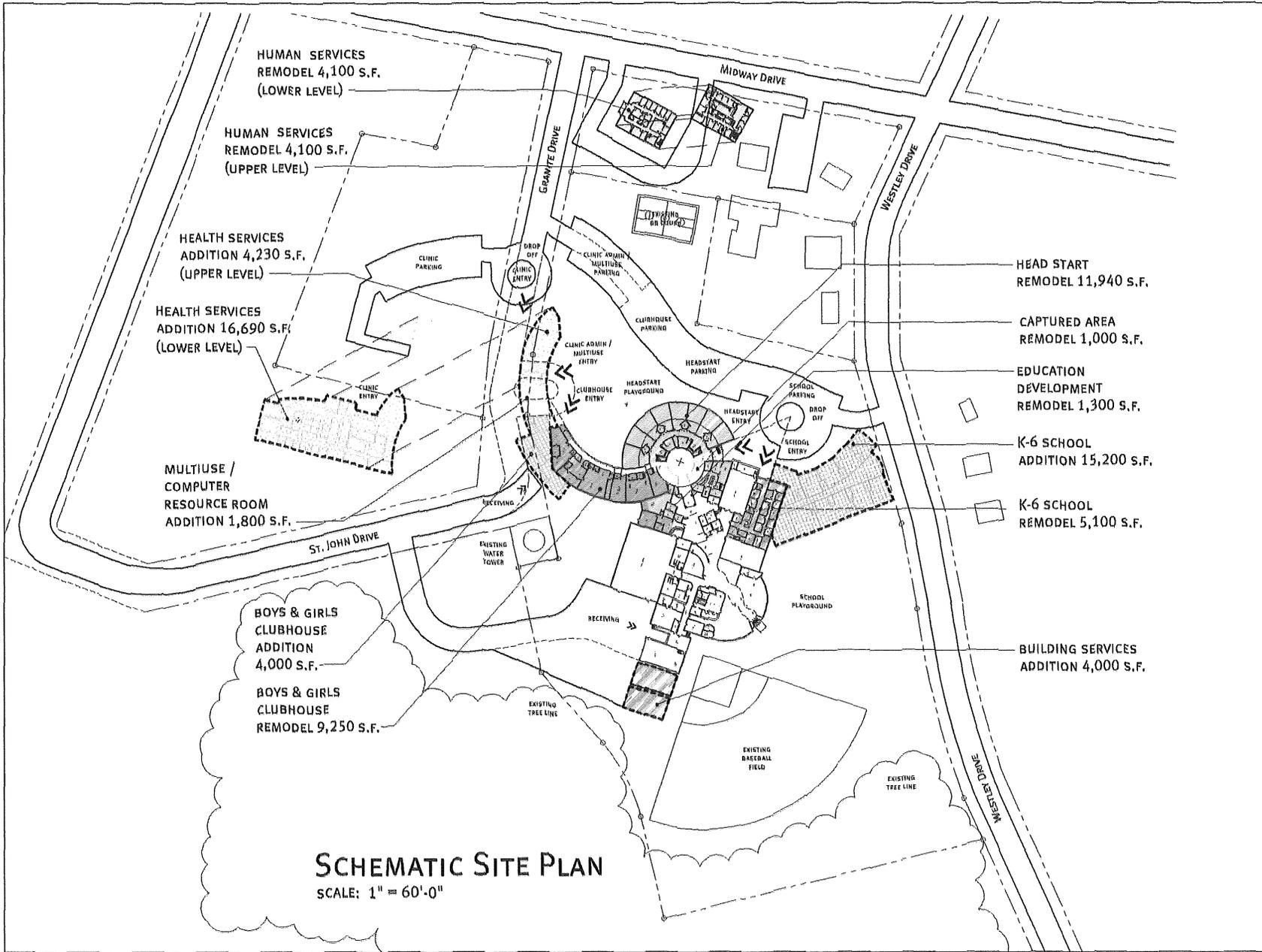
This act is effective the day following final enactment.

## THE PROJECT



- **New K-6 Addition**
- **Remodel to Expand Headstart**
- **Remodel for a new Community Resource Center**
- **New Health Services Building Addition**
- **Relocate Human Services to the Health Services Building**
- **Remodel for New Educational Development**
- **Upgrade campus mechanical systems.**
- **Upgrade health, safety and building security systems.**
- **New addition for Building Services and Storage.**

**NETT LAKE SCHOOLS**



**SCHEMATIC SITE PLAN**  
SCALE: 1" = 60'-0"

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**NETT LAKE SCHOOLS**

NETT LAKE, MINNESOTA

project # 05055  
date March 1, 2006  
file name  
designed by  
checked by  
scale 1"  
sheet date

This schematic site plan, coordination of project was prepared by me or under my direct supervision and that I am a duly Licensed Architect under the laws of the State of Minnesota.

client name  
date

**SCHEMATIC SITE PLAN**

sheet  
date  
number

**A1**



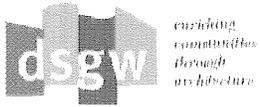
## THE PROJECT



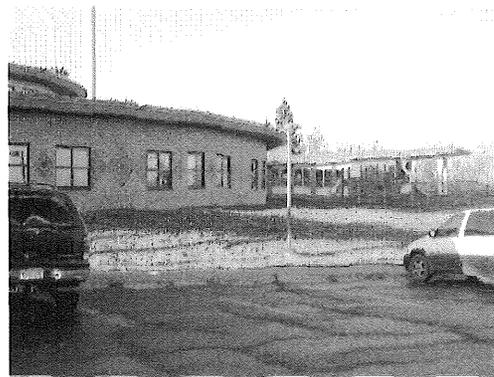
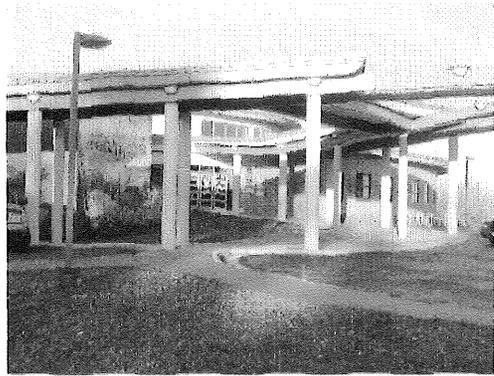
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**NETT LAKE SCHOOLS**

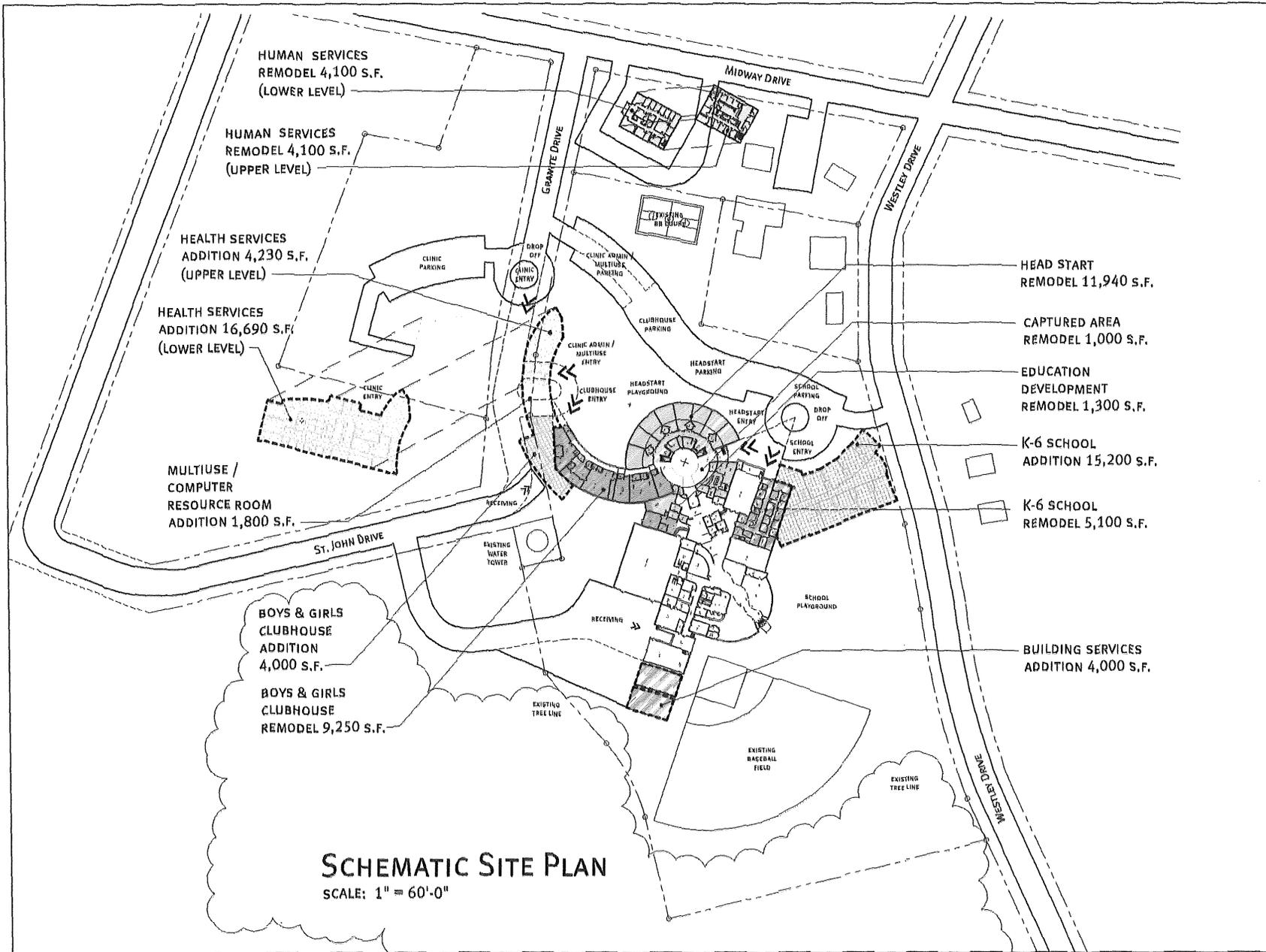


## THE PROJECT



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**NETT LAKE SCHOOLS**



**SCHEMATIC SITE PLAN**  
SCALE: 1" = 60'-0"

**NETT LAKE SCHOOLS**

NETT LAKE, MINNESOTA

proj # 05055  
 date March 1, 2006  
 file name  
 drawing  
 checked by  
 notes  
 desc #  
 rev date

I hereby certify that this plan, specification or contract was prepared by me or under my direct supervision and that I am a duly licensed architect under the laws of the State of Minnesota.

signature

sheet number date

**SCHEMATIC SITE PLAN**

sheet  
 title  
 number

**A1**

## Nett Lake Facility Construction

**2006 STATE APPROPRIATION REQUEST:** \$10,698,000

**AGENCY PROJECT PRIORITY:** 1 of 4

**PROJECT LOCATION:** Nett Lake

**Project At A Glance**

- ◆ \$10.698 million in the 2006 session to fund additions and renovations to district facilities.
- ◆ Provide additional Head Start/Daycare/Elementary spaces and renovate existing space to accommodate enrollment growth.
- ◆ Provide collocation of medical services for students and community members.

**Project Description**

The Department of Education requests funding through the education capital loan program to support the Nett Lake Independent School District in providing additions and renovations to the district facility that currently includes collocated space for the Head Start program, daycare services, out-of-school youth services, and medical services. These additions and renovations will result in increased quality of services to children and the community. The Nett Lake Independent School District provided review and comment information on the proposed projects to the Department of Education prior to June 30. The Department of Education has evaluated and approved the proposed project based on the review and comment criteria.

This project builds upon the success of a 1993 collaborative effort that included collocation of the Head Start program, daycare services, youth center, human services, and tribal education services. The collaborative services concept has been extremely successful in the community. This success along with population growth has led to full utilization of the facility. Currently, lack of space is a deterrent to program maintenance and expansion.

Building additions/renovations are planned for the Head Start, daycare, youth programs, and K-6 education spaces. Building security will be addressed through evaluation of current building access and the creation of controlled entry to education and early childhood spaces. The human services program will be relocated to another site and the area the program currently uses will be renovated and expanded to house a community medical clinic. The clinic will join with the school district in working to address the high incidence of diabetes in the student and community population through an education program emphasizing regular physical activity and healthy diet.

Of the total estimated project cost of \$11 million, the local district contribution calculated according to M.S. 126C.69, subd. 9, is approximately \$.302 million and the capital loan request is \$10.698 million. The school district has applied for two federal grants totaling \$5 million and is seeking additional funding of approximately \$.3 million. The federal grant applications are for \$3 million under the Impact Aid Program, Discretionary Construction Program, Section 8007(b), and \$2 million under the Indian Health Service, Small Ambulatory Program. If the district is awarded all the grants, the state capital loan request would decrease to \$5.398 million. Since receipt of these funds is uncertain, the Department of Education is currently seeking the full amount required to fund the project after applying the local contribution required under the capital loan program.

**Impact on Agency Operating Budgets (Facilities Notes)**

There is no effect on the Department of Education operating budget resulting from this request.

District operating costs will increase due to increases in staffing and maintenance costs will increase due to expansion of square footage. District revenue projections show revenues sufficient to absorb the additional costs.

**Previous Appropriations for this Project**

The 1993 Legislature approved a capital loan of \$7.967 million for remodeling of and an addition to the current Nett Lake facility. Of this amount, \$5 million was provided in the 1993 session, and the remainder in the 1994 session.

**Nett Lake Facility Construction****Other Considerations**

While funding for school facilities is viewed as primarily a local responsibility, the Nett Lake Independent School District has very low property values. Even with state assistance through the debt service equalization program, the district cannot fund capital projects through local levies. A measure commonly used to compare school district ability to raise funds through property taxes is the adjusted net tax capacity (ANTC) per pupil unit. In the 2005 Payable 2006 levy cycle, the Nett Lake 2004 ANTC per FY 2004 adjusted pupil unit was \$403.26. For all districts, the median value per pupil unit was \$4,769.

The Nett Lake Independent School District serves E-6 students at the current facility. Students in grades 7-12 are served in the St. Louis County School District under an agreement for secondary education (M.S. 123A.30).

Student enrollment since the 1993-94 school year, has increased by approximately 75 percent. The population of the community has increased as tribal members have moved back to the community, and the need for early childhood services has increased dramatically.

**Project Contact Person**

Audrey Bomstad  
Department of Education  
1500 Highway 36 West  
Roseville, Minnesota 55113  
Phone: (651) 582-8793  
Fax: (651) 582-8878  
E-mail: [audrey.bomstad@state.mn.us](mailto:audrey.bomstad@state.mn.us)

**Governor's Recommendations**

The Governor does not recommend capital funds for this project.

<b>TOTAL PROJECT COSTS All Years and Funding Sources</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
1. Property Acquisition	7,972	0	0	0	7,972
2. Predesign Fees	0	30	0	0	30
3. Design Fees	0	314	0	0	314
4. Project Management	0	107	0	0	107
5. Construction Costs	0	8,781	0	0	8,781
6. One Percent for Art	0	81	0	0	81
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	724	0	0	724
9. Inflation	0	964	0	0	964
<b>TOTAL</b>	<b>7,972</b>	<b>11,001</b>	<b>0</b>	<b>0</b>	<b>18,973</b>

<b>CAPITAL FUNDING SOURCES</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
State Funds :					
G.O Bonds/State Bldgs	7,967	10,698	0	0	18,665
<b>State Funds Subtotal</b>	<b>7,967</b>	<b>10,698</b>	<b>0</b>	<b>0</b>	<b>18,665</b>
Agency Operating Budget Funds	0	0	0	0	0
Federal Funds	0	0	0	0	0
Local Government Funds	5	302	0	0	307
Private Funds	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL</b>	<b>7,972</b>	<b>11,000</b>	<b>0</b>	<b>0</b>	<b>18,972</b>

<b>CHANGES IN STATE OPERATING COSTS</b>	<b>Changes in State Operating Costs (Without Inflation)</b>			
	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

<b>SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS</b> (for bond-financed projects)	<b>Amount</b>	<b>Percent of Total</b>
General Fund	10,698	100.0%
User Financing	0	0.0%

<b>STATUTORY AND OTHER REQUIREMENTS</b>	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
Yes	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
Yes	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
Yes	MS 16A.695 (4): Program Funding Review Required (by granting agency)
Yes	Matching Funds Required (as per agency request)
Yes	MS 16A.642: Project Cancellation in 2011

## Red Lake Facility Construction

**2006 STATE APPROPRIATION REQUEST:** \$55,383,000

**AGENCY PROJECT PRIORITY:** 2 of 4

**PROJECT LOCATION:** Red Lake

**Project At A Glance**

- ◆ \$55.383 million to fund additions and renovations to district K-12 facilities.
- ◆ Renovate substandard facilities to promote student achievement.
- ◆ Provide additional education space due to projected enrollment growth.
- ◆ Provide program specific space for special education, vocational, and other specialty programming.
- ◆ Request is based on short-term and long-term planning to bring all district facilities to current education standards.

**Project Description**

The Department of Education requests funding through the education capital loan program to support the Red Lake Independent School District in bringing district facilities up to current education standards. These funds will be used by the district for the following projects.

- ⇒ Continued renovation of and addition to the Red Lake High School and Red Lake Middle School including renovation for specialty curriculum for Technology Education, Vocational Education, Physical Education, cafeteria/commons, kitchen, community education spaces, and administrative offices, and additions for general classrooms. In addition, the heating plant and piping for both schools will be upgraded. Portions of the building where mold growth is an issue will be replaced.
- ⇒ Addition of elementary classrooms to accommodate increased enrollment and addition of a building segment that will link the Red Lake Elementary School and the Early Childhood Learning Center.

- ⇒ Addition of a Media Center and a Head Start Center at the Ponemah Elementary School, along with site improvements that will add parking, improve bus drop-off, and expand playground facilities.

The Red Lake Independent School District provided review and comment information on the proposed projects to the Department of Education. The projects were approved based on the review and comment criteria and district voters approved borrowing funds through the capital loan program in a November 8 election.

Of the total project cost of \$55.450 million, the local district contribution calculated according to M.S. 126C.69, subd. 9, is approximately \$67,000 and the capital loan request is \$55.383 million.

In addition, the district plan includes a \$899,000 expansion and renovation of the school bus center. The capital loan program does not allow use of state funds for this purpose, and the district will fund this from another source. This amount is not included in the capital loan request.

The Red Lake Independent School District recognized the need for a facility plan as they experienced increasing enrollments in crowded, deteriorated and unhealthy facilities. The district completed long-term facilities planning prior to the 2004 legislative session with the goal of determining and prioritizing district facility needs and outlining a plan to bring all district facilities up to current education standards.

The school district is using funding provided by the 2005 legislature to convert the current high school facility to house middle school students. A portion of the current funding request will be used to convert the current middle school (originally constructed as an elementary school) to house the high school, area learning center, and vocational center. Both sites lack space for specialty classrooms and require modernization. The cafeteria and kitchen addition will serve both middle and high school students. The new heating plant/air handling units will not only be sized to adequately serve the entire facility, but will also help resolve issue of mold growth in the current middle school facility.

## Red Lake Facility Construction

The classroom additions at the Red Lake Elementary School will accommodate increased enrollments. The additions linking the Early Childhood Center to the Red Lake Elementary School will allow sharing of services and make both facilities more useful.

**Impact on Agency Operating Budgets (Facilities Notes)**

There is no effect on the Department of Education operating budget resulting from this request.

District operating costs will increase slightly primarily due to increases in staffing. There will be small increases in maintenance costs due to increased square footage. District revenue projections show revenues sufficient to absorb the additional costs.

**Previous Appropriations for this Project**

1992	\$10 million	Construction of Red Lake Elementary School and addition to Red Lake Middle School
2000	\$11.166 million	Construction of Red Lake Early Childhood Center and Additions to Ponemah Elementary and Middle School
2002	\$12.4 million	Additions and Renovations – Red Lake High School, Early Childhood Center, Red Lake and Ponemah Elementary Schools
2005	\$18 million	Construction of new middle school facilities and renovation of existing high school

**Other Considerations**

While funding for school facilities is viewed as primarily a local responsibility, the Red Lake Independent School District has extremely low property values and very little private ownership of land as most of the land is owned in common by Red Lake Tribal members. Even with state assistance through the debt service equalization program, the district cannot fund capital projects through local levies. A measure commonly used to compare school

district ability to raise funds through property taxes is the adjusted net tax capacity (ANTC) per pupil unit. In the 2005 Payable 2006 levy cycle, the Red Lake 2004 ANTC per FY 2004 adjusted pupil unit was \$6.64. For all districts, the median ANTC per adjusted pupil unit was \$4,769.

District enrollment has increased in the last ten years by 20 percent. The district is experiencing population growth as many members of the Red Lake Tribe are moving back to the Red Lake area. District management projects continued enrollment growth. New housing development is occurring and desirable housing is available for returning tribal members. The housing development has waiting lists in spite of continued construction. Estimates of student enrollment growth assume that new and renovated facilities allowing expanded educational programming will draw some of the approximately 11.5% of resident students who currently open enroll to other public school districts back to the Red Lake Schools.

The Red Lake School District management and the Red Lake community recognize the importance of a stable and healthy school environment to children in an economically and socially depressed community. The current crowded and deficient facilities do not provide a safe and healthy environment that is conducive to learning and supportive to children.

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**Governor's Recommendations**

This project's scope needs further examination. At this time, the Governor recommends general obligation bonding of \$10 million for this project. The administration will work with the school district to come to common ground on the amount of funding needed.

<b>TOTAL PROJECT COSTS All Years and Funding Sources</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
1. Property Acquisition	51,767	0	0	0	51,767
2. Predesign Fees	0	93	0	0	93
3. Design Fees	0	4,324	0	0	4,324
4. Project Management	0	4,616	0	0	4,616
5. Construction Costs	0	37,827	0	0	37,827
6. One Percent for Art	0	100	0	0	100
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	1,895	0	0	1,895
9. Inflation	0	6,595	0	0	6,595
<b>TOTAL</b>	<b>51,767</b>	<b>55,450</b>	<b>0</b>	<b>0</b>	<b>107,217</b>

<b>CAPITAL FUNDING SOURCES</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
State Funds :					
G.O Bonds/State Bldgs	51,566	55,383	0	0	106,949
<b>State Funds Subtotal</b>	<b>51,566</b>	<b>55,383</b>	<b>0</b>	<b>0</b>	<b>106,949</b>
Agency Operating Budget Funds	0	0	0	0	0
Federal Funds	0	0	0	0	0
Local Government Funds	201	67	0	0	268
Private Funds	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL</b>	<b>51,767</b>	<b>55,450</b>	<b>0</b>	<b>0</b>	<b>107,217</b>

<b>CHANGES IN STATE OPERATING COSTS</b>	<b>Changes in State Operating Costs (Without Inflation)</b>			
	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

<b>SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS</b> (for bond-financed projects)	<b>Amount</b>	<b>Percent of Total</b>
General Fund	55,383	100.0%
User Financing	0	0.0%

<b>STATUTORY AND OTHER REQUIREMENTS</b>	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
Yes	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
Yes	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
Yes	MS 16A.695 (4): Program Funding Review Required (by granting agency)
Yes	Matching Funds Required (as per agency request)
Yes	MS 16A.642: Project Cancellation in 2011

## Grant School Collaborative Project

**2006 STATE APPROPRIATION REQUEST:** \$1,634,000

**AGENCY PROJECT PRIORITY:** 3 of 4

**PROJECT LOCATION:** Duluth

**Project At A Glance**

- ◆ Provides \$1.634 million for building addition and remodeling.
- ◆ Provides an appropriate facility for an established program operating after school and out-of-school hours with needs for adequate space.
- ◆ Youth and community programming operated by a collaborative with broad input and support from public and private partnerships.

**Project Description**

The Department of Education requests \$1.634 million for predesign, design, remodeling, and construction of an addition to, of the Grant Magnet School in Duluth Independent School District. This project will provide appropriate space for a successful after school and out-of-school program supporting the student education program. This new facility would create a youth and community center operated by the Grant Community School Collaborative, which would provide a seamless transition for students between school day and after-school enrichment programs as well as space for family resource fairs and community events.

The school facility has been well-maintained by the school district; however, the original construction and a 1992 addition did not anticipate extended day and year use. The gymnasium and cafeteria, in particular, are undersized for use in extended day and year programming for students and community residents. The current gymnasium accommodates 25 students for physical education or after school programming and does not include a stage for performance, or shower facilities. The small size is unsuitable for upper elementary and older students. The cafeteria area is small and seating is not adequate for students and parents for community meals.

This grant will fund new construction of a 7,000 square foot multipurpose room that will include a stage for youth, community and family performances as well as a 1,000 square foot storage space. It also includes remodeling the existing gym to accommodate additional cafeteria seating and extended and school day program space. These rooms will be large enough to accommodate adults, family groups, or larger numbers of children for a variety of educational and recreational activities.

While youth programs are currently offered at the school by the Grant Community School Collaborative, available indoor spaces at the school are not adequate, and programming is limited both in the number of children who can be served and the scope of programs that can be offered.

The new construction and remodeling will provide the Grant Community School Collaborative the opportunity to continue and expand the award-winning and research-based programming that has had a positive impact on student achievement, student attendance, and community development. Goals of the extended day and year programming are to support youth, families and residents of the neighborhood; increase school attendance and academic achievement; offer a variety of academic, social, and cultural enrichment programs for youth and families; develop youth, parental, and civic engagement and leadership; and increase the developmental assets of youth. Both research and program evaluations show that this model increases school attendance, supports students with skills necessary to pass the basic state standards, and strengthens academically supportive behaviors.

**Impact on Agency Operating Budgets (Facilities Notes)**

There is no impact on the Department of Education operational budget associated with this proposal. The school district and the Grant School Collaborative will address any additional maintenance costs.

**Previous Appropriations for this Project**

This project was awarded a \$900,000 Youth Enrichment Grant in 2000, however, the project was delayed and the funding was eliminated as a part of the 2003 unallotment process prior to execution of the contract.

**Grant School Collaborative Project**

The Governor recommended \$1.157 million in funding for this project in his 2005 capital budget but it was not included in the bill passed by the legislature.

**Other Considerations**

The Grant Magnet School is a 21<sup>st</sup> Century Community Learning Center. It is located in Duluth's East Hillside neighborhood, a high density, high poverty, racially mixed area of high need with few community services available. The area has a high percentage of rental housing and a mobile population. The student population is comprised of 49% minority populations, 78% of the student population qualifies for free or reduced price lunches, and 20% receive special education services. Summer food programs are provided to help parents in providing adequate nutrition for their children during months when school is not in session. A combination of very busy streets and limited access to personal and public transportation makes it difficult for residents, especially youth, to participate in programs or activities outside of the neighborhood and the school is a natural focal point for the community.

The East Hillside community includes many families with multiple stress factors whose children benefit greatly from safe, structured, and supervised educational/recreational after-school and summer programs. These programs extend school day curriculum into after-school and summer programs, during the hours many parents are at work. Parents and other community members also benefit from intergenerational activities that provide a sense of belonging to and contributing to a community, as well as programs for basic life skills that strengthen families, develop civic involvement, and promote intercultural appreciation and experiences.

Programming in the renovated facility will be coordinated by the Grant Community School Collaborative, which is a 510(c)3 nonprofit corporation. Membership includes the College of St. Scholastica, Duluth Public Schools, Duluth Public Schools Community Education, Duluth Headstart, East Hillside Patch Grass Roots Community Development Agency, East Hillside Community Club, the Grant Magnet School PTA, and YWCA of Duluth.

Programs offered are based on the tenet that what happens outside the classroom is as important to student success as what happens in the classroom and that a successful school reform model uses the family and

community as a resource to support student success. Former President Carter awarded the Grant Community School Collaborative the inaugural Minnesota Carter Partnership Award in 2004 for their work on connecting colleges to the Grant School Community.

Because research indicates that students who live in poverty tend to lag behind others in social, academic, and communications skills, programs focus on using the arts to teach reading, science, and life skills. The Getty Education Institute notes that arts participation makes a significant difference to students from low-income families in developing communication skills and can be correlated to success in math and reading, all skills necessary for success in school as well as in life.

**Project Contact Person**

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**Governor's Recommendations**

The Governor does not recommend capital funds for this project.

**Education, Department of**  
**Grant School Collaborative Project**

**Project Detail**  
**(\$ in Thousands)**

<b>TOTAL PROJECT COSTS All Years and Funding Sources</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
1. Property Acquisition	0	0	0	0	0
2. Predesign Fees	0	0	0	0	0
3. Design Fees	0	120	0	0	120
4. Project Management	0	8	0	0	8
5. Construction Costs	0	1,167	0	0	1,167
6. One Percent for Art	0	10	0	0	10
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	195	0	0	195
9. Inflation	0	134	0	0	134
<b>TOTAL</b>	<b>0</b>	<b>1,634</b>	<b>0</b>	<b>0</b>	<b>1,634</b>

<b>CAPITAL FUNDING SOURCES</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
State Funds :					
G.O Bonds/State Bldgs	0	1,634	0	0	1,634
<b>State Funds Subtotal</b>	<b>0</b>	<b>1,634</b>	<b>0</b>	<b>0</b>	<b>1,634</b>
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
<b>TOTAL</b>	<b>0</b>	<b>1,634</b>	<b>0</b>	<b>0</b>	<b>1,634</b>

<b>CHANGES IN STATE OPERATING COSTS</b>	<b>Changes in State Operating Costs (Without Inflation)</b>			
	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

<b>SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS</b> (for bond-financed projects)	<b>Amount</b>	<b>Percent of Total</b>
General Fund	1,634	100.0%
User Financing	0	0.0%

<b>STATUTORY AND OTHER REQUIREMENTS</b>	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
Yes	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
Yes	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
Yes	MS 16A.695 (2): Use Agreement Required
Yes	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

## Library Improvement Grants

**2006 STATE APPROPRIATION REQUEST:** \$2,000,000

**AGENCY PROJECT PRIORITY:** 4 of 4

**PROJECT LOCATION:**

**Project At A Glance**

- ◆ \$2 million in the 2006 session to fund disabled access and library renovation/construction under M.S. 134.45.

**Project Description**

The Department of Education requests \$2 million to fund competitive library accessibility, renovation and construction for public library improvement grants under M.S. 134.45. This statute was amended in the 2005 legislative session to expand the grant program from accessibility grants requiring a 50% local match to include grants for renovation, expansion, or construction of library facilities. For purposes of this program, public libraries include regional public library systems, regional library districts, cities, and counties operating libraries.

The American with Disabilities Act (ADA) mandates that buildings newly constructed or remodeled after January 26 1992, must be accessible to all citizens. Grants provide funding to enable public libraries to remove architectural barriers either as a unique project or as a part of remodeling or renovation.

Renovation, expansion and construction grants will allow local libraries to renew or replace deteriorated and deficient facilities with the goal of providing improved services to the public. As of January 2005, local needs assessments identified construction projects totaling over \$100 million.

**Impact on Agency Operating Budgets (Facilities Notes)**

This request will have no impact on the Department of Education operating budget. Current staff is involved in the grant evaluation and approval process, and in traveling to grantee sites when necessary.

**Previous Appropriations for this Project**

Since the inception of the Library Accessibility Grant Program in 1994, the following amounts have been provided by the legislature.

1994	\$1 million
1996	\$1 million
1998	\$1.5 million
2000	\$1 million
2003	\$1 million
2005	\$1 million

**Other Considerations**

Many libraries throughout the state need to address issues of accessibility and renovation or replacement. The competitive grant process assures equitable distribution of funds based on objective criteria. Application of criteria by state review committee ensures the facility will meet current and future need based on national standards and coordination with regional and statewide needs. If requests for funding exceed the amount of money available, those libraries with the most critical needs are given higher priority through a rating process.

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**Governor's Recommendations**

The Governor does not recommend capital funds for this project.

**Education, Department of**  
**Library Improvement Grants**

**Project Detail**  
 (\$ in Thousands)

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	0	0	0	0	0
4. Project Management	0	0	0	0	0
5. Construction Costs	9,750	2,000	0	0	11,750
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	0	0	0	0
<b>TOTAL</b>	<b>9,750</b>	<b>2,000</b>	<b>0</b>	<b>0</b>	<b>11,750</b>

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS (for bond-financed projects)	Amount	Percent of Total
General Fund	2,000	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.	
Yes	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
Yes	MS 16B.335 (3): Predesign Review Required (by Administration Dept)
Yes	MS 16B.335 and MS 16B.325 (4): Energy Conservation Requirements
Yes	MS 16B.335 (5): Information Technology Review (by Office of Technology)
Yes	MS 16A.695: Public Ownership Required
Yes	MS 16A.695 (2): Use Agreement Required
Yes	MS 16A.695 (4): Program Funding Review Required (by granting agency)
Yes	Matching Funds Required (as per agency request)
Yes	MS 16A.642: Project Cancellation in 2011

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	6,500	2,000	0	0	8,500
<b>State Funds Subtotal</b>	<b>6,500</b>	<b>2,000</b>	<b>0</b>	<b>0</b>	<b>8,500</b>
Agency Operating Budget Funds	0	0	0	0	0
Federal Funds	0	0	0	0	0
Local Government Funds	3,250	1,000	0	0	4,250
Private Funds	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL</b>	<b>9,750</b>	<b>3,000</b>	<b>0</b>	<b>0</b>	<b>12,750</b>

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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

**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.

<b>TOTAL PROJECT COSTS All Years and Funding Sources</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>2,166</b>	<b>1,051</b>	<b>400</b>	<b>400</b>	<b>4,017</b>

<b>CAPITAL FUNDING SOURCES</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
State Funds :					
G.O Bonds/State Bldgs	2,166	1,051	400	400	4,017
<b>State Funds Subtotal</b>	<b>2,166</b>	<b>1,051</b>	<b>400</b>	<b>400</b>	<b>4,017</b>
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
<b>TOTAL</b>	<b>2,166</b>	<b>1,051</b>	<b>400</b>	<b>400</b>	<b>4,017</b>

<b>CHANGES IN STATE OPERATING COSTS</b>	<b>Changes in State Operating Costs (Without Inflation)</b>			
	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

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

<b>STATUTORY AND OTHER REQUIREMENTS</b>	
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

**Asset Preservation**

**2006 STATE APPROPRIATION REQUEST:** \$4,509,000

**AGENCY PROJECT PRIORITY:** 1 of 3

**PROJECT LOCATION:** Minnesota State Academies Campuses, Faribault

**Project At A Glance**

Minnesota State Academies (MSA) Asset Preservation

◆ Sidewalk Replacement	both campuses	\$85,000
◆ Road Repair	both campuses	\$100,000
◆ Tunnel Repair	MSAD	\$345,000
◆ Drainage System	Mott Hall	\$250,000
◆ Roof Replacement	Smith Hall	\$540,000
◆ Roof Replacement	Quinn Hall	\$540,000
◆ Building Preservation	Pollard Hall	\$2,000,000
◆ HVAC System	Noyes Hall	\$649,000

**Project Description**

The MSA for the Deaf and the Blind are requesting \$4.5 million for asset preservation at both campuses. The MSA is a small agency with 15 major buildings that were constructed between 1890 and 1983. While the buildings continue to serve deaf or blind students, maintenance repairs are necessary to preserve the facilities. Funding is needed to meet code requirements and address deferred maintenance issues that cannot be financed with other sources. High priorities include roof, door and window replacements, air quality, and installation of fire protection systems. The need for this project results from the use of the MSA facilities to provide legally mandated programs for deaf and blind students, deferred maintenance, changes in life/safety regulations, and the aging of the building materials and systems.

First occupied in September of 1938 as a dormitory for Minnesota State Academy for the Deaf's (MSAD's) youngest children, Pollard Hall has since been home to a variety of programs and services. In recent years the role of this building in the mission of the MSA has been mixed and varied. As a state asset, Pollard Hall is structurally sound and should be preserved. The foundation and walls are solid, all the areas have been sprinkled and with new windows, accessibility upgrades and an HVAC system, this building will be useful for many years to come.

Presently we have a program need for deaf students with mental health issues and Pollard Hall is the logical place for this program to be housed. In collaboration with other state agencies, including the departments of Human Services and Education, MSAD would provide the educational services for this program and the Volunteers of America would provide the treatment piece. An inpatient program at Pollard Hall would serve up to 16 students.

Inpatient services are nonexistent and unavailable to our deaf children in Minnesota. The Volunteers of America presently send a mental health specialist to our campus on a weekly basis to meet with students who need outpatient services. While this is an improvement over no services at all, we see a dire need for an inpatient treatment program for deaf children in the Midwest. Certainly we would serve our Minnesota children first, but we also believe we would have requests for services from our neighboring states in the Midwest.

Noyes Hall which is a historic building built on the MSAD campus in 1904 has been recently renovated in both its east and west wings. The remaining area to be renovated is the auditorium. Within this space we are requesting \$649,000 for a new HVAC system. This is necessary to complete the building's HVAC system so as not to compromise the energy efficiency of the auditorium space.

The current level of repair and replacement funding available in the MSA operating budget cannot meet these asset preservation needs.

Failure to address these needs in a timely fashion will lead directly to the deterioration of the physical plant, additional expense to the state, safety hazards, and energy inefficient buildings. Benefits for completing the

**Asset Preservation**

projects include safer and improved facilities to provide educational services to students and to local education districts throughout Minnesota.

The Minnesota State Academy for the Blind and the MSAD contribute to educational options available to school districts. Programs provided by the Academies are either not available or too expensive for local school districts. The goal of the Academies is to produce self-sufficient and productive citizens and includes both the core curriculum like that provided by any public school and disability-specific curriculum required by students to gain access to their learning environments.

**Impact on Agency Operating Budgets (Facilities Notes)**

There will be no significant impact on operating costs as a result of these improvements.

**Previous Appropriations for this Project**

Asset Preservation in 2002	\$2.06 million
Asset Preservation in 2005	\$4.2 million

The MSA received \$4.2 million in asset preservation monies in 2005. This included three air quality projects, asbestos removal, a fire protection project, chiller replacement, and a roof replacement.

**Other Considerations**

Addressing these needs would assist the Academies in becoming more proactive regarding long-range planning, instead of focusing on inefficient short-term fixes to problems. The requested funding will assist the Academies in addressing many long deferred but important maintenance concerns which do not fall within the limits of other funding available to the MSA.

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**Governor's Recommendations**

The Governor recommends general obligation bonding of \$2.509 for asset preservation projects, not to include the Pollard Hall renovation. Also included are budget planning estimates of \$2.5 million in 2008 and \$2.5 million 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	0	0	0	0	0
4. Project Management	0	0	0	0	0
5. Construction Costs	0	4,509	4,000	4,000	12,509
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	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>4,509</b>	<b>4,000</b>	<b>4,000</b>	<b>12,509</b>

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	0	4,509	4,000	4,000	12,509
<b>State Funds Subtotal</b>	<b>0</b>	<b>4,509</b>	<b>4,000</b>	<b>4,000</b>	<b>12,509</b>
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
<b>TOTAL</b>	<b>0</b>	<b>4,509</b>	<b>4,000</b>	<b>4,000</b>	<b>12,509</b>

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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	4,509	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

## MSAD Frechette Renovation

**2006 STATE APPROPRIATION REQUEST:** \$5,557,000

**AGENCY PROJECT PRIORITY:** 2 of 3

**PROJECT LOCATION:** MSAD CAMPUS - FARIBAULT

**Project At A Glance**

The Minnesota State Academies are requesting \$5.557 million to renovate Frechette Hall on the Minnesota State Academy for the Deaf campus. This building functions as the boys residence hall, was built in 1967 and has a square footage of 33,670.

**Project Description**

This request for renovation is necessary to meet the needs of the students who reside at the Minnesota State Academy for the Deaf (MSAD). This space needs to be reconfigured and improved so that students have privacy in their living areas while still providing staff with the ability to supervise.

Components of this project include the following:

- ⇒ A new electrical system
  - ◆ Currently the electricity is built in to the furniture in many areas.
  - ◆ Wiring is poor.
  - ◆ Lighting is dim in many areas.
- ⇒ A new HVAC system
  - ◆ Only parts of Frechette are currently air-conditioned.
  - ◆ Building temperature is difficult to regulate.
- ⇒ New windows to improve energy efficiency and stop the drafts.
- ⇒ Plumbing upgrades are necessary to replace old piping and stop the leaks.
  - ◆ Shower stalls are not private; individual shower stalls are needed.
  - ◆ The bathroom areas are visible from the halls and stairways, not providing necessary privacy for students.
  - ◆ Laundry facilities need to be located in the living areas.

- ⇒ Removal of fireplace in the commons area and elimination of the sunken seating area which is a safety hazard- especially for deaf people.
- ⇒ Addition of a recreational space for the students to utilize during inclement weather.
- ⇒ Repair of the Scout Cabin (bring up to code) so that this building can be utilized.

**Impact on Agency Operating Budgets (Facilities Notes)**

The recreation area will slightly increase the operating costs due to the additional square footage.

**Other Considerations**

Frechette Hall has not had any major work done to it since it was built in 1967. The living areas need to be reconfigured to best utilize the spaces and also provide for the safety and necessary privacy of students.

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**Governor's Recommendations**

The Governor recommends general obligation bonding of \$5.557 million for this project.

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	0	25	0	0	25
4. Project Management	0	10	0	0	10
5. Construction Costs	0	4,890	0	0	4,890
6. One Percent for Art	0	45	0	0	45
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	175	0	0	175
9. Inflation	0	412	0	0	412
<b>TOTAL</b>	<b>0</b>	<b>5,557</b>	<b>0</b>	<b>0</b>	<b>5,557</b>

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS (for bond-financed projects)	Amount	Percent of Total
General Fund	5,557	100.0%
User Financing	0	0.0%

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	0	5,557	0	0	5,557
<b>State Funds Subtotal</b>	<b>0</b>	<b>5,557</b>	<b>0</b>	<b>0</b>	<b>5,557</b>
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
<b>TOTAL</b>	<b>0</b>	<b>5,557</b>	<b>0</b>	<b>0</b>	<b>5,557</b>

STATUTORY AND OTHER REQUIREMENTS	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
Yes	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
Yes	MS 16B.335 (3): Predesign Review Required (by Administration Dept)
Yes	MS 16B.335 and MS 16B.325 (4): Energy Conservation Requirements
Yes	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

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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

## Roads and Parking

**2006 STATE APPROPRIATION REQUEST:** \$1,525,000

**AGENCY PROJECT PRIORITY:** 3 of 3

**PROJECT LOCATION:** Minnesota State Academies Campus - Faribault

**Project At A Glance**

- ◆ Safety Improvements for the Minnesota State Academies.
- ◆ The Minnesota State Academies is seeking \$1.525 million for the construction of a new roadway around the perimeter of the Minnesota State Academy for the Blind (MSAB) campus, construction of a new garage, and parking space for both campuses.

These improvements are necessary to provide for the safety needs of both the deaf and the blind students served based on state and federal law. The Academies serve students from all regions of the state, providing services for school districts that are either unavailable or prohibitively expensive to provide in local communities.

**Project Description**

The components of this project include the following:

- ⇒ A new perimeter road around the back portion of the MSAB property removing the current road from the playground area. Major delivery vehicles and automobiles would circumvent student activity areas.
- ⇒ A new perimeter road around the west side of the Minnesota State Academy for the Deaf (MSAD) campus removing the traffic from the center campus play area, the George Hanson Green.
- ⇒ New parking space to remove traffic from roadways that students use as play areas.
- ⇒ A new vehicle garage on the MSAB campus for up to 10 vans and vehicles to protect the state's assets and serve as a space to store tools as well as a space for maintenance to work.

This project is aimed at correcting long-term safety concerns based on:

- ◆ removing traffic from student play and travel areas;
- ◆ providing work storage and work space for maintenance of state equipment; and
- ◆ placing parking in more secure locations.

The current situation fails to meet safety standards. Students with sensory impairments often miss auditory and visual cues necessary to alert them of dangerous situations. Roadways are part of the playground area at both campuses and pose an ongoing safety concern.

**Impact on Agency Operating Budgets (Facilities Notes)**

Energy expenses created by this project can be handled within the current operating budget.

**Other Considerations**

This project has been present in the long-term strategic capital improvement plan (under different titles) for the past eight years. The project also provides prerequisite components for future projects included in the Master Plan by providing access to projected independent living facilities and dormitory facilities on the MSAB campus. It also meets the requirements for present and future projects of the Library for the Blind and Physically Handicapped as outlined in their capital improvement plan.

This project achieves our highest priority of meeting student safety needs for present and future students.

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**Governor's Recommendations**

The Governor does not recommend capital funds for this project.

<b>TOTAL PROJECT COSTS All Years and Funding Sources</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
1. Property Acquisition	0	0	0	0	0
2. Predesign Fees	0	5	0	0	5
3. Design Fees	0	89	0	0	89
4. Project Management	0	78	0	0	78
5. Construction Costs	0	1,121	0	0	1,121
6. One Percent for Art	0	7	0	0	7
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	100	0	0	100
9. Inflation	0	125	0	0	125
<b>TOTAL</b>	<b>0</b>	<b>1,525</b>	<b>0</b>	<b>0</b>	<b>1,525</b>

<b>CAPITAL FUNDING SOURCES</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
State Funds :					
G.O Bonds/State Bldgs	0	1,525	0	0	1,525
<b>State Funds Subtotal</b>	<b>0</b>	<b>1,525</b>	<b>0</b>	<b>0</b>	<b>1,525</b>
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
<b>TOTAL</b>	<b>0</b>	<b>1,525</b>	<b>0</b>	<b>0</b>	<b>1,525</b>

<b>CHANGES IN STATE OPERATING COSTS</b>	<b>Changes in State Operating Costs (Without Inflation)</b>			
	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

<b>SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS</b> (for bond-financed projects)	<b>Amount</b>	<b>Percent of Total</b>
General Fund	1,525	100.0%
User Financing	0	0.0%

<b>STATUTORY AND OTHER REQUIREMENTS</b>	
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)
No	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

**Osseo: NW Hennepin Regional Family Svc Ctr**

**2006 STATE APPROPRIATION REQUEST:** \$1,500,000

**AGENCY PROJECT PRIORITY:** 1 of 1 (Osseo Area School District #279)

**PROJECT LOCATION:** ISD #279 in Brooklyn Center

**Project At A Glance**

This request is for \$1.5 million in state funding to design, construct, and furnish a new Northwest Hennepin Regional Family Service Center in Brooklyn Center.

**Project Description**

This request is for \$1.5 million in state funding to design, construct, and furnish a new Northwest Hennepin Regional Family Service Center (FSC) in Brooklyn Center.

The FSC is a collaborative of public and private organizations pooling resources and coordinating service delivery to meet the needs of an increasing number of at-risk families living in the northwest region of Hennepin County. By co-locating and coordinating programs, these partners will increase their capacity to provide the services that strengthen families and help children succeed. The primary goal of the FSC is to ensure that children in the region are ready to learn when they attend school.

The FSC will be a 40,000 square feet facility built in two phases. Phase I will house English language and job skills programs operated by the school district. Phase II will house independent agencies providing emergency food and clothing distribution, dental services for low-income children, mental health services, job services, housing assistance, parent support services, and preschool child development, outreach services for families at risk of a crisis that would jeopardize or compromise the ability of children in these families to succeed in school.

**Total Project Cost:** The total cost of this project is \$8,162,500. The state funds requested, \$1.5 million, are 18% of the total.

Non-state funds to be contributed to the project include:

Entity	Amount	Purpose
School District #279	\$2,737,500	Phase I design, construction
Federal (HUD-EDI)	250,000	Phase II design, construction
Hennepin County	100,000	Phase II FF&E
<b>Private:</b>		
<i>Community Action of Suburban Hennepin</i>	25,000	Phase II predesign
<i>Tenant agency funds</i>	600,000	Phase II design, construction
<i>Private gifts and grants</i>	2,950,000	Phase II design, construction
<b>Non-state fund subtotal:</b>	<b>\$6,662,500</b>	

The funding requested of the state represents only 18% of the total project cost. The state funding will provide for the area in this facility to be shared and jointly used by the school district and the private nonprofit and county services partners. Without this state funding, the school district and its project partners will be unable to complete construction of a facility capable of meeting the community needs addressed by this regional collaborative.

The state funding will serve as the "glue" that binds together the efforts of the independent agencies and organization working to create a collaborative, local response to a growing community challenge that exceeds the capacity of any individual organization. The amount of funding requested from the state for this significant community investment is less than the equivalent cost of 50 families in the Minnesota Family Investment Program (MFIP)-the state's welfare program.

The northwest region has the highest incidence of single parent households and teen pregnancy in Hennepin County. Truancy and student mobility are at record levels. The region represents only 20% of the suburban population base, yet accounts for more than 43% of suburban participants in MFIP. Nearly half of all students in Brooklyn Center (49%) participate in free/reduced school mean programs. In Hennepin County, 62% of families who speak Laotian at home (as well as 88% who speak Hmong and 47% who speak and African language) live in the northwest region. Children who

**Osseo: NW Hennepin Regional Family Svc Ctr**

are coming to school un-prepared to learn are overwhelming local schools and diverting educational resources from teaching.

By co-locating and coordinating their services, the public and private partner organizations in the FSC regional collaborative will gain operating efficiencies by eliminating redundant support and service functions and by sharing knowledge resources. Even greater potential is presented by increased effectiveness in meeting client needs through delivery of more complete services and through improved access to services that are not now available in the community.

**Impact on Agency Operating Budgets (Facilities Notes)**

None. The school district and its nonprofit and county services partners will operate this facility through local and private funding.

**Previous Appropriations for this Project**

None.

**Other Considerations**

The facility will be owned jointly by ISD #279 and Community Emergency Assistance Program (CEAP), a Minnesota nonprofit corporation, through a condominium agreement. (A contract draft is available for review.) ISD #279 will own the portion of the building constructed with support from state funding. The facility will be operated jointly by the school district and CEAP as described in the condominium agreement prepared by the district.

As provided under M.S. 123B.71, the Osseo school district is required to provide review and comment information on this project to the Minnesota Department of Education (MDE) by June 30. MDE is to evaluate the project and approve or disapprove the project based on the review and comment criteria.

**Project Contact Person**

John Fredericksen  
Assistant Superintendent for Administration  
Osseo School District 279  
11200 93<sup>rd</sup> Avenue North  
Maple Grove, Minnesota 55369  
Phone: (763) 391-7014  
Fax: (763) 391-7224  
E-mail: fredericksenj@osseo.k12.mn.us

**Governor's Recommendations**

The Governor does not recommend capital funds for this project.

Osseo: NW Hennepin Regional Family Svc Ctr

Evaluation of Local Projects	
1.	Are non-state matching funds contributed? 82% non-state funds will match 18% in state funding.
2.	Does project fulfill an important state mission? The state mission in funding this type of project is unclear.
3.	Has a state role been expanded in a new policy area? See #2 above.
4.	Is project of local, regional, or statewide significance? This project is viewed as having primarily a local benefit.
5.	Are state operating subsidies required? No.
6.	Are inequities created among local jurisdictions? This project is a unique request that does not compare to other submitted local capital funding requests.
7.	Does project compete with other facilities? Not significantly.
8.	Have resolutions from local governing bodies been provided? Not yet received.
9.	Is predesign (required if construction cost is over \$1.5 million) completed? A predesign has not yet been submitted.
10.	Is project disaster related? No.

Senators Scheid, Rest, Limmer and Foley introduced—

S. F. No. 474 Referred to the Committee on Finance

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A bill for an act

relating to capital improvements; appropriating money to construct the Northwest Hennepin Family Center in Brooklyn Center; authorizing the sale of state bonds.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. [NORTHWEST HENNEPIN FAMILY CENTER.]

Subdivision 1. [APPROPRIATION.] \$1,500,000 is appropriated from the bond proceeds fund to the commissioner of education for a grant to Independent School District No. 279, Osseo, to predesign, design, construct, furnish, and equip the Northwest Hennepin Family Center in Brooklyn Center. This appropriation is not available until the commissioner has determined that at least an equal amount has been committed from nonstate sources.

Subd. 2. [BOND SALE.] To provide the money appropriated in this act from the bond proceeds fund, the commissioner of finance shall sell and issue bonds of the state in an amount up to \$1,500,000 in the manner, upon the terms, and with the effect prescribed by Minnesota Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution, article XI, sections 4 to 7.

Sec. 2. [EFFECTIVE DATE.]

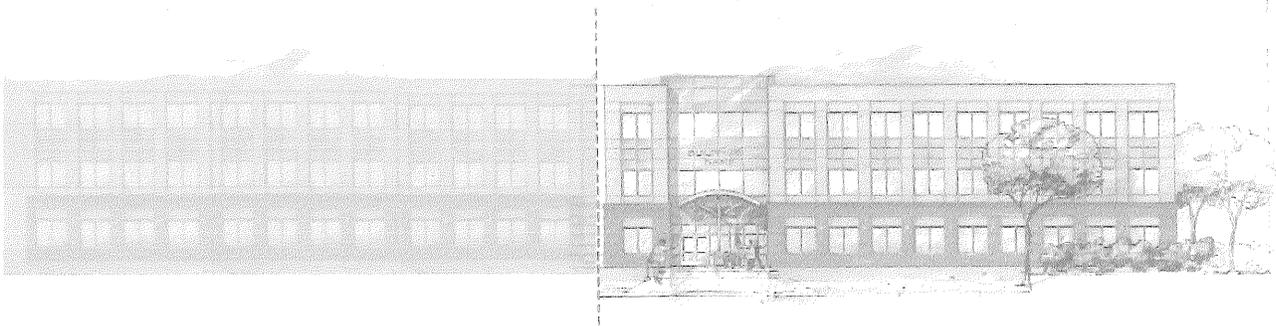
This act is effective the day following final enactment.

# Northwest Hennepin Family Services Center

## Elevation Rendering, Phase One & Phase Two

Phase Two

Phase One



### 2006 Minnesota Legislative Session

**House File No. 1119** (Representatives Zellers, Dittrich, Hilstrom, Hortman, Nelson)

**Senate File No. 474** (Senators Scheid, Rest, Limmer, Foley)

Appropriation Request for \$1,500,000 from the bond proceeds to the Commissioner of Education for a grant to Independent School District No. 279 (Osseo Area Schools) to predesign, design, construct, furnish, and equip the Northwest Hennepin Family Services Center in Brooklyn Center.

Total Project Budget: \$8,619,992

State funding represents 17% of project total

School District funding (already committed) represents 30% of project total. Private support (gifts and grants along with equity committed by non-profit partners) represents 53% of project (15% of private support committed to date).

State funding will be used to complete Phase 2 illustrated above. Phase 1 is completed and houses the district's adult basic education program. The Family Services Center is located on a campus with the district's Early Childhood and Parent Education Center.

### Project Contacts

ISD #279: Dr. John Fredericksen, Assistant Superintendent for Administration  
763-391-7014

Family Services Center: John Reilly, for Community Emergency Assistance Program (CEAP)  
612-237-3422

# Northwest Hennepin Regional Family Service Center

Preparing Children to Succeed in School by Providing Integrated Services that Help Families

**“The contributions a child makes to society as an adult can be traced back to the first few years of life.”** Art Rolnick, Federal Reserve Bank of Minneapolis

## Introduction

The students and adult learners who live on the ‘economic edge’ of our society achieve greater educational success when their home life is stable and their basic human needs are met.

A collaborative of public and private community organizations is building a Regional Family Service Center to better serve the increasing number of at-risk families living in the northwest region of Hennepin County. By co-locating and coordinating services in a single site, these partner agencies will increase their capacity to provide the services that strengthen families and help children succeed.

The primary goal of this Center is to ensure that students in the region are ready to learn when they attend school.

The Family Service Center is the product of four years of planning by the partners, lead by the Northwest Hennepin County Family Services Collaborative, a regional planning agent created by the State Legislature in 1993.

## Project Description

The Family Service Center will be a 48,000 sq. ft. building housing a collection of integrated services that help families in need and help children succeed. The building, located in Brooklyn Center, will be on a campus that already includes an early childhood and family education center. Phase One of the center includes adult basic education (ABE) services for English language instruction and other job-readiness programs. Phase Two will add a dozen non-profit and county agencies that meet a broad spectrum of basic family needs. Some agencies are relocating from separate locations in the region and others are coming into the region for the first time.

## Community Needs

Economic and social forces that threaten family stability and the success of children present a substantial challenge to many suburban communities; however, these suburbs lack the human services infrastructure to respond.

***High concentrations of at-risk families.*** The northwest region of Hennepin County has the highest percentage of single parent households of any area in Hennepin County (including Minneapolis). Brooklyn Center and Brooklyn Park have the highest teen pregnancy rates in suburban Hennepin County. Truancy and student mobility during the school year are at or near record levels for many local schools.

***High concentrations of low-income families.*** The region represents only 20% of the suburban population base, yet it accounts for more than 43% of suburban participants in the state welfare reform program (Minnesota Family Investment Plan, MFIP). Student participation in free/reduced school lunch programs, another leading indicator of family poverty, has doubled in the past decade. Nearly half of all students (49%) in the Brooklyn Center schools and one in five in the Osseo Schools (20%) now qualify. Brooklyn Center has the lowest per capita income of any city in Hennepin County.

***High concentrations of new immigrant and refuge families.*** In Hennepin County, 62% of families who speak Laotian at home and 88% of families who speak Hmong at home live in this northwest region; 47% of families speaking an African language and 25% of families speaking Spanish at home live here. Foreign-born residents in Brooklyn Park and Brooklyn Center increased 350% over the past 10 years; 185% in Champlin; 92% in Dayton; 224% in Maple Grove.

## Project Benefits

By providing these services in a single location, more families will have practical access to the help they need. Coordination among the agencies within the center will reduce operating costs for each agency by reducing duplication of services. This coordination will also increase the overall efficacy of family stabilization efforts by providing a more complete response to families in crises.

An 'ounce of prevention' early in a child's life avoids costly 'pounds of cure' throughout the child's school years and adulthood. Children who are coming to school unprepared to learn are already overwhelming local school systems and diverting limited educational resources from teaching to human services. The problems that hinder student performance in reading and math during the k-12 years often originate before they enter school. Children from families with lower income and lower parental education/language skills are three times more likely to be rated 'not yet ready' in kindergarten screening for social development, literacy, and mathematical thinking.

Preventing this achievement gap is much less expensive than closing it. For many this prevention can be achieved by helping stabilize families with basic human services. Children are ready to learn when they have a stable family to support them. Families are stable when they have food, safety, housing, employment, transportation, health care services, and a place to turn when they need help.

## Community Response

This Regional Family Services Center is a local initiative to increase the service capacity in our community to help stabilize families in need. Partner agencies will provide new services that are not currently available in our community: health care and dental services for low-income families, mental health services, job services, and housing assistance. Other agencies will expand emergency food and clothing distribution, transportation assistance, parent support services, and access to county services. The center will combine agencies providing direct family support with cultural outreach agencies advocating for specific immigrant and cultural groups.

Through service coordination this Center will increase the overall efficacy of family stabilization efforts by providing a more complete response to families in crises. To stabilize a family in crisis requires meeting more than just one type of need. To do this well, agencies must work together.

## Endorsements & Support

The mayors and school systems in the region served by this Center support the project and the request for state funding. Hennepin County supports the project. The Center tenant agencies include the following:

Adult Basic Education, District 279	Community Action Partnership for	Hope International
Brooklyn Peacemaker	Suburban Hennepin (CAPSH)	Institute for Minority Development
Children's Dental Services	Hennepin County Human Services	Southside Community Health
Community Emergency Assistance (CEAP)	HIRED	Services

## Project Budget & Financing

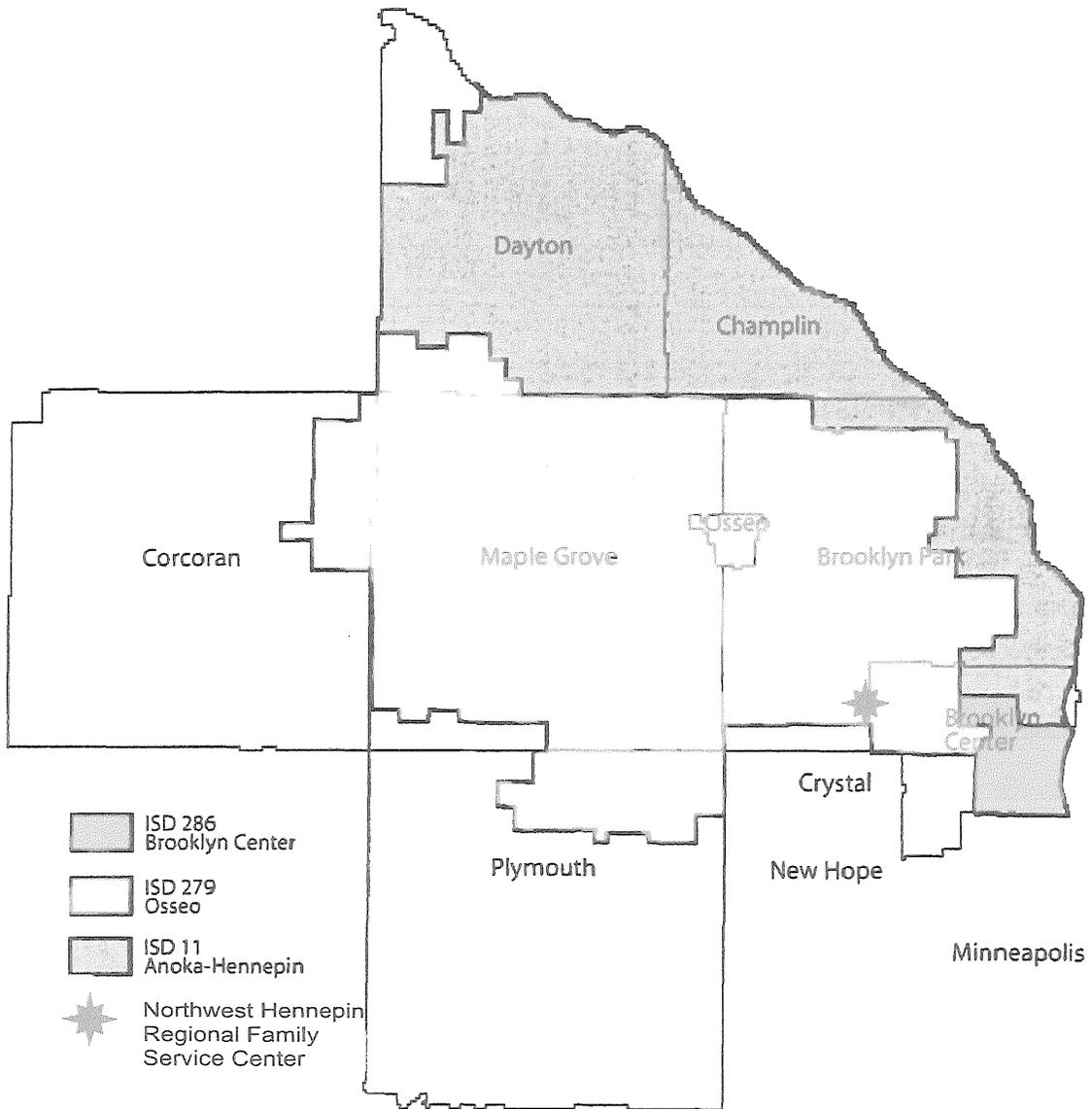
The Regional Family Service Center project will be completed in two phases. Phase one, housing the ABE program, opened in January 2006. Phase two, housing the family support services, will begin construction in early 2007.

Project Budget (000,000)			Project Financing (000,000)		
Land/Site Development	\$0.49	6%	School District	\$2.55	30%
Phase One construction	4.48	52%	State Request	1.50	17%
Phase Two construction	3.64	42%	Non-Profit Agencies	0.65	8%
Total	\$ 8.62	100%	Capital Gifts & Grants	3.93	45%
				\$8.62	100%

# Northwest Hennepin Regional Family Service Center

Preparing Children to Succeed in School by Providing Integrated Services that Help Families

## Location and Service Area for the Regional Center



# Northwest Hennepin Regional Family Service Center

Preparing Children to Succeed in School by Providing Integrated Services that Help Families

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## Communities Served and Project Participants

### Communities Served in the Northwest Region of Suburban Hennepin County

#### -- Cities --

Brooklyn Center,  
Brooklyn Park,  
Champlin,  
Corcoran,  
Crystal

Dayton,  
Maple Grove,  
New Hope,  
Osseo,  
Plymouth,  
Robbinsdale

#### -- School Districts --

Anoka-Hennepin ISD #11  
Brooklyn Center ISD #286  
Osseo Area ISD #279

### Tennant Agencies for the Building Project

Adult Basic Ed., Osseo Area School District #279  
*English language instruction, GED*

Brooklyn Peacemaker Center  
*youth diversion, family counseling*

Children's Dental Services  
*dental services for low income children*

Community Action Partnership/Suburban Hennepin  
*housing, energy assistance, financial counseling*

Community Emergency Assistance Program (CEAP)  
*food & clothing, family loans, transportation*

Hennepin County, Human Services and Public Health  
*public health & social services*

HIRED  
*employment and job training, hiring and retention*

HOPE International  
*housing, health for immigrants & refugees*

Institute for Minority Development  
*in-home mental health & developmental services*

Southside Community Health Services  
*low income health care clinic, adult dental services*

### Planning Task Force & Steering Committee Members

Amie Benifield, Brooklyn Center School Board Chair

Sharon Fees, Brooklyn Park City Council (retired)

Ella Gross, Institute for Minority Development, Inc.

Mike Johnson, CEAP Board of Directors

Stephen Klein, CEAP

Myrna Kragness, Mayor of Brooklyn Center

Byron Laher, Greater Twin Cities United Way

Steve Lampi, Mayor of Brooklyn Park

Mike Looby, School District #279 Community Ed.

Gloria Lundberg-Jorgenson, Hennepin County

Joan Molenaar, Champlin City Council (retired)

Jamie Morrow, CEAP Board of Directors

Phil Roche, CEAP Board of Directors

Sharlene Shelton, Hennepin County

### CEAP Board of Directors

Myrnell Brusegaard  
Courage Center; Cross of Glory Lutheran Church

Karen Hillerman, Secretary  
Thrivent Financial for Lutherans

Steve Houtz, Treasurer  
Thrivent Financial for Lutherans

Eva Jeppson  
Coldwell Banker Burnet; St. Philips Lutheran Church

Mike Johnson, Vice President  
Plymouth Christian Youth Center; United Methodist  
Church of Anoka

Julie Komer  
Bremer Bank

Joyce Lemmer  
Ensign Enterprises; Church of the Epiphany

Steve Mackie  
Target

Verne McPherson  
Tolerance Masters, Inc.; Ramsey County Congregations

Bert Mohs  
MN Dept of Corrections (retired); Church of St. Stephen

Jamie Morrow - President  
Goodwill/Easter Seals

Phillip Roche - Past President  
President, Solution Marketing; representing St.  
Alphonsus Catholic Church

Pastor Gail Spratt  
Pastor, Shiloh Temple-Brooklyn Park

Ronald F. Stuedemann  
Medtronic, Inc.

**Adult Basic Education (ABE) Programs of Osseo Area School District #279**

ABE programs help improve the educational skills of adults in poverty and on public assistance. ABE programs provide adults (16 years or older) with educational programs to acquire the literacy skills necessary to be self-sufficient and to participate effectively as productive workers.

ABE will offer the following programs at the Family Center: (1) GED, a national high school equivalency program in math, reading, writing, social studies, and science. (2) Adult Diploma for students 10 or fewer credits from earning a high school diploma. (3) English as a Second Language (ESL) course for learners whose native language is not English. (4) Basic Skills for adult learners who need elementary or secondary level basic skills such as work related math, literacy, reading, or writing. (5) Family Literacy providing literacy instruction for adults, parenting skills, and educational development for children. (6) Workforce Preparation, providing literacy skills necessary to retain or improve employment. (7) Citizenship classes to prepare non-citizens for U.S. citizenship.

In 2004 ABE programs service students from 63 different nationalities with more than 100,000 hours of classroom instruction. The top five countries of origin for students attending ABE programs were Liberia, USA, Mexico, Vietnam, and Laos. The school district is relocating ABE programs from various sites around the community.

**CEAP—Community Emergency Assistance Program**

CEAP provides emergency support and facilitates personal skill building and self-sufficiency while enhancing self-esteem. Its Family Services programs are offered to prevent crises from occurring by providing food, clothing, financial assistance and other emergency services. CEAP programs include Career Clothing Closet, Clothing Closet, Family Loan Program, Financial Assistance, Food Shelf, Job Resources, Mothers and Children Nutrition Program, Welfare-To-Work Transportation Program. CEAP will be relocating from existing facility. CEAP also operates a similar facility as a partner in the Anoka County Human Services Center in Blaine.

**Brooklyn Peacemaker Center, Inc.**

Peacemaker is a youth intervention program holding first-time juvenile offenders accountable for their actions. Police, school administrators, or county officials may choose to “give kids a second chance” by referring them to Peacemaker as an alternative to prosecution or expulsion from school. Peacemaker will be relocating from existing facilities.

**CDS—Children's Dental Services**

Since 1919 Children's Dental Services (CDS) has been improving the oral health of children and pregnant women from families with low incomes by providing accessible dental care and dental health education. Volunteers and staff with CDS are prepared to serve the needs of culturally diverse and multilingual families. Children's Dental Services will be expanding with a new site in the Regional Center.

**CLUES (Chicano Latino Unidos en Servicio)**

CLUES is Minnesota's premier Latino social and behavioral health services provider. Now ranked among the top 25 Hispanic nonprofits in the United States by *Hispanic Business Magazine*, CLUES has served Minnesota's Latino community for over 24 years with five core services: Mental Health, Chemical Health, Education, Employment and Elder Wellness. Pending contract support, CLUES will be expanding with a new site in the Regional Center.

### *Hennepin County Human Services and Public Health Department*

Hennepin County Human Services and Public Health Department works to strengthen individuals, families, and communities by increasing safety and stability, promoting self-reliance and livable income, and improving health. In this regional center, Hennepin County will provide staff and resources representing all of its Human Services programs, including: Training and Employment Assistance; Community Health; Health and Community Initiatives; Children, Family and Adult Services; and Economic Assistance. Immediate access by clients to County services and direct coordination between County and independent agency service providers is a vital enhancement and expansion of services to families in the region.

The County has proposed adding the following staff positions to the Regional Center: (1) a Human Services Representative who will initiate the application process for all public assistance programs (cash, health care, food support, emergency assistance) for all county clients (families, single adults, elderly, disabled individuals) and respond to emergency needs. (2) a Multi-Cultural Outreach Liaison who would help immigrants navigate county, school, and health care systems to meet basic needs, as well as serve as a liaison to law enforcement and other community agencies. (3) a School Success Worker who would work with local school district and other community agencies to improve school attendance and performance by students in the region. (4) a Family Facilitator social worker who will serve as the main point of contact and as a case manager within the Family Services Center providing direct and referral services for legal, social, medical, education, employment, and transportation services. Hennepin County will be expanding with a new site in the Regional Center.

### *HIRED*

With more than 35 years of experience, HIRED is one of the most respected employment and training service providers in the Minneapolis-St. Paul metropolitan area. It is the primary provider of workforce development services in north and west suburban Hennepin County. HIRED provides free services to help disadvantaged people and other job seekers become qualified for and obtain employment. HIRED enrolls more than 8,000 persons annually in more than 70 programs designed to assist low-income adults, dislocated workers, welfare-to-work individuals, refugees and youth. In addition, HIRED provides recruitment and retention services for hundreds of employers each year. HIRED has managed programs governed by all of the major federal and state workforce legislation of the last three decades, including: Comprehensive Employment and Training Assistance program (CETA); Jobs Training Partnership Act (JTPA); Minnesota Emergency Employment Development program (MEED); STRIDE, an Aid to Families with Dependent Children (AFDC) reduction program; Workforce Investment Act (WIA) [current program]; and Minnesota Family Investment Program (MFIP), [current program]. HIRED is a full partner of the Minnesota WorkForce Center System. HIRED will be expanding services in the region by adding a location in the Regional Center.

### *Hope International Health & Social Services, Inc.*

Hope International was created by and for immigrants from West African countries to provide specialized support and services. Hope provides vital assistance connecting new immigrants to appropriate social service organizations and public services, as well as education services in health, housing and education to meet the unique needs of immigrants and refugees. Hope services focus on four program areas: (1) Children and Family Services, (2) Health Services, (3) Employment Services, and (4) Adult Day Care Services. Hope International will be expanding with a new site in the Regional Center.

### *Institute for Minority Development, Inc.*

The Institute for Minority Development provides in-home family support services and personal care attendants for children and adults with developmental disabilities and mental health needs. Parent training services are provided for children with unique needs. Institute for Minority Development will be relocating from existing facilities.

### *Southside Community Health Services*

Southside community clinic will provide medical services to people of all ages, income levels, and occupations. Experienced doctors, nurse practitioners, registered nurses and licensed practical nurses provide services. Services include: Acute Care, Internal Medicine, Child and Teen Check-ups, Well-Women Care, Men's clinic, Prenatal and Post Partum Care, Pregnancy testing, Health Education, Mental Health Counseling, Dental, Management of chronic illness, Physical examinations, Immunizations, STD screening, Specialist referrals, Pre-employment physicals, Preventative Care, Optometry/Eye Clinic. A sliding fee discount is available based on federal poverty guidelines of family size and income. Southside will be expanding with a new site in the Regional Center.

### *Additional Agency Tenants*

Additional tenant agencies will be added to the Regional Center to broaden the range of services and cultural representatives in the building. Additional tenants would not over services out of dedicated space each workday, but rather would make use of a 'hoteling' arrangement for periodic operations in the Center on a weekly or monthly basis. Some of these additional agencies serve predominantly Southeast Asian and Hmong, Hispanic, Native American, African women, Eastern European and Russian residents.

### *CASH—Community Action for Suburban Hennepin*

Community Action for Suburban Hennepin is a community action agency working in all of Suburban Hennepin County to improve the lives of low-income people. CASH offers services to individuals through outreach, energy assistance programs, homeownership services, and financial counseling. The CASH Planning and Development Center assists nonprofit and other service entities in becoming more effective through technical assistance, strategic planning, organizing support, and community development. CASH will share office space with other tenants; its nearest current location is Hopkins.

Senator Skoe introduced-

S.F. No. 2668: Referred to the Committee on Finance.

A bill for an act

1.2 relating to capital improvements; providing for a grant to Independent  
1.3 School District No. 38, Red Lake, for school construction costs and related  
1.4 improvements; appropriating money; authorizing the sale and issuance of state  
1.5 bonds.

1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.7 Section 1. APPROPRIATION.

1.8 \$..... is appropriated from the bond proceeds fund to the commissioner of education  
1.9 for a grant to Independent School District No. 38, Red Lake, for construction and  
1.10 renovation costs and related improvements to Red Lake and Ponemah Elementary, Red  
1.11 Lake High School facilities, Red Lake Early Childhood Center, and Red Lake Middle  
2 School.

1.13 Sec. 2. BOND SALE.

1.14 To provide the money appropriated in section 1 from the bond proceeds fund, the  
1.15 commissioner of finance shall sell and issue bonds of the state in an amount up to \$..... in  
1.16 the manner, upon the terms, and with the effect prescribed by Minnesota Statutes, sections  
1.17 16A.631 to 16A.675, and by the Minnesota Constitution, article XI, sections 4 to 7.

1.18 Sec. 3. EFFECTIVE DATE.

1.19 Sections 1 and 2 are effective the day following final enactment.

1.1 Senator ..... moves to amend S.F. No. 2668 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. **MAXIMUM EFFORT SCHOOL LOAN, RED LAKE.**

1.4 \$...... is appropriated from the maximum effort school loan fund for a capital loan to  
1.5 Independent School District No. 38, Red Lake, as provided in Minnesota Statutes, sections  
1.6 126C.60 to 126C.72, for construction and renovation costs and related improvements to  
1.7 Red Lake and Ponemah Elementary, Red Lake High School facilities, Red Lake Early  
1.8 Childhood Center, and Red Lake Middle School.

1.9 Sec. 2. **BOND SALE.**

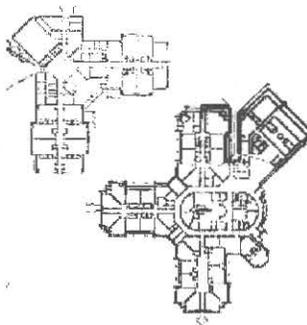
1.10 To provide the money appropriated in this act from the maximum effort school loan  
1.11 fund, the commissioner of finance shall sell and issue bonds of the state in an amount up  
1.12 to \$...... in the manner, upon the terms, and with the effect prescribed by Minnesota  
1.13 Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution, article XI,  
1.14 sections 4 to 7. The proceeds of the bonds, except accrued interest and any premium  
1.15 received on the sale of the bonds, must be credited to a bond proceeds account in the  
1.16 maximum effort school loan fund.

1.17 Sec. 3. **EFFECTIVE DATE.**

1.18 Sections 1 and 2 are effective the day following final enactment."

1.19 Amend the title accordingly

**Red Lake Elementary** 2000  
**Early Childhood Center**



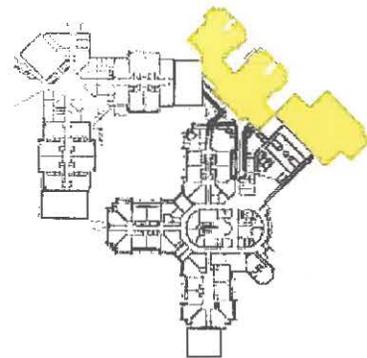
**2002**  
\$40.1 M/\$12.4 M



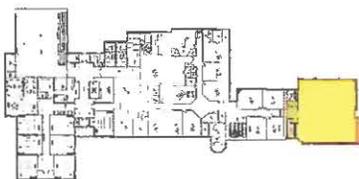
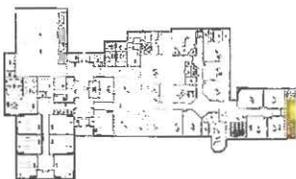
**2005**  
\$33.2 M/\$18 M



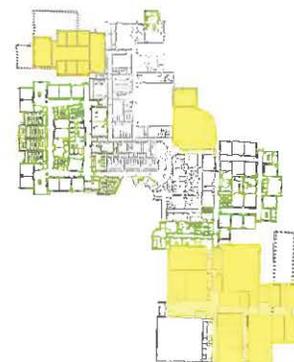
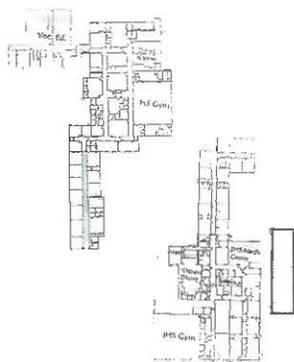
**2006**  
\$54 M



**Ponemah Elementary**



**Red Lake High School**  
**Red Lake Middle School**



Senator Kubly introduced—

S.F. No. 2936: Referred to the Committee on Finance.

A bill for an act

1.2 relating to capital improvements; authorizing the sale of state bonds to provide  
1.3 funding for an innovative school project in Lincoln County; appropriating money.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. **INNOVATIVE RURAL SCHOOL.**

1.6 Subdivision 1. Appropriation. \$4,000,000 is appropriated from the bond proceeds  
1.7 fund to the commissioner of education for a grant to the fiscal agent for the Lake Benton  
1.8 and Ivanhoe school districts for an innovative rural school.

1.9 Subd. 2. Renewable energy sources. The school must be constructed incorporating  
renewable energy sources. Renewable energy sources may include geothermal heating  
1.11 and cooling, wind energy, solar technologies, or biomass generation. The commissioner  
1.12 shall award the grant to demonstrate that a school constructed using renewable energy  
1.13 sources can provide significant operating savings for school districts throughout the state.

1.14 Subd. 3. Consolidation required. In order to receive a grant under this subdivision,  
1.15 Independent School Districts Nos. 403, Ivanhoe, and 404, Lake Benton, and any other  
1.16 district that chooses to join, must conduct a successful referendum to consolidate.

1.17 Subd. 4. Information provided. The consolidating school districts receiving the  
1.18 innovative rural school grant must agree to provide the state and other school districts with  
1.19 information and data about its energy savings.

1.20 EFFECTIVE DATE. This section is effective the day following final enactment.

1.21 Sec. 2. **STATE BOND AUTHORIZATION.**

2.1 To provide money for the grant to the Lake Benton and Ivanhoe school districts,  
2.2 and any other district that chooses to consolidate with Lake Benton and Ivanhoe, the  
2.3 commissioner of finance, upon the request of the commissioner of education, shall issue  
2.4 and sell bonds of the state up to the amount of \$4,000,000 in the manner, upon the terms,  
2.5 and with the effect prescribed by sections 16A.631 to 16A.675 and the Minnesota  
2.6 Constitution, article XI, sections 4 to 7.

2.7 **EFFECTIVE DATE.** This section is effective the day following final enactment.

## SF 2936

This bill would allow the sale of \$4,000,000 of state bonds to provide funding for an innovative school project in Lincoln County. It would provide a model of utilization of renewable energy sources so that in the future more of the money for education could be used to help kids learn rather than to heat or cool.

### Background / History:

- ✓ Districts have been working for some time to come together
- ✓ Both Lake Benton / Ivanhoe buildings have significant fire marshal related costs that are required
- ✓ Last fall the two districts linked a consolidation vote with a bond referendum – the consolidation vote passed in both districts with the bond vote passing in one and failing in the other
- ✓ Bonding votes are difficult in rural agricultural areas because of current formulas
- ✓ Area is rich in renewable energy resources

### Some issues to consider:

- ✓ Centrally located in Lincoln County to minimize travel costs and prepare for future changes
- ✓ Proposal to build Lake Benton/ Ivanhoe combined building has received positive “review and comment” from MDE
- ✓ Residents in both districts have already voted in favor of consolidation
- ✓ Costs to upgrade existing buildings would be cost prohibitive and would be more expensive in the long run
- ✓ A “Green School” would lower operational costs allowing us to use money that today goes up the chimney for teaching and learning
- ✓ This would be good for the state to utilize renewable energy created locally by creating a model that could be duplicated



School Entry

Area 94,170 gsf

Option B.5



Ivanhoe &  
Lake Benton  
New K-12 School

Senator Kubly introduced-

S.F. No. 2937: Referred to the Committee on Finance

1.1 A bill for an act  
 1.2 relating to education finance; expanding eligibility for the cooperative secondary  
 1.3 facilities program; authorizing the issuance of state bonds; amending Minnesota  
 1.4 Statutes 2004, sections 123A.44; 123A.441; 123A.442; 123A.443.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2004, section 123A.44, is amended to read:

1.7 **123A.44 CITATION.**

1.8 Sections 123A.441 to 123A.446 may be cited as the "Cooperative Secondary  
 1.9 Facilities Grant Act."

1.10 **EFFECTIVE DATE.** This section is effective the day following final enactment.

1.11 Sec. 2. Minnesota Statutes 2004, section 123A.441, is amended to read:

1.12 **123A.441 POLICY AND PURPOSE.**

1.13 Because of the rates of decline in school-aged population, population shifts and  
 1.14 economic changes that the state has experienced in recent years and anticipates in future  
 1.15 years, and because in some instances local districts have not, and will not be able to  
 1.16 provide the required construction funds through local property taxes, the purpose of the  
 1.17 cooperative secondary facilities grant program is to provide an incentive to encourage  
 1.18 cooperation in making available to all secondary students those educational programs,  
 1.19 services and facilities that are most efficiently and effectively provided by a cooperative  
 1.20 effort of several school districts. The policy and purpose of sections 123A.442 to  
 1.21 123A.446 is to use the credit of the state, to a limited degree, to provide grants to

2.1 cooperating groups of districts to improve and expand the educational opportunities and  
2.2 facilities available to their ~~secondary~~ students.

2.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

2.4 Sec. 3. Minnesota Statutes 2004, section 123A.442, is amended to read:

2.5 **123A.442 APPROVAL AUTHORITY; APPLICATION FORMS.**

2.6 Subdivision 1. **Approval by commissioner.** To the extent money is available, the  
2.7 commissioner may approve projects from applications submitted under section 123A.443.  
2.8 The grant money must be used only to acquire, construct, remodel or improve the building  
2.9 or site of a cooperative ~~secondary~~ facility under contracts to be entered into within 15  
2.10 months after the date on which each grant is awarded.

2.11 Subd. 2. **Cooperation and combination.** Districts that have not already  
2.12 consolidated and receive a cooperative ~~secondary~~ facilities grant ~~after May 1, 1991,~~ shall:

2.13 (1) submit a consolidation plan as set forth in section ~~123A.36~~ 123A.48 for approval  
2.14 by the ~~State Board of Education before December 31, 1999,~~ or Department of Education  
2.15 ~~after December 30, 1999;~~ and

2.16 (2) hold a referendum on the question of ~~combination~~ consolidation no later than  
2.17 four years after a grant is awarded under subdivision 1.

2.18 The districts are eligible for ~~cooperation and combination~~ consolidation revenue  
2.19 under section ~~123A.39,~~ subdivision ~~3~~ 123A.485.

2.20 Subd. 3. **Consolidated districts.** A school district that has consolidated with  
2.21 another school district since July 1, 1980, is eligible for a cooperative facilities grant.

2.22 **EFFECTIVE DATE.** This section is effective the day following final enactment.

2.23 Sec. 4. Minnesota Statutes 2004, section 123A.443, is amended to read:

2.24 **123A.443 GRANT APPLICATION PROCESS.**

2.25 Subdivision 1. **Qualification.** Any group of districts or a consolidated district  
2.26 that meets the criteria required under subdivision 2 may apply for an incentive grant for  
2.27 construction of a new ~~secondary~~ facility or for remodeling and improving an existing  
2.28 ~~secondary~~ facility. A grant for new construction must not exceed the lesser of ~~\$5,000,000~~  
2.29 \$10,000,000 or 75 percent of the approved construction costs of a cooperative ~~secondary~~  
2.30 education facility. A grant for remodeling and improving an existing facility must not  
2.31 exceed ~~\$200,000~~ \$1,000,000.

2.32 Subd. 2. **Review by commissioner.** (a) A group of districts or a consolidated district  
2.33 that submits an application for a grant must submit a proposal to the commissioner for

3.1 review and comment under section 123B.71. The commissioner shall prepare a review  
3.2 and comment on the proposed facility by July 1 of an odd-numbered year, regardless of  
3.3 the amount of the capital expenditure required to acquire, construct, remodel or improve  
3.4 the ~~secondary~~ facility. The commissioner shall not approve an application for an incentive  
3.5 grant for any ~~secondary~~ facility unless the facility receives a favorable review and  
3.6 comment under section 123B.71 and the following criteria are met:

3.7 (1) the applicant is a consolidated district or a minimum of two or more districts;  
3.8 ~~with kindergarten to grade 12 enrollments in each district of no more than 1,200 pupils;~~  
3.9 ~~enter~~ that have entered into a joint powers agreement;

3.10 (2) for a group of districts, a joint powers board representing all participating  
3.11 districts is established under section 471.59 to govern the cooperative ~~secondary~~ facility;

3.12 (3) ~~the planned secondary facility will result in the joint powers district meeting the~~  
3.13 ~~requirements of Minnesota Rules, parts 3500.2010 and 3500.2110;~~

3.14 (4) ~~at least 198 pupils would be served in grades 10 to 12, 264 pupils would be~~  
3.15 ~~served in grades 9 to 12, or 396 pupils would be served in grades 7 to 12;~~

3.16 (5) for a group of districts, no more than one superintendent is employed by the joint  
3.17 powers board as a result of the cooperative ~~secondary~~ facility agreement;

3.18 (6) (4) a statement of need is submitted, that may include reasons why the current  
3.19 ~~secondary~~ facilities are inadequate, unsafe or inaccessible to the ~~handicapped~~ disabled;

3.20 (7) (5) an educational plan is prepared, that includes input from both community and  
3.21 professional staff;

3.22 (8) (6) for a group of districts, a combined seniority list for all participating districts  
3.23 is developed by the joint powers board;

3.24 (9) (7) for a group of districts, an education program is developed that provides for  
3.25 more learning opportunities and course offerings, including the offering of advanced  
3.26 placement courses, for students than is currently available in any single member district;

3.27 (10) (8) a plan is developed for providing instruction of any resident students in  
3.28 other districts when distance to the ~~secondary~~ education facility makes attendance at the  
3.29 facility unreasonably difficult or impractical; and

3.30 (11) (9) for a secondary facility, the joint powers board established under clause (2)  
3.31 discusses with technical colleges located in the area how vocational education space in  
3.32 the cooperative ~~secondary~~ facility could be jointly used for secondary and postsecondary  
3.33 purposes.

3.34 (b) To the extent possible, the joint powers board is encouraged to provide for  
3.35 severance pay or for early retirement incentives under section 122A.48, for any teacher

4.1 or administrator, as defined under section 122A.40, subdivision 1, who is placed on  
4.2 unrequested leave as a result of the cooperative ~~secondary~~ facility agreement.

4.3 (c) For the purpose of paragraph (a), clause ~~(8)~~ (6), each district must be considered  
4.4 to have started school each year on the same date.

4.5 (d) The districts may develop a plan that provides for the location of social service,  
4.6 health, and other programs serving pupils and community residents within the cooperative  
4.7 ~~secondary~~ facility. The commissioner shall consider this plan when preparing a review  
4.8 and comment on the proposed facility.

4.9 (e) The districts must schedule and conduct a meeting on library services. The  
4.10 school districts, in cooperation with the regional public library system and its appropriate  
4.11 member libraries, must discuss the possibility of including jointly operated library services  
4.12 at the cooperative ~~secondary~~ facility.

4.13 (f) The board of a district that has reorganized under section 123A.37 or 123A.48  
4.14 and that is applying for a grant for remodeling or improving an existing facility may act in  
4.15 the place of a joint powers board to meet the criteria of this subdivision.

4.16 **Subd. 3. Reorganizing districts.** A district that is a member of a joint powers  
4.17 board established under subdivision 2 and that is planning to reorganize under section  
4.18 123A.45, 123A.46, or 123A.48 must notify the joint powers board one year in advance of  
4.19 the effective date of the reorganization. Notwithstanding section 471.59 or any other law  
4.20 to the contrary, the board of a district that reorganizes under section 123A.45, 123A.46, or  
4.21 123A.48 may appoint representatives to the joint powers board who will serve on the joint  
4.22 powers board for two years after the effective date of the reorganization if authorized in  
4.23 the agreement establishing the joint powers board to govern the cooperative ~~secondary~~  
4.24 facility. These representatives shall have the same powers as representatives of any other  
4.25 school district under the joint powers agreement.

4.26 **Subd. 4. District procedures.** A joint powers board of a ~~secondary~~ district  
4.27 established under subdivision 2 or a school board of a reorganized district that intends  
4.28 to apply for a grant must adopt a resolution stating the proposed costs of the project,  
4.29 the purpose for which the costs are to be incurred, and an estimate of the dates when  
4.30 the facilities for which the grant is requested will be contracted for and completed.  
4.31 Applications for the state grants must be accompanied by (a) a copy of the resolution, (b)  
4.32 a certificate by the clerk and treasurer of the joint powers board showing the current  
4.33 outstanding indebtedness of each member district, and (c) a certificate by the county  
4.34 auditor of each county in which a portion of the joint powers district lies showing the  
4.35 information in the auditor's official records that is required to be used in computing the  
4.36 debt limit of the district under section 475.53, subdivision 4. The clerk's and treasurer's

5.1 certificate must show, as to each outstanding bond issue of each member district, the  
5.2 amount originally issued, the purpose for which issued, the date of issue, the amount  
5.3 remaining unpaid as of the date of the resolution, and the interest rates and due dates  
5.4 and amounts of principal thereon. Applications and necessary data must be in the  
5.5 form prescribed by the commissioner ~~and the rules of the State Board of Education~~  
5.6 ~~before December 31, 1999, and after December 30, 1999, in the form prescribed by the~~  
5.7 ~~commissioner~~. Applications must be received by the commissioner by September 1 of an  
5.8 odd-numbered year. When an application is received, the commissioner shall obtain from  
5.9 the commissioner of revenue, and from the Public Utilities Commission when required,  
5.10 the information in their official records that is required to be used in computing the debt  
5.11 limit of the joint powers district under section 475.53, subdivision 4.

5.12 **Subd. 5. Award of grants.** By November 1 of the odd-numbered year, the  
5.13 commissioner shall examine and consider all applications for grants, and if any district is  
5.14 found not qualified, the commissioner shall promptly notify that board.

5.15 A grant award is subject to verification by the district as specified in subdivision  
5.16 8. A grant award for a new facility must not be made until the site of the **secondary**  
5.17 facility has been determined. A grant award to remodel or improve an existing facility  
5.18 must not be made until the districts have reorganized. If the total amount of the approved  
5.19 applications exceeds the amount that is or can be made available, the commissioner  
5.20 shall allot the available amount equally between the approved applicant districts. The  
5.21 commissioner shall promptly certify to each qualified district the amount, if any, of the  
5.22 grant awarded to it.

5.23 **Subd. 6. Collocation grant.** A group of districts that receives a grant for a new  
5.24 facility under subdivision 4 is also eligible to receive an additional grant in the amount of  
5.25 \$1,000,000. To receive the additional grant, the group of districts must develop a plan  
5.26 under subdivision 2, paragraph (d), that provides for the location of a significant number  
5.27 of noneducational student and community service programs within the cooperative  
5.28 **secondary** facility.

5.29 **Subd. 7. Referendum; bond issue.** Within 180 days after being awarded a grant  
5.30 for a new facility under subdivision 5, the joint powers board must submit the question  
5.31 of authorizing the borrowing of funds for the **secondary** facility to the voters of the joint  
5.32 powers district at a special election, which may be held in conjunction with the annual  
5.33 election of the school board members of the member districts. The question submitted  
5.34 must state the total amount of funding needed from all sources. A majority of those voting  
5.35 in the affirmative on the question is sufficient to authorize the joint powers board to accept  
5.36 the grant and to issue the bonds on public sale in accordance with chapter 475. The clerk

6.1 of the joint powers board must certify the vote of the bond election to the commissioner.  
 6.2 If the question is approved by the voters, the commissioner shall notify the approved  
 6.3 applicant districts that the grant amount certified under subdivision 5 is available and  
 6.4 appropriated for payment under this subdivision. If a majority of those voting on the  
 6.5 question do not vote in the affirmative, the grant must be canceled.

6.6 Subd. 8. **Contract.** Each grant must be evidenced by a contract between the board  
 6.7 and the state acting through the commissioner. The contract obligates the state to pay to  
 6.8 the board an amount computed according to subdivision 5, and according to a schedule,  
 6.9 and terms and conditions acceptable to the commissioner of finance.

6.10 Subd. 9. **Consolidation.** A group of districts that operates a cooperative ~~secondary~~  
 6.11 facility that was acquired, constructed, remodeled, or improved under this section and  
 6.12 implements consolidation proceedings according to section 123A.48, may propose a  
 6.13 temporary school board structure in the petition or resolution required under section  
 6.14 123A.48, subdivision 2. The districts may propose the number of existing school board  
 6.15 members of each district to become members of the board of the consolidated district  
 6.16 and a method to gradually reduce the membership to six or seven. The proposal must  
 6.17 be approved, disapproved, or modified by the ~~state board of education~~ commissioner.  
 6.18 The election requirements of section 123A.48, subdivision 20, do not apply to a  
 6.19 proposal approved by the state board. Elections conducted after the effective date of the  
 6.20 consolidation are subject to the Minnesota Election Law.

6.21 **EFFECTIVE DATE.** This section is effective the day following final enactment.

6.22 **Sec. 5. STATE BOND AUTHORIZATION.**

6.23 To provide money for a cooperative facilities grant to the Lake Benton and Ivanhoe  
 6.24 school districts, and any other district that chooses to join, the commissioner of finance,  
 6.25 upon the request of the commissioner of education, shall issue and sell bonds of the state up  
 6.26 to the amount of \$10,000,000 in the manner, upon the terms and with the effect prescribed  
 6.27 by sections 16A.631 to 16A.675 and the Minnesota Constitution, article XI, sections 4 to 7.

6.28 **EFFECTIVE DATE.** This section is effective the day following final enactment.

6.29 **Sec. 6. IVANHOE AND LAKE BENTON.**

6.30 Notwithstanding the timelines in section 123A.443, Independent School Districts  
 6.31 Nos. 403, Ivanhoe, and 404, Lake Benton, and any other district that chooses to join, may  
 6.32 form a joint powers agreement and submit an application for a cooperative facilities grant

7.1 to the commissioner of education. The commissioner must either approve or reject the  
7.2 application within 60 days of its receipt.

7.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

Senator Day introduced—

S.F. No. 2494: Referred to the Committee on Finance.

1. A bill for an act  
 1.2. relating to capital investment; authorizing spending to acquire and better  
 1.3. public land and buildings and other public improvements of a capital nature;  
 1.4. appropriating money for improvements at the Minnesota State Academies;  
 1.5. authorizing the issuance of general obligation bonds.

1.6. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.7. Section 1. APPROPRIATION; MINNESOTA STATE ACADEMIES.

1.8. Subdivision 1. Asset preservation. \$4,509,000 is appropriated from the bond  
 1.9. proceeds fund to the commissioner of administration for asset preservation on both  
 1.10. campuses of the academies, to be spent in accordance with section 16A.632.

1.11. Subd. 2. MSAD Frechette Hall renovation. \$5,557,000 is appropriated from the  
 1.12. bond proceeds fund to the commissioner of administration to renovate Frechette Hall on  
 1.13. the Minnesota State Academy for the Deaf campus, including a new electrical system,  
 1.14. new HVAC system, new windows, plumbing upgrades, removal of a fireplace and sunken  
 1.15. seating area, new indoor recreational space, and improvements to the Scout Cabin to  
 1.16. meet code requirements.

1.17. Subd. 3. Roads and parking. \$1,525,000 is appropriated from the bond proceeds  
 1.18. fund to the commissioner of administration to construct a new roadway around the  
 1.19. perimeter of the Minnesota State Academy for the Blind campus and a new garage, and to  
 1.20. construct parking space for both campuses.

1.21. Sec. 2. BOND SALE.

2.1 To provide the money appropriated in section 1 from the bond proceeds fund,  
2.2 the commissioner of finance shall sell and issue bonds of the state in an amount up to  
2.3 \$11,591,000 in the manner, on the terms, and with the effect prescribed by Minnesota  
2.4 Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution, article XI,  
2.5 sections 4 to 7.

2.6 Sec. 3. **EFFECTIVE DATE.**

2.7 Sections 1 and 2 are effective the day following final enactment.

Project Title	Agency Priority	Funding Source	Agency Request			Governor's Rec 2006	Governor's Planning Estimates	
			2006	2008	2010		2008	2010
Asset Preservation	1	GO	\$4,509	\$4,000	\$4,000	\$2,509	\$2,500	\$2,500
MSAD Frechette Renovation	2	GO	5,557	0	0	5,557	0	0
Roads and Parking	3	GO	1,525	0	0	0	0	0
MSAB Dorm Expansion		GO	0	3,225	0	0	0	0
Mott Hall Vocational Renovation		GO	0	2,416	0	0	0	0
West Wind Noyes Phase Two		GO	0	937	0	0	0	0
MSAD Rodman Dining		GO	0	0	6,359	0	0	0
MSAD Lauritsen Recreation & Fitness Center		GO	0	0	5,217	0	0	0
MSAB Vocational Expansion		GO	0	0	1,257	0	0	0
MSAD Garage		GO	0	0	1,034	0	0	0

Project Total	\$11,591	\$10,578	\$17,867	\$8,066	\$2,500	\$2,500
General Obligation Bonding (GO)	\$11,591	\$10,578	\$17,867	\$8,066	\$2,500	\$2,500

<b>Funding Sources:</b>	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

On an annual basis, the Minnesota State Academies provide services to more than 500 students, as well as school districts and educators. The Minnesota State Academies serve deaf or blind students:

- ◆ ages 0-21 who reside in the state of Minnesota;
- ◆ in a residential setting, providing 24 hour educational services;
- ◆ with additional disabilities, including physical and emotional needs.

### Agency Purpose

The mission of the Minnesota State Academies (MSA) is to promote the highest level of self-sufficiency possible for deaf/hard of hearing and blind/visually-impaired students in the state of Minnesota. Established in 1863, the Academies are statewide public schools that provide education and related services to students 0-21 who are blind, visually impaired, deaf or hard of hearing, including those with multiple disabilities. The MSA are composed of two separate and unique schools--the Minnesota State Academy for the Blind (MSAB), and the Minnesota State Academy for the Deaf (MSAD). Federal law mandates that services provided by the Academies meet the student's need for a Free and Appropriate Public Education (FAPE) within the least restrictive environment

The decision to attend the MSA during the school year is made by an Individualized Educational Planning (IEP) team within the Special Education process, including the parent, the district of residence and MSA staff. Each IEP team must decide that MSA provides the most appropriate placement. Students may also attend MSA to obtain social skills or for short-term skill development. (For more information, refer to M.S. 125A.69, Admission Standards).

### Core Functions

The Academies educate enrolled/non-enrolled students and/or support public schools to educate students to:

- ◆ develop self-esteem, social skills, leadership skills, and specialized skills like Braille or sign language;

- ◆ complete a course of study comparable to public schools;
- ◆ earn a living, become integrated in to the community, live on their own or in supported living arrangements;
- ◆ prepare for higher education or vocational training;
- ◆ access and utilize state of the art technology to prepare for employment in the 21<sup>st</sup> century; and
- ◆ acquire technology skills to access information otherwise inaccessible because of their disability.

### Operations

The range of services provided by the Academies in support of the agency's mission is unique and often complex when compared to most public schools, making the Academies a necessary option for school districts. The Academies have provided educational services to deaf and blind students for more than 140 years. Historically, the Academies were the only educational options available to deaf or blind students. If students were deaf or blind it was assumed that they would attend the Academies. Today most deaf or blind students attend school in their local community. Recent capital improvements have positively impacted the Academies ability to meet its mission, including technology enhancements, dormitory improvements at MSAD, and an expansion of the main education building at MSAB (Lysen Hall).

The Academies:

- ◆ provide services that would be prohibitively expensive or unavailable in public schools;
- ◆ provide direct and indirect educational services through a number of program options;
- ◆ provide academic year programs, which include K-12 academics, early childhood intervention, transition, and programs for students with multiple disabilities;
- ◆ provide off-campus services in support of local school districts for non-enrolled students including specialized evaluations, direct teacher services, orientation and mobility training, and consultations;
- ◆ provide on-campus services in support of local school districts for non-enrolled students including weekend parent training programs, family

and teacher visitation at the Academies to review specialized resources, short-term direct services such as basic skills testing remediation, independent living training, extended school year programming, and transition programs;

- ◆ help the state meet federal statutory requirements of the Individuals with Disabilities Act (IDEA);
- ◆ provide access to a direct communication environment, comprehensive services, additional resources and increased opportunities which meet the individual needs of students as mandated by their IEPs; and
- ◆ offer mainstream courses via the Faribault Public Schools which provide access to broader curriculum choices, advanced coursework, opportunities to increase skills in working with interpreters, and integration with non-disabled peers.

### Budget

The total budget for the Academies for the 2006-07 biennium is approximately \$26 million. Academies staff include 200 full-time equivalent employees.

Of the total budget, the vast majority (80%) comes from direct state appropriations from the General Fund. Receipts from school districts and the Department of Education account for another 15% in the form of management aid reimbursement, tuition, and compensatory education revenue. The remainder of the budget is federal funding, employee deposits in tax shelter annuities, student deposits, and gifts. Additionally the Academies collect approximately \$1.5 million in tuition from school districts that are returned to the state's General Fund.

### Contact

For additional information contact:

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linda.mitchell@msad.state.mn.us  
www.msab.state.mn.us

Linda Mitchell, Superintendent  
Minnesota State Academy for the Deaf  
615 Olof Hanson Drive  
Faribault, Minnesota 55021-0308  
Phone: (507) 332-5400  
linda.mitchell@msad.state.mn.us  
www.msad.state.mn.us

**At A Glance: Agency Long-Range Strategic Goals**

The primary long-range strategic goal of the Minnesota State Academies (MSA) is to ensure all students receive a Free and Appropriate Public Education (FAPE) within the least restrictive environment, as mandated by the Individuals with Disabilities Education Act (IDEA). The Academies provide specialized programming to equip deaf and blind students with skills necessary to become productive citizens. The Academies also provide support to local educational districts through a variety of services for non-enrolled students (approximately 210 enrolled on-campus students, and more than 500 students served in total). The Academies' long-range capital goals include:

- ◆ minimizing lifetime costs by maintaining the physical plant to preserve the state's investment in the Academies' facilities and prevent unnecessary costs to present and future taxpayers;
- ◆ provide adequate classrooms, dormitories, meeting and support space, and athletic activity space for programs to support the agency's mission;
- ◆ preserving the historic buildings, two of which are on the National Register;
- ◆ assuring that the physical plant is accessible, safe and up-to-date in areas such as energy efficiency, mechanical systems, and utility services; and
- ◆ creating healthy indoor environments that enhance employee and student productivity and wellness.

In order for the agency to fully implement its strategic plan and meet its programmatic goals, it must achieve its capital goals.

**Trends, Policies and Other Issues Affecting the Demand for Services, Facilities, or Capital Programs**

- ⇒ Advances in technology and the Academies' ability to provide instruction in this area will likely encourage increased enrollment for both schools. In the past, the Academies' lack of technology has had a negative impact on the level and effectiveness of educational services offered.

- ⇒ Short-term services provided by the Academies increase the total number of students served and may decrease the number of enrolled students.
- ⇒ Shortage of qualified teachers and interpreters in the state may increase enrollment at the Academies.
- ⇒ Students with increasingly complex needs will impact facility space and requirements.
- ⇒ Early identification of babies due to newborn infant hearing screening will increase the need for services.

The changing educational needs of deaf and blind students affect the capital and facility requirements of the Minnesota State Academies. Many students now arrive at the Academies with multiple challenges, and the Academies must meet these challenges by providing additional services to support students in the educational process. Other factors affecting the demand for capital programs are incorporated in the agency's long-range strategic goals.

**Provide a Self-Assessment of the Condition, Suitability, and Functionality of Present Facilities, Capital Projects, or Assets**

The Academy for the Deaf (MSAD) and the Academy for the Blind (MSAB) are located on separate campuses, about one mile apart from each other, in the town of Faribault, Minnesota. The MSAD is situated on 50 acres of land adjacent to Shattuck-St. Mary's School, a private educational facility. The campus houses 11 major buildings, two of which are on the National Register of Historic Places. The MSAB campus occupies 30 acres of land adjacent to the District One Hospital and the Faribault Correctional Facility. The campus consists of five major buildings.

For programmatic purposes, the schools are located on two separate campuses. Because blind students rely on auditory information and deaf students rely on visual information, co-locating the schools on one campus is not feasible. Furthermore, teaching methods are so unique that higher education course work is divergent. Consequently, teachers of the blind are not qualified to work with the deaf without advanced training and vice versa.

The MSAD was constructed to house and educate a larger enrollment in an "institutional" environment. Consequently, there is structural space that can be adapted to meet most needs. For example, the strategic plan includes

future major renovation of Mott Hall to address improvements to the vocational program.

The MSAB was not designed to meet the needs of students with multiple disabilities. Consequently, its capital plan focuses on adapting the current facilities to a changing student population. As a result of several major projects funded by previous capital appropriations, including asset preservation and Capital Asset Preservation Rehabilitation Account (CAPRA) funding, many of the buildings have been improved over the past years.

Projects at both campuses have included:

- ◆ improvements of the sewage and water systems at MSAB;
- ◆ renovation of Tate Hall at MSAD;
- ◆ renovation and expansion of the Lysen Education Building at MSAB;
- ◆ improvements to the electrical systems at MSAD;
- ◆ renovation of the west wing of Noyes Hall;
- ◆ replacement of the Tate Hall tower, which burned;
- ◆ replacement of the MSAD gym floor;
- ◆ upgrades to the fire alarm systems and exterior lighting;
- ◆ replacement of a boiler burner;
- ◆ replacement of a number of roofs and windows;
- ◆ demolition of Dow Hall;
- ◆ sidewalk replacement; and
- ◆ access improvements to comply with the Americans with Disabilities Act.

Improvements have been made since the report on asset management by the Office of the Legislative Auditor in February of 1998 which found the Academies in poor condition, the only state agency given a "poor" ranking. To provide a safe and effective learning environment for students, there is additional renovation that needs to be done, but great progress has been made in improving the state's assets on these two campuses. The Academies have developed an inventory and cost estimate of deferred maintenance projects. The estimated cost of completing all of these identified projects in the inventory is currently \$8 million.

### Agency Process Used to Arrive at These Capital Requests

The Academies undertook a major master facility planning effort beginning in the winter of 1996 and ending in the summer of 1997, and updated in 1999. This process examined the current and emerging needs of both campuses. Capital projects were identified to adequately address the needs of the operational program. The architectural firm of the Adams Group was selected to lead the Academies through a process of master planning, due to their experience in school design and, as importantly, their use of strategies to involve employees in a wide-reaching participatory approach for developing capital recommendations.

Once all the facts were gathered, the Adams Group began to match current building space with future needs. Through an interactive process with the advisory team, projects were developed and placed in ideal locations for the individual campuses. Asset preservation components were included within the project to make sure all deficiencies were addressed in renovation projects. The final plan included space planning, scheduling, and cost estimates for each project identified. The master planning effort generated a long-range strategic plan that incorporates a solid planning effort based on input from both education professional and the architectural design team. (A separate brochure is available for additional information on the master planning.)

In 1999, the master plan was updated to include emerging needs and the needs of other agencies residing on the campus. The Minnesota State Academies, in partnership with the Minnesota Department of Education, developed a joint strategic facility Master Plan that also addresses the needs of the Minnesota Library for the Blind and the Minnesota Resource Centers, which are housed on the campus. While their individual missions may vary according to the services they provide, these five agencies depend on each other for support and collaborate to provide services in a coordinated manner.

**Major Capital Projects Authorized in 2002 and 2003**

Asset Preservation Projects:	
Roof Replacement MSAD Gym	\$265,000
MSAD Mott Dust Collection/Air Handling	\$410,000
MSAB Industrial Building Fire Protection/HVAC	\$376,000
MSAD Power Plant Emergency Generator	\$385,000
MSAB West Cottage Demolition	\$690,000

**Major Capital Projects Authorized in 2005**

## Asset Preservation Projects:

MSAB Chiller	\$272,000
MSAB Lysen Roof	\$978,000
MSAD Smith Hall Air Quality	\$923,000
MSAD Quinn Hall Air Quality	\$839,000
MSAD Rodman Hall Air Quality	\$815,000

**Asset Preservation**

**2006 STATE APPROPRIATION REQUEST:** \$4,509,000

**AGENCY PROJECT PRIORITY:** 1 of 3

**PROJECT LOCATION:** Minnesota State Academies Campuses, Faribault

**Project At A Glance**

Minnesota State Academies (MSA) Asset Preservation

◆ Sidewalk Replacement	both campuses	\$85,000
◆ Road Repair	both campuses	\$100,000
◆ Tunnel Repair	MSAD	\$345,000
◆ Drainage System	Mott Hall	\$250,000
◆ Roof Replacement	Smith Hall	\$540,000
◆ Roof Replacement	Quinn Hall	\$540,000
◆ Building Preservation	Pollard Hall	\$2,000,000
◆ HVAC System	Noyes Hall	\$649,000

**Project Description**

The MSA for the Deaf and the Blind are requesting \$4.5 million for asset preservation at both campuses. The MSA is a small agency with 15 major buildings that were constructed between 1890 and 1983. While the buildings continue to serve deaf or blind students, maintenance repairs are necessary to preserve the facilities. Funding is needed to meet code requirements and address deferred maintenance issues that cannot be financed with other sources. High priorities include roof, door and window replacements, air quality, and installation of fire protection systems. The need for this project results from the use of the MSA facilities to provide legally mandated programs for deaf and blind students, deferred maintenance, changes in life/safety regulations, and the aging of the building materials and systems.

First occupied in September of 1938 as a dormitory for Minnesota State Academy for the Deaf's (MSAD's) youngest children, Pollard Hall has since been home to a variety of programs and services. In recent years the role of this building in the mission of the MSA has been mixed and varied. As a state asset, Pollard Hall is structurally sound and should be preserved. The foundation and walls are solid, all the areas have been sprinkled and with new windows, accessibility upgrades and an HVAC system, this building will be useful for many years to come.

Presently we have a program need for deaf students with mental health issues and Pollard Hall is the logical place for this program to be housed. In collaboration with other state agencies, including the departments of Human Services and Education, MSAD would provide the educational services for this program and the Volunteers of America would provide the treatment piece. An inpatient program at Pollard Hall would serve up to 16 students.

Inpatient services are nonexistent and unavailable to our deaf children in Minnesota. The Volunteers of America presently send a mental health specialist to our campus on a weekly basis to meet with students who need outpatient services. While this is an improvement over no services at all, we see a dire need for an inpatient treatment program for deaf children in the Midwest. Certainly we would serve our Minnesota children first, but we also believe we would have requests for services from our neighboring states in the Midwest.

Noyes Hall which is a historic building built on the MSAD campus in 1904 has been recently renovated in both its east and west wings. The remaining area to be renovated is the auditorium. Within this space we are requesting \$649,000 for a new HVAC system. This is necessary to complete the building's HVAC system so as not to compromise the energy efficiency of the auditorium space.

The current level of repair and replacement funding available in the MSA operating budget cannot meet these asset preservation needs.

Failure to address these needs in a timely fashion will lead directly to the deterioration of the physical plant, additional expense to the state, safety hazards, and energy inefficient buildings. Benefits for completing the

## Asset Preservation

projects include safer and improved facilities to provide educational services to students and to local education districts throughout Minnesota.

The Minnesota State Academy for the Blind and the MSAD contribute to educational options available to school districts. Programs provided by the Academies are either not available or too expensive for local school districts. The goal of the Academies is to produce self-sufficient and productive citizens and includes both the core curriculum like that provided by any public school and disability-specific curriculum required by students to gain access to their learning environments.

**Impact on Agency Operating Budgets (Facilities Notes)**

There will be no significant impact on operating costs as a result of these improvements.

**Previous Appropriations for this Project**

Asset Preservation in 2002	\$2.06 million
Asset Preservation in 2005	\$4.2 million

The MSA received \$4.2 million in asset preservation monies in 2005. This included three air quality projects, asbestos removal, a fire protection project, chiller replacement, and a roof replacement.

**Other Considerations**

Addressing these needs would assist the Academies in becoming more proactive regarding long-range planning, instead of focusing on inefficient short-term fixes to problems. The requested funding will assist the Academies in addressing many long deferred but important maintenance concerns which do not fall within the limits of other funding available to the MSA.

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**Governor's Recommendations**

The Governor recommends general obligation bonding of \$2.509 for asset preservation projects, not to include the Pollard Hall renovation. Also included are budget planning estimates of \$2.5 million in 2008 and \$2.5 million in 2010.

<b>TOTAL PROJECT COSTS All Years and Funding Sources</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
1. Property Acquisition	0	0	0	0	0
2. Predesign Fees	0	0	0	0	0
3. Design Fees	0	0	0	0	0
4. Project Management	0	0	0	0	0
5. Construction Costs	0	4,509	4,000	4,000	12,509
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	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>4,509</b>	<b>4,000</b>	<b>4,000</b>	<b>12,509</b>

<b>CAPITAL FUNDING SOURCES</b>	<b>Prior Years</b>	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
State Funds :					
G.O Bonds/State Bldgs	0	4,509	4,000	4,000	12,509
<b>State Funds Subtotal</b>	<b>0</b>	<b>4,509</b>	<b>4,000</b>	<b>4,000</b>	<b>12,509</b>
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
<b>TOTAL</b>	<b>0</b>	<b>4,509</b>	<b>4,000</b>	<b>4,000</b>	<b>12,509</b>

<b>CHANGES IN STATE OPERATING COSTS</b>	<b>Changes in State Operating Costs (Without Inflation)</b>			
	<b>FY 2006-07</b>	<b>FY 2008-09</b>	<b>FY 2010-11</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

<b>SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS</b> (for bond-financed projects)	<b>Amount</b>	<b>Percent of Total</b>
General Fund	4,509	100.0%
User Financing	0	0.0%

<b>STATUTORY AND OTHER REQUIREMENTS</b>	
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

## MSAD Frechette Renovation

**2006 STATE APPROPRIATION REQUEST:** \$5,557,000

**AGENCY PROJECT PRIORITY:** 2 of 3

**PROJECT LOCATION:** MSAD CAMPUS - FARIBAULT

#### Project At A Glance

The Minnesota State Academies are requesting \$5.557 million to renovate Frechette Hall on the Minnesota State Academy for the Deaf campus. This building functions as the boys residence hall, was built in 1967 and has a square footage of 33,670.

#### Project Description

This request for renovation is necessary to meet the needs of the students who reside at the Minnesota State Academy for the Deaf (MSAD). This space needs to be reconfigured and improved so that students have privacy in their living areas while still providing staff with the ability to supervise.

Components of this project include the following:

- ⇒ A new electrical system
  - ◆ Currently the electricity is built in to the furniture in many areas.
  - ◆ Wiring is poor.
  - ◆ Lighting is dim in many areas.
- ⇒ A new HVAC system
  - ◆ Only parts of Frechette are currently air-conditioned.
  - ◆ Building temperature is difficult to regulate.
- ⇒ New windows to improve energy efficiency and stop the drafts.
- ⇒ Plumbing upgrades are necessary to replace old piping and stop the leaks.
  - ◆ Shower stalls are not private; individual shower stalls are needed.
  - ◆ The bathroom areas are visible from the halls and stairways, not providing necessary privacy for students.
  - ◆ Laundry facilities need to be located in the living areas.

- ⇒ Removal of fireplace in the commons area and elimination of the sunken seating area which is a safety hazard- especially for deaf people.
- ⇒ Addition of a recreational space for the students to utilize during inclement weather.
- ⇒ Repair of the Scout Cabin (bring up to code) so that this building can be utilized.

#### Impact on Agency Operating Budgets (Facilities Notes)

The recreation area will slightly increase the operating costs due to the additional square footage.

#### Other Considerations

Frechette Hall has not had any major work done to it since it was built in 1967. The living areas need to be reconfigured to best utilize the spaces and also provide for the safety and necessary privacy of students.

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#### Governor's Recommendations

The Governor recommends general obligation bonding of \$5.557 million for this project.

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	0	25	0	0	25
4. Project Management	0	10	0	0	10
5. Construction Costs	0	4,890	0	0	4,890
6. One Percent for Art	0	45	0	0	45
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	175	0	0	175
9. Inflation	0	412	0	0	412
<b>TOTAL</b>	<b>0</b>	<b>5,557</b>	<b>0</b>	<b>0</b>	<b>5,557</b>

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	0	5,557	0	0	5,557
<b>State Funds Subtotal</b>	<b>0</b>	<b>5,557</b>	<b>0</b>	<b>0</b>	<b>5,557</b>
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
<b>TOTAL</b>	<b>0</b>	<b>5,557</b>	<b>0</b>	<b>0</b>	<b>5,557</b>

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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	5,557	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.	
Yes	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
Yes	MS 16B.335 (3): Predesign Review Required (by Administration Dept)
Yes	MS 16B.335 and MS 16B.325 (4): Energy Conservation Requirements
Yes	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

## Roads and Parking

**2006 STATE APPROPRIATION REQUEST:** \$1,525,000

**AGENCY PROJECT PRIORITY:** 3 of 3

**PROJECT LOCATION:** Minnesota State Academies Campus - Faribault

**Project At A Glance**

- ◆ Safety Improvements for the Minnesota State Academies.
- ◆ The Minnesota State Academies is seeking \$1.525 million for the construction of a new roadway around the perimeter of the Minnesota State Academy for the Blind (MSAB) campus, construction of a new garage, and parking space for both campuses.

These improvements are necessary to provide for the safety needs of both the deaf and the blind students served based on state and federal law. The Academies serve students from all regions of the state, providing services for school districts that are either unavailable or prohibitively expensive to provide in local communities.

**Project Description**

The components of this project include the following:

- ⇒ A new perimeter road around the back portion of the MSAB property removing the current road from the playground area. Major delivery vehicles and automobiles would circumvent student activity areas.
- ⇒ A new perimeter road around the west side of the Minnesota State Academy for the Deaf (MSAD) campus removing the traffic from the center campus play area, the George Hanson Green.
- ⇒ New parking space to remove traffic from roadways that students use as play areas.
- ⇒ A new vehicle garage on the MSAB campus for up to 10 vans and vehicles to protect the state's assets and serve as a space to store tools as well as a space for maintenance to work.

This project is aimed at correcting long-term safety concerns based on:

- ◆ removing traffic from student play and travel areas;
- ◆ providing work storage and work space for maintenance of state equipment; and
- ◆ placing parking in more secure locations.

The current situation fails to meet safety standards. Students with sensory impairments often miss auditory and visual cues necessary to alert them of dangerous situations. Roadways are part of the playground area at both campuses and pose an ongoing safety concern.

**Impact on Agency Operating Budgets (Facilities Notes)**

Energy expenses created by this project can be handled within the current operating budget.

**Other Considerations**

This project has been present in the long-term strategic capital improvement plan (under different titles) for the past eight years. The project also provides prerequisite components for future projects included in the Master Plan by providing access to projected independent living facilities and dormitory facilities on the MSAB campus. It also meets the requirements for present and future projects of the Library for the Blind and Physically Handicapped as outlined in their capital improvement plan.

This project achieves our highest priority of meeting student safety needs for present and future students.

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**Governor's Recommendations**

The Governor does not recommend capital funds for this project.

**Minnesota State Academies**

**Project Detail**

**Roads and Parking**

(\$ in Thousands)

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	5	0	0	5
3. Design Fees	0	89	0	0	89
4. Project Management	0	78	0	0	78
5. Construction Costs	0	1,121	0	0	1,121
6. One Percent for Art	0	7	0	0	7
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	100	0	0	100
9. Inflation	0	125	0	0	125
<b>TOTAL</b>	<b>0</b>	<b>1,525</b>	<b>0</b>	<b>0</b>	<b>1,525</b>

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	0	1,525	0	0	1,525
<b>State Funds Subtotal</b>	<b>0</b>	<b>1,525</b>	<b>0</b>	<b>0</b>	<b>1,525</b>
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
<b>TOTAL</b>	<b>0</b>	<b>1,525</b>	<b>0</b>	<b>0</b>	<b>1,525</b>

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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	1,525	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)
No	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

Senator Sparks introduced—

S.F. No. 3019: Referred to the Committee on Finance.

1.1 A bill for an act  
 1.2 relating to capital improvements; providing a grant to Independent School  
 1.3 District No. 495, Grand Meadow, for dome canopies; authorizing the sale and  
 1.4 issuance of state bonds.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. APPROPRIATION.

1.7 \$150,000 is appropriated from the bond proceeds fund to the commissioner of  
 1.8 education for a grant to Independent School District No. 495, Grand Meadow, for the costs  
 1.9 associated with purchasing and installing nine dome canopies at the district's K-12 school.

1.10 Sec. 2. BOND SALE.

1.11 To provide the money appropriated in section 1 from the bond proceeds fund,  
 1.12 the commissioner of finance shall sell and issue bonds of the state in an amount up to  
 1.13 \$150,000 in the manner, upon the terms, and with the effect prescribed by Minnesota  
 1.14 Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution, article XI,  
 1.15 sections 4 to 7.

1.16 Sec. 3. EFFECTIVE DATE.

1.17 Sections 1 and 2 are effective the day following final enactment.



Senators Pogemiller, Langseth and Cohen introduced—  
S.F. No. 2601: Referred to the Committee on Finance.

1.1 A bill for an act  
1.2 relating to capital improvements; authorizing the city of Minneapolis to  
1.3 undertake a program for a center for music education; appropriating money to  
1.4 construct the MacPhail Center for Music, in the city of Minneapolis; authorizing  
1.5 the sale of state bonds.

1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.7 Section 1. AUTHORITY.

1.8 The city of Minneapolis may provide funds to predesign, design, construct, furnish,  
1.9 and equip a center for music education, including classrooms and a recital hall in the city  
1.10 of Minneapolis, to provide a facility for education of students, music therapy programs for  
1.11 persons with disabilities, music teacher training opportunities, curriculum and program  
1.12 development, and to provide such programming in public and private schools and in  
1.13 partnership with other organizations throughout the state.

1.14 Sec. 2. MACPHAIL CENTER FOR MUSIC.

1.15 Subdivision 1. Appropriation. \$5,000,000 is appropriated from the bond proceeds  
1.16 fund to the commissioner of administration for a grant to the city of Minneapolis to  
1.17 predesign, design, construct, furnish, and equip a new facility for the MacPhail Center  
1.18 for Music. The city of Minneapolis may enter into a lease or management agreement to  
1.19 operate the center, subject to Minnesota Statutes, section 16A.695. This appropriation  
1.20 shall not be available until the city of Minneapolis has determined that not less than  
1.21 \$15,000,000 has been committed to the MacPhail Center for Music from nonstate sources,  
1.22 and that the available funds are sufficient to complete a functional facility. "Nonstate  
1.23 sources," for purposes of this project, means a source other than a direct state appropriation  
1.24 for construction of this facility and may include loan funds. Funds secured prior to the

2.1 date of enactment are eligible to count toward the required commitment of nonstate  
2.2 sources, provided they are used for qualified capital expenditures. Any land acquisition  
2.3 cost paid by MacPhail shall qualify as a capital expenditure.

2.4 Subd. 2. Bond Sale. To provide the money appropriated in this act from the bond  
2.5 proceeds fund, the commissioner of finance shall sell and issue bonds of the state in an  
2.6 amount up to \$5,000,000 in the manner, upon the terms, and with the effect prescribed by  
2.7 Minnesota Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution,  
2.8 article XI, sections 4 to 7.

2.9 **Sec. 3. EFFECTIVE DATE.**

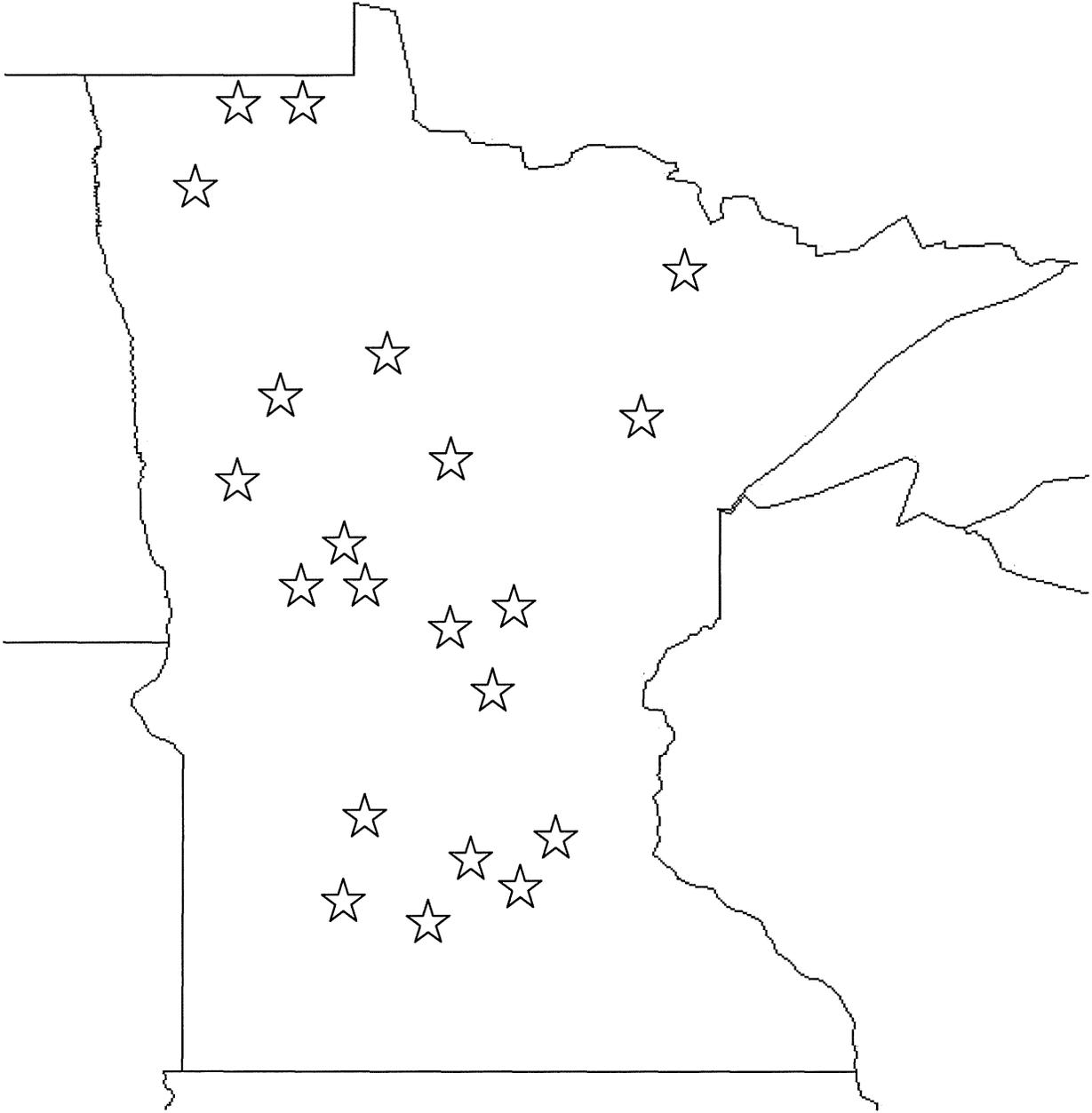
2.10 Sections 1 and 2 are effective the day following final enactment.

## Education at MacPhail

- The MacPhail Center for Music has harnessed the power of music to educate children for almost 100 years. Today the Center is on the leading edge of change in education.
  - MacPhail is all about education. It is what MacPhail does and all it does.
  - MacPhail still teaches kids - and adults - to play musical instruments and sing. But now it has early childhood education programs that help kids develop and learn, K-12 programs to help kids do better in math and other subjects and music therapy programs that help kids deal with neurological problems, heal faster after surgery and cope with serious illness.
- MacPhail has 6,700 students from more than 200 zip codes. They are taught by 150 faculty members from around the world who are professional educators as well as music teachers.
  - The students are educated at the MacPhail Center in downtown Minneapolis, MacPhail South in Apple Valley - soon to be joined by MacPhail North in White Bear Lake, MacPhail East and MacPhail West - in 21 Greater Minnesota cities from Warroad and Badger to Fairmont and Blue Earth and through 46 community partnerships in the Twin Cities region.
  - MacPhail complements and supplements programs in 21 public schools in 8 districts and provides programs in private, religious and charter schools. MacPhail also provides music education for more than 100 home school families. Students are educated at MacPhail and in schools, hospitals, physical rehabilitation centers, homeless shelters, transitional housing, service organizations and other facilities.
  - MacPhail designs its education programs to meet the learning goals of its partners.
- 1,300 students ages 6 weeks through 6 years are in MacPhail early childhood education programs provided not by music teachers who are enlisted to educate young children, but by MacPhail faculty members who are certified as early childhood educators.
  - MacPhail has developed and constantly updates a developmentally appropriate, research-based curriculum that uses the power of music to support cognitive, emotional and social growth in the early years.
  - MacPhail also trains early childhood educators, day care providers and others who work with young children in the use of music through internships, mentorships, workshops and presentations across the state. More than 2,000 individuals who work with young children participated in MacPhail workshops and presentations during the past year.

- More than 300 kids are in MacPhail music therapy programs provided by MacPhail faculty members who are board-certified music therapists.
  - MacPhail has a partnership with the Autism Society of Minnesota in which kids form social relationships with others for the first time by making music together.
  - MacPhail has a partnership with Gillette Hospital in which music therapy is used to help kids heal faster as they lie face down in a rack for six weeks after spinal surgery to relieve the symptoms of cerebral palsy.
  - MacPhail has a first-in-the-nation partnership with the Ronald McDonald House at the University of Minnesota to use music therapy to help kids and their parents cope with cancer.
- MacPhail's K-12 programs not only improve student attendance and increase interest in learning, but also improve academic achievement. Recent University of Minnesota research shows significant test gains in math and literacy for students who participate in MacPhail's music program at Whittier School in Minneapolis.
- In addition to training early childhood educators, day care providers and others in the use of music to educate kids, MacPhail trains educators in other ways.
  - Music therapy students from the University of Minnesota and Augsburg College have done their practicum at MacPhail.
  - University of Minnesota students in Suzuki, a developmentally staged approach to learning music as one learns language, intern at MacPhail.
- MacPhail's faculty collaborates with the Perpich Center for the Arts to bring music to the education and learning goals of students and teachers across the state.
- MacPhail believes the power of music to educate should not be denied any child because of geography or income. MacPhail provides a quarter million dollars a year in financial aid. It has been known to barter - trade services for services - to keep a child at MacPhail when a parent loses a job.
- MacPhail's new facility will be the hub of its network of education and training programs across the state and Twin Cities region. The facility will include 55 studios/classrooms, space for early childhood and music therapy programs and a performance hall.
  - The total cost of the new facility is \$25 million. More than \$14 million has been raised already. MacPhail believes it can raise \$20 million. It is requesting \$5 million in state bond funds to complete the financing.
  - MacPhail is ready to go. With your help, MacPhail can break ground on its new facility this summer and complete construction in a year.

MACPHAIL CENTER FOR MUSIC'S PreK – 12 STATEWIDE PROGRAMS



Currently and in recent years, the following cities were hosts to MacPhail programs in Early Childhood Music Workshops, McKnight Foundation Performing Artists Community Projects, music therapy and/or Artist in Residence programs: Badger, Blue Earth, Brainerd, Collegeville, Duluth, Ely, Fairmont, Faribault, Fergus Falls, New York Mills, North Branch, Northfield, Rockford, Saint Cloud, Saint Francis, Saint Joseph, Saint Peter, Sebeka, Thief River Falls, Warroad

*MacPhail*  
**MACPHAIL**  
CENTER FOR MUSIC



Individual and Group Lessons

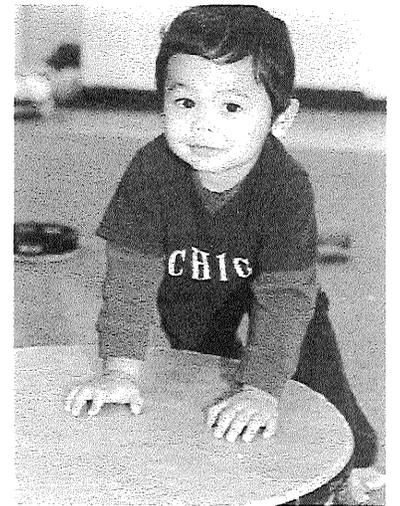


Music Therapy

Classes, Ensembles and  
Summer Camps



Early Childhood Arts



**6700 Students from 200+ zip codes**  
**150 teaching artists**  
**40 locations throughout the state**  
**Ranked 2nd largest nationally by size,**  
**quality and curriculum**

*MacPhail*  
**MACPHAIL SOUTH**  
C E N T E R F O R M U S I C

**First Access Site opened in Apple Valley in September, 2005.**



**MacPhail  
North, MacPhail East,  
and MacPhail West  
Locations TBD**



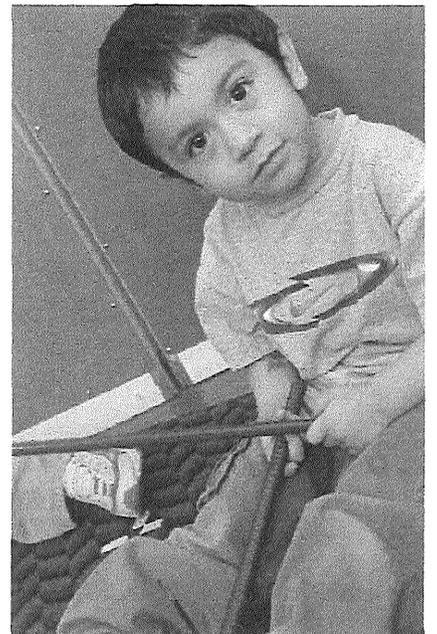
# MacPhail School Partnerships

**MacPhail currently partners with over 25 schools in the grades K-12 range in over 8 districts and many others in shorter programs and workshops**



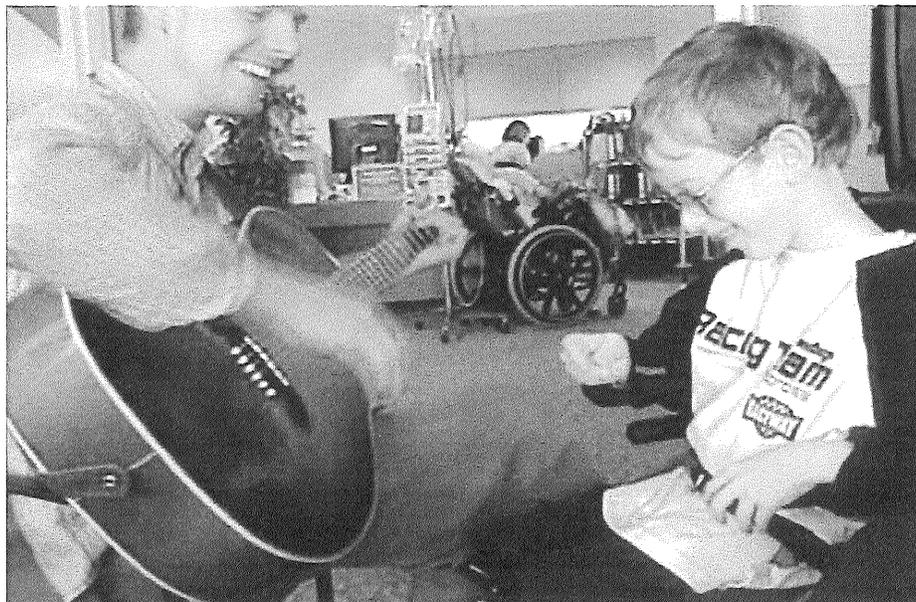
# Early Childhood Arts at MacPhail

**Nationally recognized program  
Serves children ages 6 weeks to 8 years  
1,250 children  
at MacPhail and 13 offsite locations**



# Music Therapy at MacPhail

Five Board-Certified music therapists  
serves over 200 individuals  
with physical and developmental disabilities  
11 sites



# Excellence

**MacPhail students go on to:  
Minnesota Orchestra  
Juilliard  
Berklee College of Music  
Oberlin Conservatory  
Van Cliburn Competition  
and many more**



## B.B. King

Aaron Harkis recently won a full ride scholarship to MacPhail from the CMAF (Children's Music and Art Foundation of America) and performed at B.B. King's 80th birthday celebration at Orchestra Hall.

MacPhail's annual Concerto & Aria concert is a one of a kind event that features our premier students backed by professional musicians.



# MacPhail Community Access

- **72% of students in the Early Childhood Arts classes in MacPhail Community Partnerships below the poverty level.**
- **61% of K-12 students in Community Partnership Programs qualify to receive free or reduced-cost lunch.**
- **Financial assistance provided to more than 200 students each year.**



MacPhail Center for Music  
By the numbers

6700 students

From over 200 zip codes

150 faculty

--Second largest employer of musicians in state--

\$6,000,000 annual budget

Earns about 70% operating budget  
(\$4.2 million)

Efficient: 80 cents of each dollar goes to programs

No debt  
(Minimal endowment)

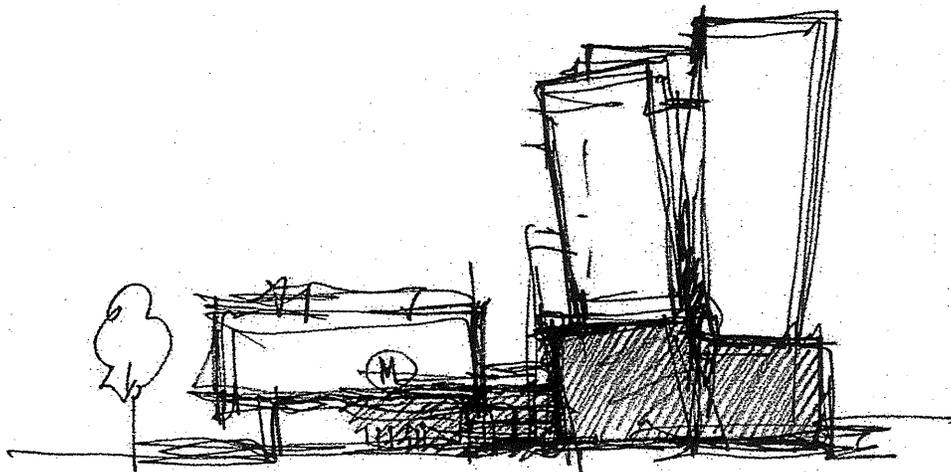
Gives over \$225,000 in scholarships/financial aid

# CAPITAL CAMPAIGN PROJECT BUDGET

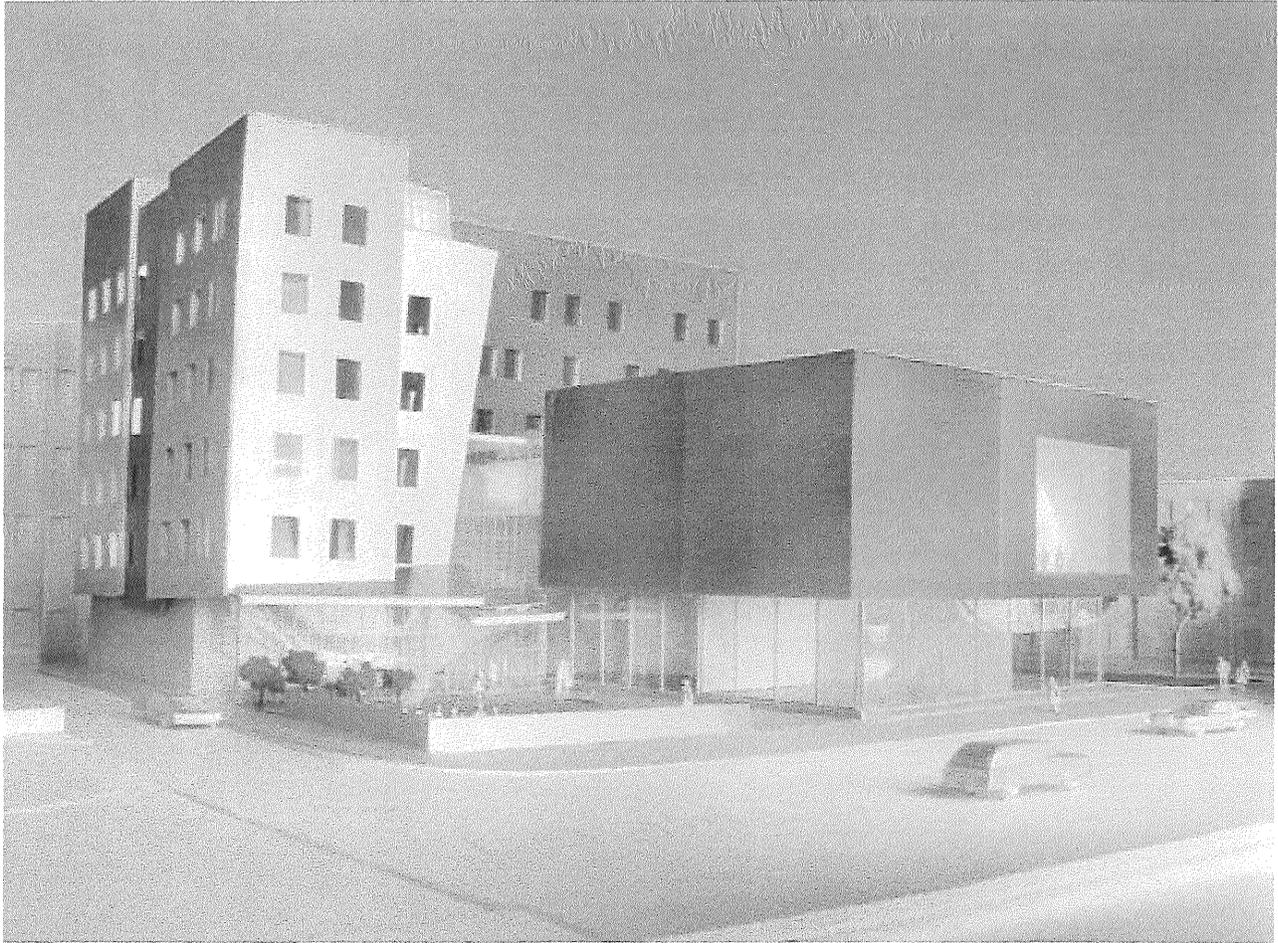
## Use of Funds

- |   |              |
|---|--------------|
| 1. Construction, land acquisition and related | \$20,758,000 |
| 2. Furnishings & equipment                    | 750,000      |
| 3. Campaign direct and allocated              | 3,388,000    |

**Projected Total Project Costs** **\$24,896,000**



MacPhail

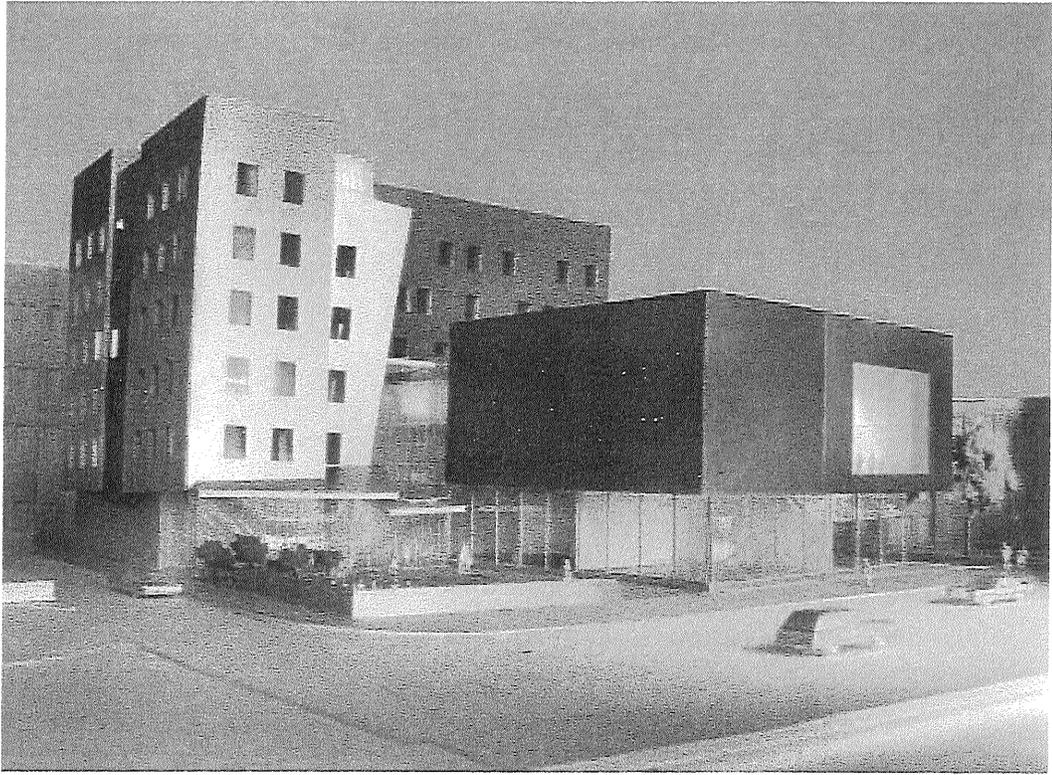


# MacPhail Center for Music

2007

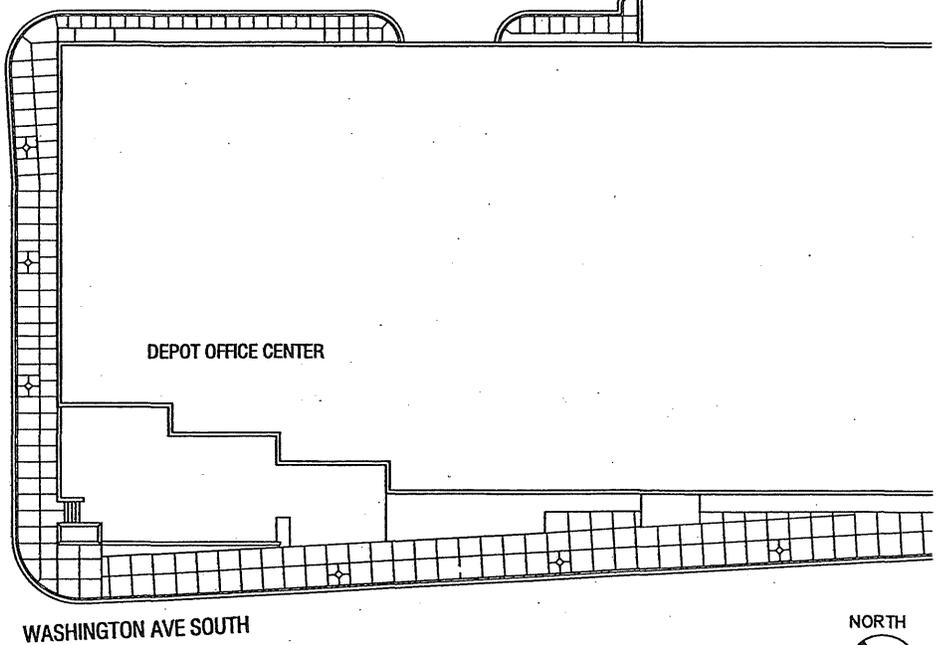
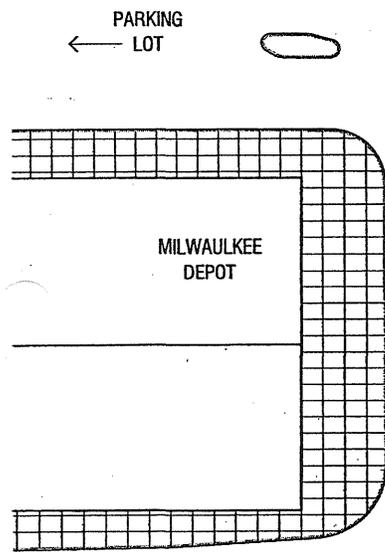
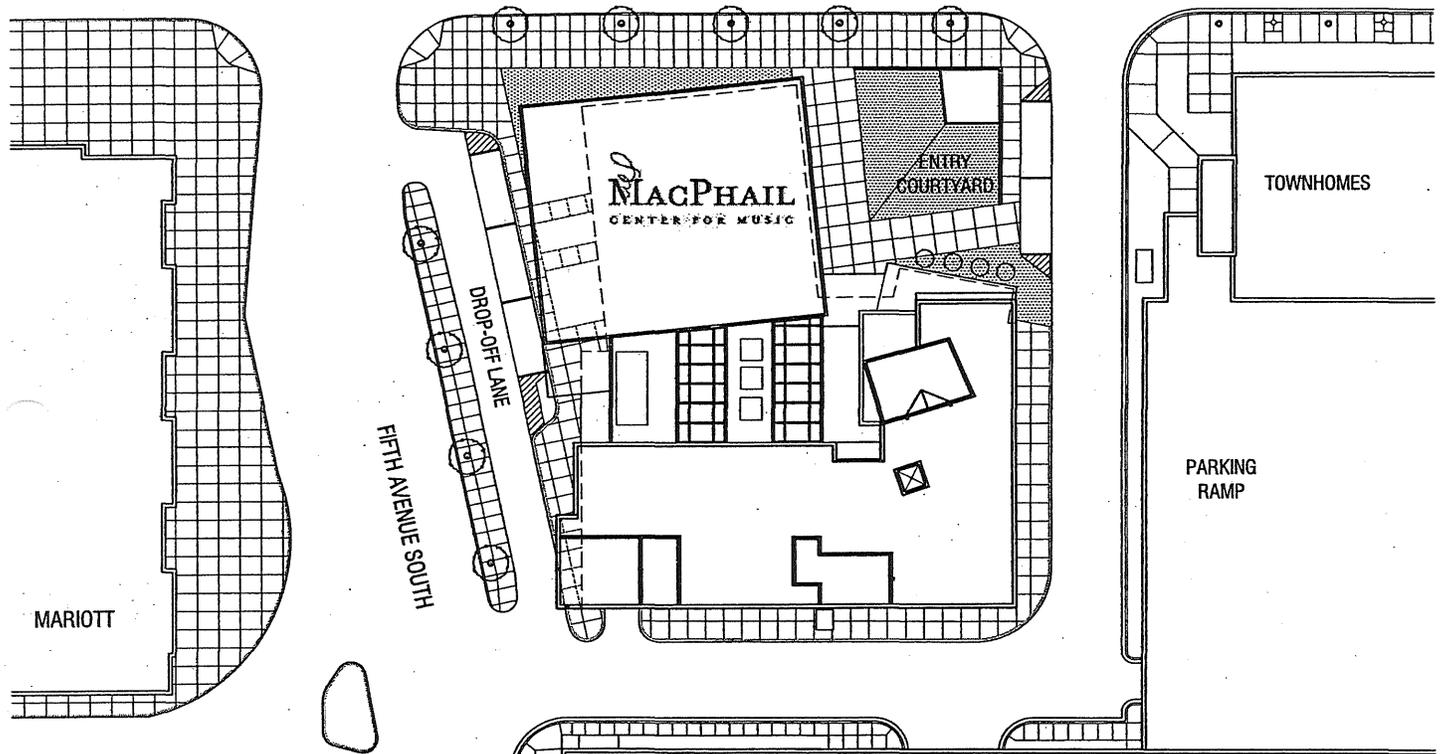
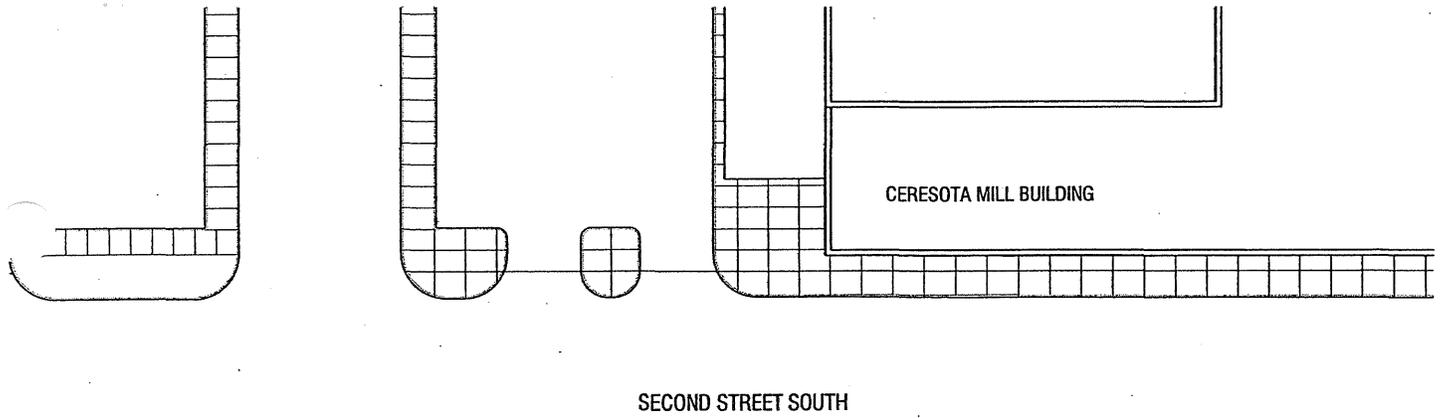


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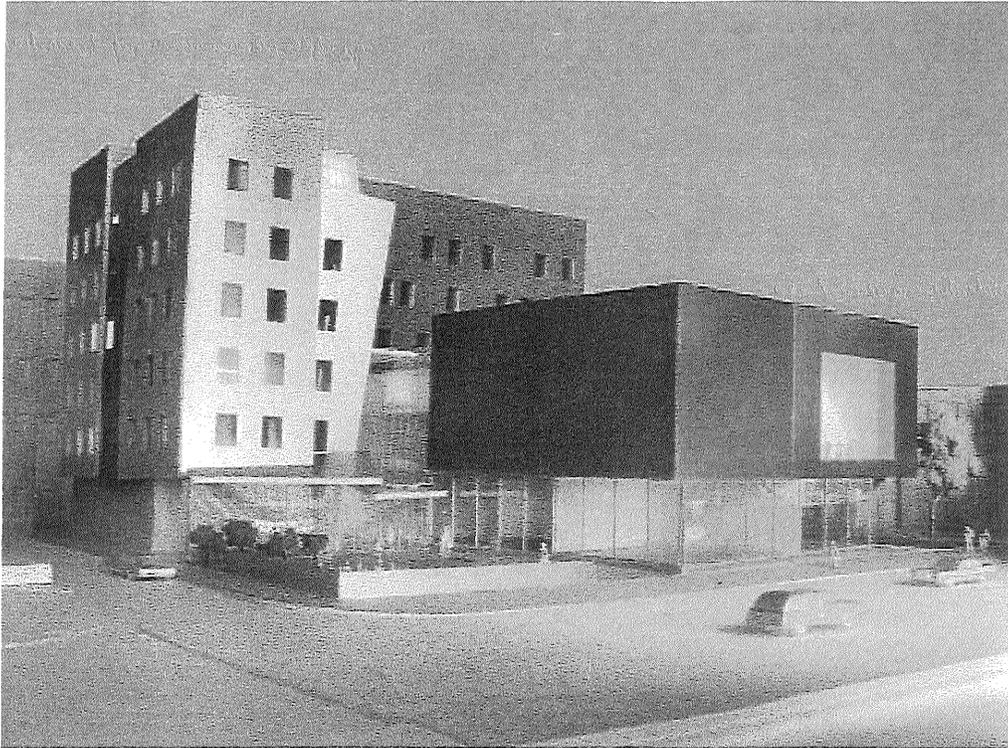
MacPhail Center for Music





**SITE PLAN**

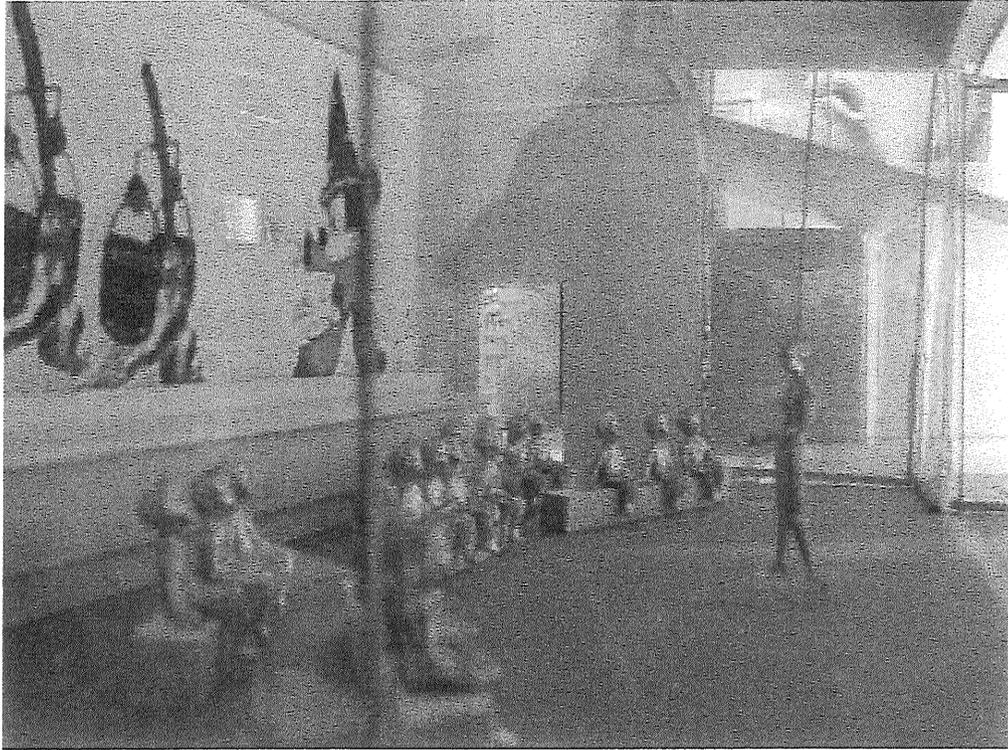




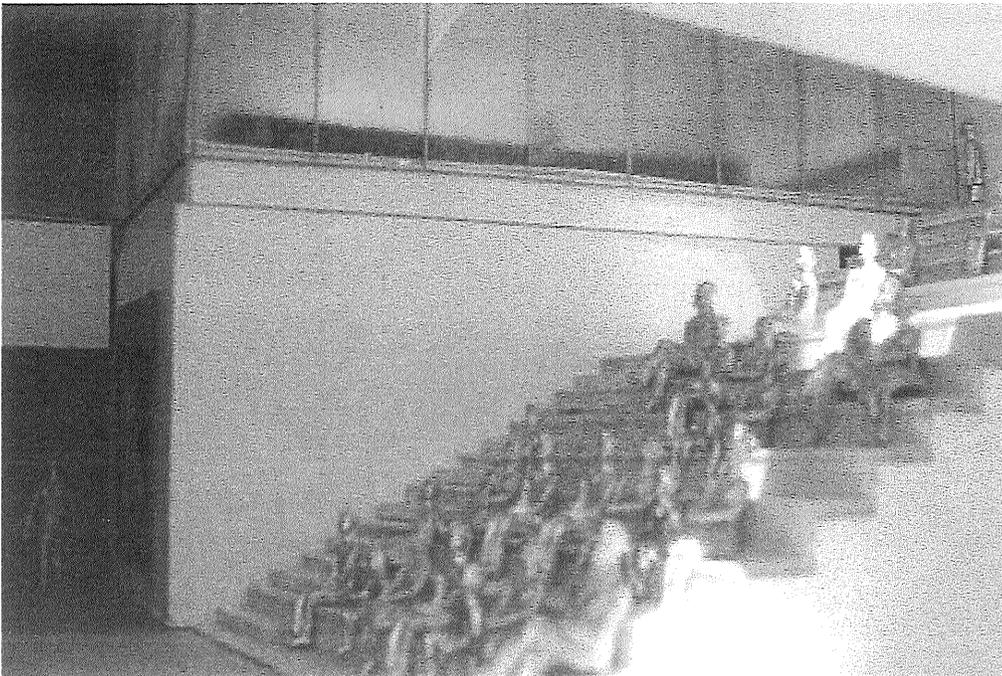
The new MacPhail Center for Music from across Second Street South. An outdoor performance plaza defines the northeast corner of the building and is the main building entry.



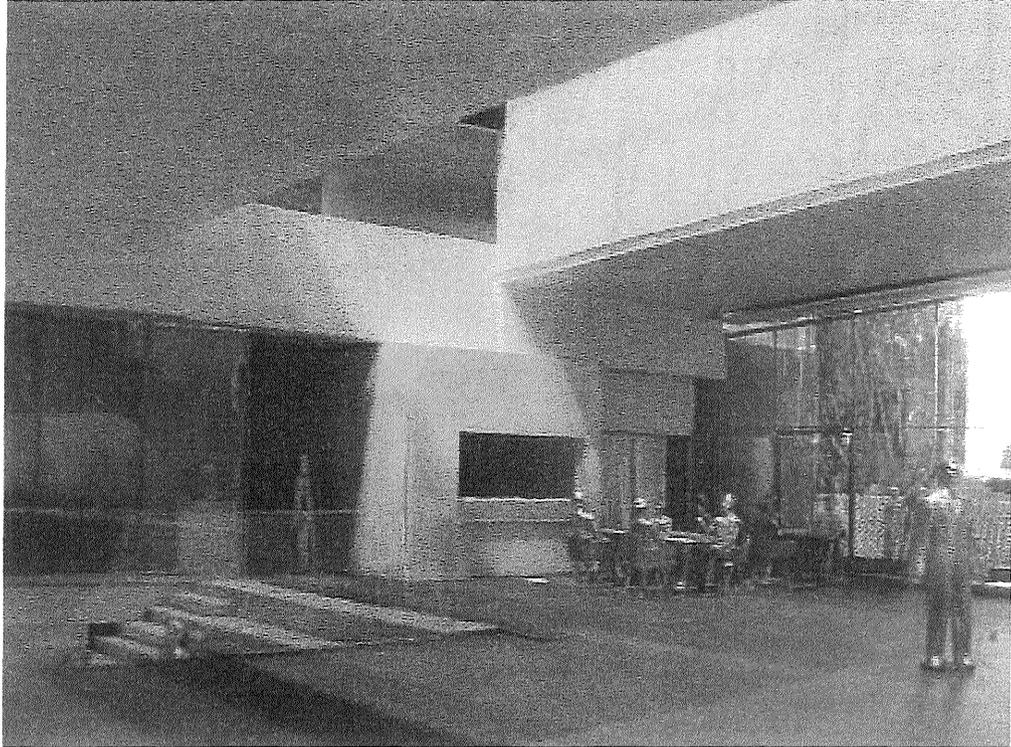
Main entry at plaza with Early Childhood Arts classroom on left.



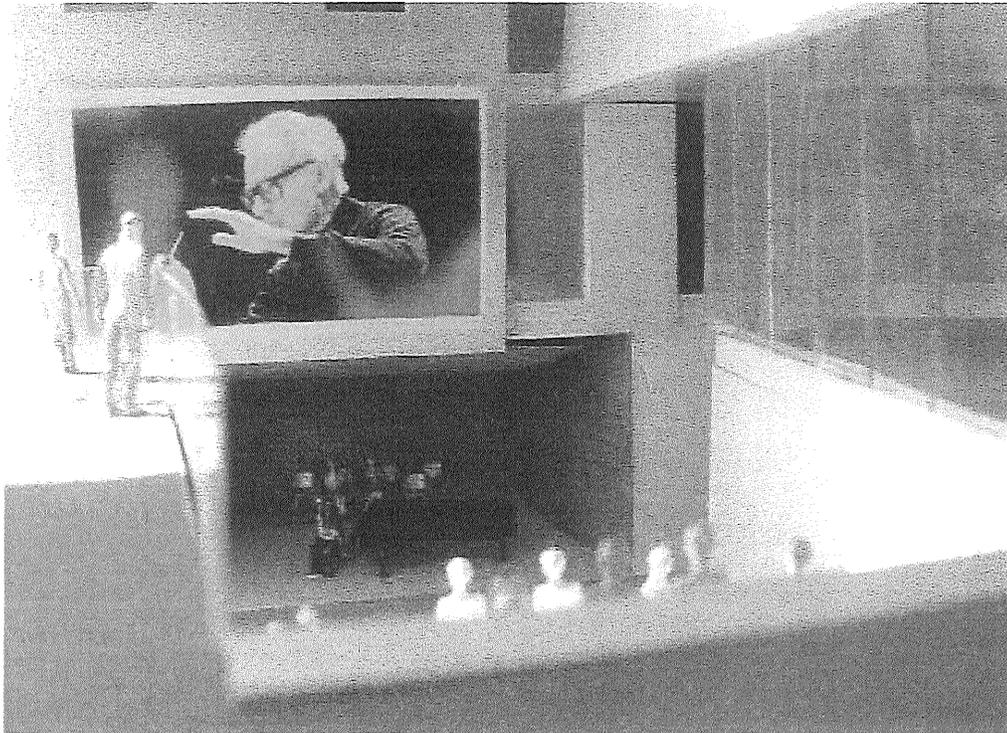
One of the Early Childhood Arts classrooms



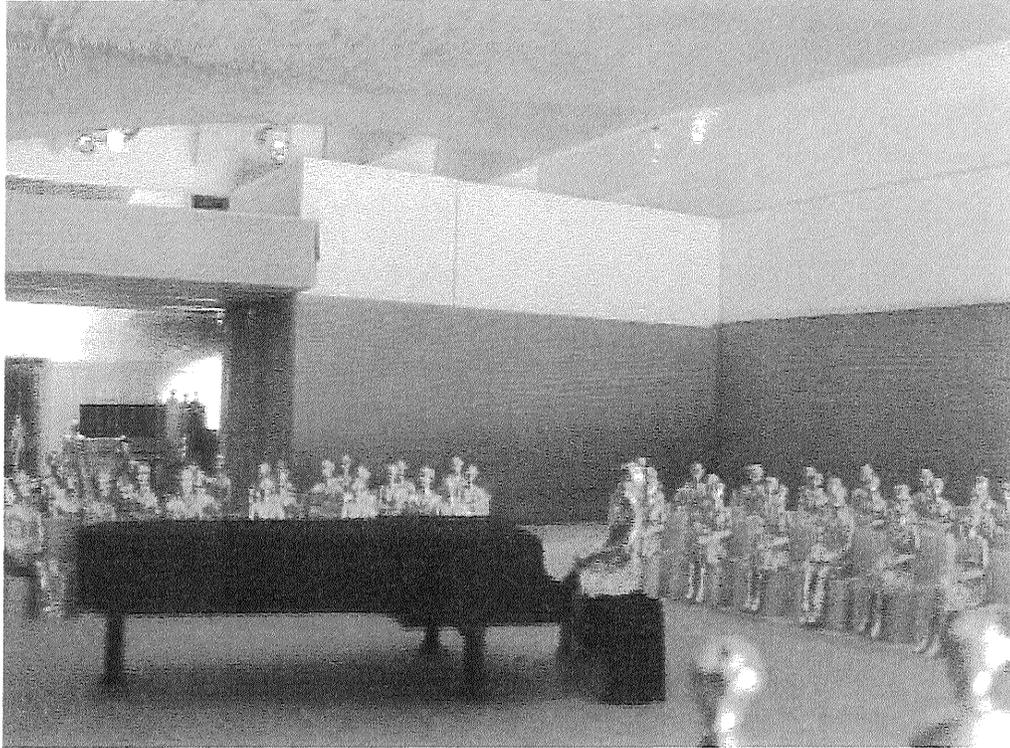
View of the lobby from the main entrance. The grand stair to the second floor auditorium will also become a gathering and meeting place, and will be used as seating to view scheduled, informal, or even impromptu public performances.



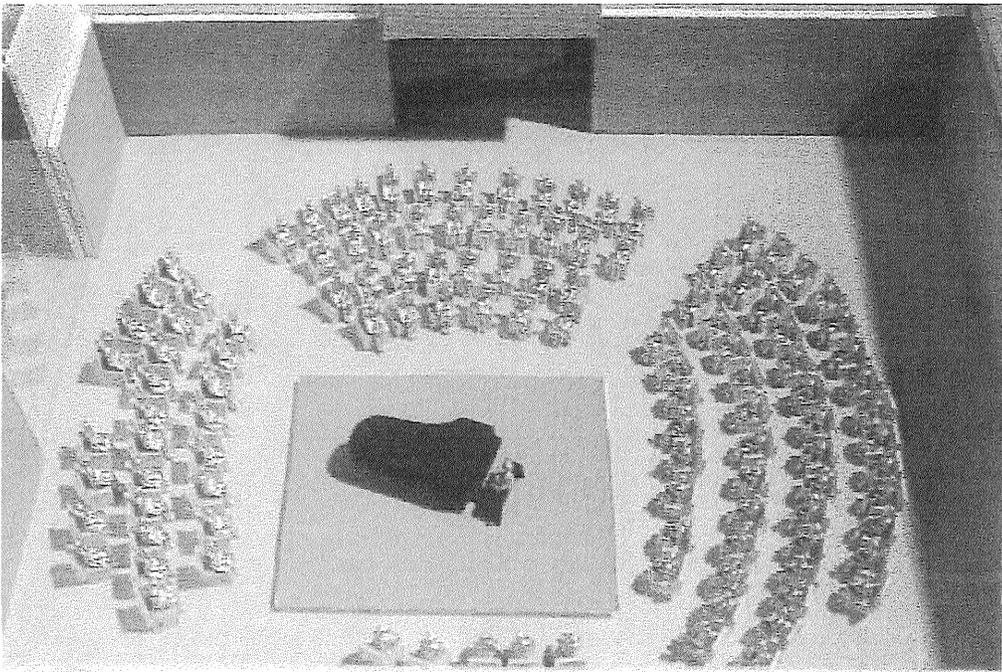
At the top of the stairs is a catering kitchen/coffee shop and lounge area. Used by waiting parents and students for everyday activity, this becomes the main reception space for an auditorium performance.



The view from the upper reception toward the informal performance stage.



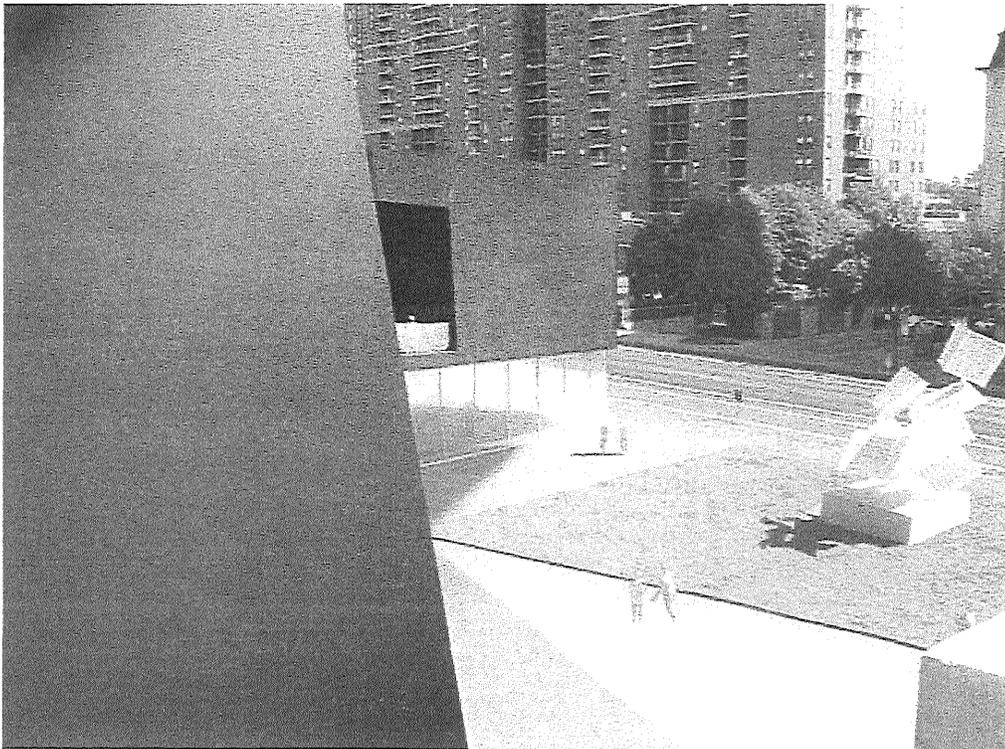
The main auditorium.



The main auditorium will have a movable, demountable stage to allow for a variety of different performance and audience experiences.



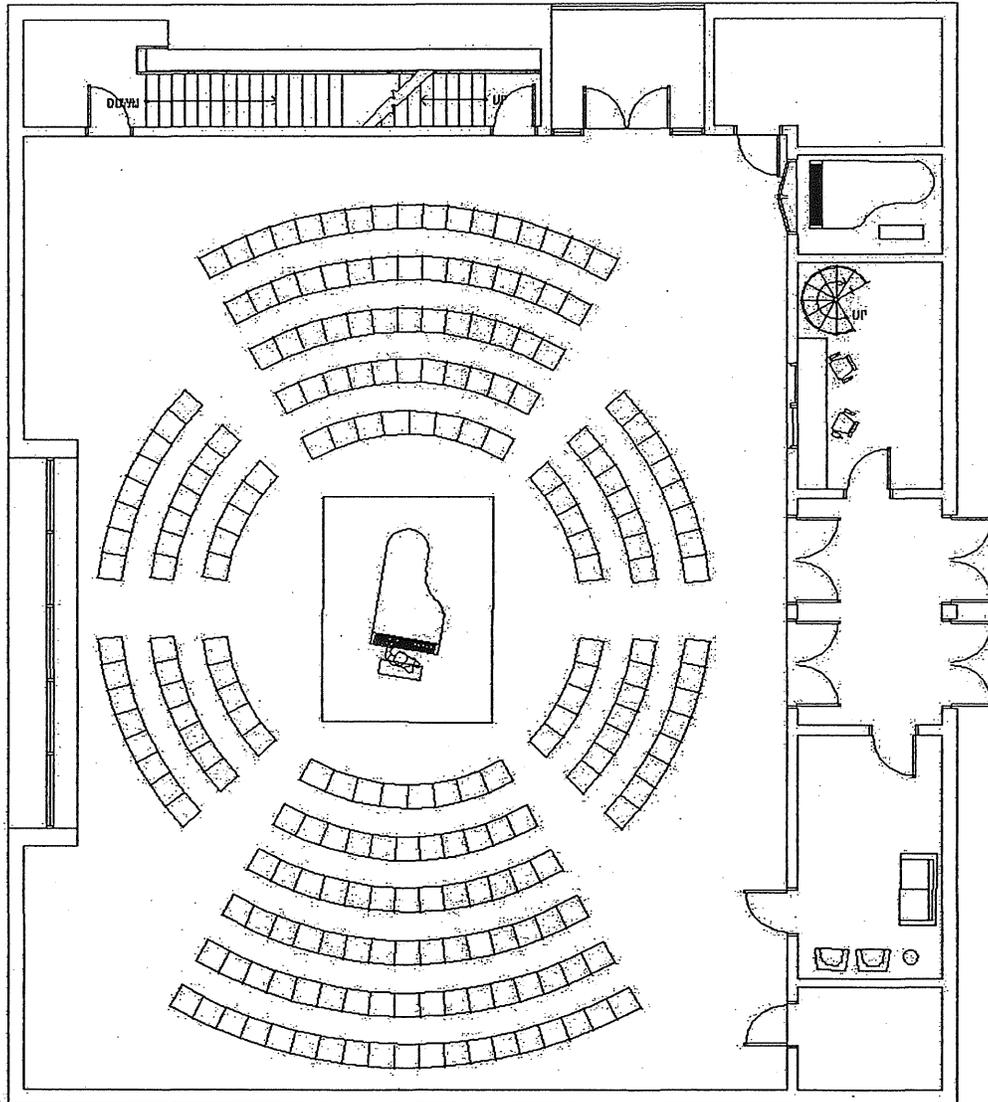
The new MacPhail building as seen through the neighboring Milwaukee Depot.



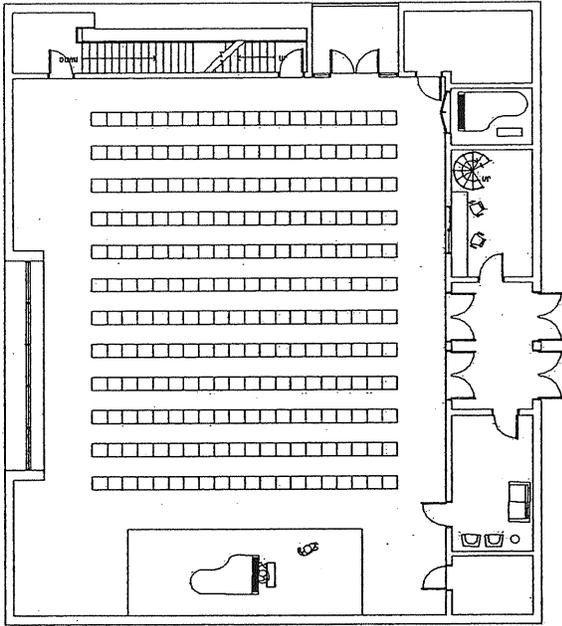
View of the performance plaza from the roof of the neighboring parking garage.

*MacPhail*  
**MACPHAIL**  
Center for Music

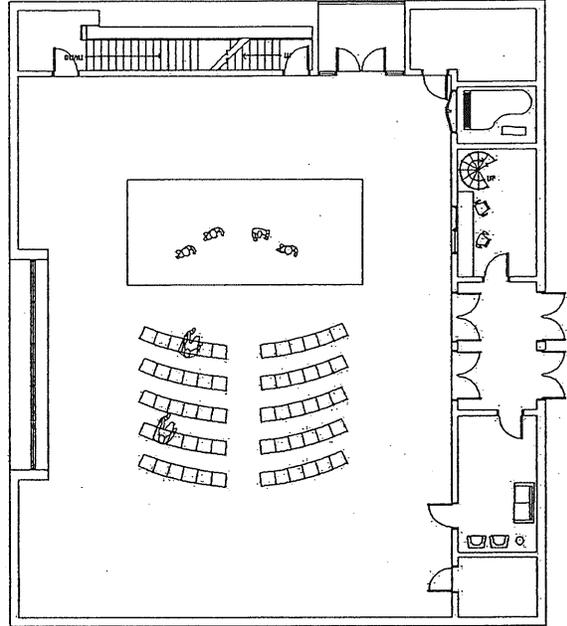
Performance Hall Arrangements



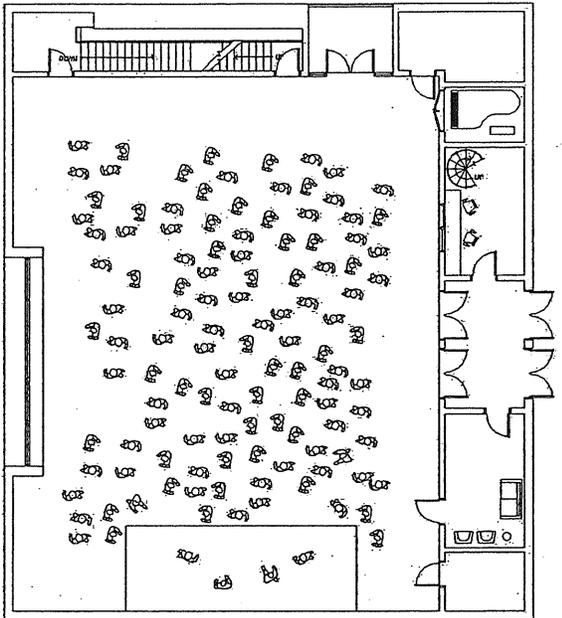
Vineyard Concert: 230 people  
-Moveable Seats  
-Centered Stage



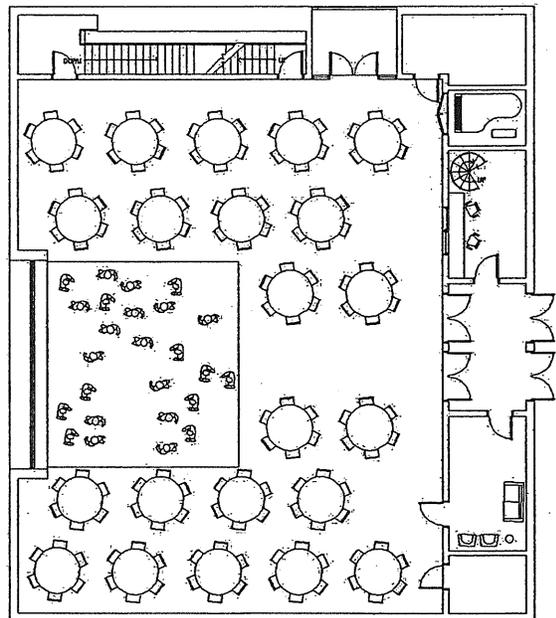
Traditional Performance: 240 people  
 -Moveable Seats  
 -Stage



Chamber Recital: 60 people  
 -Moveable Seats  
 -Stage



Concert Venue: 250+ people  
 -No Seats  
 -Stage



Gala/Catered Dinner: 120 people  
 -Tables and Chairs  
 -Dance Floor

KARE 11 News – February 28, 2006

[http://www.kare11.com/news/news\\_article.aspx?storyid=119710](http://www.kare11.com/news/news_article.aspx?storyid=119710)

## Music lessons improve math scores



It's music to the ears of teachers and parents. Math scores at Whittier International Arts School, hit a high note this year all because of a simple equation; math + music = success.

If you want to see fourth grader Precious Adams at her best just give her a violin and then, test her on math.

"Music is very often described as being mathematical, that music is math," said University of Minnesota Professor Carol Freeman.

Precious says playing music is helping her math scores, "I was down, now I'm up."

Precious and other fourth graders at Whittier have been studying with some of the best musicians at the MacPhail Center for Music.

It doesn't matter if the students study violin or piano both instruments are achieving the same results, when the students return to the classroom, their math scores are up.

Fernando Flores is a student benefiting from the lessons, "Notes are like numbers, if you play a note, it's like playing a number. So you could mix music and math together."

Their math teacher says not only are they doing better on math problems, but they understand the concepts much better, "You know what else is huge," said Liz Debrey, "the way that they were explaining their thinking, this is big!"

The math scores are up for students who chose to take part in the MacPhail music program just one day a week in either group or private lessons for either the piano or the violin.

"We need to put more resources in it and make it more possible for more kids whose parents can't afford these lessons," said Freeman.

Not all the students in the program want to play professionally, but at least for now, they're seeing a very positive connection between keys, strings and grades.

U of M researchers say the findings indicate that the longer students are in the program, the higher their math scores.

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## 2006 Capital Budget Requests

1. **Local Government:** City of Minneapolis
2. **Project Title:** MacPhail Center for Music Building Project
3. **Project Priority:** See attached City Council resolution
4. **Project Location:** Southeast corner of 2nd Street and 5th Avenue South in Minneapolis
5. **Total Project Cost:** \$21.5 million
6. **Request for 2006 Funds:** \$5 million
7. **State Funds Request in 2008:** \$0
8. **State Funds Request in 2010:** \$0
9. **Non-state Funds Available or To Be Contributed:**

MacPhail is implementing an aggressive capital campaign plan that it believes will yield \$11.5 million in private contributions. The campaign already has commitments totaling \$7 million. MacPhail will contribute the \$2 million of proceeds remaining from the sale of its current facility. The Center intends to borrow \$3 million. The City of Minneapolis will use tax increment financing to construct 35 parking spaces at \$20,000 per space as part of redevelopment of the block on which the facility will be located. The City provided the 22,596 square feet of land for the facility at a price of \$18 a square foot under its redevelopment powers. The City also received a \$939,566 Minnesota Department of Employment and Economic Development grant for environmental cleanup and Phase II investigation of the redevelopment block. The Metropolitan Council provided a \$136,320 local match and the City \$136,320. Additional Minneapolis Community Development Agency Funds were used in the cleanup.

### 10. Project Description and Rationale:

This request is for \$5 million in state funding to pay the land acquisition, predesign, design, construction, furniture/fixtures/equipment, relocation, interest/bond issuance and other costs of a new MacPhail Center for Music educational facility at 2<sup>nd</sup> Street and 5<sup>th</sup> Avenue South in Minneapolis. It is a project of regional and statewide significance. MacPhail has a national reputation.

The \$21.5 million project is a six-story educational facility with classrooms, administrative space and a 225-seat performance hall. The Center has outgrown its 82-year-old facility at 1128 LaSalle Avenue in Minneapolis. MacPhail has raised \$11 million so far for the project.

MacPhail draws upwards of 25,000 visitors making 330,000 visits each year and employs 150 professional musicians – second in the state only to the Minnesota Orchestra. The Center has more than 6,700 students ages 6 weeks to 80 years, with emphasis on young people to age 18. Its students live in more than 200 zip codes in Minnesota. MacPhail provides services throughout the state from Thief River Falls to Worthington. It recently opened the first of several planned satellites in the Twin Cities region at Paideia Academy, a charter school in Apple Valley.

MacPhail serves more than 2,500 learners through community partnerships with schools and other organizations at 40 sites in the Twin Cities metropolitan region:

- Early Childhood Education. 11 sites/700 students. Examples are Cherish the Children, a Minnesota Indian Women's Resource Center program in Minneapolis; Rockford Early Childhood Family Education center in Rockford; and Centennial School District in Circle Pines.
- K-12. 15 sites/1,544 students. Examples are Emerson Spanish Immersion Learning Center in Minneapolis, Blake Middle School in Hopkins and City Academy in St. Paul.
- Music Therapy. 3 sites/183 young people. Learners with the special challenges of autism, Down syndrome, physical handicaps, cancer, Attention Deficit Hyperactivity Disorder, neurological disorders and Emotional Behavior Disorder. Examples are Ronald McDonald House in Minneapolis, The Therapy Place in Bloomington and Gillette Children's Hospital in St. Paul.

MacPhail's community efforts are targeted to need. Its 200 financial aid recipients have an average family income of \$18,870 a year. Seventy-two percent of students in early childhood programs live below poverty level. Sixty-one percent of K-12 students in MacPhail's community partnership programs receive free or reduced-price lunch.

Sixty-five percent of scholarship and community partnership participants are non-white.

MacPhail is transforming lives and enriching community through music education throughout Minnesota. The Center is dedicated to bringing the unique power of music to learners of every age, especially younger ones,

regardless of family income or neighborhood. Its efforts are driven by the need across the state, by research showing the connections between music and learning in other basic areas and by the power of music to connect Minnesotans across dividing lines of place, race, class and time.

**11. Ownership:**

MacPhail Center for Music will be the fee owner of the property and will convey the property to the City of Minneapolis through a long-term ground lease. The city will, in turn, sub-lease the facility back to MacPhail for management and operation.

**12. Detailed Project Costs:**

Land Acquisition	\$ 800,000
Predesign	\$ 246,300
Design	\$ 1,395,650
Construction	\$15,216,300
Furniture/Fixture/Equipment	\$ 750,000
Relocation Costs	\$ 100,000
Interest and bond issuance	\$ 2,835,000
Other	\$ 165,000
	-----
	<u>\$21,508.250</u>

**13. Square Footage:** 55,000 square feet

**14. Project Schedule:**

Begin Construction 7/2006  
Finish Construction 7/2007

**15. State Operating Funds** \$0

**16. City Council Resolution:** See attached City Council resolution

**17. Contact Person**

David O'Fallon, President  
1128 LaSalle Avenue  
Minneapolis, MN 55403  
612-767-5311 (office)  
612-321-9740  
ofallon.david@macphail.org

# transforming lives



Music, motion, and memories all play a part in Lorraine's weekly music therapy session at MacPhail. The 68-year-old sings and stretches as therapist Todd Schwartzberg puts her through the paces. "Music therapy can be particularly beneficial to people with Parkinson's disease," Schwartzberg says. "The regular predictable rhythmic pattern that music provides helps the clients to control their movements when music is present." In addition to maintaining muscle tone and stimulating mental activity, the sessions use songs from the '40s & '50s to prod musical memories including her participation in an Arthur Murray dance competition. "My mother always loved music, but she was busy for much of her life and didn't have a chance to explore it," says her son. "She's now getting a chance to fully enjoy and explore music."

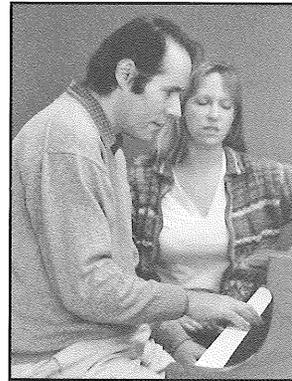
Copywriting on this panel by Joel Hoekstra; all photos by Kris Drake Photography

# pioneering

## PASSIONATE

### *personal growth*

MacPhail Center for Music has been at the forefront of musical education since its inception over 97 years ago. Its spirit translates into deep-seated passions for all disciplines of music appreciation and education. MacPhail



awakens the talent in students, inspires individuals who wish to excel, and strengthens communities through the educational benefits of music. MacPhail creates an experience focused on personal growth for all who come in contact with its teachers, students and supporters.

*"Music Therapy has been a tool with which our son has blossomed more than we could ever have imagined...He has vocalized more words while participating in music therapy than in any other environment." - Mr. and Mrs. Duvall, Apple Valley, MN*

*"My daughter's attention span has improved with the help of music therapy. I highly recommend this program for other families with children with disabilities." - Kathryn Sedo, Golden Valley, MN*

**For further information on how you, your child or your organization can get involved in the MacPhail Music Therapy Program, contact:**  
**Melissa Wenzell, MT-BC, NMT**  
**Music Therapy Coordinator**  
**612.767.5492**  
**wenzell.melissa@macphail.org**



*Transforming lives and enriching  
our community through music.*

*The development of the MacPhail Music Therapy Program is made possible through a generous grant from the CIGNA Foundation on behalf of its Minneapolis-based subsidiary, CIGNA Behavioral Health and by the Jay and Rose Phillips Family Foundation.*

**Music Therapy** is the use of music in the accomplishment of therapeutic goals: to restore, improve and maintain emotional, physical, physiological, and spiritual health and well-being. **Music Therapy** is an established health profession that builds on the power of music, using it in a focused and concentrated way for healing and change. **Music Therapy** can help develop self-expression, self esteem, cognitive skills, impulse control, motor skills, communication skills, relaxation, behavior management, pain management and social skills.

## Who can benefit?

Music Therapy has successfully made a difference for people living with:

- Alzheimer's Disease
- Autism
- Chronic Illness/ Pain
- Developmental Disabilities
- Depression/Depressive Disorders
- Eating Disorders
- Grief/Loss
- HIV/AIDS
- Mental Health Diagnoses
- Parkinson's Disease
- Physical Disabilities
- Substance Abuse Problems
- Traumatic Brain Injuries

**Financial Assistance is available due to generous grants from the CIGNA Foundation and the Marie and Edwin C. Hirschhoff Fund for Special Music Education and Therapy**



**The MacPhail Music Therapy Department** is a **resource** for students, parents, caregivers, music therapists and music educators in the community. MacPhail's music therapists provide programming through our community partnerships: Courage Center, Gillette Children's Hospital, Groves Academy, Partnership Resources, The Whole Learning School, The Therapy Place, Ronald McDonald House, and the Autism Society of Minnesota.

### The MacPhail Music Therapy Team

**Timothy De Prey**, MT-BC, NMT, Director of Music Therapy

**Melissa Wenzell**, MT-BC, NMT, Music Therapy Coordinator

**Gretchen Gallagher**, MT-BC

**Nicholas Johnson**, MT-BC, NMT

**Todd Schwartzberg**, MT-BC, NMT, Music Therapy Partnership Coordinator

### The MacPhail Music Therapy Advisory Committee

**Amy Furman**, MM, RMT, Minneapolis Public Schools-Longfellow

**Bobbi Hoppman**, Regional Director, REM Inc., support services for people with developmental disabilities, St. Paul

**Roberta Kagin**, MT-BC, Music Therapy Associate Professor, Augsburg College, Minneapolis

**Becky Pansch**, MT-BC, NMT Fellow, Fairview Hospice, Minneapolis

**Lee Anna Rasar**, MMed, NMT, WMTR, MT-BC, Director of Music Therapy, University of Wisconsin-Eau Claire

**Ted Rubenstein**, MFA, MA, RDT, Clinical Director for the Institute for Therapeutic Arts, Chicago, IL

**Mary Sarafolean**, Ph.D., Licensed Psychologist, Gillette Children's Hospital, St. Paul

## The Board Certified Music Therapists (MT-BC) at MacPhail Center for Music

offer music based interventions which are tailored to the needs of each student based on information obtained through the music therapy assessment process. MacPhail's program serves students of **all ages** and of **any need**. Services include adaptive lessons, private music therapy sessions, group music therapy, and inclusion into all of MacPhail's programs. A member of the Music Therapy Team will first:

**Assess** each student's emotional well-being, physical health, social functioning, motor skills, cognitive skills, and communication abilities through experiences and responses.

**Design** individual and group sessions using, but not limited to, the following techniques:

- Music Improvisation
- Songwriting
- Receptive music listening
- Lyric discussion
- Music study and performance
- Learning through music
- Therapeutic Drumming

**Participate** in treatment planning, ongoing evaluations, recommendations and referrals.

The Music Therapists at MacPhail are professional members of the American Music Therapy Association (AMTA) and its Great Lakes Regional Chapter.

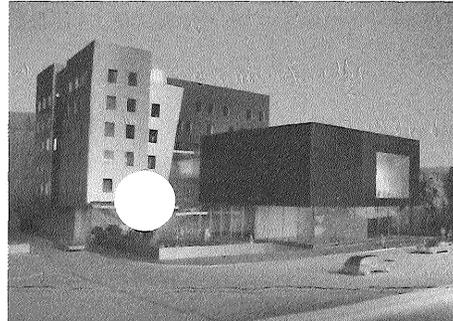
# Star Tribune

Published July 13, 2005

## MacPhail unveils plans for new home

Linda Mack

MacPhail Center for Music is leaving its aging home for a brash new flagship on the downtown Minneapolis riverfront. Twin Cities architect James Dayton's plan for the music school, to be unveiled today, should bring more modern pizzazz to the district already brimming with design cachet.



MacPhail plans show an urbane \$12.5 million tin, steel and glass headquarters on 5th Avenue S. and S. 2nd Street near French architect Jean Nouvel's Guthrie Theater and Tom Meyer's Mill City Museum.

"If there was any doubt that the riverfront was becoming a neighborhood, having another cultural institution pretty well seals the deal," said Nina Archabal, director of the Minnesota Historical Society, which owns the Mill City Museum.

The dramatic design shows a six-story tin-clad tower of music studios framing a two-story auditorium sheathed in rusty steel that appears to float on a glass understory. The auditorium will seat as many as 225 people for public concerts and recitals.

The sought-after Dayton, who worked with architect Frank Gehry, designed the acclaimed Minnetonka Center for the Arts and a just-announced luxury condo project a block away from the proposed MacPhail.

The 98-year-old music school also will announce plans to open an outpost in Apple Valley, the first of a series of suburban "access sites." MacPhail plans to share space with the Paideia Academy, a charter school renovating the former Apple Valley movie theater at 7200 W. 147th St.

Tona Dove of the Paideia Academy board said that MacPhail will run the school's music program when it opens on Aug. 8 and the board is discussing ways for MacPhail to offer its own programs in the same building.

"Students will still come to the flagship for master classes or a speaker," said David O'Fallon, MacPhail's president. "But you won't have to drive downtown every Saturday morning or Thursday afternoon for lessons."

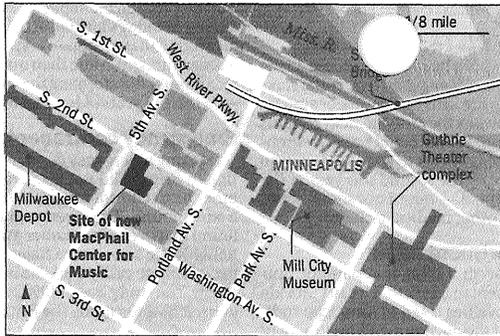
He said 3,000 of MacPhail's 6,500 students use the downtown classrooms. Others are served through partnerships with schools or community groups.

MacPhail has been looking for new quarters since before 2000, when the University of St. Thomas purchased its 1923 building. In 2001 the music school hired the Chicago firm of Nagle Hartray to design a building for the riverfront site, but the plans were shelved.

"They've waited a long time for this," said Minneapolis City Council Member Lisa Goodman, who represents downtown. "There were fits and starts, they had an uninspired design, they tried to find a building to renovate. This design, this architect, this location-- it's just perfect for that site."

## Downtown

At 55,000 square feet, MacPhail's new quarters will be 10,000 square feet larger than its present home and will have features the current 82-year-old building lacks, such as air conditioning and acoustical control. O'Fallon said a flexible auditorium will allow concert seating for 225 or a more intimate arrangement for chamber music.



Source: MacPhail Center for Music Jane Friedmann/Star Tribune

The current fourth-floor auditorium seats 160.

The new building will also have a glass-walled studio for rock music on the top floor, first-floor spaces for early-childhood arts classes, and a second performance space off a three-story atrium that will lend itself to informal jam sessions.

Manon Gimlett, a voice teacher who heads the school's teenage Prelude program, especially liked that performance space.

"It's really flexible," she said.

The new building will also offer community spaces where parents can wait for children, have a cup of coffee and be comfortable, O'Fallon said.

## A suburban strategy

In Apple Valley, MacPhail plans to renovate 4,000 square feet in the same building as the Paideia Academy. A final agreement has not yet been signed.

The idea of bringing faculty to students was driven by studies of population growth, traffic and other trends, said Tom McEnery, who chaired the board's strategic task force. "What are the barriers to access? Traffic is one," he said.

If cost estimates, fundraising and other matters all fall into place, MacPhail plans to break ground on the downtown flagship next year in order to finish it in 2007, the institution's 100th anniversary.

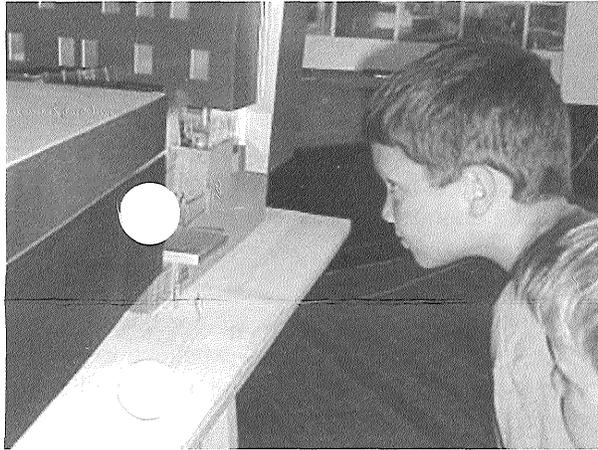
Linda Mack is [atlmack@startribune.com](mailto:atlmack@startribune.com).

# Minnesota Public Radio

Transcript Published July 13, 2005

by Marianne Combs

## A new home for music in Minneapolis



**The MacPhail Center for Music is building a new home in Minneapolis. MacPhail has unveiled the design for an expanded music center in the Mill District, in what's becoming a new cultural corridor. But MacPhail plans building a new future while breaking down some old walls.**

Minneapolis, Minn. — The fourth floor auditorium in the current MacPhail building was alive with a huge show and tell party. Kids performed on stage alongside their teachers, while friends peered at the design models of the new music center. This is the latest generation in a century long tradition of music education.

MacPhail President David O'Fallon says it's a time for jubilation - the music school has been looking for a new home, and the right design, for a long time.

"We took three years to get the next 100 years right," says O'Fallon.

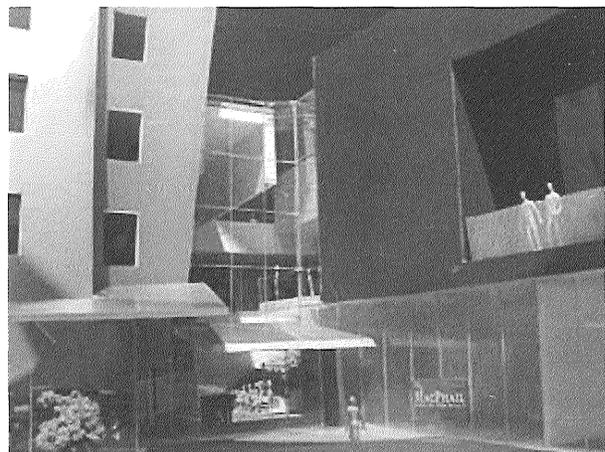
O'Fallon says the building will allow MacPhail music teachers to work with students in new ways. He also says it will help MacPhail to expand its work encouraging communication across cultural boundaries.

"Hispanic and Somali and Hmong, refugees and immigrants from all around the world are coming here," says O'Fallon. "MacPhail has always been a center of excellence; we will be that with many more musical traditions as we go forward. That's very important to us."

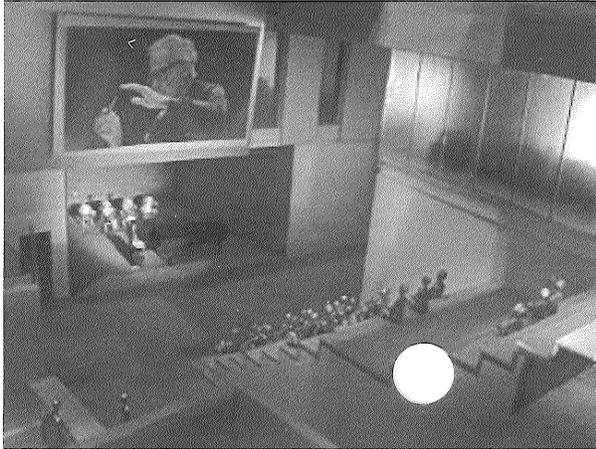
The MacPhail's current home in downtown Minneapolis is showing its age. It lacks both air conditioning and modern music recording facilities. O'Fallon says while MacPhail is excited about the move, it's also focused on reaching out beyond its new walls. The center's expansion includes the creation of three "access sites" in outlying Twin Cities suburbs.

"An access site will in essence be a smaller version of MacPhail," says O'Fallon. "So you can go there and have individual instruction, learn composition, explore different musical traditions, understand what it really means to strive for excellence and do it all closer to where you live. And you can drive to it and even park at it!"

O'Fallon says MacPhail is currently in the quiet phase of its fundraising campaign. He'll announce the campaign and details of the project budget in a few months time.



MacPhail will be moving just down the street from the Mill City Museum and the new Guthrie Theater complex. Principal architect Jim Dayton says it's daunting to design a cultural building for Minneapolis at a time when internationally known architects are creating monuments all over the city. But he says he's up for the challenge.



"I'm a local architect who believes it's incredibly important to have those guys - Jean Nouvel, Frank Gehry and Herzog and de Meuron - come to town and build buildings for us," says Dayton. "I think it's important to set the bar that much higher. And now we have an opportunity with this MacPhail building; we're next!"

The center takes its name from William S. MacPhail, one of the original members of what is now the Minnesota Orchestra. He opened the MacPhail School of Violin back in 1907. It soon expanded to teach other instruments and other styles of music. It's trained thousands of musicians including, among others, Lawrence Welk. William's son Stuart MacPhail says he was born into the business of music.

"You know, I jokingly say I played the cash register more than I did my clarinet," MacPhail laughs. "My brother and sister were more musical than I, my father and mother were both professional musicians and I was a business manager for the school."

Stuart MacPhail's time and attention appears to have paid off. MacPhail Center for Music has grown into one of the largest music schools in the nation. He says he's excited to contemplate the future of the center, especially the new satellite schools in the suburbs.

"I do think our future lies in the neighborhoods, and we're going to try to do a good job of neighborhood teaching - a big job - because we want to spread music everywhere," says MacPhail.



The MacPhail Center for Music plans to break ground on its new home in 2006 and complete the building in 2007, just in time for its 100th anniversary.

## **Pioneer Press**

Published July 13, 2005

### **MacPhail tunes in to 21st century**

**Bigger, updated facility to open in 2007**

**BY MATT PEIKEN**

While unveiling plans to move the vaunted MacPhail Center for Music from downtown Minneapolis to a new home near the Mill City Museum and the Mississippi River, school officials admitted they're not so much stepping into the 21st century as shaking off the cobwebs of the early 1900s.

The new MacPhail house a versatile, acoustically designed performance and include central air conditioning and Internet access in every room and studio, school officials announced Tuesday. The new building at Second Street South and Fifth Avenue South will have 10,000 square feet more of classroom, rehearsal and gathering space.

The MacPhail was started in 1907 and has been at 1128 LaSalle Ave. for 80 years.

Officials expect to open the new space in fall 2007.

Every year, some 6,500 youth and adults take music instruction through MacPhail, half of them through the school's hub and the rest through partnerships with a span of Twin Cities corporations, schools, day care centers and homeless shelters.

"We don't even have phones in every studio right now," said David O'Fallon, the school's president. "We've just drastically outgrown our home, and now we'll have a home that lives up to the MacPhail reputation and the quality classes and programs we offer."

The two-story formal performance space, with flexible seating for intimate or larger performances, will be designed by the same acoustician who customized the heart of the new SPCO Center in downtown St. Paul. The \$12.5 million, 55,000-square-foot center, to be built entirely with private money, also will feature a six-story block of studios with skylighting in the entry, a coffee bar and lounges, six classrooms dedicated to early childhood arts, a floor dedicated to Suzuki method violin education and a suite for the school's music therapy program.

MacPhail is also developing a series of satellite campuses throughout the Twin Cities. The first, planned for Apple Valley, opens in September. O'Fallon says increases in course fees, if any, won't be "drastic."

Matt Peiken can be reached at [mpeiken@pioneerpress.com](mailto:mpeiken@pioneerpress.com) or 651-228-5440.

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<http://startribune.com/stories/389/5503476.html>,  
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[http://news.minnesota.publicradio.org/features/2005/07/13\\_combsm\\_newmcpail/](http://news.minnesota.publicradio.org/features/2005/07/13_combsm_newmcpail/)  
or at [www.macphail.org](http://www.macphail.org).

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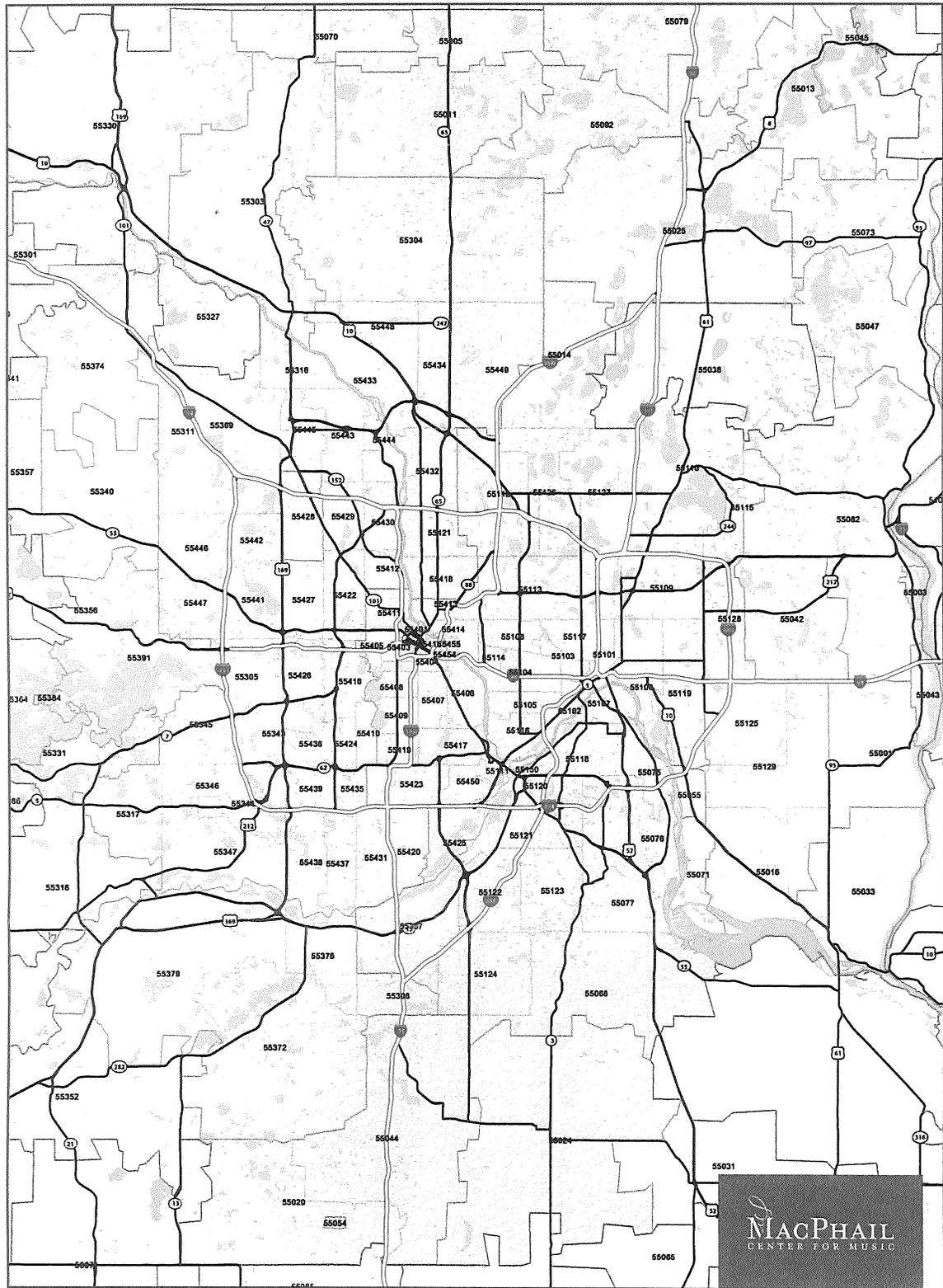
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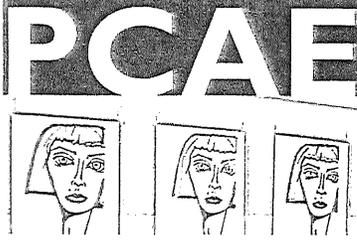
*\*Deceased*

*Updated March 2006*



## MACPHAIL CENTER FOR MUSIC

SHADED AREAS INDICATE STUDENT ATTENDANCE AT  
MACPHAIL BY ZIP CODE AREA.



February 21, 2006

David O'Fallon  
President, MacPhail Center for Music  
1128 LaSalle Avenue  
Minneapolis, MN 55403

Dear Dr. O'Fallon:

The Perpich Center for Arts Education is excited to have established a partnership with the MacPhail Center for Music – certainly the preeminent organization of its kind in the nation. I am pleased that our campus is a potential teaching site for your faculty. I am also excited to explore, incubate and deliver statewide projects in collaboration with your organization.

An important project that we have discussed involves our Agency facilitating distance-learning delivery of music education from the MacPhail Center for Music to our partner sites across the State. Established Perpich Partner Schools are certainly excellent places for us to facilitate, arrange, and technologically assist students from across Minnesota to receive the benefits of applied music instruction taught by your faculty. Together we can also support the professional development of music teachers and teachers who use music to enhance and extend learning in other knowledge areas.

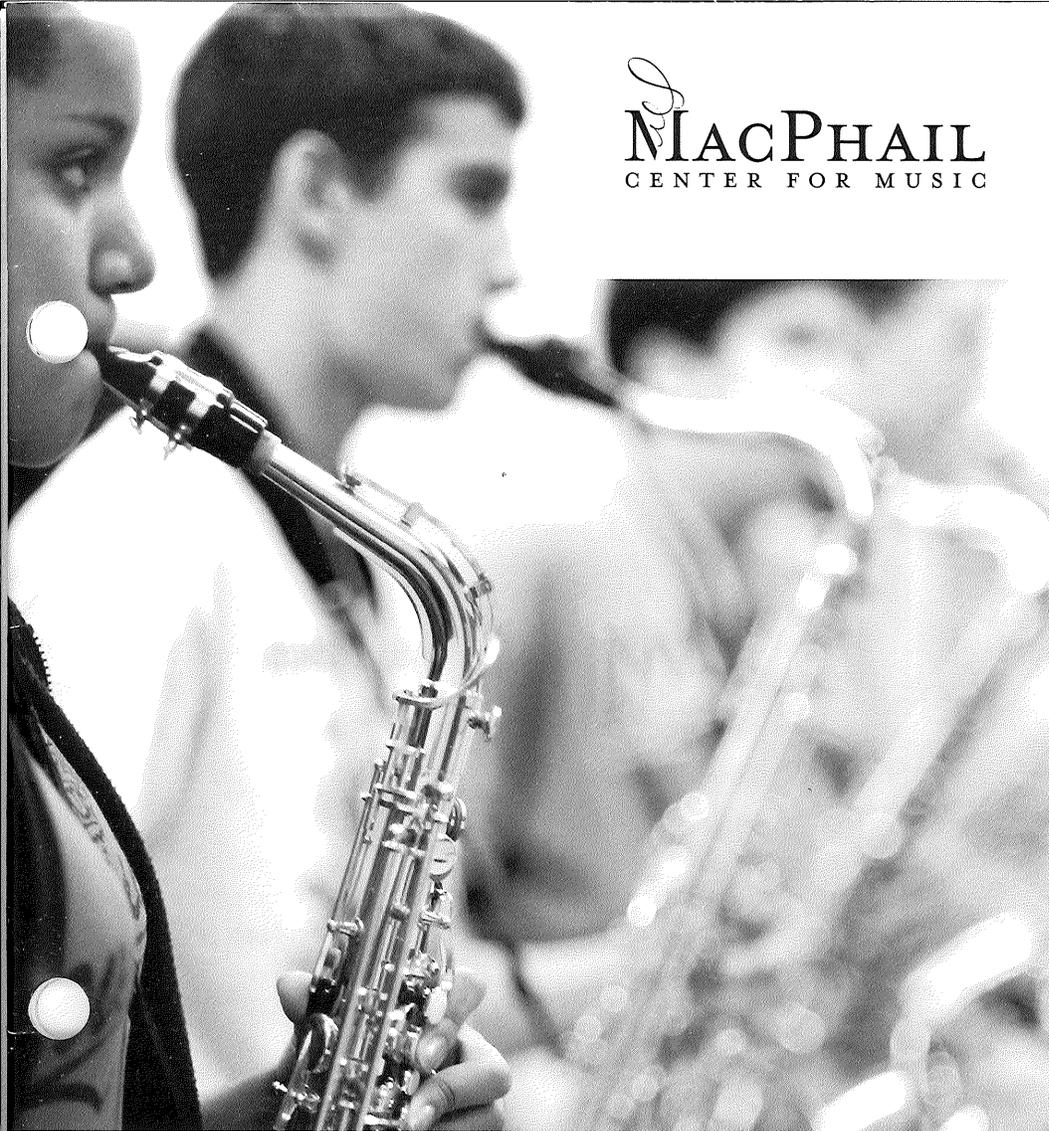
The Perpich Center is an Agency dedicated to fluently implementing the technology resources of the state to efficiently disseminate rich education resources to all geographic areas. Our partnership with the Macphail Center for Music is an exciting alliance, and one that is groundbreaking on a state and national level. I am very pleased that it is also an effort aimed at serving people from all geographic and demographic groups.

I am excited to be working with an individual of your experience and vision to combine the collective impact of our organizations for the benefit of the citizens of our state.

Sincerely,

A handwritten signature in black ink, appearing to read "Nathan Davis".

Nathan Davis, Ph.D. Executive Director – Perpich Center for Arts Education

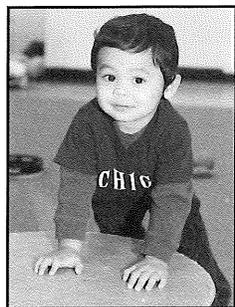


# 2006 summer camps

June 12 - September 1, 2006

20 camps for ages 4-adult

Strings, Rock, Piano, Percussion, Early Childhood Arts,  
Suzuki Piano Institute and much more



## Our Mission

To transform lives and enrich our community through music education.



## Our Vision

To be the premier destination and resource for community music education in the Twin Cities and beyond.

# MacPhail Summer Camps

**Teaching Philosophy:** Our twenty summer camps provide a fun and unique learning opportunity for students to explore music in a creative environment and develop skills that will last a lifetime. Each camp is specially designed to meet the needs of the student and to create a nurturing environment that promotes cooperation, creativity and self-discovery. Camps are a great opportunity for social interaction with students of similar level and interest.

**What You Get:** Instrument based camps offer an intensive experience that culminates with a performance opportunity. Camps for young children provide opportunities for exploration and musical skill building that will provide a strong love of music while building a foundation for future musical growth. Camps provide an excellent opportunity to broaden a student's experience in an instrument area and participate in activities that supplement their current knowledge. For example, Musical Trolley students will discover the wonders of Saint-Saëns' *Carnival of the Animals* through listening, coloring, as well as seeing the animals live. Percussion Camp students will make their own mallets and Rock Week students will conclude their camp with a performance at First Avenue.

### Questions?

Music Therapy Camps, call Todd Schwartzberg,  
 Music Therapy Community Partnership Coordinator, at 612.339.5627  
 Early Childhood Arts Camps, call Dianna Babcock,  
 Director of Early Childhood Arts, at 612.767.5405.  
 All other camp-related questions should go to Melissa Falb,  
 Director of Group Instruction, 612.767.5438.



# summer camps

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## Musical Trolley Camp: Fun in the Sun

Now offered at Mt. Zion Temple in St. Paul and  
Birch Lake Elementary in White Bear Lake

Experience Musical Trolley in a new one-week format.

### Details:

Tuition \$140

Ages 4-Kindergarten

June 26 - 30 9:00 - 11:00 a.m.

Location: Birch Lake Elementary,  
1616 Birch Lake Avenue, White Bear Lake  
*Registration deadline is June 19, 2006*

July 10 - 14 9:00 - 11:00 a.m.

Location: Mount Zion Temple,  
1300 Summit Avenue, St. Paul  
*Registration deadline is July 3, 2006.*



### What You'll do:

- Express your creative potential
- Sing, rhyme, move and create!
- Develop your musicianship skills
- Try out band and orchestral instruments
- Learn new musical vocabulary

See page 26 for camp registration information.

Call Dianna Babcock, Director of Early Childhood Arts,  
at 612.767.5405 with any questions.

## Musical Trolley Camp at the Minnesota Zoo

co-presented by the Minnesota Zoo

Experience Musical Trolley at the Minnesota Zoo!



MINNESOTA  
ZOO™

### Details:

Tuition \$140

Ages 4-Kindergarten

June 19-23 1:00-3:30 p.m.

June 26-30 1:00-3:30 p.m.

July 10-14 1:00-3:30 p.m.

July 31-August 4 1:00-3:30 p.m.

August 28-September 1 1:00-3:30 p.m.

Location: Minnesota Zoo,  
13000 Zoo Boulevard, Apple Valley  
*Registration begins March 17, 2006*  
*online at [www.mnzoo.org](http://www.mnzoo.org)*



### What You'll Do:

- Explore musical concepts through Saint-Saens *Carnival of the Animals*!
- Sing, rhyme, create and move!
- Develop musicianship skills.
- Learn new musical vocabulary!
- Explore the zoo and learn about animal habitats and conservation.

***5 different sessions to choose from!***

Co-taught by MacPhail Center for Music and the Minnesota Zoo. MacPhail's Musical Trolley takes a special trip to the Minnesota Zoo. *Carnival of the Animals* by Camille Saint-Saens sets the stage for a parade of musical magic with Minnesota Zoo and family farm animals. Children will express their creative potential as they explore musical and animal habitats through singing, rhyming, moving, exploring a few band and orchestral instruments, and creating.

Register online at [www.mnzoo.org](http://www.mnzoo.org). Registration begins March 17.

Call Dianna Babcock, Director of Early Childhood Arts,  
at 612.767.5405 with any questions.

## Musical World-Around the World in 5 Days at Mt. Zion Temple in St. Paul

Take a musical journey around the world! This one-week format of the popular Musical World class will take you on musical adventures through far-off places and in your own backyard!

### Details:

Tuition: \$140

Ages: Kindergarten-Grade 1

July 17-21 9:00-11:00 a.m.

Location: Mount Zion Temple,  
1300 Summit Avenue, St. Paul

Registration deadline is July 10, 2005



### Explore Cultures from:

- Early Minnesota pioneer days
- Germany
- Philippines
- Central America
- Israel
- Egypt
- South Africa

### What you'll do:

- Sing!
- Learn songs and rhymes from other cultures!
- Learn rhythmic notation!
- Explore ethnic instruments!
- Create, improvise, and much more!

Take a musical journey around the world! This week-long camp will go on new adventures as they explore early Minnesota pioneer days -- fur trappers, Ojibwe and pioneers. They will also explore cultures from other countries such as Germany, the Philippines, Central America, Israel, Egypt and South Africa, through songs and rhythmic notation, exploration of ethnic instruments and opportunities to accompany, create and improvise.

See page 26 for registration information.

Call Dianna Babcock, Director of Early Childhood Arts, at 612.767.5405 with any questions.

## Musical World Camp at the Minnesota Zoo

co-presented by the Minnesota Zoo

Experience Musical Trolley at the Minnesota Zoo!

# NEW!



MINNESOTA  
ZOO

### Details:

Tuition \$150

Ages Grades 1-2

4 sessions available!

June 12-16 1:00-5:00 p.m.

July 24-28 1:00-5:00 p.m.

July 31-August 4 1:00-5:00 p.m.

August 14-18 1:00-5:00 p.m.

Location: Minnesota Zoo,  
13000 Zoo Boulevard, Apple Valley  
Registration begins March 17, 2006  
online at [www.mnzoo.org](http://www.mnzoo.org)



### What You'll Do:

- Learn new songs and rhymes from other cultures
- Explore ethnic instruments
- Learn rhythmic notation
- Explore the zoo and learn about animals and their habitats.

*4 different sessions to choose from!*

Co-taught by MacPhail Center for Music and the Minnesota Zoo. Meet the animals of the Minnesota Zoo as you embark on a musical journey around the world. With a MacPhail music instructor and ZooCamp Naturalist as your guides, you'll travel to far-off places such as Central and South America, Germany, the Caribbean and Philippine Islands and Africa (including the new Africa Exhibit: Summer on the Savanna).

Register online at [www.mnzoo.org](http://www.mnzoo.org). Registration begins March 17.

Call Dianna Babcock, Director of Early Childhood Arts, at 612.767.5405 with any questions.

## Musical Adventures Camp

This camp will help campers further develop many of their musical skills through a variety of rhythmic, melodic and creative activities!

**Now offered at 3 different locations including  
MacPhail South in Apple Valley**

### Details:

**Tuition: \$140**

**Ages: Grades 1-3**

**June 26-30 9:00 a.m.-12:00 p.m.**

**Location: Sojourner Truth Academy,  
3820 Emerson Ave. N, Minneapolis**

**Registration deadline is June 19, 2006**

**July 10-14 9:00 a.m.-12:00 p.m.**

**Location: Whittier International Elem. School,  
2620 Grand Avenue, Minneapolis**

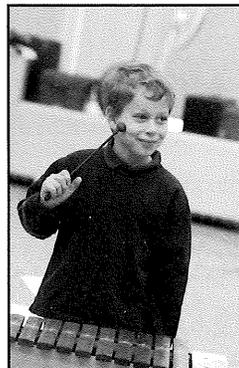
**Registration deadline is July 3, 2006**

**July 17-21 9:00 a.m.-12:00 p.m.**

**Location: MacPhail South  
7200 147th Street West, Apple Valley  
Registration deadline is July 10, 2006**

What you'll do:

- Sight singing
- Music reading
- Learn rhythmic notation
- Improvisation
- Develop ensemble-playing skills
- Explore various musical instruments
- Learn basic composition skills
- Create, improvise, and much more!



Call Dianna Babcock, Director of Early Childhood Arts, at 612.767.5405 with any questions.

See page 26 for camp registration information.

## Sensational Explorers Camp

Co-presented by MacPhail Center for Music, Music Therapy Department and the Autism Society of Minnesota

This camp, fits the needs of children with Autism Spectrum Disorder and includes full visual communication supports during each camp session.

### Details:

**Tuition: \$425**

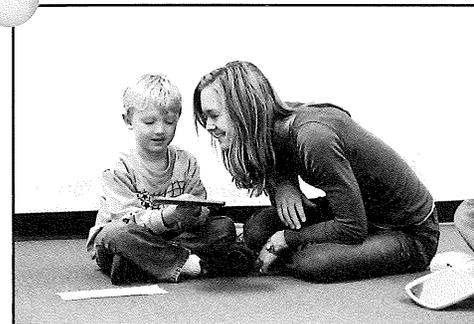
**Ages 4-12**

**August 7 - 11**

**9:00 a.m.-3:00 p.m.**

**Location: Whittier International Elementary School,  
2620 Grand Avenue, Minneapolis  
Registration Deadline: July 10, 2006**

Through the use of music and sensory exploration, campers will increase their ability to recognize, identify and express their levels of alertness and emotions, as well as increase their self-awareness and social interaction through sensory perceptions.



**Program Designers:**  
**Todd Schwartzberg, MT-BC, NMT**  
**Wendy Jeanetta-Wark, M.Ed.**  
**Tami Eshult, B.A.**

Students will register and pay through the Autism Society of Minnesota. For additional information, call Todd Schwartzberg, M Ed., MT-BC, NMT at MacPhail at 612.339.5627 or Tami Eshult at the Autism Society of Minnesota at 651.647.1083, ext. 15.

## Composition Camp

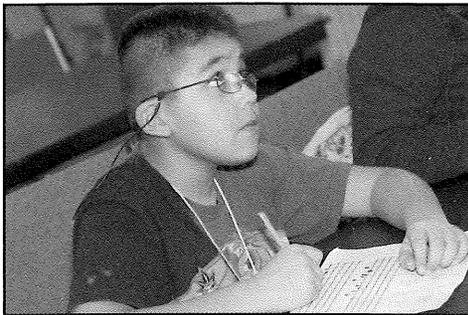
Calling all young composers!

Share your passion for creating music.

# NEW!

What you'll do:

- Gain composition tools such as orchestration, counterpoint and ear training
- Study the works of living and historic composers
- Meet famous local composers who compose music in a variety of styles and genres such as classical, jazz, and commercial music
- Receive coaching from MacPhail faculty on your compositions



See page 26 for camp registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

### Details:

Tuition \$290

Ages 11-18

July 31-August 4 1:00-4:00

Registration deadline is July 7, 2006.

### Instructors:

**Sarah Miller, MacPhail  
Composition Faculty and  
local composers**

You will be asked to submit a score for review prior to the camp.

## Piano Camp

Join us for a week of musical games, piano ensembles and creating your own music!

### Who should come?

Intermediate piano students with at least 2 years of private instruction.

### Details:

Tuition: \$265

Ages 10-14 (entering grades 5-8)

July 10-14

9:00 a.m. - 12:00 p.m.

Registration deadline is June 16, 2006.

What you'll get:

- Develop sightreading skills
- Collaborate with other pianists
- Composition and improvisation opportunities
- Play in ensembles with 2-4 students
- Perform with an ensemble on the last day of camp

### Instructors:

**Cathy Smetana  
Jeremy Hanson  
Sue Ruby**

See page 26 for camp registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.



## Suzuki Piano Institute

now sanctioned by the Suzuki Association of the Americas

The Suzuki Piano Institute provides an opportunity for students, parents, and teachers to participate in and observe the principles of Talent Education. As enrichment to year-round lessons, the Institute provides stimulation, motivation and wide-ranging keyboard and musical experiences for students of all ages and levels. Parents have the opportunity to share ideas and learn new skills for working with their children.

### Details:

**Tuition: \$350**

**Teacher observer fee: \$25 per day**

**Ages Preschool through grade 12**

**July 24 - 28 9:00 a.m. - 4:00 p.m.**

**Registration deadline is June 30, 2006**



See page 26 for camp registration information.

### **Instructors:**

- **Dr. James Breckenridge, nationally recognized Suzuki clinician**
- **Tadeusz Majewski, Concert Artist**
- **Beth Turco, Suzuki clinician**
- **Cindy Monson, J.B. Taylor, Rick Stanton, & Nancy Daley, MacPhail Suzuki Piano Faculty**

### **Who may attend?**

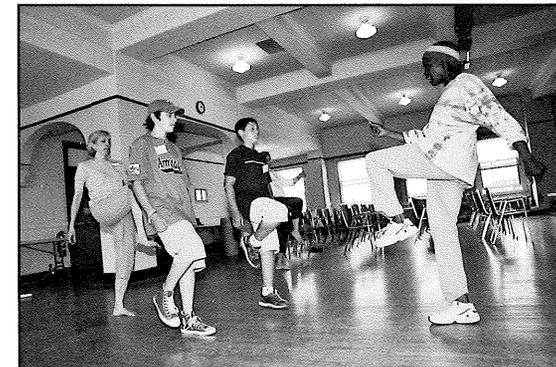
Suzuki piano students who have completed the Twinkle Variations, with their parent (or another responsible, interested adult).

- Teacher observers

\*\* Families are responsible for arranging their own meals, housing and transportation while attending the Institute. All children under high school age must be accompanied by a responsible adult. Supervision of students outside of class is not provided by Institute faculty.\*\*

### **What You'll Get**

- Six classes daily, with closing performances and presentations on the final day
- Small group master class/applied piano, working with master teachers on technique, interpretation and performance preparation
- Composer Studies
- Theory, Composition & Improvisation
- Keyboard Skills & Ensemble



### **Enrichment classes:**

- Singing & movement
- World Music
- Faculty Concerts

Contact Cindy Monson, Institute Coordinator, with questions at 612-321-0100, ext 461, or email [monson.cindy@macphail.org](mailto:monson.cindy@macphail.org).

## Adult Piano Camp

Spend your summer evenings making new friends and making music! Compose, improvise and perform in ensembles.

# NEW!



### Classes cover:

- Composition
- Improvisation
- Music History
- Piano Maintenance

See page 26 for camp registration information.

**Details:**  
**Tuition: \$200**  
**June 27-29**  
**6:00 - 9:00 p.m.**  
**Registration deadline is June 2, 2006.**

### What you'll do:

- Collaborate with other adults in piano ensembles of 2-4 students
- Receive feedback on your solo repertoire from your peers and MacPhail teaching artists
- Final performance and reception at the completion of the camp (June 29)
- Select and attend the elective classes that interest you the most

**Instructors:**  
**MacPhail Piano Faculty**

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

## Adult Chamber Music Camp

Interested in playing music with other adults?  
 Want to develop some great ensemble playing skills?  
 If so, this is the experience for you!



**Details:**  
**Tuition: \$300**  
**July 17, 19, 20, 24, 26, 27**  
**7:00 p.m. - 9:00 p.m.**  
*There is an optional hour from*  
**6:00 p.m. - 7:00 p.m.**  
**Final Performance on July 27.**  
**Registration deadline is June 2, 2006**  
**Please arrive at 6:00 p.m. on July 17**

### What you get:

- Perform in a chamber group with musicians of similar skills and interests.
- Coaching sessions on chamber music techniques.
- Master class session with a chamber music expert.
- Final performance and reception at the completion of the camp (July 27).

### Who should come?

Adult musicians playing:

- strings
- woodwind
- brass
- piano
- harp
- guitar

**Instructors:**  
**MacPhail Chamber**  
**Music Faculty**

*For placement auditions, please prepare:*

- Major/minor (if possible) scale of your choice.
- Two minute piece of your choice (etude, orchestral excerpt or repertoire).
- Please also be prepared to sightread.

We expect to admit all students who register. If we receive more applications than we can accommodate, we will give priority to early applicants and to those instruments most needed in the ensembles.

See page 26 for camp registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

## String Chamber Music Camp

In String Chamber Music Camp, violin, viola, cello and bass students will develop ensemble skills in groups of six to eight students with no more than two students per part.

### Details:

Tuition: \$150

Ages 9-12 (entering grades 4-6)

July 17-21 9:30 a.m. - 11:45 a.m.

Registration Deadline is May 26, 2006

Placement auditions are Sunday, June 11  
from 1:30 - 4:00 p.m.

### Instructors:

MacPhail String Faculty

String Chamber includes:

- Daily coaching by a MacPhail faculty member
- Chamber music rehearsals in skill-matched small ensembles
- Master classes for all participants
- A concluding concert by all groups

See page 26 for registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

### Who should come?

Any string student entering grades 4-6 who has been playing at least one year.



### For the audition, please prepare:

- a scale of your choice
- a polished piece
- sightreading

## String Academy

String Academy is an intensive program for violin, viola, cello and bass players. Students will develop their practice techniques, technical and ensemble skills, and basic musicianship and music theory.

### Who should come?

Any string student entering grades 7-12 with at least one year playing experience and who is comfortable reading.

String Academy includes:

- Daily coached sessions on chamber music
- Private lessons with MacPhail faculty
- Orchestra and sectional rehearsals
- Supervised practice
- Group classes on technical and musical subjects
- A chamber music and orchestra performance on the final day of String Academy

### For the audition, please prepare:

- a scale of your choice
- a polished piece
- sightreading

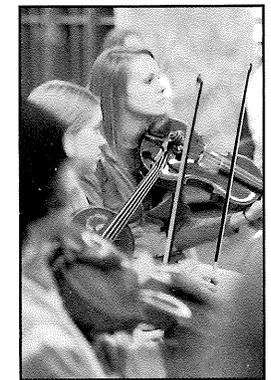
### Details:

Tuition: \$315

Ages 12-18 (entering grades 7-12)  
June 19-30 8:30 a.m. - 12:00 p.m.  
Registration deadline is May 19, 2006.  
Placement auditions are  
Sunday, June 4 from 1:30 - 4:00 p.m..

### Instructors:

MacPhail String Faculty



See page 26 for camp registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

## The Sartory String Quartet Institute at Birch Lake Elementary in White Bear Lake

Want to develop some great ensemble playing skills with other musicians your age?

**Details:**

**Tuition:** \$470, plus a \$20 non-refundable audition fee  
**Ages 11-18 (entering grades 6-12)**

**July 10-21**

**9:00 a.m. - 3:00 p.m.**

**Location:** Birch Lake Elementary, White Bear Lake

**Registration deadline is April 14, 2006**

**Auditions:** April 23, 2006

**at Prince of Peace Lutheran Church, Roseville**

**Instructors:**  
Elizabeth Ericksen,  
Stella Anderson,  
Laura Sewell



Auditions will include:

- 3-octave scale
- Solo that demonstrates technique and tone
- Sight reading from the string quartet repertoire

**What You'll Do:**

- Daily coached sessions on chamber music
- Group classes on technical and musical subjects
- Master classes
- Discussion on how to practice in a group
- Instrument maintenance advice
- Two recitals for friends and family

**Minimum**

**Requirements:**

Violin: Bach A minor

Concerto

Viola: Telemann Concerto

Cello: Fluent up to 4th position

See page 26 for camp registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

## Kids Rock!

MacPhail and the Walker Art Center are teaming up for this camp where you can jam with your friends!

**Who should come:**

- Guitar players
- Bass players
- Keyboard players
- Drummers
- Singers

**Details:**

**Tuition \$285 (Walker Members)**

**\$330 (Non-Members)**

**Ages 10-13**

**July 31-August 4 1:00-4:00 p.m.**

**Registration deadline is July 14, 2006.**

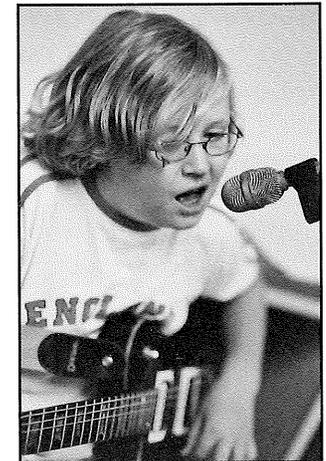
Bring your own instrument!

**Perform at the Walker  
as part of the Walker's  
Free First Saturday**

**What you'll do:**

- Improve your playing skills while working in small groups
- Jam with your friends
- Play covers of your favorite songs

See page 26 for camp registration information.



Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

## Rock Week

Rock Musicians: This week is for you!

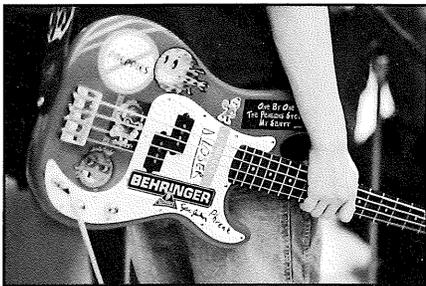
- Work with a band • Write your own song •
- Jam with other rock musicians

**Perform at First Avenue  
on the last day of camp!**

### Who should come?

- Guitar players
- Bass players
- Drummers
- Keyboard players
- Singers

...entering grades 9-12 and have at least one year of private instruction or band experience who can improvise and read chord symbols.



See page 26 for camp registration information.

*Fine Print: Enrollment is limited in each instrument area. Students will be accepted on a first-come, first-served basis.*

### Details:

Tuition \$375

Ages 13-18 (entering grades 7-12)

2 sessions, 2 locations!

MacPhail South in Apple Valley

July 24 - 27 11:00 a.m. - 4:00 p.m.

July 28- performance day at First Avenue,  
schedule TBD

MacPhail, Downtown Minneapolis

August 7 - 10 11:00 a.m. - 4:00 p.m.

August 11 performance day at First  
Avenue, schedule TBD

Registration deadline is June 30, 2006.

### Instructors:

Chan Poling, Chris Osgood,  
Steve Roehm, Tom Pieper,  
Jerry Kosak

Attend sessions on:

- Songwriting
- Lyric Writing
- Careers in music
- Playing rock songs and much more....

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

## MacPhail Rocks! a rock camp for adults

Jam with some of Minneapolis' most famous rockers!

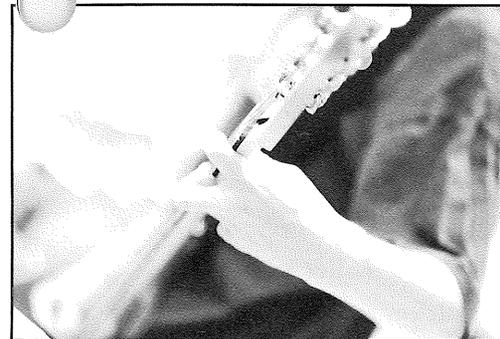
Perform at First Avenue for screaming crowds of your family and friends!

# NEW!

### Who should come?

- Guitar players
- Bass players
- Drummers
- Keyboard players
- Singers

...that have at least one year of private instruction or band experience and who can improvise and read chord symbols.



Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

See page 26 for camp registration information.

### Details:

Adults

Dates and Times are TBD  
Check out MacPhail's website  
for upcoming information:

[www.macphail.org](http://www.macphail.org)

Final Performance: First Avenue,  
Schedule TBD

Instructors:  
Minneapolis rockers and  
MacPhail Rock Faculty

Attend sessions on:

- Songwriting
- Lyric Writing
- Recording
- Playing rock songs and much more....

## Mallet Keyboard Camp

Mallet keyboard fans-- you can't beat this camp!

Design and custom build your own mallets.

Participate in small and large ensembles

Perform in a concert at the conclusion of camp

### Who should come?

Highly motivated,  
intermediate to  
advanced keyboard  
percussionists in  
grades 9 and up



**Instructors:**  
Bob Adney  
Steve Roehm  
Eric Strom

### Topics Covered:

- Performance technique on all mallet keyboard instruments
- survey of two and four mallet techniques
- Mallet keyboard history
- Survey of repertoire and recordings
- Buying a mallet keyboard
- Audition strategies

AND MUCH MORE!

### Audition will include:

- Sightreading
- Scales
- Etudes
- Prepared repertoire

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

See page 26 for registration information.

## Percussion Camp

Enhance your overall percussion experience!

Percussionists receive in-depth training during this exciting week of hands-on classes, rehearsals and performances.

### Classes will include these areas:

- Drumset
- Timpani
- Keyboard and mallets
- Accessory percussion
- Snare drum

### Details:

Tuition: \$250

Ages: 11-18 (entering grades 6-12)  
July 17 & July 21 12:30 p.m. - 4:00 p.m.  
July 18, 19, 20 1:00 p.m. - 4:00 p.m.  
Registration deadline is June 16, 2006.

Rehearse and play in ensembles each day.

Experience performing in a small ensemble and a large group!

AND...

Learn to take apart your snare drum, put it back together and tune it!

### Who should come?

Percussionists with one year of private instruction or two years school band experience.

### Improve your:

- Rhythm
- Reading
- Fundamentals of instrument performance
- Ensemble skills

### Instructors:

MacPhail  
Percussion Faculty

See page 26 for camp registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.



## Jazz Camp

This camp will help you improve your improvisational skills while working with others in small jazz combos.

Join the MacPhail Jazz Faculty for some fun times and some great ja

### Who should come?

Students entering grades 7-12 of all playing skill levels (beginning to advanced). Minimum requirements: One year private lessons or two years school band experience. Improvisation experience is not required.

#### Details:

Tuition: \$285

Ages 12-18 (entering grades 7-12)

2 sessions, 2 locations

MacPhail, Downtown Minneapolis

July 10-14

12:30 p.m. - 4:00 p.m.

MacPhail South, Apple Valley

July 17-21

12:30 p.m. - 4:00 p.m.

Registration deadline is June 16, 2006.

### Topics Covered:

- Improvisation techniques
- Jazz history
- Instrument specific seminars
- Jazz combo rehearsals and performances
- Beginning to advanced jazz concepts

Final performance is at the Dakota in downtown Minneapolis.



**Instructors:**  
MacPhail Jazz Faculty

Auditions will be held the first day of camp.

See page 26 for camp registration information.

Call Melissa Falb, Director of Group Instruction at 612.767.5438 with any questions.

MUSICAL TROLLEY: FUN IN THE SUN

MUSICAL WORLD: AROUND THE  
WORLD IN 5 DAYS

MUSICAL ADVENTURES CAMP

STRING CHAMBER MUSIC CAMP

STRING ACADEMY

SARTORY STRING QUARTET

INSTITUTE

ADULT CHAMBER MUSIC CAMP

PIANO CAMP

ADULT PIANO CAMP

SUZUKI PIANO INSTITUTE

PERCUSSION CAMP

MALLET KEYBOARD CAMP

KIDS ROCK!

ROCK WEEK

MACPHAIL ROCKS!

JAZZ CAMP

### How to Register

1. Call student services to register 612.321.0100.
2. Upon completion of registration a confirmation letter will be sent to you as well as a student information form. Complete the information form and return to the camp coordinator by the designated deadline.
3. If an audition is necessary, please contact the camp coordinator to schedule a time.

**To register for the following camps,  
please contact these organizations directly:**

Sensational Explorers Camp: the Autism Society of Minnesota;

651.647.1083, ext. 15

Musical Trolley Camps and Musical World Camps at the Minnesota Zoo

register online at [www.mnzoo.org](http://www.mnzoo.org).

all photos by  
Kris Drake Photography





Summer course  
**catalog**

June 12, 2006 – September 3, 2006

*MacPhail*  
**MACPHAIL**  
CENTER FOR MUSIC

# course catalog



## our vision

To be the premier destination and resource for community music education in the Twin Cities and beyond.

## our mission

To transform lives and enrich our community through music education.



# making music at MacPhail

The summer is a great time to explore music at MacPhail Center for Music. MacPhail's Summer Programs offer a variety of learning opportunities for students in many musical styles, from Rock Week to Adult Chamber Music Camp, all taught by experienced music education professionals. With each experience, you will walk away with practical knowledge you can apply to your playing technique. Come create, collaborate and perform!

Studying music at MacPhail is a unique experience. MacPhail Center for Music is one of only a handful of community music schools with a comprehensive offering of music studies taught by experienced teaching artists for students of all ages, abilities and socio-economic means. MacPhail's 99-year history of excellence is enriched by innovative approaches to music education and curriculum development.

**Something for Everyone** Each year, MacPhail Center for Music opens its doors to more than 6,000 music students, students in community partnerships and audience members. Our commitment to making quality music instruction accessible to all, regardless of age, ability or circumstance is matched by faculty expertise in program design. The elderly, the very young, and those with special needs, are essential constituents of MacPhail. All MacPhail classes challenge students to learn and achieve. The following goals of MacPhail programming provide a framework for success:

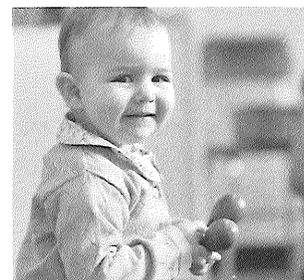
- To promote life-long learning through a sequential curriculum and building long-term relationships between teachers and students.
- To provide and develop role models within the student population, enhance self-esteem and build life skills of leadership, communication, self-expression, critical thinking and responsibility to community.
- To create a framework that encourages and rewards commitment to skill.

With over 30 instruments taught by more than 130 teachers, MacPhail students are assured of tailor-made learning opportunities. MacPhail's offerings are diverse: from jazz and pop songwriting to the classics. We teach children as young as 6 weeks old, and yet almost one-third of our students are adults.

We offer customized individual instruction for all ages as well as group classes and small ensembles. Our faculty members are teaching artists with considerable performing and teaching experience and extensive training. MacPhail takes its classes and lessons into homeless shelters, schools for the physically and developmentally challenged, community centers, as well as to high schools and grade schools from the inner cities of Minneapolis and St. Paul, and to greater Minnesota where music education resources may be scarce.

# MacPhail pathways

Life long learning. It is what keeps us alive, what sparks our creativity. It is what satisfies our curiosity, keeps us sharp and brings joy and excitement into our lives. To begin your journey of discovery and learning at MacPhail, call 612.321.0100. MacPhail's Student Service Representatives and Program Directors are eager to assist you by helping to find the entry point that is right for you.



**EARLY CHILDHOOD ARTS**      **AGES 6 WEEKS TO 8 YEARS**      **PAGE 12**  
 Sequential curriculum for young children; exploration and discovery through music and related arts.

**6 WEEKS**      **3 YEARS**      **5 YEARS**      **8 YEARS**



**SUZUKI TALENT EDUCATION**      **AGES 3 TO 18 YEARS**  
 Method of music and instrument learning based upon the listening and mastery of skills.



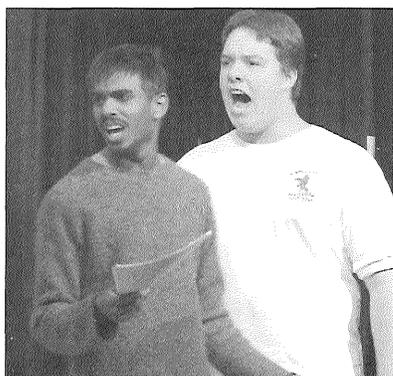
**INDIVIDUAL & GROUP LESSONS**      **AGES 5 & OLDER**  
 From ensembles to group instruction MacPhail provides

**CLASSES & ENSEMBLES**      **AGES 5 & OLDER**  
 From ensembles to group instruction MacPhail provides

**MACPHAIL AWARDS PROGRAM**  
 These programs provide specific goals and targets for

**MUSIC THERAPY**      **ALL AGES**      **PAGE 36**  
 Music to achieve therapeutic results.

# life-long learning through music!



**PRELUDE PROGRAM HIGH SCHOOL PAGE 30**

To develop artistic excellence among highly motivated high school vocalists.



**4 YEARS**

**PAGE 8**

“mother tongue” learning method emphasizing

**18 YEARS**

**PAGE 6**

opportunities for all ages. From chamber music to rock and jazz to New Horizons ensembles for adults.

**50 YEARS**

**PAGES 17-22**

opportunities for all ages. From chamber music to rock and jazz to New Horizons ensembles for adults.

**100 YEARS**



**PAGES 5 & OLDER**

**PAGE 32**

students to achieve and be recognized as their musical talents progress.





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core programs	ages	descriptions
<b>Individual Lessons</b>	<b>Ages 5-Adult</b>	With the aid of a comprehensive interview process, each student is placed with one of MacPhail's expert faculty members who tailor lessons to best fit each student's needs and desires. The school offers a wide variety of instruments and music styles from classical to jazz to pop, folk and rock.
<b>Suzuki Talent Education</b>	<b>Ages 3-18</b>	MacPhail's Suzuki program teams student, parent and MacPhail teachers, as partners in the pursuit of musical study. Based on observation of children learning their native language, Suzuki instruction recognizes the inherent, immense capacity of all young children to learn, as well as their joy and satisfaction in learning.
<b>Early Childhood Arts</b>	<b>Ages 6 weeks-8 years</b>	MacPhail's Early Childhood Arts classes use an integrated arts approach that reinforces musical concepts for children through singing, rhymes, creative movement, creative dramatics, literature, visual arts and instrument exploration.
<b>Classes and Ensembles</b>	<b>Ages 5-Adults</b>	MacPhail classes and ensembles are supportive group environments offering individuals the opportunity for musical development as part of a community.
<b>The Prelude Program Singer/Actor Performance Lab</b>	<b>Ages 13-18</b>	The Prelude: Singer-Actor Performance Lab is a comprehensive and intensive training program for highly motivated high school singers. The lab seeks to nurture talent at an exceptional level through all the disciplines of the singing artist. Students receive training in music theory, diction, sight-singing, acting and movement for singers.
<b>MacPhail Awards Program</b>	<b>Ages 15-Adults</b>	MAP is a program that assists students in their artistic endeavors by providing incentives to participate in activity-based, curriculum-based, or performance-based programs. There are four programs under the MAP umbrella: Arts Exploration Award, Developing Artist Award, the Certificate Program for Performance Achievement, and Crescendo. Each award program provides structure to the student, guidance and access to opportunities beyond the studio.
<b>Music Therapy</b>	<b>Birth-Adults</b>	MacPhail has created innovative music therapy services for students of all ages and needs, including assessments, progress reports, placements, classroom assistance and overall program guidance.



# individual lessons

**Teaching Philosophy** More than 1,800 students take individual lessons each semester at MacPhail in a wide variety of instruments. With the aid of a comprehensive interview process, each student is placed with one of over 100 of MacPhail's expert faculty who tailors lessons to best fit each student's needs and desires. Areas of teacher specialization include classical, jazz, pop, folk and rock. In addition, we offer private lessons in composition, theory and solfège.

**What You Get** When you register for individual lessons at MacPhail, you receive more than a weekly lesson. Your tuition covers a wide range of activities and allows you to expand your musical endeavors at no additional charge. Here's what your tuition covers:

- Private lessons tailored to meet your musical goals
- Numerous recital opportunities (see page 35 for information)
- Recital accompaniment
-  Music Plus! discounts for classes, ensembles and Prelude. See page 38 for more information.
- Master Classes featuring local and nationally renowned musicians
- Discount rates on special events

**How to Get Started** Registration begins with a placement interview. MacPhail prides itself in our detailed placement interview process, which sets us apart from most other community music education institutions. The interview process ensures the best match between students and one of over 100 faculty members. Summer placement interviews for new students will begin May 17, 2006. Students seeking placement mid-semester may begin the process only if openings are available. Stop by the Student Service Center, or call 612.321.0100, to schedule an interview. We recommend that parents make placement calls on behalf of younger students. You'll be asked to provide information on previous musical experience, goals, stylistic interests (classical to rock), preferred learning environments (highly structured vs. informal), personal characteristics (shy vs. outgoing) and scheduling preferences.

**Waiting Lists** If we cannot place you with an instructor due to scheduling problems, a shortage of studio openings, or other special circumstances, your name will be placed on a waiting list. This list stays in effect for one semester only. If you cannot be placed for summer semester, but wish to be placed for fall semester, please call again anytime after August 9, 2006 to re-activate your placement process.

### Instruction is available on the following instruments -

**Keyboard:** Piano, Harpsichord

**String:** Violin (Classical & Folk), Viola, Viola da Gamba, Cello, Double Bass, Harp (Classical & Folk)

**Guitar:** Acoustic Guitar, Electric Guitar, Classical Guitar, Electric Bass

**Voice:** Classical, Music Theater, Jazz, Pop

**Brass:** Trumpet/Cornet, Trombone, French Horn, Tuba, Baritone/Euphonium

**Woodwind:** Flute/Piccolo, Oboe, Clarinet, Saxophone, Recorder, Bassoon

**Percussion:** Drum set, Marimba, Snare Drum, Timpani, Xylophone, Vibraphone and Auxiliary Percussion

**Tuition** Students may enroll for 30, 45, or 60 minute lessons. Students who register for the summer session of instruction receive between 6 and 8 weeks of instruction, depending on the instructors' schedules. A full summer session of study costs, on average, \$236. (\$29.50 per half hour lesson for 8 weeks). Tuition is calculated according to the number of weeks an instructor teaches and the length of the lesson. **Students who begin study mid-semester must register for all remaining weeks in the semester.** Some teacher fees may be higher; you may request to work with an instructor who best fits your financial considerations.

### Create Your Own Group Lesson

Grab some friends and take some lessons! Studying music lessons in groups can be a great way to get started on an instrument and have some fun while you're learning. MacPhail offers lessons for groups of 2, 3, or 4 students on all instruments and voice listed in our catalog. Simply organize your group by selecting an instrument or voice and decide which days and times are most convenient for you. After a brief placement interview, your group will be placed with one of our expert teaching artists. All students will need to supply their own instrument for lessons and at-home practice.

#### 8 weeks, 60 minute lessons

- 2 students \$250 per student or  
45 minute lessons for \$87.50 per student
- 3 students \$148 per student
- 4 students \$148 per student





# Suzuki talent education

**Teaching Philosophy** MacPhail prides itself on a successful, well-established Suzuki Talent Education Program. The Suzuki approach to music education is based on the premise that all children can develop a high level of ability and satisfaction through the process of learning to play a musical instrument. This "mother tongue" method of teaching, based upon the learning of language, emphasizes listening and mastery of skills.

The cornerstone of a successful Suzuki program is the creation of a cooperative relationship between teacher, parent and student. Parents take an active role in the educational process by attending all lessons and classes and practicing daily with their children at home. When the student reaches a certain level of maturity, the teacher will decide to have the student work toward independent practicing. This decision will be made by the Suzuki teacher. Instrumental study starts with children as young as 3 years old and continues through high school.

**Suzuki Instruments:** Violin, Viola, Cello, Double Bass, Piano, Harp, Guitar, Flute, Recorder

## What You Get

- Weekly individual instruction
- Regular group classes
- Studio recitals
- Department recitals
- Accompanied recitals and rehearsals for string and wind students
- Orchestras and reading classes for string students and piano
- Parent-teacher conferences
- Special events and performance opportunities
- MacPhail Suzuki Association (MSA) membership for parents
- 🎵 Music Plus! Discount of 25% on tuition in a class or ensemble.

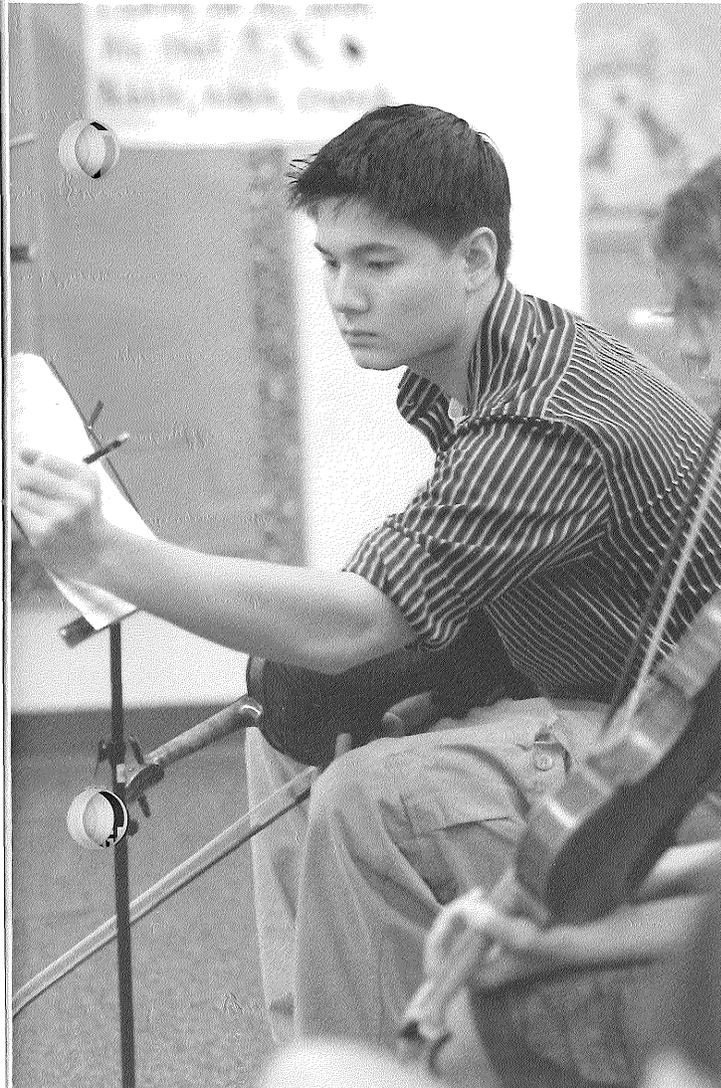
**How to Get Started** Students new to Suzuki usually begin in the Fall or Spring semester. Prospective Suzuki students should contact the Student Services Center by calling 612.321.0100. A packet of information about the Suzuki method at MacPhail Center for Music will be sent to you, as well as an invitation to attend an information session about the method and the program. If, after reading the information, you would like to be a part of the Suzuki program, you must fill out and return the accompanying application form to initiate enrollment. At that time, your child's name will be added to a placement list and you will be notified by a Suzuki teacher when an opening is available. Suzuki transfer students will be placed as openings permit.

Once families have been placed with an instructor, they must register for the Suzuki Talent Education Parent Workshop (see below) and make their first tuition payment. This workshop is usually offered during the Fall and Spring Semesters.

**Suzuki Talent Education Parent Workshop** After a family has been accepted into the program, and before your child begins lessons, parents are required to take this introductory program. Parents will meet faculty, hear lectures, participate in group discussions, observe lessons and view videotapes to help prepare for the best Suzuki experience.

**Suzuki Talent Education Tuition** A comprehensive fee covers all expenses related to Suzuki instruction. The range for beginning Suzuki students is approximately \$550-\$679 for instruction per semester. The tuition rate depends on the teacher, the length of the lesson, and the choice of instrument.

**The MacPhail Suzuki Association** The MacPhail Suzuki Association (MSA) was organized in 1974 by parents of students in the Suzuki Talent Education program at MacPhail. Its purpose is to aid in the development of the MacPhail Suzuki program, serve as a forum for parental input and assistance, and stimulate parental involvement in Suzuki-related activities. Parents work closely with MacPhail staff to strengthen and secure community support for the program. All Suzuki parents are members and are invited and encouraged to participate in MSA volunteer activities.





# summer classes at MacPhail

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## early childhood arts summer camps

## ages

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## ages

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# early childhood arts

MacPhail's Early Childhood Arts classes are an exciting and creative beginning to a lifelong journey of musical exploration. The philosophy of our classes is based on the belief that children learn best by experiencing the world through a variety of opportunities. These opportunities are offered through MacPhail's integrated arts format which reinforces musical concepts through singing, rhymes, creative movement, creative dramatics, literature, visual arts, instrument exploration and listening.

## What You Get

- MacPhail's Early Childhood Arts program is a national forerunner in early childhood music education as one of the first to create and implement a comprehensive arts curriculum for young children.
- Our Early Childhood Arts faculty have diverse backgrounds and training in music education, Orff-Schulwerk, Kodaly, Suzuki, early childhood education, music therapy, dance, visual arts and theatre.
- Our unique curriculum provides young children with varied and developmentally appropriate opportunities to experience, appreciate and understand music around them. Research indicates that exposure to music early in life can enhance children's development and understanding in spatial-temporal reasoning, cognitive and language development, social-emotional development, motor skills, problem-solving skills and creative development.
- Our curriculum is regularly evaluated and modified to be developmentally appropriate in response to each child's individual needs and the best research on child development.

**How to Get Started** We want your child's early music experiences to be exciting and successful. So, when picking the appropriate class for your child, pick one that best suits your child at his/her current developmental level and past group experience. Our classes overlap to offer you the opportunity to find the appropriate match for your children. However, we ask that you follow the minimum age requirements to help us provide the best instruction for your child and his/her peers. As our classes are sequential, your child will gain skills and knowledge that will transfer and develop as he/she continues our sequence of classes and further musical study.

We encourage you to attend the full year to build your child's musical skills. If you have questions regarding appropriate placement for your child, contact the director of Early Childhood Arts, Dianna Babcock at 612.767.5405.

## Camp & Class Locations

**Back by Popular Demand! Early Childhood Arts Summer Camps! See page 15 for details.**

Most of our Early Childhood Arts classes will be held this summer in MacPhail's Annex at 1201 Harmon, only one-half block from the main building. The space is air-conditioned and provides a wonderful learning environment for students of all ages. Locations for early childhood arts camps vary and are listed in the individual camp descriptions on page 15.

**New Times!** Morning Classes are starting earlier, to better fit the needs and schedules of our busy families.

**Summer Registration** Summer registration is on a first-come, first-served basis. See page 47 for general registration information.

## child - adult classes

Child-adult classes provide opportunities for young children and their caregivers to explore the world of music together. Adult participation is a necessary component in making the class successful. You will experience music through integrated arts activities such as movement, instrument exploration, sensory/visual arts, songs, rhymes and literature. Curriculum is developmentally appropriate and stimulating for young children. **Reminder: Only registered students are allowed in MacPhail early childhood classes. Please make other arrangements for siblings.**

### Music for Baby and You

Tuition \$84

Ages 6 weeks - 10 months with parent/caregiver

Must be 6 weeks old by June 19, 2006

The perfect activity for families who have recently welcomed an infant into their lives. MacPhail's Early Childhood faculty shares lullabies, songs, massages, finger plays, wiggling and bouncing games with you and your baby. This class is a wonderful way to begin a life together in the arts.

6 week session beginning the week of June 12, 2006

Classes are 45 minutes long

Wednesdays 10:30 a.m.

Thursdays 9:15 a.m.

### Musical Discoveries

Tuition \$105

Ages 2 - 3 with parent/caregiver

Must be 2 years old by June 19, 2006

As a team, you'll dance, play, sing and discover the joys of music. Explore traditional and new childhood rhymes and songs to unleash your child's creative spirit. Active twos and threes love this busy, fast-paced class where dancing, stories, art exploration, singing and rhythm instrument exploration reinforce musical play throughout the week.

6 week session beginning the week of June 12, 2006

Classes are 60 minutes long

Tuesdays 9:15 a.m. 10:30 a.m. 6:15 p.m.

Wednesdays 9:15 a.m. 10:30 a.m.

Thursdays 9:15 a.m. 10:30 a.m. 6:15 p.m.

### Musical Explorations

Tuition \$105

Ages 10 - 24 months with parent/caregiver

Must be 10 months old by June 19, 2006

Toddlers love this active class. Together, you and your toddler will explore music through stimulating sensory and large motor activities. Familiar contexts and hands-on activities bring the weekly themes to life. Explore music through movement, fingerplays, bounces, songs, sensory/visual arts, literature, exploration of rhythm instruments and listening. Sing and dance in a setting that will inspire you to create a musical home environment to enjoy throughout the year.

6 week session beginning the week of June 12, 2006

Classes are 60 minutes long

Tuesdays 9:15 a.m. 10:30 a.m. 6:15 p.m.

Wednesdays 9:15 a.m.\* 10:30 a.m.

Thursdays 9:15 a.m.\* 10:30 a.m. 6:15 p.m.

\* 2 sections of this class are being offered at this time



## early childhood arts

### child-adult classes - continued

#### **Musical Make-Believe**

**Tuition \$105**

**Ages 3 - 4 1/2 with parent/caregiver**

**Must be 3 years old by June 19, 2006**

Music comes alive in this play-based integrated arts class! Your child will discover musical concepts through imaginative musical activities. Explore music through creative dramatics, movement, literature, visual arts and instrument discovery. Children will be introduced to instruments from each family. This year-long curriculum focuses on the 3-4 year old's emerging independence, social play skills and imaginative abilities.

6 week session beginning the week of June 12, 2006

Classes are 60 minutes long

Tuesdays 9:15 a.m. 10:30 a.m. 6:15 p.m.

Thursdays 10:30 a.m. 6:15 p.m.

#### **Family Music Class**

**Tuition \$102 for the first child; \$48 for each additional child  
(at least one adult for every three children)**

**Ages Birth - 4 years with parent/caregiver**

If you have children who enjoy playing and making music together, this new class is for you! Our family music class will feature activities for adults and children from babies up through age four. Children of various ages will gain exposure to melody, rhythm, and a wide variety of musical instruments. Every class will include plenty of singing, movement, instrument exploration, children's literature, and hands-on creative play. Experience the joy of creating a musical community!

6 week session beginning the week of June 12, 2006

Classes are 60 minutes long

#### **MacPhail**

Tuesdays 9:15 a.m.

Wednesdays 9:15 a.m. 10:30 a.m.

**Mount Zion Temple** — 1300 Summit Avenue, St. Paul

Mondays 9:00 a.m.

Wednesdays 9:00 a.m.

**MacPhail South** — 7200 147th Street West, Apple Valley

Wednesdays 9:30 a.m.

### child-independent classes

Our child independent classes provide opportunities for children to explore music within a supportive peer group setting. Children participate without their parent/caregivers to promote independent thinking, problem-solving and musical exploration. Starting the second week of classes, caregivers are encouraged to sign-up to participate in or observe a class. We encourage you to take advantage of this opportunity; participating in your child's class shows how you value his or her musical discoveries.

#### **Musical Movers**

**Tuition \$174**

**Ages 3 - 5 years**

**Must be 3 years old by June 19, 2006**

Explore the world of music through creative movement! A unique approach to dance instruction which emphasizes creative movement, imagination, physical skill-building and self-expression, rather than strict choreography. Children learn how to have fun moving their bodies and improving their motor skills through guided activities and their own creative ideas. Elements of dance are introduced as they learn how to freely create their own movement and increase their musical awareness.

6 week session 2 classes per week, beginning the week of June 12, 2006

Classes are 60 minutes long

**Mount Zion Temple** — 1300 Summit Avenue, St. Paul

Mondays & Wednesdays 9:00 a.m.

#### **Musical Trolley at the Animal Fair**

**Tuition \$198**

**Ages 4 - Kindergarten**

**Must be 4 years old by June 19, 2006**

When summer arrives, MacPhail's Musical Trolley takes a special trip to the Animal Fair. "Carnival of the Animals," by Camille Saint-Saens, sets the stage for a parade of musical magic led by bears, insects, monkeys, alligators, kangaroos, turtles and more. You'll move to the magic drum and, with the help of your animal friends, discover the musical concepts of fast and slow, piano and forte, legato and staccato and steady beat.

6 week session, 2 classes per week, beginning the week of June 12, 2006

Classes are 75 minutes long

Tuesdays & Thursdays 10:30 a.m. 6:15 p.m.

early childhood arts summer camps

**Early Childhood Arts Summer Camps**

Your favorite Early Childhood Arts classes as one-week camps! You may register for these camps through MacPhail, with the exception of Musical Trolley and Musical World at the Minnesota Zoo. For these camps, please register through the Minnesota Zoo website ([www.mnzoo.org](http://www.mnzoo.org)).

**Musical Trolley Camp: Fun in the Sun**

**Tuition \$140**

**Ages 4 - Kindergarten**

**Locations** **Mount Zion Temple** — 1300 Summit Avenue, St. Paul  
**Birch Lake School** — 1616 Birch Lake Ave, White Bear Lake

Children will express their creative potential through singing, rhyming, moving and more. Together children will learn a musical vocabulary and begin to develop their musicianship skills through fun, interactive activities including visual arts, literature, creative dramatic and opportunities to try out a few band and orchestral instruments.

**Birch Lake School** June 26 - 30, 2006 9:00 - 11:00 a.m.  
**Mount Zion Temple** July 10 - 14, 2006 9:00 - 11:00 a.m.

**Musical World Camp: Around the World in 5 Days**

**Tuition \$140**

**Ages Kindergarten - Grade 1**

**Location** **Mount Zion Temple** — 1300 Summit Avenue, St. Paul

Take a musical journey around the world! This week-long camp will take new adventures as they explore early Minnesota pioneer days—fur trappers, Ojibwe and pioneers. They will also explore cultures from other countries such as Germany, the Philippines, Central America, Israel, Egypt and South Africa, through songs and rhythmic notation, exploration of ethnic instruments and opportunities to accompany, create and improvise.

July 17 - 21, 2006 9:00 - 11:00 a.m.

**Musical Adventures Camp**

**Tuition \$140**

**Ages Grades 1 - 3**

**Locations** **MacPhail South** — 7200 147th Street West, Apple Valley  
**Sojourner Truth** — 3820 Emerson Avenue N., Minneapolis  
**Whittier Intl. School** — 2620 Grand Avenue, Minneapolis

Come on an adventure in music and the arts. Together we will experience music through the integrated arts. Knowledge gained through their school music programs will be further enhanced through hands-on activities that promote rhythmic, melodic and creative development. Children will further develop skills such as sight singing, music reading and notation, improvisation and ensemble playing skills through singing, movement, instrument playing, literature and visual arts.

**Sojourner Truth** June 26 - 30, 2006 9:00 - 12:00 noon  
**Whittier** July 10 - 14, 2006 9:00 - 12:00 noon  
**MacPhail South** July 17 - 21, 2006 9:00 - 12:00 noon

**Musical Trolley Camp at the Minnesota Zoo\***

(In partnership with the Minnesota Zoo;  
Co-taught by MacPhail Center for Music and the Minnesota Zoo)

**Tuition \$140**

**Ages 4 - Kindergarten**

**Location** **Minnesota Zoo** — 13000 Zoo Boulevard, Apple Valley

MacPhail's Musical Trolley takes a special trip to the Minnesota Zoo. "Carnival of the Animals" by Camille Saint-Saens sets the stage for a parade of musical magic with Minnesota Zoo and family farm animals. Children will express their creative potential as they explore musical and animal habitats through singing, rhyming, moving and creating.

June 19 - 23, 2006 1:00 - 3:30 p.m.  
June 26 - 30, 2006 1:00 - 3:30 p.m.  
July 10 - 14, 2006 1:00 - 3:30 p.m.  
July 31 - August 4, 2006 1:00 - 3:30 p.m.  
August 28 - September 1, 2006 1:00 - 3:30 p.m.

**Musical World Camp at the Minnesota Zoo\***

(In partnership with the Minnesota Zoo;  
Co-taught by MacPhail Center for Music and the Minnesota Zoo)

**Tuition \$150**

**Ages Grades 1 - 2**

**Location** **Minnesota Zoo** — 13000 Zoo Boulevard, Apple Valley

Meet the animals of the MN Zoo as you embark on a musical journey around the world. With a MacPhail Music instructor and ZooCamp Naturalist as your guides, you'll travel to far-off places such as Central and South America, Germany, the Caribbean and Philippine Islands, and Africa (including the new Africa Exhibit: Summer on the Savanna).

June 12 - 16, 2006 1:00 - 5:00 p.m.  
July 24 - 28, 2006 1:00 - 5:00 p.m.  
July 31 - August 4, 2006 1:00 - 5:00 p.m.  
August 14 - 18, 2006 1:00 - 5:00 p.m.

\*Registration begins March 17, 2006 online at [www.mnzoo.org](http://www.mnzoo.org).



MINNESOTA  
ZOO

## early childhood arts

**Locations** Early Childhood Arts classes are offered in Minneapolis, St. Paul, and Apple Valley. Minneapolis classes are held at MacPhail Center Annex at 1201 Harmon Place. The entrance to the Annex is on 12th Street. St. Paul classes take place at Mount Zion Temple at 1300 Summit Avenue. Apple Valley classes take place at MacPhail South at 7200 147th Street West. **All classrooms are air-conditioned.** ECA Summer Camps are offered at a variety of locations. See camp descriptions on page 15 for locations.

**Make-Up Classes** As a courtesy to your teacher, please notify MacPhail in advance of any absence by calling the Student Service Center at 612.321.0100. Prior notification of absences does not exempt students from payment. Students are charged for all classes during the semester, including those missed. Makeup classes are available for most classes. Please limit the number of makeup requests to one-fourth of the total semester classes to maintain continuity for your child and others in the class. Classes must be made up during the semester in which you are registered.

**Multiple Siblings in One Class** If you are registering more than one child in the same adult-child class session we encourage you to keep a ratio of one adult per child. One-on-one interaction in the class makes the experience more rewarding for both the adults and children involved. The only exception is the Family Music Class.

**Sibling Discount Policy** When you register one child for Early Childhood Arts classes at MacPhail for full tuition, each additional child in your immediate family will receive a 10% discount for ECA classes for the same semester. To get this discount, you must register all children by Monday, May 29, 2006. This discount does not apply to the family music class.

**Students with Special Needs** All of MacPhail's Early Childhood Arts programs are accessible to children with special needs through adapted instruction, individually or in small groups. We also offer a class for young students with special needs; see page 36 for details.

**Waiting Lists** Students may request to be placed on a waiting list for a full class if complete registration and payment information is received, (payments will not be processed unless the student is placed in a class). Summer waiting list names will be held until June 19, 2006. You will be contacted by phone only if a space becomes available.

**Early Childhood Arts Summer Session Calendar - 2006** Varies slightly from the regular MacPhail calendar.

<b>Monday, June 12</b>	ECA summer session begins
<b>Monday, July 3 - Tuesday, July 4</b>	No Classes - Independence Day
<b>Wednesday, July 19 - Thursday, July 20</b>	Last day of Wednesday - Thursday Classes all locations
<b>Monday, July 24 - Tuesday, July 25</b>	Last day of Monday - Tuesday Classes all locations

**Early Childhood Arts Summer Camp Calendar - 2006**

<b>Monday, June 12 - Friday, June 16</b>	Musical World at the Minnesota Zoo - Minnesota Zoo, Apple Valley
<b>Monday, June 19 - Friday, June 23</b>	Musical Trolley at the Minnesota Zoo - Minnesota Zoo, Apple Valley
<b>Monday, June 26 - Friday, June 30</b>	Musical Trolley at the Minnesota Zoo - Minnesota Zoo, Apple Valley Musical Trolley: Fun in the Sun - Birch Lake Elementary, White Bear Lake Musical Adventures Camp - Sojourner Truth, Minneapolis
<b>Monday, July 10 - Friday, July 14</b>	Musical Trolley at the Minnesota Zoo - Minnesota Zoo, Apple Valley Musical Trolley: Fun in the Sun - Mount Zion Temple, St. Paul Musical Adventures Camp - Whittier International School, Minneapolis
<b>Monday, July 17 - Friday, July 21</b>	Musical Adventures Camp - MacPhail South, Apple Valley Musical World: Around the World in 5 Days - Mount Zion Temple, St. Paul
<b>Monday, July 24 - Friday, July 28</b>	Musical World at the Minnesota Zoo - Minnesota Zoo, Apple Valley
<b>Monday, July 31 - Friday, August 4</b>	Musical World at the Minnesota Zoo - Minnesota Zoo, Apple Valley Musical Trolley at the Minnesota Zoo - Minnesota Zoo, Apple Valley
<b>Monday, August 14-Friday, August 18</b>	Musical World at the Minnesota Zoo - Minnesota Zoo, Apple Valley
<b>Monday, August 28 - Friday, September 1</b>	Musical Trolley at the Minnesota Zoo - Minnesota Zoo, Apple Valley



# classes for children

**Teaching Philosophy** Whether you are a MacPhail Early Childhood Arts graduate or brand new to the MacPhail community, Classes for Children are an excellent option for children beginning their instrumental or vocal study. Classes for Children introduce musical concepts to students in a fun, relaxed environment through games, songs, movement and rhythm. Children learn the basics of singing or how to play an instrument in small group settings.

## What You Get

- Quality instruction from trained teaching artists who are experienced in teaching young beginners.
- Innovative and developmentally appropriate curriculums designed by MacPhail faculty for exclusive use in our classrooms.
- Opportunities for students to learn from and be motivated by their peers.

## How to Get Started

- Peruse the classes and their course descriptions.
- Select a class that interests you - check for prerequisite requirements.
- Contact Student Services at 612.321.0100 to register.
- If you have any questions regarding classes, contact Melissa Falb, Director of Group Instruction, at 612.767.5438.

## group lessons

Group lessons are now available on any instrument or voice.

See page 7 for more information.



## classes for children

### Continuing Piano for Children

Tuition \$120

Ages 6 - 7

Instructors: Melissa Falb, Jeremy Hanson

Don't let your child forget what they have learned in Piano for Children. Continuing Piano for Children will focus on developing music reading skills on both the treble and bass clefs. Games, movement, rhythm and listening will be incorporated to strengthen the children's piano playing skills. **Prerequisite:** Piano for Children 1st & 2nd Semester.

6 week session beginning the week of June 12, 2006

Classes are 55 minutes long

Wednesdays 5:00 p.m. (Falb)

Thursdays 5:00 p.m. (Hanson)

### Music Tree: Beginning Piano

Tuition \$120

Ages 7 - 8

Instructors: Sue Ruby, Cathy Smetana

The Music Tree offers an alternative to private piano instruction for children. Classes consist of a small group of students who meet for one hour each week. In a fun and exciting classroom setting, students will develop basic music reading skills, a strong rhythmic sense, a natural relaxed piano technique, as well as composing and improvising skills.

6 week session, beginning the week of June 12, 2006

Classes are 55 minutes long

Tuesdays 6:00 p.m. (Ruby)

Wednesdays 10:00 a.m. (Smetana)

### Piano and Violin Sampler

Tuition \$120

Ages 5 - 7

Instructors: Karin Boyce, Melissa Falb

If you are unsure of which instrument your child should study, and would like to experiment with two instruments – piano and violin – before you make a commitment, this sampler is for you. In 3 week sessions devoted to each instrument children receive an introduction to both the piano and violin. Students will need access to a piano; MacPhail will provide violins. Upon completion of the class, students may sign up for Piano for Children or Violin for Children in September.

6 week session begins the week of June 12

Classes are 55 minutes long

Mondays 5:00 p.m.

Wednesdays 10:00 a.m.

### Composition for Children

Tuition \$120

Ages 7 - 9

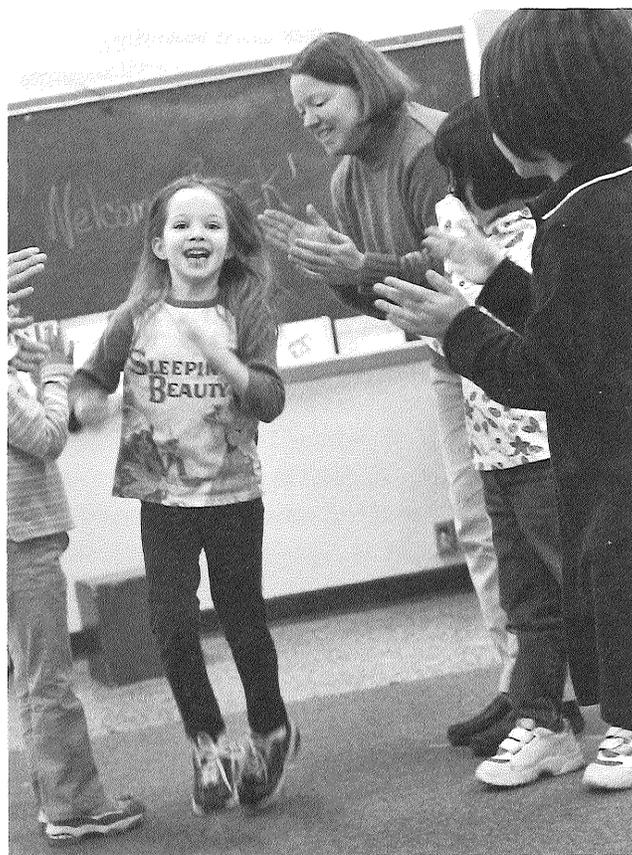
Instructor: Sarah Miller

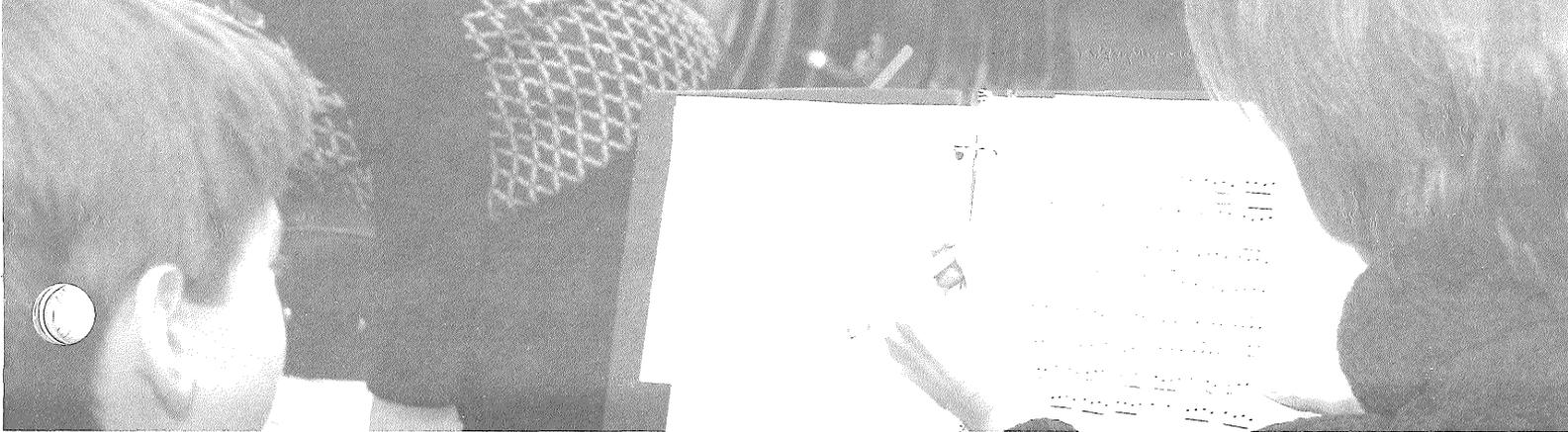
Spark your child's curiosity and creativity! Composition for Children helps students discover and learn melodic and rhythmic notation through exploration and musical composition. Students will spend the class time exploring their options and experimenting with sound so they can compose at home and share their creations with the class the following week. Some pre-requisite skills are required. Call the instructor at 612.321.0100, ext. 480 for a brief placement interview.

6 week session begins June 15, 2006.

Classes are 55 minutes long.

Thursdays 11:30 a.m.





# classes for teens & adults

**Teaching Philosophy** MacPhail classes provide a supportive group environment, giving both children and adults the opportunity to begin or continue their musical development as part of a community. Classes can be a wonderful alternative to individual instruction allowing student to learn a new instrument or develop their vocal skills with their peers in a social setting. Beginning instrument and voice classes are offered for both teens and adults in a variety of musical styles (classical, pop, jazz, folk). As a supplement to individual lessons, classes provide students the opportunity to study topics that are difficult to cover in a 30-minute private lesson.

## What You Get

- Quality instruction from experienced teaching artists who balance group instruction with individual attention.
- Innovative and creative curriculums designed by MacPhail faculty.
- Stimulating dialogue and supportive feedback from your peers.
- 🎵 Music Plus! Discount on classes if someone in your family is enrolled in at least five hours of Individual or Suzuki Instruction.

## How to Get Started

- Peruse the classes and their course descriptions.
- Select a class that interests you - check for prerequisite requirements.
- Contact Student Services at 612.321.0100 to register.
- If you have any questions regarding classes, contact Melissa Falb, Director of Group Instruction, at 612.767.5438.

## attention adults!

New Horizons Band and Orchestra will be starting up again in September. Join this exciting beginning band and orchestra program and learn to play an instrument while participating in large ensemble rehearsals. Watch for the course description in the Fall 2006 MacPhail Course Catalog.



## classes for teens & adults

### instrumental classes

#### Piano Class for Adult Beginners

**Tuition** \$196 - includes textbook

**Adults**

**Instructor:** Guna Skujina

Learn (or re-learn) easy sight-reading, improvisation to accompany melodies and easy classical and popular songs. Build keyboard skills through note-reading, ear training, playing by ear, improvising, transposing and individual and ensemble playing. Plus, hang out at the keyboard with other adults - like you - who have decided it's finally time to tickle those ivories. Practice time and access to a piano or keyboard are necessary.

8 week session begins June 15, 2006

Classes are 60 minutes long

Thursdays 12:00 noon

#### Piano Class for Adult Beginners II

**Tuition** \$152

**Adults**

**Instructor:** Guna Skujina

Expand upon the skills developed in Piano Class for Adult Beginners I.

**Prerequisite:** Piano Class for Adult Beginners I or equivalent.

8 week session begins June 14, 2006

Classes are 60 minutes long

Wednesdays 12:00 noon

#### Continuing Piano Class

**Tuition** \$135

**Adults**

**Instructors:** Susan Genaw, Guna Skujina

Further develop skills learned in Piano Class for Adult Beginners I and II.

**Prerequisite:** Piano Class for Adult Beginners I and II or equivalent.

Times will be arranged by instructors.

6 week session beginning the week of June 12, 2006

Classes are 60 minutes long

#### Introductory Guitar Class I

**Tuition** \$140

**Ages** 13 - Adult

**Instructor:** Craig Anderson

So, you bought a guitar and have been "messaging around" for a few months. Now, you're ready for some more formalized instruction. Learn basic guitar techniques and styles; read and understand notation, primary chords, harmonic progressions and single-line melodies. You must provide your own acoustic or electric guitar.

7 week session beginning the week of June 12, 2006

Classes are 60 minutes long

Mondays 7:15 p.m.

Tuesdays 7:00 p.m.

#### Guitar Class II

**Tuition** \$140

**Ages** 13 - Adults

**Instructor:** Craig Anderson

Expand upon the skills developed in Introductory Guitar Class I. Build guitar skills through note reading, chords and playing pop and rock songs. You must provide your own acoustic or electric guitar. **Prerequisite:** Introductory Guitar Class I or instructor consent, for additional information call Craig Anderson at 612.767.5316.

7 week session begins June 12, 2006

Classes are 60 minutes

Mondays 6:00 p.m.

#### Guitar Class III

**Tuition** \$105

**Ages** 13 - Adults

**Instructor:** Craig Anderson

Expand upon the skills developed in Guitar Classes I and II. Build guitar skills through note reading, chords, scales and playing rock and pop songs.

**Prerequisite:** Guitar Class II or consent of the instructor. 612.767.5316.

7 week sessions begins June 12, 2006

Classes are 45 minutes long

Mondays 8:15 p.m.

vocal classes

**Introduction to Singing**

Tuition \$108

Adult

Instructor: Thaxter Cunio

If you have always wanted to study voice but were afraid to commit to private lessons, this is the class for you! Learn the basic rudiments of breathing, posture and vocal production in a relaxed and fun environment. Students will study and sing four songs, each from a different genre – spiritual, folk song, pop standard and blues.

6 week session begins the week of June 12, 2006

Classes are 60 minutes long

Monday 7:00 p.m.

Wednesday 7:00 p.m.

**Music-Theater Performance Lab**

Tuition \$144

Ages 16 - Adult

Instructor: Manon Gimlett

Whether you are a serious student of musical theater or opera, or simply wish to enhance your interpretive skills as a singer, this class offers a variety of techniques to help bring your performances to life. This step-by-step approach introduces acting, stage, and movement techniques that can be applied to arias, songs, and musical theater. **Prerequisite:** 2 years of private voice instruction and permission of instructor.

6 week session begins June 14, 2006

Classes are 90 minutes long

Wednesdays 6:30 p.m.

**Vocal Methods - Recording Workshop for Pop Singers**

Tuition \$284

Ages 16 - Adult

Instructor: Vicky Mountain

Study vocal presentation and style, then go straight into the studio to record a short demo tape. If this sounds ideal, you're right! A top-notch vocalist and recording artist will guide you through interpretation, performance, microphone technique and key choice.

8 week session begins Tuesday, June 20, 2006

Classes are 60 minutes +studio time

Tuesdays 6:30 p.m.

**Singer's Jam Session**

Tuition \$110

Ages 16 - Adult

Instructor: Vicky Mountain

Experience Jazz from blues to bebop. Join other singers in a relaxed, informal setting. Jazz styles, scat singing, phrasing and improvisation, vocal technique, chart reading and writing will be some of the subjects covered. The final session will be a performance with a jazz combo.

4 week session meets June 19, 26, July 10, 24, 2006

Classes are 120 minutes

Mondays 6:00 p.m.

world music classes

**Irish Fiddle Class**

Tuition \$108

Ages 10 - 16

Instructor: Judith Eisner

If you can play a scale you can play Irish Fiddle tunes! Expand your repertoire by learning how to play jigs, reels, hornpipes and airs. All tunes are taught by ear – no note reading necessary.

1 week session begins July 10- 14, 2006

Classes are 60 minutes long

Monday - Friday 11:00 a.m.

**Beginning Fiddle Class**

Tuition \$108

Adults

Instructor: Judith Eisner

Learn to play the fiddle while studying Irish, Cajun, Scandinavian, Bluegrass and other American Folk tunes. All music is taught "by ear" in the folk music tradition. No experience necessary.

8 week session begins June 15, 2006

Classes are 45 minutes long

Thursdays 6:30 p.m.

## classes for teens & adults

### theory & composition classes

#### **Beginning Composition**

Tuition \$135

Ages 13 - Adults

Instructor: Sarah Miller

Tired of always performing other people's compositions? Interested in composing but not sure how to get started? Work with the elements of musical composition; melodic writing, harmonizing, accompaniment patterns and ostinatos to create two short pieces for the instruments of your choice. Basic music reading skills are necessary, but no composition experience is required. Bring your own manuscript paper.

5 week session begins June 15, 2006

Classes are 90 minutes long

Thursdays 12:30 p.m.

#### **The ABC's of Music**

Tuition \$84

Ages Adults

Instructor: Susana Pinto

Do you find music reading frustrating? Maybe you want a quick music reading tutorial before you begin taking private lessons. This course is designed to teach students the fundamental elements of music: rhythm, melody and harmony, and helps students develop musicianship through the integration of reading and writing music, theory and ear training.

6 week session begins June 19, 2006

Classes are 45 minutes long

Mondays 5:15 p.m.

#### **Music History Survey**

Tuition \$84

Ages Teens - Adults

Instructor: Susana Pinto

From Bach to Beethoven, Brahms to Bartok, study the lives of the great composers and the music that they composed. Through this brief survey of western music history, you will learn about the music style periods and chart the evolution of western music through the centuries.

6 week sessions begins June 21, 2006

Classes are 45 minutes long

Wednesdays 5:15 p.m.

#### **Nuts & Bolts I:**

#### **A Creative Approach to Music Fundamentals**

Tuition \$140

Ages 13 - Adults

Instructor: Sarah Miller

This course is for students who want to know how music works while becoming more fluent with note recognition, key signatures, meter, form and rhythm. The goal is to help musicians learn pieces more quickly, read them more easily, play them more intelligently and memorize them more coherently. Open to ALL musicians: piano, strings, guitar, winds, brass, percussion and voice, with note-reading skills.

4 week session begins June 14, 2006

Classes are 120 minutes

Wednesdays 6:00 p.m.

### jazz classes

#### **Jazz Piano Class for Beginners**

Tuition \$120

Ages 16 - Adult

Instructor: Karen Pieper

Have you always wanted to learn how to play the piano but weren't excited about classical music? In Jazz Piano class you can learn the basics of piano playing while studying jazz music. Learn how to read jazz charts and chords as well as improvise. No previous piano experience required.

6 week session begins June 19, 2006

Classes are 60 minutes long

Mondays 5:00 p.m.



# summer camps

## Teaching Philosophy

Our summer camps provide fun and unique learning opportunities for students to develop their skills in small performing groups. Each camp emphasizes skill building, small ensemble rehearsal and performance. Camps are a great opportunity to meet students of similar level and interest.

## What You Get

Each camp offers an intensive experience that culminates with a performance opportunity. The camps are taught by MacPhail teaching artists who bring a great depth of knowledge about music and teaching. Camps provide an excellent opportunity to broaden a student's experience in an instrument area and to participate in activities that supplement their current knowledge. For example, in Percussion Camp students make their own mallets, and Rock Week ends with a performance at First Avenue.

## How to Get Started

- To register for a summer camp, phone the Student Services Center at 612.321.0100.
- Once payment has been received, a confirmation packet will be sent.
- In this packet will be a survey form that requests background information on the student. This information will assist us in making proper placement in groups within each camp. Some camps will also require an audition prior to the camp.



## summer camps

### String Academy

Tuition \$315

Ages 12 - 18; entering grades 7-12

Instructors: MacPhail String Faculty

String Academy is an intensive program for violin, viola, cello and bass players entering grades 7-12. The program focuses on technical and ensemble skills, practice techniques and basic musicianship. Students participate in chamber ensembles and orchestra and study with MacPhail faculty. All ensembles perform in a final concert on June 30.

**Registration deadline is May 19, 2006.**

**Placement auditions are Sunday, June 4 from 1:30 - 4:00 p.m.**

June 19 - June 30      8:30 a.m. - 12:00 p.m.

### String Chamber Music Camp

Tuition \$150

Ages 9 - 12; entering grades 4 - 6

Instructors: MacPhail String Faculty

Violin, viola, cello and bass students will develop ensemble skills in groups of six to eight students with no more than two students per part. Each day will feature coaching by faculty, rehearsals led by a teaching intern and classes for all participants.

**Registration deadline is May 26, 2006.**

**Placement auditions are Sunday, June 11 from 1:30 - 4:00 p.m.**

July 17 - 21      9:30 - 11:45 a.m.

### The Sartory String Quartet Institute

Tuition \$470 (Plus an additional non-refundable audition fee of \$20)

Ages 11 - 18; entering grades 6 - 12

Instructors: Elizabeth Erickson, Stella Anderson and Laura Sewell

Location Birch Lake Elementary — White Bear Lake

Join us for the 2006 Sartory String Quartet Institute! Students at this two-week Institute are placed in two string quartets with other students of similar age and proficiency. All quartets receive daily coachings in preparation for recital performances at the end of the institute. Students work closely with both faculty and interns throughout the day, as well as participate in classes with guest faculty on topics such as chamber music, rehearsal technique, and improvisation.

**Application Deadline: April 14, 2006**

**Audition Date: April 23, 2006** 4:00 - 8:00 p.m.

**Peace of Lutheran Church — Roseville**

July 10 - 21      9:00 a.m. - 3:00 p.m.

### Suzuki Piano Institute

Tuition \$350

Ages Preschool - Grade 12

Instructors: Dr. James Breckenridge, and MacPhail Suzuki Faculty

MacPhail's Suzuki Piano Institute, now sanctioned by the Suzuki Association of the Americas, is an opportunity for Suzuki pianists of all ages with their parent, to come together to share in motivating, enriching and wide ranging keyboard and musical experiences. Students will work with master teachers and improve their skills both technically and musically. Daily classes will include a small group master class, composer studies, theory, world music, keyboard ensemble, singing and movement. The week will culminate in a closing day of recitals and presentations. For more information contact Cindy Monson, Suzuki Piano Institute Coordinator at 612.321.0100, ext. 461 or email [monson.cindy@macphail.org](mailto:monson.cindy@macphail.org). **Registration deadline is July 3, 2006.**

July 24 - 28      9:00 a.m. - 4:00 p.m.

### Piano Camp

Tuition \$265

Ages 10 - 14; entering grades 5 - 8

Instructors: MacPhail Piano Faculty

Join us for a week of musical games, piano ensembles, and making your own music! You'll find new ways to be creative at the piano, learn new musical concepts, enhance your sightreading and rhythm skills - and make friends at the same time. Share what you have learned with your family at the Recital the last day of camp. Prizes will be awarded to the team with the most points! **Registration deadline is June 16, 2006.**

July 10 - 14      9:00 a.m. - 12:00 p.m.

### Mallet Keyboard Camp

Tuition \$290

Ages 14 - 22

Instructors: Bob Adney, Steve Roehm, Eric Strom

This is a camp for serious mallet keyboard percussionists. This camp is designed for the intermediate to advanced keyboard player, and will cover topics such as; survey of two and four mallet techniques, mallet keyboard history, survey of repertoire, recordings, videos and web sites, buying a mallet keyboard, audition strategies, contemporary improvisation. All keyboard instruments will be discussed and supplied (marimba, xylophone, orchestra bells, vibraphone, chimes and crotales.) Students will design and custom-build their own keyboard mallets (supplies included in camp tuition). Students will participate in small ensembles, a mass ensemble and sight-reading classes for treble and bass clef. **Registration deadline is June 2, 2006.**

June 19 - 23      6:30 - 9:00 p.m.

**Kids Rock****Tuition** \$285 for Walker Members; \$330 for Non-Members**Ages** 10 - 13**Instructors:** MacPhail Faculty

Co-sponsored by the Walker Art Center

Tired of being a garage-band groupie? Wanna star in your own rock show? Here's your chance! This class is designed for young musicians, who want to improve their playing skills and learn how to collaborate with fellow rockers. MacPhail teaching artists will coach small instrument-specific group lessons throughout the week. This camp is open to singers as well as students who play guitar, bass, drums, and keyboards. You must bring your own instrument to the camp. Amps are provided. A final rock concert will be held at the Walker's brand new McGuire Theater. Participants must provide their own transportation to each institution. **Registration deadline is July 14, 2006.**

July 31 - August 4 1:00 - 4:00 p.m.

August 5 - Final Concert as part of the Walker's Free First Saturday

**Percussion Camp****Tuition** \$250**Ages** 11 - 18; entering grades 6 - 12**Instructors:** Bob Adney, Steve Roehm, Eric Strom

An intensive and fun five-day creative experience for percussionists. You'll cover performance technique for a variety of percussion instruments including snare drum, drum set, keyboard mallets and timpani. Each day you'll play in an ensemble, attend group classes, make your own sticks and mallets and learn tons about all areas of percussion. Participants must have two years prior experience in band or one year individual instruction. **Registration deadline is June 16, 2006.**

July 17, 21 12:30 - 4:00 p.m.

June 18, 19, 20 1:00 - 4:00 p.m.

**Composition Camp****Tuition** \$290**Ages** 11 - 18; entering grades 6 - 12**Instructors:** MacPhail Composition Faculty

Calling all young composers! Here's a camp for you—meet other young composers and share your passion for creating music. Gain the tools you need to grow as a composer: orchestration, counterpoint & ear training. Study the works of living and historic composers to understand how other composers think and solve problems. Receive coaching from MacPhail composition faculty on recent and current works. You will be asked to submit a score for review prior to the camp. **Registration Deadline: July 7**

July 31 - August 4 1:00 - 4:00 p.m.

**Rock Week****Tuition** \$375**Ages** 13 - 18; entering grades 9 - 12**Instructors:** Chan Poling, Chris Osgood, Tom Pieper, Jerry Kosak and Steve Roehm

Rock musicians will work in a band setting and create their own song during the week. Rock Week culminates with a live performance at First Avenue. Instruments include guitar, bass, drums and keyboards. Singers are also welcome. The week will also include sessions on songwriting, lyric writing, playing cover tunes and will include a field trip to First Avenue to hear a presentation on the business of music. Participants must have had at least one year of private lessons or band experience. **Registration deadline is June 30, 2006.**

**2 Sessions & 2 Locations****MacPhail South** — Apple Valley

July 24 - 27 11:00 a.m. - 4:00 p.m.

July 28 Performance day at First Avenue, schedule TBD

or

**MacPhail** — Minneapolis

August 7 - 10 11:00 a.m. - 4:00 p.m.

August 11 Performance day at First Avenue, schedule TBD

**Jazz Camp****Tuition** \$285**Ages** 12 - 18; entering grades 7 - 12**Instructors:** MacPhail Jazz Faculty

Summer is the perfect time to focus on your jazz playing. This five day intensive session will cover improvisation techniques, jazz history sessions, instrument specific seminars and best of all, jazz combo rehearsals and performances. All instruments can participate; we especially encourage bass players to join the fun. Participants must have the willingness to take musical chances on their instruments. All jazz combos will perform in a final concert at the Dakota Jazz Club. **Registration deadline is June 16, 2006.**

**2 Sessions & 2 Locations****MacPhail** — Minneapolis

July 10 - 14 12:30 - 4:00 p.m.

or

**MacPhail South** — Apple Valley

July 17 - 21 12:30 - 4:00 p.m.

## summer camps

### adult camps

#### MacPhail Rocks

Introducing MacPhail's Rock Camp for Adults featuring live performances, recording opportunities, and coaching from some of the Twin Cities finest rock musicians. Dates and times TBA. Check out our web site at [www.macphail.org](http://www.macphail.org) for upcoming announcements and details.

#### Adult Piano Camp

Tuition \$200

Instructors: MacPhail Piano Faculty

Join us for MacPhail's first annual Adult Piano Camp. Rehearse and perform ensemble pieces. Practice performing your solo repertoire and receive feedback from both your peers and MacPhail teaching artists. Select exciting elective classes in composition; improvisation, music history and piano maintenance. **Registration deadline is June 2, 2006.**

June 27 - 29                      6:00 - 9:00 p.m.

#### Adult Chamber Music Camp

Tuition \$300

Adult

Instructors: Carolin Johnson & MacPhail Faculty

Whether you are a veteran chamber music player or a first timer who is interested in collaborating with other adult musicians, this camp's for you. Musicians will have coaching by MacPhail faculty members, an opportunity to meet and socialize with musicians with similar interests, and master classes from recognized professional musicians in the Twin Cities area. Students can choose to participate in reading sessions, individual lessons and technique classes. Camp will culminate with a performance and reception. **Registration deadline is June 2, 2006.**

July 17, 19, 20, 24, 26, 27                      7:00 - 9:00 p.m.

There is an optional hour                      6:00 - 7:00 p.m.

Please arrive at 6:00 p.m. on July 17

Final Performance - July 27

### music therapy camps

Co-presented by MacPhail Center for Music and the Autism Society of Minnesota. Program designed by Todd Schwartzberg, Wendy Jeanetta-Wark, and Tami Eshult.

#### 3rd Annual Sensational Explorers Camp

Tuition \$425

Ages 4 - 12

Location Whittier Intl. School — 2620 Grand Avenue, Minneapolis

Through the use of music and sensory exploration, campers will increase their ability to recognize, identify and express their levels of alertness and emotions, as well as increase their self-awareness and social interaction through sensory perceptions. This camp is created to fit the needs of children with Autism Spectrum Disorder and includes full visual communication supports during each camp session.

**Registration deadline is July 10, 2006**

August 7 - 11                      9:00 a.m. - 3:00 p.m.

For additional information about music therapy camps contact:

#### MacPhail Center for Music

Todd Schwartzberg 612.339.5627

#### Autism Society of Minnesota

Tami Eshult or Wendy Jeanetta-Wark 651.647.1083, ext. 15

### Early Childhood Arts Camps

Experience some of your favorite ECA classes in a new 1-week camp format.

- Musical Trolley Camp - Fun in the Sun
- Musical Trolley Camp at the Minnesota Zoo
- Musical World Camp - Around the World in 5 Days
- Musical World Camp at the Minnesota Zoo
- Musical Adventures Camp

See page 15 for more information.



# ensembles at MacPhail

**Teaching Philosophy** Playing with other musicians is one of the most rewarding ways to celebrate your love of music and use your developing skills. Playing with other musicians combines note reading, rhythmic precision, creativity and listening skills in an interactive learning environment. MacPhail invites students at all levels to consider joining one of our ensembles.

## What You Get

- The opportunity to play, sing and perform with your peers
- Quality instruction and coachings from MacPhail teaching artists
- Motivating and exciting repertoire
- Performance opportunities

## How to Get Started

- Peruse the course descriptions and select an ensemble that interests you.
- Check for pre-requisites. If an audition or placement interview is required, call the instructor listed in the course description.
- When the audition or placement interview has been completed, call Student Services to register at 612.321.0100.
- If you have any questions regarding ensembles contact Craig Anderson, Ensembles Coordinator at 612.321.0100, ext. 316.
- If you have questions regarding Chamber Music, contact Carolin Johnson, Chamber Music Coordinator at 612.321.0100 ext. 464.

 Music Plus! Discount on classes if someone in your family is enrolled in at least five hours of Individual or Suzuki Instruction.

<b>ensembles</b>	<b>ages</b>	<b>page</b>
Piano Ensemble	Teens - Adults	28
Percussion Ensemble I	10 - 14	28
String Quartets and String Trios	10 - 14; 14 - 19; Adult	28
Piano Trios	15 - 18; Adult	28
Rock & Blues Bands	14 - 17; Adult	29
Beginning Jazz Combo	9 - 12	29
Intermediate Jazz Combo	Junior High - High School	29
Advanced Jazz Combo	High School	29
Adult Jazz Combo	Adult	29

## ensembles

### ensembles - instrumental

#### Piano Ensemble

Tuition \$117

Ages Teens & Adult

Instructor: Irina Elkina

Tired of always playing solo repertoire? Join MacPhail's piano ensemble class to meet and collaborate with other pianists. Students will work together on both duets and larger ensemble pieces.

Dates and time are to be determined. Please call Irina Elkina for more information 612.321.0100, ext. 364.

6 week session

Classes are 60 minutes long

#### Percussion Ensemble I

Tuition \$117

Ages 10 - 14

Instructor: Eric Strom

Play tons of different instruments as you master the percussion family. Classroom learning and public performances foster lots of creative learning opportunities. You should have one year of school band or private instruction experience. Percussion Ensembles may be repeated. Please call Eric Strom at 612.321.0100, ext. 528 for a placement audition.

6 week session begins July 5, 2006

Classes are 60 minutes long

Wednesdays 6:30 p.m.

### chamber music ensembles

Before registering, call Carolin Johnson, Chamber Music Coordinator, at 612.321.0100, ext. 464 for more information and to schedule a mandatory placement interview.

#### String Quartets and String Trios

Tuition \$76

Ages 10 - 14, 14 - 18, Adult

Instructors: TBD

MacPhail offers string quartets for beginning, intermediate and advanced students. Groups are formed based on student age and playing ability.

4 week session to be determined by instructor

Classes are 60 minutes long

#### Piano Trios

Tuition \$76

Ages 15 - 18, Adult

Instructors: Adriana La Rosa Ransom, Megan Wallace, Daniel McIntosh, Carolin Johnson

Intermediate and advanced groups are available for violin / woodwind, cello and piano. Groups are formed based on student age and playing ability level.

4 week session to be determined by instructor

Classes are 60 minutes long



## ensembles - jazz, blues, rock

 **Rock & Blues Bands**

Tuition \$137

Ages 14 - 17 &amp; Adult

Instructors: Steve Roehm &amp; Jerry Kosak

Attention guitarists, bassists, keyboard players and drummers and singers! How about a no-pressure ensemble to get your jamming skills down? We'll cover blues, rhythm and blues, hard rock and pop rock. These bands teach songs through written music and CD's, improvising and "jamming" techniques. The last class is a performance.

7 week session beginning the week of June 12, 2006

Classes are 60 minutes long

Mondays 6:45 p.m. Ages 14 - 17 (Kosak)

Wednesdays 8:00 p.m. 18 - Adult (Roehm)

 **Jazz Combos**

Tuition \$117

Jazz combos at MacPhail are designed around the music of such jazz giants as Miles Davis, Charlie Parker, Thelonious Monk and Art Blakey. Musicians who allow their musicians to explore, create and improvise. Each group at MacPhail focuses on improvisation in a comfortable yet challenging environment. All jazz instruments are welcome, and if you play something else, don't hesitate to give us a call! Students of all ages and abilities are welcome — sections are available based on age group and skill level. Call Craig Anderson, Coordinator of Ensembles at 612.321.0100, ext. 316 with placement questions and to determine which combo is right for you.

6 week session

Classes are 60 minutes long

**Beginning (Ages 9 - 12)** Beginning the week of June 20

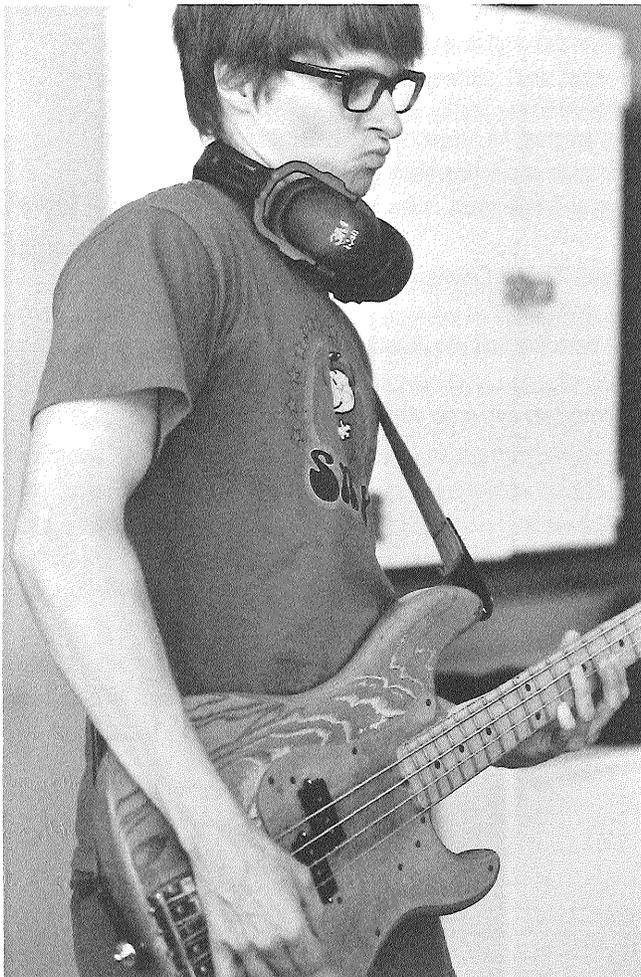
Tuesdays 6:00 p.m. (Kelly Rossum)

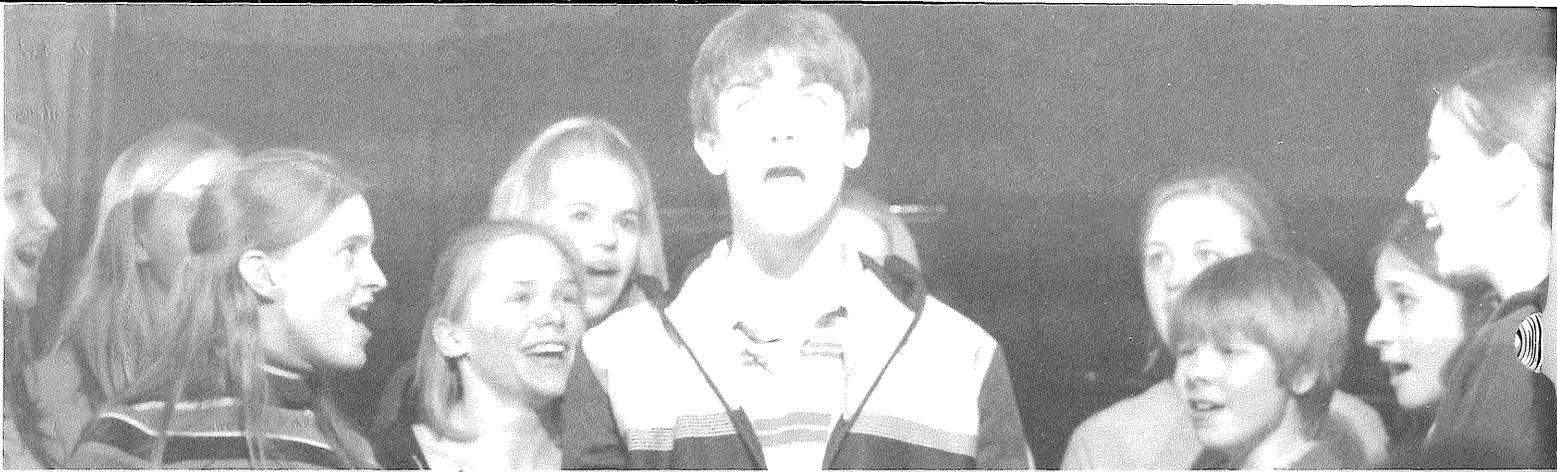
**Intermediate (Junior High - High School)** Beginning the week of June 12

Thursdays 7:00 p.m. (James Allen)

**Adult** Beginning the week of June 12

Tuesdays 7:15 p.m. (Jim ten Bensel)





# prelude program

**Prelude Program Teaching Philosophy** Prelude strives to enhance musicianship and develop artistic excellence among highly motivated students. The program seeks to nurture talent at an exceptional level by enriching musical awareness through exposure to diverse music experiences: fostering a strong community of student musicians; and strengthening each individual's musical identity.

## **Singer - Actor Performance Lab Goals**

- To provide a supportive collaborative environment for growth.
- To nurture talent through all the disciplines of the singing artist.
- To complement the musical instruction being offered in private voice studios and to support and facilitate performance skills for high school choral and musical theater programs.
- To systematically weave together the scientific and creative processes.

## **What You Get**

- The Performance Lab is a comprehensive and intensive training program for singers meeting Saturdays from 2-5 p.m.
- Scientific/technical processes are interwoven in Vocal Arts, Ensemble and Acting/Movement Classes for Singers.
- The modular design of the program accommodates different age and skill levels, allowing for collaboration, mentoring, and one-on-one time with faculty.
- Performance Lab marks a first time interaction with The Children's Theatre Company through faculty exchange and the common goal of excellence in performing arts programming for youth.
- Instructors are equally versed in the worlds of performance and teaching and passionate about sharing their expertise with students.
- Returning students will be offered additional performance opportunities and more advanced classes in foreign language and vocal rudiments.

## **Prelude Faculty**

Thaxter Cunio • Manon Gimlett • Matthew Howe • Kathy Kraulik • Sue Ruby

## Prelude Program Components

### Vocal Arts

- Warm-ups, vowel formation, application of the breath, endurance, range building, resonance, language
- Healthy production free of muscular tensions
- Building of Solo Repertoire
- Private coaching with collaborative pianist
- Theory, sight-singing

### Prelude Elements

- Portfolio Building
- Performance
- Master Classes
- Outside Events
- Goal Setting
- Whole musician awareness training

### Vocal Ensemble

- Ensemble Repertoire chosen from Renaissance to Musical Theater to Opera to Jazz
- Emphasis on a cappella repertoire, enforcing ear training
- Sight-singing, theory, rhythmic and interpretive skills continue, to complement work done in Vocal Arts

### Performance Lab - Acting and Movement for Singers

- Addresses unique challenges of singer actors: extension of time, music without words, complexity of multi-tasking
- Step-by-step approach works with gesture, face, focus, body, addresses tension, through structured play/self discovery
- Techniques apply to solo repertoire introduced in Vocal Arts with the addition of scenes taken from Opera and Musical Theater

## How To Get Started

Singer-Actor Performance Lab is for you if,

- You are a singer between the ages of 14 and 18.
- You are highly motivated and prepared to immerse yourself in all the disciplines of the singing performer.
- You study voice privately.
- You seek an environment where you can experiment and discover new possibilities as a performing artist.

**Auditions** Singer-Actor Performance Lab is a year-long program (September-May). A written application begins the process. The first round of auditions for the 2006-2007 school year will be held Thursday, June 15 from 3:00-7:00 p.m. in the MacPhail auditorium. If you are unable to attend that day, please call the number below; additional audition times may be available. The audition includes performance, sight-singing and interview. Application does not guarantee admission to this program. For information and/or an application please call Prelude Director, Manon Gimlett at 612.321.0100, ext. 453.

**Tuition** Tuition for 2005-2006 was \$630 per semester and includes Vocal Arts, Vocal Ensemble and the Performance Lab. Scholarships and financial assistance are available. Students enrolled in at least 5 hours of individual instruction at MacPhail are eligible for the  Music Plus! discount of 25%.



# MacPhail awards program

**MacPhail Awards Program (MAP) Teaching Philosophy** MAP is a program to assist students in their endeavors by providing incentives for students to participate in activity based, curriculum based or performance based programs. There are four programs under the MAP umbrella: **Crescendo**, **Arts Exploration Award**, **Developing Artist Award** and the **Certificate Program for Performance Achievement**. Each of the programs provide structure for the student, guidance and access to opportunities beyond the studio.

## Student Benefits

- Flexible program catering to the needs and interest of students
- Instruction from MacPhail's experienced faculty, master classes and workshops from nationally recognized musicians
- Portfolio documenting student accomplishment
- Comprehensive review of student work by faculty
- Recognition of student accomplishment

## How to Get Started

- Read the program descriptions and discuss with your teacher which program is most appropriate for you and your interests.
- Sign up for the program at the Student Services Center and pay the small registration fee.
- Students will receive a bag containing award requirements and a punch card for requirement completion.

**Cost** A nominal registration fee of \$20 will get you started in the Arts Exploration and Developing Artist award programs and a \$50 one-time registration is required to begin the Certificate Program for Performance Achievement. See page 34 for the Crescendo Program fees.

**NEW! College/Career Coaching and Advising** Wondering what it's like to major in music? Unsure of how to prepare? Considering a career in music and curious about options? Long-time MacPhail faculty member Janis Weller offers individually tailored coaching/advising for certificate students. Explore your talents and passion for music and where that might take you. Contact Jan Weller at ext. 327 to arrange for individual sessions.

## THE ARTS EXPLORATION AWARD

Arts Exploration is a participation-oriented program for students 5 and older. It is a fall-spring semester program that recognizes student involvement in arts activities at MacPhail and throughout the community.

### Requirements

- **Prerequisite** Student must be registered in a minimum of five hours of individual instruction each semester of participation.
- Time span – fall and spring semester; requirements need to be fulfilled by May of the spring semester.
- Student needs to complete two activities in each of the following categories. These may be two activities of the same type. Students will document the completion of the activity by writing a report, submitting a copy of the work or submitting a signed document (e.g. program, ticket stub, etc.) by a program administrator at the event to their lesson instructor.

**attend** A professional arts performance • A MacPhail event/recital • A museum or gallery

**explore** Research and write a paper on their instrument, a composer or performer  
Write a CD review  
Tour a recording studio or a concert venue  
Participate in the MPR listening contest

**volunteer** Usher at a professional venue  
Perform at a hospital, nursing home, senior center, church  
Volunteer at a MacPhail event or class  
Mentor younger students per instructors' guidelines

**create** Compose a piece • Create a CD or artwork for a CD • Art, Video project, or Poetry

**participate** Perform at a MacPhail recital/event - or other arts recitals or showings  
MacPhail class or ensemble  
Lessons on a second instrument or in another arts discipline  
GTCYS, MYS, CTC, school ensembles, school plays  
Rock band, Jazz groups (teacher-led or student-led)

## THE DEVELOPING ARTIST AWARD

Developing Artist is a performance-based program for students 5 and older. It is a fall-spring semester program, that needs to be fulfilled by May of the spring semester, and recognizes student participation in MacPhail recitals, events, and instructional offerings.

### Requirements

#### *prerequisite*

Student must be registered in a minimum of five hours of individual instruction each semester of participation.

**attend** Three of the following each semester and document each activity: MacPhail recital, master class, event  
**or** Enroll in a MacPhail class or ensemble (one total in fall or spring semester)

#### *perform at one of the following each semester*

MacPhail Recital (Suzuki, Studio, Department, Recognition, All-School, Honors)  
MacPhail Audition and/or a MacPhail Event

**practice** Instructor and student set practice goals for each semester  
Meet or exceed the expectations set by your individual instruction teacher

# MacPhail awards program

## NEW! CRESCENDO AWARD – MACPHAIL'S PIANO CERTIFICATE PROGRAM FOR AGES 5-18

CRESCENDO (Italian for Growing) is an adjudicated system of encouraging and promoting the GROWTH of our piano students in all levels of classical music: from the earliest beginner to the gifted prodigy. Each semester, participating students have an opportunity to be adjudicated in a non-competitive program focusing on musicality and technique.

### Requirements

- Prerequisite: students must be registered for a minimum of 8 hours per semester of private piano instruction at MacPhail
- Participate in juries: Students, with the help of their teacher, will select and rehearse repertoire corresponding to the established suggested repertoire list (typically at least 2 contrasting pieces, depending upon the level).
- Fulfill the established technical and theoretical elements appropriate to the student's level.

### Goals of Crescendo

- Outline musical direction for classical piano music
- Reward progress for piano students
- Set a standard for advancement of music skills

### Student Benefits

- Guides students through graded levels of piano literature
- Encourages development of musical skills
- Tracks and rewards progress
- Motivates students
- Provides an opportunity outside of the private studio for adjudication
- Develops performance skills
- Crescendo Club

### How To Get Started

- Discuss the program with your teacher and register for Crescendo at Student Services.
- Cost: Preparatory Level A - Level 3: \$20 per semester    Level 4 - Level 9: \$30 per semester  
Artist Diploma: \$50 per semester

### FAQ

**What is a jury?** Each semester, participating students have the opportunity to play their prepared pieces for two or more keyboard faculty members. The faculty members will comment on the student's performance, give recommendations for further studies and possibly promote the student to the next level in the program. The jury will consist of the performance, technical and theoretical elements appropriate to the student's level and chosen repertoire. The jury lasts from 10 – 20 minutes, depending on the level.

### Why should I/my child participate in Crescendo?

Crescendo will pave the way for each student to progress through the classical literature, providing encouragement and rewards along the way. Students will receive the MacPhail Certificate Music Bag, awards and certificates for accomplishments throughout the year, feedback from other teachers, and an opportunity to perform the prepared pieces in an end of the semester recital only for the Crescendo students.



## CERTIFICATE PROGRAM FOR PERFORMANCE ACHIEVEMENT

The Certificate Program for Performance Achievement is a two-year, performance-oriented, program for highly motivated students, 14 years and older. Students are able to design a music education track, based on individual goals, to obtain a certificate of completion.

### Goals of the Certificate Program

- Provide a comprehensive assessment of student abilities, including areas of depth and areas needing improvement
- Provide an outline, focusing the student's studies to get the most out of the rich resources of MacPhail
- Hold the student to an expectation of musical growth and high achievement to motivate the student's best efforts

### Student Benefits

- Individual Learning Plan created for each student
- Flexible program, tailored to the needs of the individual
- Comprehensive review of student work by faculty
- Guidance in setting and reaching the highest musical goals
- Credential for college admission through demonstrating sustained, high-quality achievement
- Credential aiding application for scholarships and grants
- Recognition, certificate and portfolio documenting student accomplishment

### Per Semester Requirements

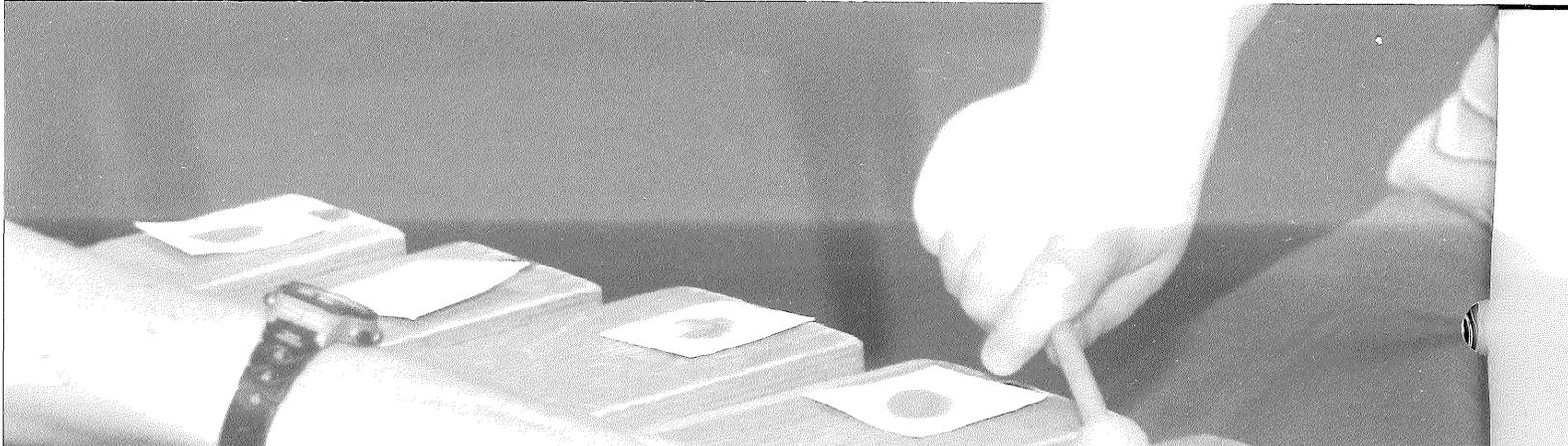
- Individual 45 minute (or 60 minute) weekly lessons.
- One class or ensemble (a second individual lesson may substitute for classes or ensembles).
- Master Class, performed at or attended.
- Concert, with student journal documenting the concert.
- Performance at a recital (or audition), totaling 3 performances per year.

### Program Requirements for Earning a Two-Year Certificate

- 5 semesters of once-a-week, 45 minute (or 60 minute) individual lessons, 1 of which may be an abbreviated summer semester.
- 4 semesters of either classes or ensembles. (Individual lessons may be substituted for classes or ensembles.)
- 4 master classes, performed at or attended.
- 4 concerts attended, with student journal documenting the concerts.
- 6 recital performances, 2 of which may be auditions. (Students in the certificate program are strongly encouraged to audition for Honors Recitals, Concerto / Aria Concert, etc.)
- Special Project — Students will also propose and complete a Special Project to culminate the Certificate Program. This project could be a CD, written paper, original composition, solo recital, etc.
- Attendance is mandatory — 1 or 2 excused absences per semester, maximum.
- At-home practice time of approximately 1.5 to 2 hours, most days.
- Exit examination

**Criteria for Acceptance** Acceptance into the program depends upon completion of an application form, teacher recommendation and a successful audition. Students admitted into the certificate program will demonstrate a foundation in technique, theory and musicianship. Students selected into this program will also demonstrate sincere passion for music and desire to continue and deepen their music education. A selection committee considers a composite of the entire application process, including the teacher recommendation, past performance history and educational experiences, performance at the audition and the theory/ear training test results. For audition requirements contact the MAP coordinator, Craig Anderson at ext. 316 or pick up a MAP brochure.

**How to Get Started** Contact MAP coordinator Craig Anderson at 612.321.0100, ext. 316 or email to [anderson.craig@macphail.org](mailto:anderson.craig@macphail.org) for an application. Students may begin in either the fall or spring semester. Submit a written application for fall by August 5, 2006 or January 4, 2007 for spring semester. Fall auditions will take place in September, 2006. There is a one-time, non-refundable fee due with the application. Students register for individual lesson, classes and ensembles separately.



# music therapy

**Music Therapy Teaching Philosophy** Music Therapy is the use of music in the accomplishment of therapeutic goals: to restore, improve and maintain emotional, physical, physiological, and spiritual health and well-being. Music Therapy is an established health profession that builds on the power of music, using it in a focused and concentrated way for healing and change. Music Therapy can help develop self-expression, self esteem, motor skills, cognitive skills, impulse control, behavior management, communication skills, relaxation, pain management, social skills and overall well-being. Our Music Therapy classes have been designed to fit the needs of teens, adults, youth and children. We serve individuals with, but are not limited to, physical disabilities, Autism Spectrum Disorder, neurological impairments, developmental disabilities, traumatic brain injuries and mental health diagnosis/disorders.

**What You Get** When participating in the Music Therapy programming, students are first assessed by one of our Board Certified Music Therapists who will then design a program plan for each student for the purpose of providing the most appropriate and least restrictive participation at MacPhail.

**How to Get Started** Participation begins with a phone consultation with the Music Therapy Coordinator and an assessment by a Board Certified Music Therapist. Although we highly recommend the Music Therapy Assessment to ensure proper program planning, in some cases, the coordinator can place a student without the assessment. For more information, and the best placement in one of our programs, please call Melissa Wenzell, Music Therapy Coordinator, at 612.767.5492.

**Community Partnerships** In addition to our music therapy offerings at MacPhail, we work in the community providing music therapy programming. Please see page 43 for a complete list of MacPhail's music therapy partnerships. For more information please call Todd Schwartzberg, Music Therapy Partnership and Recruitment Coordinator at 612.339.5627.

**Financial Assistance** The MacPhail Music Therapy Program is supported by a development grant from the CIGNA Foundation on behalf of its Minneapolis-based subsidiary CIGNA Behavioral Health. Contributions from the Rose and Jay Phillips Foundation and the Marie and Edwin Hirschhoff Fund support delivery and provide financial assistance to music therapy clients. Thanks to these grants, MacPhail is able to offer financial aid to our clients. For an application, please contact Melissa Wenzell at 612.767.5492.

## **Music Therapists at MacPhail**

Timothy De Prey, MT-BC, NMT - Music Therapy Advisor

Melissa Wenzell, MT-BC, NMT Fellow - Music Therapy Coordinator

Todd Schwartzberg, M.Ed, MT-BC, NMT - Music Therapy Partnership and Recruitment Coordinator

Gretchen Gallagher, MT-BC

Nicholas Johnson, MT-BC, NMT

Jenifer Josephson, MT-BC

Jessica Mollick, MT-BC

**Private Music Therapy Sessions** For students of all ages and of any need. Board Certified Music Therapists use music in the accomplishment of therapeutic goals to promote growth, healing, and change. Financial assistance is available. Tuition and session lengths are based on the billable hour. **Tuition - \$59 per hour, \$44.25 per 45 minutes, \$29.50 per half hour.**

**In-Home Music Therapy Sessions** We now provide private and group in-home music therapy services. For more information or to schedule a consultation, please call Melissa Wenzell, Music Therapy Coordinator, at 612.767.5492.

**Adaptive Lessons** A wonderful way for students of any age and any need to have a successful music experience and learn how to play an instrument of their choice. **Tuition - \$59 per hour, \$44.25 per 45 minutes, \$29.50 per half hour.**

**Group Music Therapy Sessions** Participation in groups can be a great way to get started and have fun while you're learning. MacPhail offers sessions for groups of 2, 3, or 4 students. Organize your group and select times that are convenient for you!  
**8 weeks - 60 minute lessons   2 students - \$262 per student   3 students - \$196.50 per student   4 students - \$155 per student**

**🎵 Taking Whole Steps:  
Musical Encounters for Children**

**Tuition \$108**

At MacPhail, we believe that all children should have an opportunity to experience the arts. Through the use of music, movement, listening, games, songs and art projects, this class will help your child develop the necessary skills for integration in other activities. The class tailors curriculum from the ECA Program for children with autism, ADD or ADHD. For more information and/or to schedule a placement interview, please call Melissa Wenzell at 612.767.5492.

8 week session begins June 15, 2006  
 Classes are 45 minutes long

Thursdays      4:30 p.m.

**🎵 Drum to the Beat**

**Tuition \$108**

This class encourages students with any type of special need to explore the rhythm of music in a drum circle-percussion based social environment. Music therapy techniques are used to promote success in the playing of many different percussive instruments, while providing the opportunity for socialization, increased self-esteem, expression, and a sense of musical freedom. For more information and/or to schedule a placement interview, please call Melissa Wenzell at 612.767.5492.

8 week session begins June 13, 2006  
 Classes are 45 minutes long

Tuesdays      6:30 p.m.

**🎵 Ring Out! Handbell Choir**

**Tuition \$108**

Students with special needs now have an opportunity to learn, perform and create music by being an integral part of a music ensemble in a safe and non-threatening environment. Using adapted music therapy techniques, students will create music in a group setting while developing attention span, behavior and social skills. For more information and/or to schedule a placement interview, please call Melissa Wenzell at 612.767.5492.

8 week session begins June 12, 2006  
 Classes are 60 minutes long

Mondays      6:30 p.m.



## music therapy

### **Musical Progressions, Sensory Integration Through Music & Movement**

Tuition \$115

Ages 6 - 9 & 10 - 13

Instructors: Todd Schwartzberg, and Augsburg Music Therapy students

MacPhail Center for Music in partnership with Augsburg College has developed an innovative Music Therapy course using music as the vehicle to engage all of your child's sensory needs. Through a unique format combining group activities and structured parallel play, students will focus on developing socialization skills, motor skills and sensory integration as they move to improvised music, drum or create visual art. Musical Progressions Class was created to meet the needs of students with Autism Spectrum/Pervasive Development disorder.

For more information contact: Todd Schwartzberg, MacPhail Music Therapy Partnership and Recruitment Coordinator, 612.339.5627 or Lindsay Plocher, Augsburg Senior Music Therapy Student, 651.353.2903.

**Registration Deadline is May 12, 2006**

8 week session begins June 16

Fridays	9:00 – 10:00 a.m.	6 - 9 year-olds
Fridays	10:30 – 11:30 a.m.	10 - 12 year-olds

Flexible times and off-site locations are available for all classes

Tuition for music therapy classes is subsidized by the generous grants from CIGNA Behavioral Health and the Marie and Edwin C. Hirschhoff Fund for Special Music Education and Therapy.





# community partnerships

**Community Partnership Philosophy** A community partnership is a mutually beneficial relationship between MacPhail Center for Music and a school or community service organization in which MacPhail provides music education programming and/or professional development. Currently MacPhail serves over 3,000 students and clients through community partnerships in one of the following areas: Early Childhood Arts, K-12 general or instrumental music, and Music Therapy. MacPhail has developed innovative programs tailored to fit the resources and needs of each partner. These partnerships are supported in part by fees from the partners but their existence depends on the generous contributions of individual, corporate, and foundation donors.

## Early Childhood Art Partnerships (ages 6 weeks - 8 years)

**Ascension School, Minneapolis**, Est. 1998 - MacPhail offers a sequential music curriculum for the Ascension School students, grades K-8th grade. All students in grades K-3 participate in a graduated sequence of early childhood arts classes that introduce them to basic musical concepts and prepare them for further musical study on a specific instrument. In 3rd grade, each student learns the basics of violin playing in the Violin for Children class.

**Beacon Academy, Plymouth**, Est. 2004 - Beacon Academy is the first elementary charter school in the west metro area. The mission of the school is to provide a caring community with high expectations for character and scholarship. The school offers a content-rich curriculum with a global emphasis, including Spanish language and culture in every grade. MacPhail's early childhood arts program provides a sequence of classes to children in grades K-3. Children are exposed to basic musical concepts to build their musical knowledge and provided with opportunities to expand their cultural knowledge of music.

**Centennial Services Community Education, Circle Pines**, Est. 2003- MacPhail offers early childhood arts classes through the community education program in Circle Pines and the surrounding area. Families experience classes starting at 6 weeks of age through 5 years.

**Children's Home Society, Golden Valley**, Est. 2003- Located in the General Mills corporate head quarters, this Children's Home Society program (General Mills Infant Care Center) serves infants and their families. MacPhail's early childhood arts program provides music exploration opportunities with infants and their caregivers, suggesting ways to incorporate music into their daily home experiences.

**Minnesota Indian Women's Resource Center, Minneapolis**, Est. 1996 - MacPhail is in its ninth year of partnership with Cherish the Children, a childcare center housed in the Minnesota Indian Women's Resource Center. Cherish the Children primarily serves Native American children and single mothers. The program includes a sequential early childhood arts curriculum for children ages 2-5 years.

**Minneapolis Kids (MPLS KIDS), Minneapolis**, Est. 2005- Minneapolis Kids provides before and after-school, as well as summer programming for elementary school children, many enrolled in Minneapolis public schools and neighboring schools. MacPhail's early childhood arts program provides musical camp opportunities to participants in the summer school program.

**Minnesota Zoo, Apple Valley**, Est. 2005- In a unique partnership, MacPhail's early childhood arts program and the naturalists at the Minnesota Zoo team together to make a connection between music and nature. Participants partake in musical camp experiences at the zoo featuring Musical Trolley and Musical World curriculum, and make associations with musical concepts and animals as they learn and explore through hands-on experiences with animals.

## community partnerships

**Rockford Early Childhood Family Education, Rockford,** Est. 1999- MacPhail's early childhood arts program provides music classes to children and their families at the Rockford early childhood family education building on a weekly basis. MacPhail has also provided early childhood music training to the teachers and staff of the Rockford school system and neighboring early childhood programs.

**St. Anthony Early Childhood Family Education and Preschool, St. Anthony,** Est. 2002- MacPhail's early childhood arts program offers early childhood music classes to the families of the community. In addition, musical experiences are brought to the preschool to enrich their program.

**Wayzata Community Nursery School, Wayzata,** Est. 1995- MacPhail's early childhood arts program provides music enrichment classes for the school's after school program. Children ages 3-5 years experience Musical Make-Believe and Musical Trolley classes.

**Wilder Child Development Center, St. Paul,** Est. 2004- Located in the Frogtown/East St. Paul neighborhood, Wilder Child Development Center prides itself on providing stellar early childhood learning opportunities to its children and families. The program emphasizes readiness skills, especially pre-literacy. In this unique partnership, MacPhail brings early childhood music experts to train the teachers and staff at Wilder to teach and deal with life stresses through music. Teachers and parents are involved in on-going training opportunities that emphasize how music can enhance children's development and help them to learn.

**YWCA, Minneapolis,** Est. 1994- MacPhail has been offering Musical Trolley classes for the Minneapolis downtown YWCA preschool program for ten years. Because of our close proximity to the downtown YWCA, students in this program walk to MacPhail for their weekly music classes.

### Schools and Community Service Organizations

**Ascension Academy, Minneapolis,** Est. 2004 - Located in the former Ascension Club building in north Minneapolis, Ascension Academy is a non-Catholic, public charter high school directed by Dorwatha Woods, principal of Ascension School. The school offers a rigorous liberal arts education based on the Core Knowledge Curriculum to college-bound students. In partnership with MacPhail Center for Music, Ascension Academy also offers instrumental music in the form small group lessons and chamber ensembles.

**Ascension School, Minneapolis,** Est. 1989 - Continuing the excellence in music programming at Ascension School in grades K-3, MacPhail offers a string program to students in grades 4-8. After studying violin during grade three, students can elect to continue their string study on violin, viola, or cello. The string program consists of a group or partner lesson, a group musicianship class and an ensemble rehearsal. Instruments are provided for all of the students in the program. MacPhail continues to reach the students who graduate from Ascension School by providing lessons and access to instruments.

**Cargill Scholars®, Minneapolis Metro Area,** Est. 2001- The Cargill Scholars ® program is an educational, social, and economic program for socio-economically disadvantaged children in the Minneapolis school district. As a partner with the Cargill Foundation, the Neighborhood Involvement Program (N.I.P) oversees the various components of the program lead by organizations such as Big Brothers/Big Sisters, Wilder Forest, and the Minnesota Science Museum. Now in its fifth and final year, the program aims to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. As the primary provider of private instrumental instruction to the scholars, MacPhail's involvement in the program began during the students' first year of enrollment.

**City Academy, St. Paul,** Est. 1996 - After working together for several years with residency programs, MacPhail and City Academy have partnered to provide group piano and voice instruction at MacPhail throughout the academic year. City Academy, located in east St. Paul, was the first charter school in the country. The mission of City Academy is to provide high school students who have not succeeded in traditional educational models with the opportunity to receive a high school education and diploma. With their hands-on, individualized approach, City Academy has achieved a 100% graduation rate.

**City of Lakes Waldorf School, Minneapolis,** Est. 2002 - MacPhail has teamed up with the City of Lakes Waldorf School to provide group string lessons and ensembles for students in 3rd - 8th grade. Waldorf schools have a common mission which is to educate for excellent and lifelong learning by engaging our pupils' intellect as well as their hearts and souls. At City of Lakes Waldorf School, this means that a MacPhail faculty member, along with a teaching assistant, teaches beginning string students in third grade in small group lessons in preparation for rehearsal and performance with ensembles in grades 4-8.

**Emerson Spanish Immersion Learning Center, Minneapolis**, Est. 2005 – Located fewer than six blocks from MacPhail, the Spanish Immersion Learning Center is a dual language immersion program for native English and Spanish speaking students. The school provides a unique educational experience in which students master Minneapolis Public Schools curriculum objectives and learn Spanish or English as a second language during their elementary years. As a K-8 school, Emerson offers instrumental band to students in grades 4-8. In partnership with MacPhail, percussion students receive one hour of percussion instruction from a MacPhail faculty member each week.

**Interdistrict Downtown School, Minneapolis**, Est. 1998 – Combining the resources of a community music school with the resources of a public school, the partnership between MacPhail and the Interdistrict Downtown School is a pioneer in music education. A MacPhail early childhood arts faculty member provides classroom music instruction to students in grades K-3 at the school. Students in the upper school, grades 9-12, receive coaching in small mixed instrument ensembles and perform music that was either written or arranged especially for them.

**MetLife Youth Music Project, Minneapolis**, Est. 2003 – The MetLife Youth Music Project is administered by the National Guild of Community Music Schools of the Arts and is made possible through the support of the MetLife Foundation. Middle school students from the Interdistrict Downtown School were selected to participate in private lessons with MacPhail teaching artists and participate in workshops which were designed expressly for them. During its third and final year, students performed at the annual Marshall Field's in March of 2005 which was MetLife's National Performance Month.

**Minneapolis Jewish Day School, Minneapolis**, Est. 1998 – The MJDS program was designed to work in tandem with an existing music program. In this program, MacPhail teaching artists work with 4th – 6th grade students once a week in small group lessons and a small ensemble rehearsal on band instruments (woodwind, brass and percussion). This program complements the efforts of the MJDS music specialist who conducts band and teaches classroom music. In both 2004 and 2005, students in the MacPhail/MJDS program combined with the Ascension String Program students to perform in a symphony orchestra which performed a piece that was commissioned specifically for the two partnerships by a MacPhail faculty member.

**Paideia Academy, Apple Valley**, Est. 2005 – The mission of Paideia Academy is to provide an academically rigorous, content-rich classical education that gives all young scholars the opportunity to shine in a culture that promotes accelerated academic achievement, fosters character development and personal growth, and values the importance of language, music and the arts. The Academy will feed the curious mind, enrich the open mind, and challenge the inquisitive mind. MacPhail Center for Music is excited to partner with Paideia in an innovative K-4 classroom music program that uses the CORE Knowledge sequence and curriculum.

**Patrick Henry High School, Minneapolis**, Est. 1993 – Through residency activities and visits by guest artists, our efforts have helped to re-build and expand a once struggling music program. MacPhail residencies help support MacPhail's different sections of the band, orchestra, and choir at PHHS. Past residencies have covered areas such as percussion, upper and lower strings, guitar, jazz ensemble, choir, piano, and composition. Currently, one MacPhail artist works with the jazz ensemble at school while providing professional development to the PHHS band director.

**Sojourner Truth Academy, Minneapolis**, Est. 2004 – Sojourner Truth Academy is a K-6 charter school located in north Minneapolis. Dedicated to parent involvement, the school uses an innovative curriculum called direct instruction to teach reading and core knowledge for geography, history, science, art, and literature. In the fall of 2004, with the expertise of MacPhail teaching artists, the school began formalized classroom music instruction for the first time in its six year history. MacPhail will serve all students in grades K-6 in the 2005-2006 school year.

**Southside Family School, Minneapolis**, Est. 2003 – Southside Family School (SFS) is a K – 8 elementary alternative that educates students to become independently minded citizens who respect themselves and others. Through a curriculum that focuses on social justice, the SFS staff and instructors stress basic skills and encourage creative expression. The school offers a wide range of electives and in 2002, for the first time in the school's 30 year history, began offering general music to their students through partnership with MacPhail. Each student in grades K- 4 attends two classes of general music per week taught by a MacPhail faculty member.

**Spring Hill School, Excelsior**, Est. 2006 – Spring Hill School is an independent school offering preschool through elementary education curricula based on Rudolf Steiner's educational principles. The Waldorf Curriculum provides an interdisciplinary approach to a wide range of academic subjects. Students begin to study recorder in first grade and starting in the spring of 2006, fifth and sixth grade students participate in a weekly one hour recorder ensemble and music history class taught by a MacPhail teaching artist.

## community partnerships

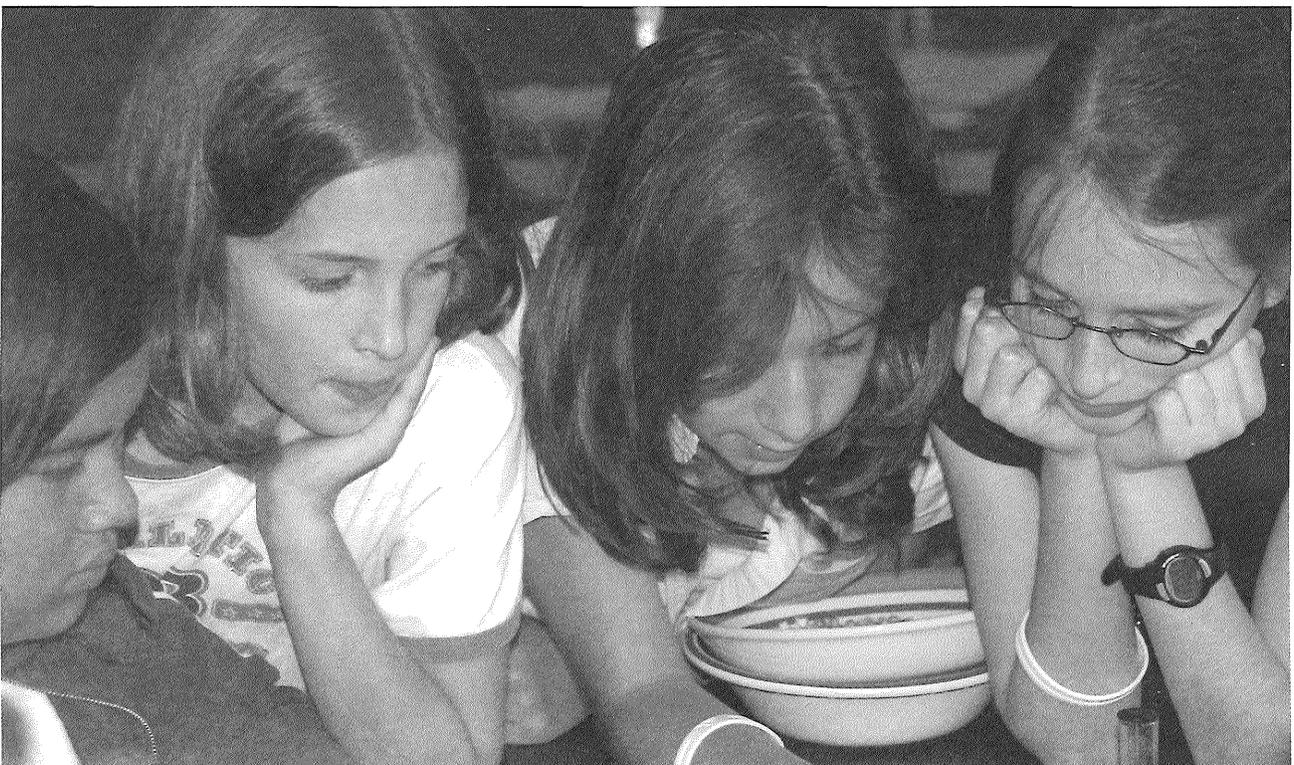
**St. Anne's Place, Minneapolis, Est. 2000** - Located in the West Broadway/Penn Avenue area of North Minneapolis, St. Anne's mission is to provide women in crisis or transition with a secure and enriching environment through counseling and support services. The shelter also offers the opportunity to explore options for the future. MacPhail offers a weekly music exploration class for elementary school age students who are in transition at St. Anne's.

**Whittier International Elementary School, Minneapolis, Est. 1998** - The Whittier piano & violin program currently serves 2nd - 5th grade piano students and 3rd - 5th grade violin students. Through a generous donation, Whittier has a keyboard lab onsite where beginning piano students take groups classes. In group violin classes at school, beginning violin students use instruments that Whittier has acquired through donations. When the students are in fourth and fifth grades, they come to MacPhail once a week for lessons, an ensemble or performance class, and musicianship. As a third partner in this collaboration, Madeline Island Music Camp students are hired as mentors to provide guided practice sessions with the Whittier violin and piano students once a week. In addition to the piano and violin program, MacPhail provides an in-depth world music residency at Whittier for students in grades K - 2.

### Clinic and Residency Program

The MacPhail Clinic and Residency Program is designed as a resource for the school music educator. A clinic is typically a one time visit by an artist who works with a section of the school band, orchestra or choir. During a clinic, an artist will focus on a very specific topic related to performance. A residency is a series of at least five visits made by an artist and each residency day consists of four hours of student-teacher contact.

MacPhail offers residencies in five basic areas: early childhood arts; composition and improvisation; musical theatre; and instrument specific residencies that work with the band, orchestra or choir program. With an extensive planning process, each residency is designed to meet the needs of the individual school. During the past ten years, MacPhail artists have worked with thousands of students in over 200 Minnesota Schools.



### Music Therapy Partnerships (All Ages)

**Autism Society of Minnesota**, Est. 2004 – A board-certified music therapist from MacPhail co-designs and co-leads a five day camp which integrates music therapy, social interaction, sensory exploration, art, cooking, yoga and movement. Staff includes an Occupational Therapist and Autism Specialists with a camper to staff ratio of 1:2

**Courage Center of Golden Valley**, Est. 2004 – A board-certified music therapist from MacPhail designs and leads music therapy groups each week for adults and teens in a residential living unit that are diagnosed with spinal cord injuries, traumatic brain injuries and congenital conditions. Goals for the group music therapy services include providing opportunities for social interaction, neurological and physiological stimulation/rehabilitation/habilitation, emotional expression, cognitive stimulation, spiritual growth, and promoting higher levels of functional independence and well being.

**Fraser Academy, Minneapolis**, Est. 2005 – Two board-certified music therapists deliver individual music therapy services to the students at Fraser Academy. Parents of students register individually for services. The students are first assessed and then an individualized program plan is designed and implemented for each student for the purpose of providing the most appropriate therapeutic environment.

**Gillette Children's Hospital, St. Paul**, Est. 2004 – Two board-certified music therapists from MacPhail provide individual, group and co-treat music therapy to the children at the hospital. The music therapists are considered a component of the inter-disciplinary team and develop appropriate goals/objectives and activities to address the children's individual needs. Music therapists work with children with cerebral palsy, traumatic brain injury, and those going through comprehensive medical rehabilitation at the hospital. MacPhail music therapists are on sight eight hours each week providing individual therapy sessions. Goals for music therapy services include validation of emotions and feelings, increase self-esteem and self worth, opportunities for socialization, improved motor function, increased cognitive function and improved speech skills.

**Groves Academy, St. Louis Park**, Est. 2004 – A music therapists from MacPhail provides adaptive music education for one hour/5 days a week to children with learning disabilities and attention deficit hyperactivities disorders.

**Harrison Education Center, Minneapolis**, Est. 2005 – Harrison Education Center is a high school alternative special education Federal Setting IV self contained program created to serve students with severe emotional and behavioral needs ages 14-18. In partnership with MacPhail, music therapy groups extend and enhance social skill learning that the students are engaged in during their weekly social skills groups. Students learn and apply the use of music improvisation to express their feelings and attitudes for the day. Using social skill songs, music improvisation activities, song writing and/or lyric analysis, basic needs and social skills will be explored. Rhythm "jam sessions" allow students to meet the 5 basic needs: power-leading the group; fun-playing a rhythm they create; belonging-working the rhythms in a group; freedom-using music for emotional expression; and survival. This partnership is funded in part through a grant from Arts for Academic Achievement.

**Longfellow Community School, Minneapolis**, Est. 2006 – A board-certified music therapist provides music opportunities to the students in the school who are in the behavior modification program. The music therapist teaches the children how to self-regulate and self-modulate their behaviors while incorporating music from various cultures found in the community.

**Opportunity Partners, Karlins Center**, Est. 2005 – A board-certified music therapist leads weekly music therapy groups. The groups are comprised of adults diagnosed with Developmental Cognitive Delay (DCD). Goals include increased skills in the following areas: socialization, communication, physical movement, music experimentation and emotional expression. Opportunity Partner's is a non-profit organization providing work experience for adults with DCD.

**Partnership Resources, Inc., Minneapolis and St. Louis Park**, Est. 2004 – A music therapist from MacPhail provides leads 4 weekly groups (2 at the Partnership Resources sites and 2 at MacPhail). Three times per years, a recital is held at MacPhail to which the participants of the PRI group are invited. Goals include providing opportunities for socialization, expression and musical experimentation and coordination. PRI is a non-profit organization committed to creating partnerships in the community through jobs and leisure tie activities for person with developmental disabilities.

**Ramsey International School for the Arts, Minneapolis**, Est. 2005 – The comprehensive program of basic skills is integrated with international and fine arts content. The music therapy groups engage the third grade students with Autism Spectrum Disorder in successful, meaningful and fun social exploration activities. Goals for the group will be to increase leadership, emotional expression, socialization, and literacy.

## community partnerships

**Rockford Elementary Arts Magnet School, Rockford, Est. 2005**— A board-certified music therapist provides musical opportunities for children in grades 1-5 with various neurological and behavior disabilities. Goals include: improved social, cognitive, communicative, physical, emotional, and academic skills. Specific music therapy interventions include focus on the themes of: calm body, friendship, sharing, following directions and personal space.

**Ronald McDonald House, Minneapolis, Est. 2004** — This is the first Ronald McDonald House in the nation to incorporate a music therapist into their daily routine. A board-certified music therapist from MacPhail provides weekly music opportunities for the children up to the age of nineteen, as well as their family members/siblings staying at the house. Goals for group music therapy services include sensorimotor/motor exploration; verbal and non-verbal expression of emotions' validation of emotions and feelings; increase self esteem and self worth; and social skill development.

**The Therapy Place, Bloomington, Est. 2005** — A board-certified music therapist from MacPhail provides weekly music opportunities to children diagnosed with Autism Spectrum Disorder and other Developmental Cognitive Disabilities. Goals for the group include sensory exploration, social skill development, emotional skill development, and cognitive stimulation.

**The Whole Learning School, St. Louis Park, Est. 2003** — A board-certified music therapist provides musical opportunities for socialization, leadership and emotional expression by integrating a variety of musical instruments, music history, song writing, and world music to students with a diagnosis of a cognitive or neurological based learning difficulty.

**Willow River Elementary, Hudson, WI, Est. 2006** — A board-certified music therapist provides musical opportunities for children in grades one through four with Autism Spectrum Disorder. Goals include improved social, cognitive, communicative, physical, emotional, and academic skills. Specific music therapy interventions include focus on the themes of: calm body, friendship, sharing, following directions and personal space.





# MacPhail South

## **NEW! Announcing MacPhail Center for Music at Paideia Academy**

Studying music at MacPhail is a unique experience. MacPhail Center for Music is one of only a handful of community music schools with a comprehensive offering of music studies taught by experienced teaching artists for students of all ages, abilities and socio-economic means. MacPhail's 98-year history of excellence is enriched by innovative approaches to music education and curriculum development.

Paideia Academy, a new K-4 charter school in Apple Valley, Minnesota is partnering with MacPhail to open MacPhail's new site, MacPhail South. An essential element of Paideia's mission is to establish music as a core subject in order to enhance children's artistic and intellectual development. Who better to take on that challenge than one of the most reputable music schools in the country? In order to fulfill that mission, Paideia has entered into a partnership with MacPhail to provide not only the music programming for the school, but also to create a wonderful opportunity for the southern suburban community to experience MacPhail's music program in its own backyard.

MacPhail South is a registration based program that will provide the same excellent music education as does MacPhail's downtown location. Paideia selected MacPhail for a plethora of reasons, but most notably MacPhail's reputation for providing excellent childhood music education. Paideia is incredibly excited about this long term opportunity to not only capitalize on MacPhail's immense store of musical knowledge, but also to provide the same opportunity to our shared community. MacPhail Offerings include:

### **Lessons on the following Instruments - For additional information see page 6**

Piano , Guitar, Flute, Clarinet, Harp, Trumpet, Trombone, Percussion, Oboe, Saxophone, Violin, Voice,  
For any age or level, private lessons can be tailored to meet your musical goals.

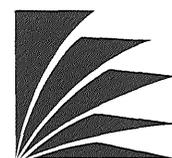
### **Early Childhood Arts Classes and Camps - For specific times and additional information see page 12-15**

Family Music Classes (Six weeks - 4 years with caregiver)  
Musical Adventures Camp (Grades 1-3)

### **Rock Week Summer Camp - For additional information see page 25**

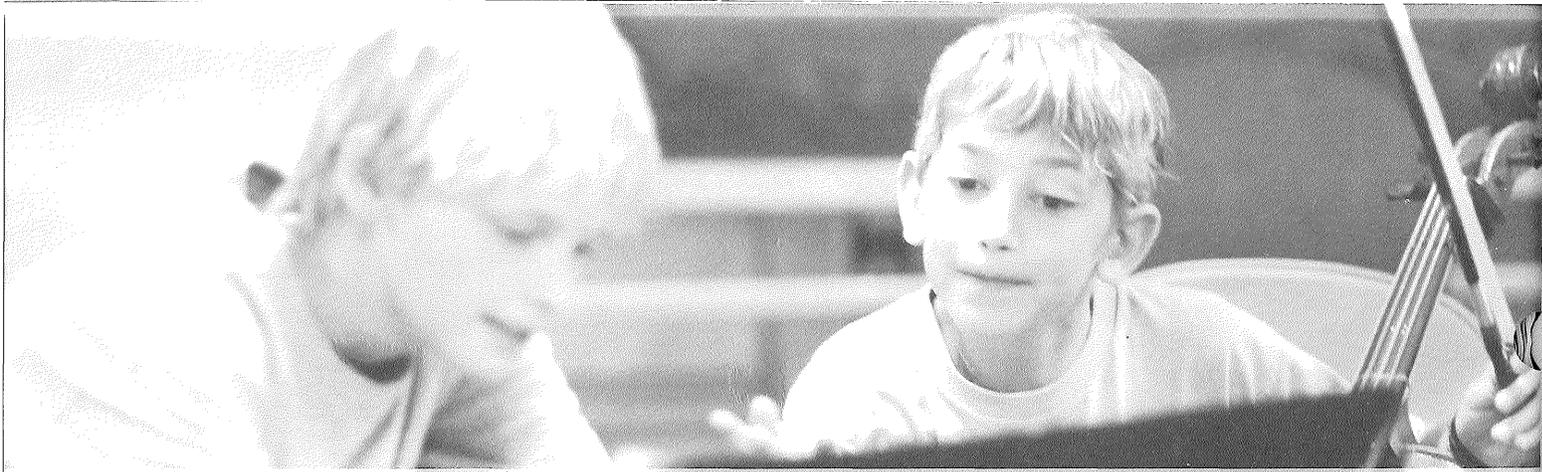
### **Music Therapy - For additional information about this program see page 36**

**MacPhail South at Paideia Academy**  
7200 147th Street West  
Apple Valley, MN 55124  
MacPhail: 612.321.0100  
[www.macphail.org](http://www.macphail.org)



**PAIDEIACADEMY**

Paideia Academy: 952.953.6200  
[www.paideiaacademy.org](http://www.paideiaacademy.org)



# tuition assistance

**Financial Aid** To the extent that funds permit, MacPhail offers financial aid to qualifying students in the form of reduced tuition. Applications for the 2006-2007 school year will be available April 1, 2006 and will be due by Friday, July 14, 2006. Financial aid, based on need, is determined using a sliding scale that considers family financial resources and number of dependents. Aid is limited to one activity per semester for new students; financial aid that is granted for fall semester is renewable for spring semester. Re-application is required for each new academic year. Applications may be requested in person at the Student Service Center or by phone at 612.321.0100. **Please note** that students receiving both a performance scholarship and financial aid will have the performance scholarship subtracted from their tuition and then financial aid will be applied to the balance.

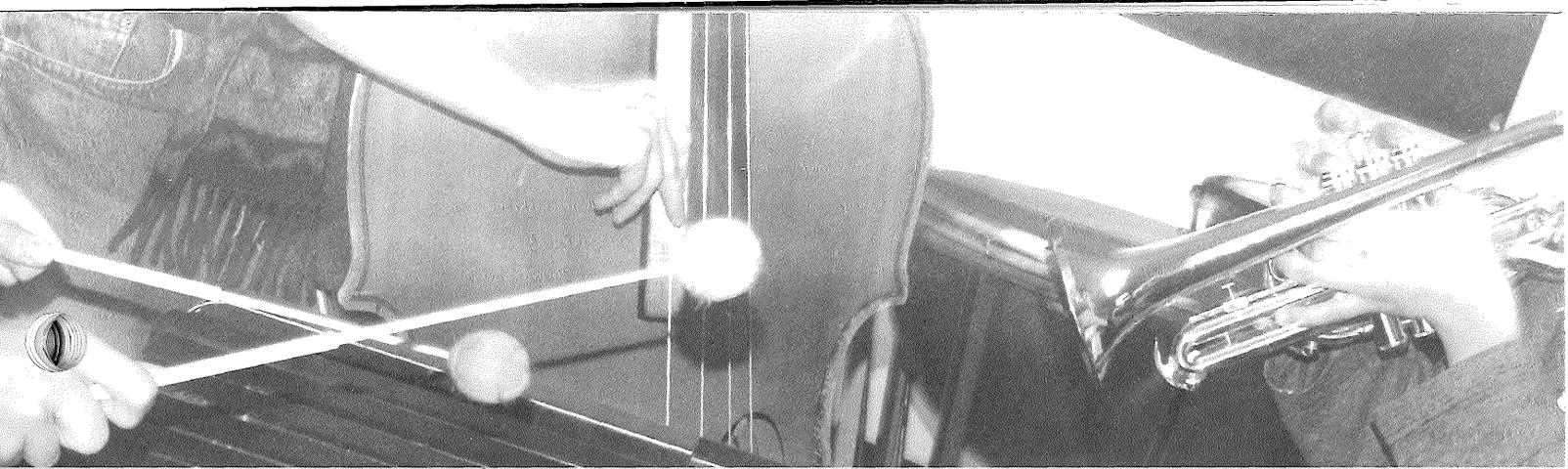
**Performance Scholarships** A number of performance scholarships are awarded to current and potential students based on performance excellence. These scholarships are supported by funds donated to MacPhail specifically for this purpose. Awards range from \$300-\$12,000 and must be used for study at MacPhail on the designated instrument (or voice) during the following semester. Applications will be available in March, 2006. Auditions will be held June 10, 2006 for 2006-2007 scholarships. The current scholarships available are:

- Piano** Theone Walker Brown Scholarship, Agnes Barnwell Saunders Kemp Scholarship, Chaya Gelfand Scholarship, Gary Sipes Scholarship, Theodore Bergman Scholarship
- General** Bjork/Pederson Suzuki Scholarship, E. Jerome Carlson Scholarship, Minneapolis Club Scholarship
- Voice** Jessica Schwartzbauer McDonald Memorial Scholarship, Oksana Bryn Scholarship, The Willie B. Hale Scholarship is awarded to a voice student of color.
- Woodwind** Ruben Haugen Woodwind Scholarship
- Violin** Mary West Scholarship, J. Rudolph Peterson Scholarship, Robert Bland Memorial Suzuki Scholarship, E. Jerome Carlson Scholarship

**Edith B. Norberg Scholarships** are awarded to students who demonstrate artistic excellence and have a sincere interest in developing their music skills as related to religious music.

**Composition Scholarship** - For composers of all ages this scholarship is for composition study based on the quality of original music submitted, potential as a composer, recommendation and personal interest in music.

**Need-Based Scholarships** for extremely dedicated students. The Dr. Shin Tanaka Memorial Scholarship and Virginia Genaw Memorial Scholarships are awarded to piano students in high school and younger.



# registration information

**Tuition & Fees** Tuition and fees must be paid before a student is admitted to a lesson, class or ensemble. There is an annual, per family, non-refundable \$25 registration fee for all lessons, classes or activities costing more than \$75 per semester. Tuition is charged for the full semester and may not be paid weekly. Students may register by mail, in person, by phone at 612.321.0100 credit card only or by fax 612.321.9740 credit card only.

**Payment Options** MacPhail Center for Music is committed to working with students of all economic means. If you have questions regarding the payment options above call student services at 612.321.0100.

**Payment in Full** Payment in full may be made by cash, check, money order, MasterCard, VISA, American Express or Discover.

**Late Fee** The late fee (\$15.00) is charged to students who register after the first day of the semester. The late fee only applies to continuing students who received a re-registration form. It does not apply to new students, or to continuing students who are registering for a new activity. It is charged one time per semester, per family.

MacPhail reserves the right to suspend instruction when students do not meet their financial obligations; students are still liable for the full cost of instruction. Tuition credit or make-up lessons are not given as a result of lessons missed due to suspension.

**Sibling Discount Policy** When you register one child for ECA classes for full tuition, each additional child in your immediate family will receive a 10% discount for an ECA class for the same semester. To get this discount, you must register by Monday May 29, 2006.

**Music Plus!** As a community music school, MacPhail also offers a variety of class and ensemble experiences that can enhance a student's individual or Suzuki training. Wherever you see the Music Plus! symbol next to an offering, you may receive a 25 percent tuition discount if you or anyone in your family is enrolled in individual or Suzuki instruction. This discount applies when one student in the family is enrolled for at least five hours of individual or Suzuki instruction during the same semester as the class being discounted.

## Withdrawal & Refunds

**Classes, Ensembles, Prelude & Early Childhood Arts** A 100% refund will be given for Classes, Ensembles or Early Childhood Arts if written notice is received in the Student Service Center two business days before the first class.

**Individual and Suzuki Instruction** Notice of withdrawal and requests for refunds must be made to the Student Service Center in writing and received in the office by the second Friday of the summer session. Verbal notices or requests will not be accepted. Refunds, if applicable, are based on the number of lessons scheduled or taken. The registration fee and split payment fee are nonrefundable.

**Program Cancellation** MacPhail reserves the right to cancel classes or ensemble with insufficient enrollment. Classes or ensembles that do not meet minimum enrollment 24 hours before the first meeting may be canceled. In the event a class is canceled, you will be notified and given the opportunity to transfer to another class. If you do not enroll in another class you will receive a full refund.



# general information

**MacPhail Center for Music • 1128 LaSalle Avenue • Minneapolis, Minnesota 55403**

**Student Service Center** 612.321.0100 • Fax 612.321.9740 • Web site [www.macphail.org](http://www.macphail.org)

**Summer Session Dates** June 12, 2006 - September 1, 2006

<b>Building Hours</b>	Monday - Thursday	9:00 a.m. - 9:00 p.m.
	Friday	9:00 a.m. - 4:30 p.m.
	Saturday & Sunday	Closed
	Tuesday July 4, 2006	Closed

Thank you for choosing MacPhail for your music education. Please call us at 612.321.0100 if you have any comments, suggestions or requests regarding your study. MacPhail makes every effort to provide a supportive learning environment.

**Special Needs** MacPhail strives to integrate all students, with all types of abilities, into any and all of its programs. Through the exploration of music and related arts, individuals with special needs explore their creative potential and gain skills for further musical, behavioral, social and academic growth. Please see page 36 for details on MacPhail's Music Therapy program.

**Practice Rooms** Three practice rooms with pianos are available to MacPhail students for the very low rental fee of 50 cents per half hour. Call 612.321.0100 on the day you would like to rent a practice room to arrange times and availability. Same day reservations only.

**Tickets** In association with the Twin Cities' music community, MacPhail offers its students discounted tickets to the St. Paul Chamber Orchestra and the Minnesota Orchestra. Ask your teacher or look for information in the lobby kiosk for more information.

**Continuing Education Units (CEU)** MacPhail offers Continuing Education Units (CEUs) for those students needing professional development credits in their work. Credit is based on .1 CEU per hour of instruction. For example, 10 hours of instruction in lessons, classes or ensembles equals 1.0 CEU. Certificates designating CEUs earned can be requested from Student Services.

**Missed Lessons, Classes & Ensembles** As a courtesy, please notify MacPhail in advance of any absence by calling 612.321.0100 and leaving a message in your teacher's voice mailbox. Prior notification does not exempt students from payment. Students are charged for all lessons for which they register, including those missed through student absence. In the event the instructor cancels a lesson, a makeup lesson will be offered at a mutually convenient time. All lessons must be completed and refunds must be claimed by the last day of the semester for which they were registered. After that, no lessons or refunds will be given.

**Tardiness** Students who are late for a lesson cannot be guaranteed their full lesson time. Faculty will wait for a student for one-third of the scheduled lesson time; students are asked to do the same.

**Religious Holidays** With one week's notice to the teacher, a regularly scheduled lesson that is missed because of a religious holiday will be rescheduled. We regret that this policy does not apply to classes and ensembles.

**Emergency School Closing** The decision to close MacPhail is determined by safety conditions (road conditions/weather) and is based on state advisories. Since MacPhail does not guarantee make up lessons or classes when the Center closes, MacPhail is committed to remaining open whenever possible. In the event that MacPhail is closed please call 612.321.0100 for a recorded message.

**Mobile Phones** Parents and students who use cellular phones are asked to turn them off during classes or lessons unless they are waiting for emergency calls. Telephone conversations during classes are distracting to all.

**Security** Please note that MacPhail is a easily accessed building in downtown Minneapolis. Periodically, theft of unattended personal items occurs. Keep your possessions with you at all times. MacPhail cannot take responsibility for items that are lost due to theft.

**Photography and Publicity** MacPhail uses professional photographers to document lessons, classes and events. These photos may be used in brochures, advertising or public relations activities. Photographs featuring registered students are considered eligible for publication or public use unless the student (or parent/guardian of students under 18) submits a request for non-use in writing to the Student Service Center prior to the date when the photograph appears. Every effort will be made to accommodate students' requests.

MacPhail Center for Music is a not for profit organization that does not discriminate in its admissions, employment, financial assistance, or scholarship policies on the basis of race, color, creed, national or ethnic origin, sex, sexual orientation, age or special needs.

**Location and Parking** MacPhail is located at 1128 LaSalle Avenue in downtown Minneapolis, on the corner of 12th Street and LaSalle Avenue, one block west of Orchestra Hall.

From the interstates, we are accessed from the 11th or 12th Street exits. Metro Transit buses serve the area, including routes 4, 6, 8, 9, 10, 12, 17, 18, 25, 28, 180 and many express routes. Call Metro Transit at 612.373.3333 or online at [www.metrotransit.org](http://www.metrotransit.org) for more information.

The parking lot behind the building accommodates both faculty and student parking on a first-come, first-served basis. A sign is posted detailing the parking meter rates. Parking lots are located within a block of MacPhail. Two yellow parking meters with a 15-minute limit are located directly in front of MacPhail's LaSalle Avenue door. Do not park in front of MacPhail Center between 4:00 and 6:00 p.m. weekdays; your car will be tagged and towed.

**Directions 1128 LaSalle Avenue, Minneapolis; the corner of 12th Street and LaSalle**

From Western suburbs: Take I-394 east to downtown Minneapolis. Take the 12th Street exit and follow 12th Street to MacPhail.

From St. Paul: Take I-94 west to downtown Minneapolis. Follow the 11th Street downtown exit. Follow 11th Street five blocks to LaSalle Avenue. Turn left on LaSalle Avenue.

From Southern suburbs: Take I-35W north to downtown Minneapolis and take the 11th Street downtown exit. Follow 11th Street five blocks to LaSalle Avenue. Turn left on LaSalle Avenue.

From Northwest suburbs: Take I-94 east to downtown Minneapolis. Take the Hennepin/Lyndale exit. Turn left at the first set of stoplights onto Hennepin Avenue. Take a right turn on 12th Street. Follow 12th Street two blocks to LaSalle Avenue.

From Northeast suburbs: Take I-35W south to downtown Minneapolis. Exit onto I-94 west. Stay in the right lane and take the 11th Street downtown exit. Follow 11th Street five blocks to LaSalle Avenue.



# faculty & staff

## Early Childhood Arts (eca)

Dianna Babcock director, eca instructor  
 William Buirge, eca assistant  
 Katie Condon, eca instructor  
 Angela Crofoot, eca instructor  
 Kate Fochler, eca instructor  
 Sylvette Frazier, eca assistant  
 Debra Gilroy, eca instructor  
 Paula Gudmundson, eca instructor  
 Cheryl Henningsgaard, eca instructor  
 Emily Ireland, eca instructor  
 Nick Johnson, eca instructor  
 Lindsay Kennedy, eca instructor  
 Nicholas Lemme, eca instructor  
 Karena Lokken, eca instructor  
 Michael McGarthwaite, eca assistant  
 Rose McNeill, eca assistant  
 Joy Moeller, eca instructor  
 Jessica Mollick, eca instructor  
 Karen Moon, eca instructor  
 Sarah Hruska Olson, eca instructor  
 Fran Ouellette, eca instructor  
 Skye Sanford, eca instructor  
 Todd Schwartzberg, eca instructor  
 Marnie Thies, eca assistant  
 Yelena Tsvetovat, eca instructor  
 Jessica Warren, eca assistant  
 Sandy Waterman, eca instructor  
 Brent Weaver, eca instructor

## Guitar and Electric Bass

James Allen  
 electric/acoustic guitar  
 Craig Anderson  
 chair, electric/acoustic guitar  
 Alan Johnston classical guitar  
 Gerard Kosak electric, acoustic,  
 slide guitar, classical guitar  
 Christopher Olson electric/acoustic guitar  
 Tom Pieper electric/acoustic bass  
 Paul Renz guitar, theory and composition

Jean Seils classical guitar  
 Brent Weaver classical/acoustic guitar

## Keyboard

Irina Elkina, DMA chair, piano  
 Monica Allen piano  
 Diana Bearmon piano  
 Katie Condon piano  
 Timothy De Prey piano  
 Melissa Falb piano  
 Yakov Gelfand, DM piano  
 Susan Genaw piano  
 Chris J. Granias, Ph.D.  
 piano, theory, composition  
 Jeremy Hanson piano, theory, composition  
 Susan Hellerud piano  
 Nachito Herrera jazz piano  
 Janet Wood-Holdorf piano  
 Reiko Imrie piano  
 Sharon LaCour piano  
 Miroslava Kisilevitch, DMA piano  
 Judy Lin piano  
 Elise Midelfort piano  
 Sarah E. Miller, Ph.D.  
 piano, composition, theory  
 Bryan Nichols jazz piano  
 Gail Olszewski, DMA piano, harpsichord  
 Karen Pieper jazz piano  
 Susana Franco Pinto piano  
 Tom Pletscher jazz piano  
 Ginger Reynolds piano  
 Sue Ruby piano  
 Gary Sipes piano  
 Guna Skujina piano  
 Cathy Smetana piano  
 Gregory Theisen piano  
 Megan Wallace, DMA piano

## Strings and Harp

Carolyn Johnson chair, violin  
 Robert Anderson double bass  
 Stella N. Anderson viola and violin

Mary Bahr violin  
 Karin R. Boyce violin  
 Jacqueline Bregman violin  
 Judith Eisner violin, baroque violin, fiddle  
 Julie Elhard viola da gamba  
 Elizabeth Ericksen violin  
 Faith Farr cello  
 Jacqueline Ferrier-Ultan cello  
 Helen Foli violin  
 Emily Gerard harp  
 Manon Gimlett violin and viola  
 Adam Han-Gorski violin  
 Margaret Haviland viola and violin  
 Lorie Hippen violin  
 Rebecca Jacobson violin  
 Aaron Janse viola and violin  
 Steven Leung violin  
 Lucia Magney cello  
 Daniel McIntosh cello  
 Karen Moon violin  
 Jessica Parker cello  
 Tom Pieper double and electric bass  
 Adriana LaRosa Ransom cello  
 Tom Rosenberg cello  
 Shari Rothman harp  
 Andrea Stern harp  
 Dragan Stojkovic viola and violin  
 Jeremy Swider violin  
 Sara Thompson double bass  
 Phala Tracy harp  
 Linda Trygstad viola and violin  
 Mary West violin

## Suzuki Talent Education

Katherine Wood director, Suzuki violin  
 Andy Bast conductor  
 Katie Bast Suzuki violin  
 Beatrice Blanc Suzuki violin  
 Nancy Daley Suzuki piano  
 Emily Gerard Suzuki harp  
 Faith Farr Suzuki cello  
 Margaret Haviland Suzuki viola, violin

Bradley Johnson Suzuki violin and viola  
 Alan Johnston Suzuki guitar  
 Kathy Kienzle Suzuki harp  
 Steven Leung Suzuki violin  
 Christy Libbus Suzuki cello  
 Nancy Maloney Suzuki flute  
 Joy Moeller Suzuki violin  
 Cindy Monson Suzuki piano  
 Andrea Noteboom Suzuki violin  
 Adrianna Rossmiller Suzuki cello  
 Jean Seils Suzuki guitar  
 Rick Stanton Suzuki piano  
 J.B. Taylor Suzuki piano  
 Sara Thompson Suzuki double bass  
 Phala Tracy Suzuki harp  
 Linda Trygstad Suzuki viola and violin  
 Heather Vanderley Suzuki violin  
 Mary Halverson Waldo Suzuki recorder, flute

**Voice**

Vicky Mountain chair, voice  
 Elizabeth Benjamin voice  
 Jeanie Brindley-Barnett voice  
 Oksana Bryn voice  
 Craig Carnahan voice  
 Craig Fields voice  
 Thaxter Cunio voice  
 Manon Gimlett voice  
 Debra Kotulski, voice  
 Mary Laymon voice  
 Andrea Leap voice  
 Ruth MacKenzie voice  
 Kevin Rotty voice

**Wind, Brass and Percussion**

Nina Olsen, DMA chair, clarinet, saxophone  
 Joel Abdella oboe  
 Robert W. Adney percussion  
 Trudi Anderson flute, piccolo  
 Paul Babcock percussion  
 Michael Dugan trombone, low brass  
 Marjory Black french horn  
 Andrea Fedele oboe  
 Cléa Galhano recorder, early music  
 Stephen Grove tuba  
 Paula Gudmundson flute  
 Paul Hill percussion  
 Gregory Keel saxophone  
 Julie Johnson flute  
 Rena Kraut clarinet, community partnerships  
 Laurie Hatcher Merz bassoon  
 William Olson saxophone  
 Sandra Powers clarinet  
 Chris Morgan trumpet  
 Steve Roehm percussion  
 Kelly Rossum trumpet, natural trumpet  
 Takako Seimiya trumpet

Eric Strom percussion  
 James ten Bensel trombone  
 Chris Thomson clarinet, saxophone  
 Mary Halverson Waldo recorder and flute  
 Janis Weller flute

**Group Instruction**

Emily Jahr  
 Chris Osgood  
 Chan Poling  
 Sonja Rehbein

**Music Therapy**

Timothy De Prey, MT-BC, NMT  
 Gretchen Gallagher, MT-BC  
 Nicholas Johnson, MT-BC, NMT  
 Jenifer Josephson, MT-BC  
 Jessica Mollick, MT-BC  
 Todd Schwartzberg, M.Ed., MT-BC, NMT  
 Melissa Wenzell, MT-BC, NMT

**Program Administration**

**Community Partnerships**

Leslie Fiderer  
 Associate Director of Community Partnerships

**Early Childhood Arts**

Dianna Babcock  
 Director of Early Childhood Arts  
 Sarah Hruska Olson  
 Early Childhood Arts Department Assistant  
 Paula Gudmundson  
 Early Childhood Arts Administrative Assistant

**Group Instruction**

Melissa Falb  
 Director of Group Instruction  
 Craig Anderson  
 Coordinator of Ensembles and  
 MacPhail Awards Program Coordinator  
 Carolin Johnson  
 Chamber Music Coordinator

**Individual Lessons**

Timothy De Prey  
 Director of Individual Instruction

**Jazz Education Center**

Kelly Rossum  
 Jazz Program Coordinator

**Music Therapy**

Melissa Wenzell  
 Music Therapy Coordinator  
 Todd Schwartzberg  
 Music Therapy Partnership and  
 Recruitment Coordinator  
 Timothy De Prey  
 Music Therapy Advisor

**Prelude Program (High School)**

Manon Gimlett  
 Prelude Program Director  
 Thaxter Cunio  
 Prelude Program Coordinator

**Program Services**

Matthew Prediger  
 Events Manager  
 Sarah E. Miller, Ph.D.  
 New Music Coordinator  
 Mindy Eschedor  
 Program Assistant  
 Jason Alfred  
 Staff Accompanist  
 Susan Heiserman  
 Assistant Staff Accompanist

**Student Services**

Joe Kaiser  
 Director of Student Services  
 Sadie Bowman  
 Student Services Assistant  
 Alex Gordon  
 Placement Coordinator  
 Justin Hartke  
 Student Services Assistant &  
 MacPhail South Onsite Coordinator  
 Vanessa Voskuil  
 Student Services Assistant

**Suzuki Talent Education**

Katherine Wood  
 Director of Suzuki Talent Education  
 Linda Trygstad  
 Associate Director of Suzuki Talent Education  
 J.B. Taylor  
 Suzuki Department Assistant  
 Beatrice Blanc  
 Suzuki String Group Class Coordinator  
 Adrianna Rossmiller  
 Suzuki Saturday Group Coordinator  
 Lisa Yoo  
 Suzuki Department Accompanist

## Annual Giving at MacPhail -

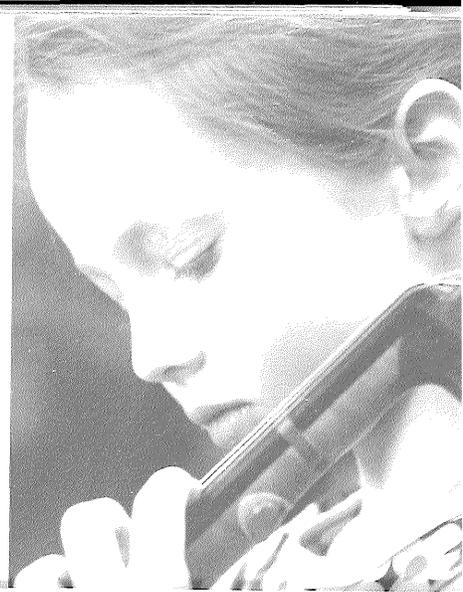


### **You play the most important part!**

Each year, MacPhail receives approximately 25% of its operating income from donors - current and former MacPhail students and families, Board members, alumni from the School, corporations and foundations, government agencies and other community-minded individuals. Donations allow MacPhail to give back to our community through an array of programs with partnering schools, social service agencies and arts organizations. MacPhail is committed to making music education accessible to all students, regardless of age, ability or financial circumstances. Contributions also support affordable tuition, faculty salaries, financial aid and performance scholarship funds. We work with local and out-state schools to enhance their music curricula, through MacPhail faculty residencies and expanded on-site programs.

Your donation to MacPhail has a direct and positive impact on our students and programs. Please consider playing an important part in MacPhail today. Contact MacPhail's Development Office at 612.767.5309 to discuss your giving options, or send your tax-deductible donation to:

**MacPhail Center for Music • Development Office • 1128 LaSalle Avenue, Minneapolis, MN 55403**



# administration & board

## general administration

Dr. David O'Fallon President

### program administration

Paul Babcock Vice President & Director of the School  
Linda Sue Anderson Asst. to the President & Program Services

### development & public relations

Kathleen A. Schaaf Vice President of Development & Marketing  
Kristen Cooper Development Associate  
Meg K. Gehlen Nodzon Director of Annual Giving  
Cassie Noll Marketing Manager &  
Capital Campaign Coordinator  
Jeanine Picardi Event & Individual Gifts Manager

### finance, human resources & facilities

Brian Braden Chief Financial Officer & Director of Operations  
Kathy Jelinek Accountant  
Janet Shober Accounting Assistant  
Chris Waterbury IT Manager  
Dennis Erickson Building Manager  
Kevin Bloomquist Building Engineer  
Phil Welch Building Operations Technician  
Shirley Serrano Custodian  
Lauri Johnson Facilities Support

## board of directors

Teresa B. Bonner Board Chair  
J. Hazen Graves Vice Chair  
Carla J. Smith Secretary  
Andrea Kmetz-Sheehy Treasurer

Elinor Watson Bell\*  
Judson (Kim) Bemis, Jr.  
Barry Berg  
Mark Borman  
Margaret (Margee) Bracken  
Thomas (Tim) Brown  
Annamarie A. Daley  
Keith Dixon, Ph.D.  
Eleanor Fenton  
Philip B. Harris\*  
Steve Heller  
Penny Hunt  
Christine Kucera Kalla  
Diana Lewis  
Barbara Gold Lurie, M.D.  
Stuart L. MacPhail  
Janie Mayeron  
Barbara McBurney  
W. Thomas McEnery  
Lisa Meyer  
Tom Moss  
Cynthia J. Newsom  
Sonja Noteboom  
Sharon Reich Paulsen  
Teresa Rasmussen  
Betty Reichert  
Peter R. Spokes  
Richard T. Stever-Zeitlin  
William J. Umscheid

\*Deceased

*Mac*  
**MACPHAIL**  
CENTER FOR MUSIC

1128 LaSalle Avenue  
Minneapolis, MN 55403

[www.macphail.org](http://www.macphail.org)

Nonprofit Org.

U.S. Postage

PAID

Minneapolis, MN

Permit No 2223

“ Music is your own experience, your thoughts, your wisdom.  
If you don't live it, it won't come out of your horn.”

*Charlie Parker*



# The Campaign for a New MacPhail Fact Sheet

## Mission

### Mission

To transform lives and enrich our community through music education

## History

- 1907 **THE MACPHAIL SCHOOL OF VIOLIN** is founded by William S. MacPhail.
- 1922 William S. MacPhail lays the cornerstone for the current building located at 12th Street and LaSalle Avenue in Minneapolis.
- 1927 MacPhail becomes an accredited, degree-granting institution graduating music professionals.
- 1966 **MACPHAIL CENTER FOR THE ARTS** operates within the Department of Continuing Education at the University of Minnesota.
- 1994 MacPhail separates from the University of Minnesota, becoming an independent 501(c)3 nonprofit organization.
- 2005 Now an eleven year-old nonprofit organization, **MACPHAIL CENTER FOR MUSIC** provides the best in music instruction throughout the region.

## Building Facts

- New building will be located in the heart of the newly emerging cultural corridor near the Mississippi in Minneapolis at the corner of 2nd Street South and 5th Avenue South.
- 55,000 square feet of efficiently designed, mission-appropriate space for music instruction - 10,000 square feet larger than the current facility.
- Access to ample parking - 120 spaces in an adjacent, enclosed parking ramp.
- 56 acoustically treated instructional studios, all equipped with phones and computers. One studio will be designed with an observation room.
- 9 classrooms and lecture rooms for group classes and ensembles.
- A flexible seating recital hall for up to 225 with state-of-the-art acoustics and audio/video recording capability.
- An additional performance plaza appropriate to smaller, less-structured events and performances.
- An Early Childhood Arts Center, located in a dedicated wing with two large classrooms designed to provide an optimal and safe learning environment for children ages six weeks to eight years.
- An outdoor performance space.
- Two instrument specific lab rooms: the Harp Lab and the Piano Lab.
- Two conference rooms - one small, one large - for administrative use.

## Project Budget

Construction, land acquisition and related.....	\$20,758,000
Furnishings & equipment.....	\$750,000
Campaign direct and allocated.....	\$3,388,000
Projected Total Project Costs.....	\$24,896,000

## Why Build a New Building?

The 83-year-old MacPhail Center for Music at 1128 LaSalle is worn out and has been overcrowded for many years. Over its lifetime, very few capital improvements or upgrades have even been made to this building. It has far outlived its useful life, especially when one considers that it was originally designed so that it could be retrofitted to retail or office space in the case of MacPhail's demise.

- Repair and replacement is not cost effective.
- Overcrowding limits use.
- Parking is inadequate.
- Accessibility is a mandate.
- Zoning prohibits growth.
- Facility is technologically deficient.
- Historic preservation restricts renovation.
- Recent major expansion by the University of St. Thomas will surround MacPhail at its current location and further limit access for its students and families.

## MacPhail Facts

- Counted among the largest community music schools in the nation.
- Employs 150 faculty members, 75% of whom have earned their Master's Degree or beyond .
- Is the second largest employer of musicians in the state of Minnesota.
- Serves more than over 6,500 students annually, amateur to professional, aged six weeks to 80+ years coming from over 200 zip codes.
- Teaches 4,000 students through classes or individual instruction at MacPhail.
- Roughly 30% of MacPhail lesson and class students are adults over 18 years of age.
- Provides music instruction or music therapy at 40 locations.
- Reaches more than 19,000 community members through 350 student recitals featuring 4,000 student musicians.

## Nationally Recognized Programs

- Provides **classes and individual instruction** on more than 35 instruments and in a broad range of musical idioms...bassoon to xylophone...Classical to Jazz...Solfege to Harp Ensemble...Bach to Be-Bop.
- Is home to the largest **Suzuki Talent Education** program in the country.
- Has five Board-Certified music therapists providing individual and group music therapy sessions to over 350 individuals with physical and developmental disabilities through its emerging **Music Therapy Program** at II sites.
- Is nationally recognized for its comprehensive **Early Childhood Arts** program for children, aged six weeks to eight years.
- Nurtures talent, enhances musicianship, and enriches musical awareness for highly-motivated junior and senior high school students through its **Prelude: Singer-Actor Performance Lab**.

## Community Access

MacPhail Community Access Fund provides weekly music instruction, clinics and residencies for 2,700 students each year who would otherwise not have access because of financial constraints and/or school program limitations. MacPhail programs supported by the Community Access Fund are MacPhail Partnership Programs with 40 schools and community centers, and the MacPhail Financial Aid Scholarship Program. Musical achievement, self-confidence, good study habits and cross-cultural connections are exceptional benefits of these programs.

- 64% of students in the Early Childhood Arts classes offered through MacPhail Community Partnership Programs live below the poverty level.
- 71% of K-12 students in MacPhail Community Partnership Programs qualify to receive free or reduced-cost lunch.
- Financial Aid tuition assistance provided to more than 200 students each year.
- Financial Aid fund dollars support up to 75% of a qualifying student's tuition. (Average income of families receiving financial aid is \$22,000).
- As many as 27 merit-based performance scholarships awarded annually.

## Partner Arts Organizations

The Minnesota Orchestra has featured compositions by MacPhail students and faculty and assists with our annual Concerto and Aria Concert. The St. Paul Chamber Orchestra and the Chamber Music Society of Minnesota co-sponsor MacPhail Master Classes. Other partners include Children's Theatre Company, Walker Art Center, First Avenue, Minnesota Zoo, Schubert Club, Minnesota Youth Symphonies, American Composers Forum, McNally Smith College of Music, Madeline Island Music Camp, Chopin Society, The Dakota Jazz Club, Perpich Center for Arts Education, The Minnesota Opera, Bel Canto Voices, and the University of Minnesota School of Music.

## The MacPhail Experience

- Performance Scholarships
- Performing Ensembles
- Master Classes and Workshops
- Jazz Education Center
- Summer Camps
- MacPhail Awards Program (MAP)
- International Music Series
- McKnight Fellowship for Performing Musicians
- MacPhail Showcase of concerts and recitals
- Classes and lessons for all ages and levels of experience

## Benefits of Music Education at MacPhail

Joy of learning

Builds confidence

Listening and social skills

Following direction

Problem solving skills

Discipline

Language development

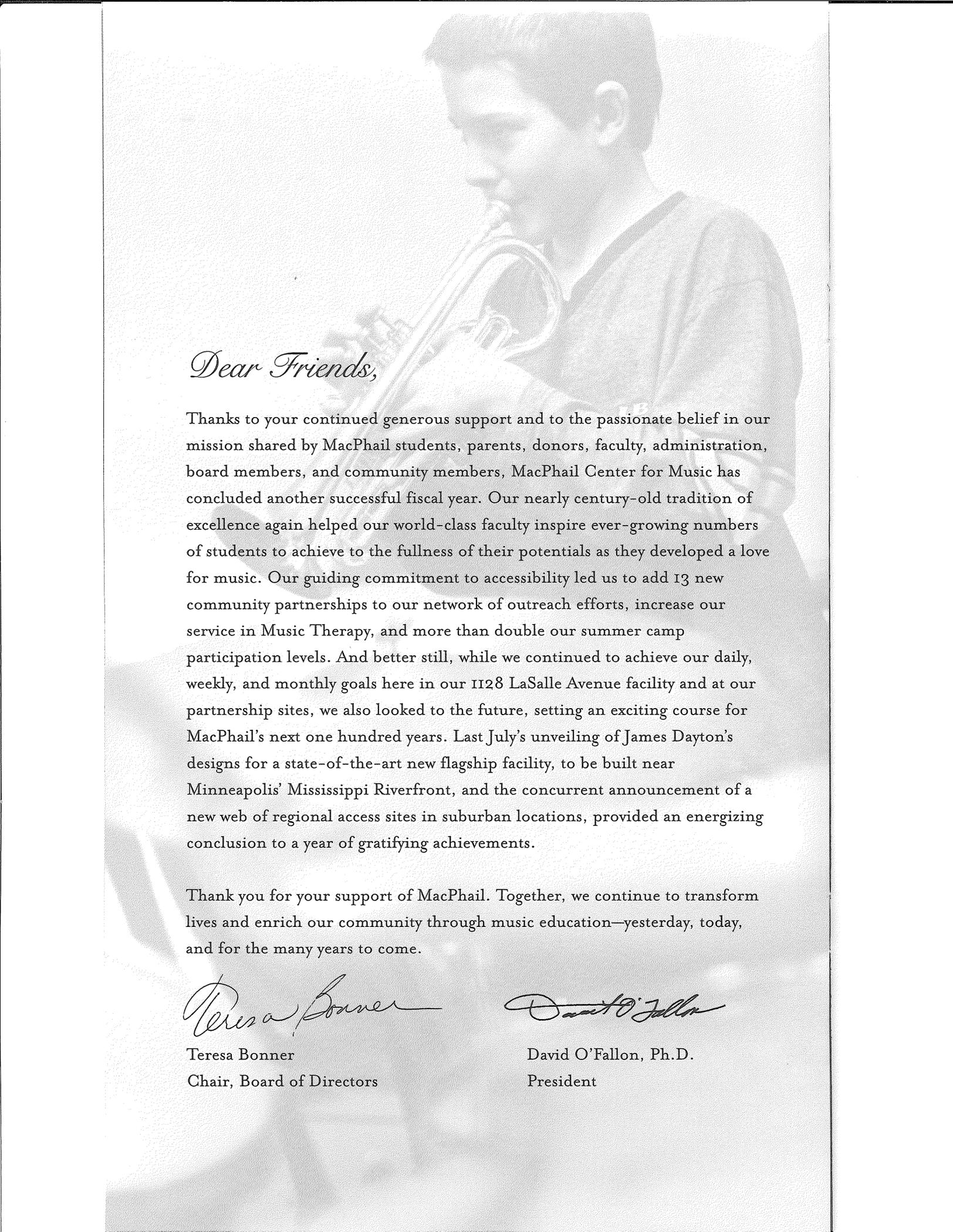
Temporal reasoning skills

Self expression

High standards

Strong study habits





*Dear Friends,*

Thanks to your continued generous support and to the passionate belief in our mission shared by MacPhail students, parents, donors, faculty, administration, board members, and community members, MacPhail Center for Music has concluded another successful fiscal year. Our nearly century-old tradition of excellence again helped our world-class faculty inspire ever-growing numbers of students to achieve to the fullness of their potentials as they developed a love for music. Our guiding commitment to accessibility led us to add 13 new community partnerships to our network of outreach efforts, increase our service in Music Therapy, and more than double our summer camp participation levels. And better still, while we continued to achieve our daily, weekly, and monthly goals here in our 1128 LaSalle Avenue facility and at our partnership sites, we also looked to the future, setting an exciting course for MacPhail's next one hundred years. Last July's unveiling of James Dayton's designs for a state-of-the-art new flagship facility, to be built near Minneapolis' Mississippi Riverfront, and the concurrent announcement of a new web of regional access sites in suburban locations, provided an energizing conclusion to a year of gratifying achievements.

Thank you for your support of MacPhail. Together, we continue to transform lives and enrich our community through music education—yesterday, today, and for the many years to come.



Teresa Bonner  
Chair, Board of Directors



David O'Fallon, Ph.D.  
President

## THE YEAR IN REVIEW

- In September 2004, MacPhail welcomed four new members to its Board of Directors: Judson Bemis, Jr., Margaret Bracken, Andrea Kmetz-Sheehy, and W. Thomas McEnery.
- In March 2005, MacPhail selected renowned local architect James Dayton to design its new flagship facility, which will be located at the corner of South Second Street and Fifth Avenue South near the Mississippi River in Minneapolis.
- In summer 2005, MacPhail offered 17 summer camps with 354 students participating, a 122% increase over the previous year.
- MacPhail added 13 new community partnerships in fiscal year 2005, increasing from 25 to 38 partnerships.
- MacPhail's Music Therapy program grew from serving 180 clients at the beginning of the year to serving 374 clients by year's end.
- In November, 11-year-old MacPhail student Emma Schneider won the "Hang Onto the Dream Sing & Jam" contest at the Mall of America and received a ten-hour recording deal with Winterland Studios in Minneapolis, guidance from a top music producer, and the chance to have her new CDs distributed by California's Media Technics. Emma studies piano with Judy Lin and is a recipient of MacPhail's Gary Sipes Piano Scholarship.
- A study tracking standardized math test scores for students involved in the Whittier Piano/Violin Program, one of MacPhail's community partnerships, concluded that "Overall...the piano/violin intervention had some strong positive effects on students' mathematics achievement. In addition, the number of years in the program was a significant factor. [...] There was a general trend which indicated that being in the program for two or more years had a significantly positive effect for students."
- In July, MacPhail unveiled its plans for the next 100 years: Dayton's sleek, state-of-the-art design for the new flagship facility downtown, supported by a new web of regional access sites in the Twin Cities' suburbs.

## CORPORATIONS AND FOUNDATIONS

We gratefully acknowledge these corporations and foundations whose generous contributions allow MacPhail Center for Music to preserve valued programs and to meet student and community needs throughout collaborative partnerships and access initiatives. (Gifts received September 1, 2004 through August 31, 2005)

### **\$25,000 & above**

The Cargill Foundation  
CIGNA Foundation on behalf of its  
Minneapolis based subsidiary,  
CIGNA Behavioral Health  
The McKnight Foundation

### **\$10,000 – \$24,999**

Ecolab Foundation  
General Mills Foundation  
Jay and Rose Phillips Foundation  
The St. Paul Travelers Foundation  
Target Corporation Community  
Relations  
U.S. Bancorp Foundation

### **\$5,000 – \$9,999**

Edwin W. & Catherine M. Davis  
Foundation  
Edwards Memorial Trust  
Faegre & Benson Foundation  
H.B. Fuller Foundation

Anna M. Heilmaier Charitable  
Foundation  
R.C. Lilly Foundation  
Pentair Foundation  
Piper Jaffray Companies  
Thrivent Financial for Lutherans  
Archie D. and Bertha H. Walker  
Foundation  
Xcel Energy Foundation

### **\$1,000 – \$4,999**

The Boss Foundation  
Burdick-Craddick Family Charitable  
Foundation  
Dorsey & Whitney Foundation  
Elftmann Family Fund of the  
Minneapolis Foundation  
Excel Bank Minnesota Foundation  
HRK Foundation  
Green Point Partners  
Leonard, Street and Deinard

Nelson, Tietz & Hoye, Inc.  
Minnesota Monthly Publications  
Peregrine Capital Management, Inc.  
Fund of the Minneapolis Foundation  
The Elizabeth C. Quinlan Foundation, Inc.  
Rahr Foundation  
The RBC Dain Rauscher Foundation  
Robins, Kaplan, Miller & Ciresi LLP  
Securian Foundation  
WAMMA, The Women's Auxiliary of the  
Minnesota Musicians Association  
The Irene Hixon Whitney Foundation

### **\$250 – \$999**

The Dakota Foundation for  
Jazz Education  
Zelle, Hofmann, Voelbel,  
Mason & Gette LLP  
United Arts

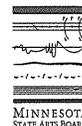
### **Up to \$249**

Keel Family LLC

## GOVERNMENT

### Minnesota State Arts Board

MacPhail Center for Music receives essential support through a grant from the Minnesota State Arts Board, through an appropriation by the Minnesota State Legislature, supported in part by a grant from the National Endowment for the Arts.



## MUSIC MATTERS CIRCLE

Our thanks to these generous individuals who have taken a leadership role in ensuring MacPhail's continued program excellence and financial health by pledging their support for five years:

### **Transform a Classroom** (\$25,000 and above)

Eleanor S. and Stuart W. Fenton  
Mary Ann Barrows Wark and  
David M. Wark

### **Transform 10 Students** (\$5,000–\$24,999)

Barry Berg and Scott Ellingboe  
A. Rodney and Susan Boren  
Margee and William Bracken  
Thomas and Barbara Brown  
Richard and Diane Crowl  
J. Hazen and Kathy Graves  
Sonja and Lowell Noteboom  
Andrea Kmetz-Sheehy and  
Robert Sheehy  
Jane and Dobson West

### **Transform a Student** (\$1,000–\$4,999)

Karen Bachman and Dr. Robert Fisch

Mary and Bruce Bean  
Sally Bisbee  
Herb Bissell and Marjorie  
Wood Bissell  
Shari and David Boehnen  
Teresa and Michael Bonner  
Kathryn Bouwer Burke and  
Kevin Burke  
Bruce Coppock and Lucia May  
Milo Cutter  
Annmarie Daley and Galen Bruer  
Cy and Paula DeCosse  
Barbara Gold Lurie and Keith Lurie  
Steven and Joan Heller  
Francine Hitchcock  
John and Mary Jelinek  
Karen and John Larsen  
Diana and Kenneth Lewis  
Janie Mayeron and James Lockhart  
Michael and Kay McCarthy  
Tom and Christine McEnery

William and Kristin McGrath  
Pierce and Deborah McNally  
Lisa Meyer and Sam Grabarski  
Thomas and Susan Moss  
Lynn and Pamela Nagorske  
Todd Noteboom and Nancy Brasel  
Jodi Peterson  
Sharon Reich Paulsen and  
Jeffrey Paulsen  
Elizabeth and John Reichert  
Helene and Jeffrey Slocum  
Carla Smith and Chris Heeter  
Peter and Janet Spokes  
Jill and Richard Stever-Zeitlin  
William Umscheid and  
Joanne Strakosch  
William Wearly  
David Wells III  
Timothy and Liz Welsh  
Margaret and Fancher Wolfe

## ANNUAL FUND

Thank you to the following generous individuals whose financial donations play a critical role in allowing MacPhail to thrive. Gifts to the Annual Fund support community access, financial aid scholarships, and innovative programming. Due to limited space, donors who contributed \$125 or more are listed below. (Gifts received September 1, 2004 through August 31, 2005)

### ENCORE SOCIETY

#### **Symphony (\$10,000 and above)**

Michael and Marjean Antonello  
Julia W. Dayton  
W.B. and Patty Saunders  
Beverly Watson

#### **Concerto (\$5,000-\$9,999)**

#### **Aria (\$2,500-\$4,999)**

Anonymous  
Kathryn and Charles Cunningham  
Mr. and Mrs. Ward Lewis  
Stuart and Virginia MacPhail  
The Earl S. Sanford & Barbara Flanagan Sanford Fund of The Minneapolis Foundation  
Kathy Schaaf and Eric Fournier  
Mr. William King

#### **Prelude (\$1,000-\$2,499)**

Marney and Conley Brooks  
Ann and David Buran  
Mary Carlsen  
Josephine Carney  
Josephine Benz Carpenter and Thomas Carpenter  
Charles Cleveland  
Jock and Sarah Donaldson  
Eftmann Family Fund of The Minneapolis Foundation  
Steve Fox and Connie Fladeland  
Robert and Katherine Goodale  
Charles and Zabel Geer  
John and Diane Herman  
Katherine MacKinnon and Michael J. Morrow  
Sally Macut  
Barbara and Thomas McBurney

Jay and Jennifer Novak  
Stephen and Ann Pflaum  
David O'Fallon  
Rice Family Foundation/  
Mr. and Mrs. James Bowditch  
Gaylan and Mary Rockswold  
Stephen Salyer  
Earl and Barbara Sanford  
Raymond and Mary Scallen  
Deborah Schmedemann and Craig Bower  
Tom Schnack  
Gloria and Frederick Sewell  
John C. Thomas  
Ellen and Jim Van Iwaarden  
Karen Viskochil Fund of The Minneapolis Foundation  
Ed Volker

### APPLAUSE

#### **\$500-\$999**

Sophia and Mark Anema  
Carol Barnett  
William Beise and Laurie Fyksen-Beise  
Steven Bosacker  
Jean and Clifford Brunzell  
Nick and Maggie Cords  
Carol and Charles Denny, Jr.  
Keith and Ann Dixon  
Pam Endean and Colleen Carey  
Linda and Charlie Feuss  
William F. Hueg and Hella Mears Hueg  
Pamela and Jerry Kearney  
Lynn Kopfmann  
Larry Lamb and Debra Cohen  
Laura Beth Landy and Michael Israel  
Jon and Lisa Lewis  
Alan and Joyce MacPhail  
Lee Mauk and Russ Bursch  
Donn and Bonnie McLellan  
Gerald and Jeanne Meigs  
Michael Nash and Sherrill Kruse  
Terry Rasmussen  
Jennifer Sarreau  
J. A. Scarpetta  
Mary and Mark Sigmond  
Stephanie Simon and Craig Bentdahl  
Chelle Stoner  
Holly and Jeff Wirth  
Yang and Helen Wang  
Gary Woeltge

#### **\$250-\$499**

Beth Andrews and Jeff Rank  
Woodbury and Cynthia Andrews  
Paul and Dianna Babcock  
Kevin Bloomquist  
Brian and Pam Braden  
Mimi Burkhardt  
Mary Lou Judd Carpenter  
Julia Christofaro  
Francis J. Coyne  
Timothy De Prey and William Belonio  
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James Ericksen  
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Claire Givens and Andrew Dipper  
David and Miriam Hanson  
Cheryl and Dave Henningsgaard  
John and Mary Jelinek  
Katie and Kraig Kuelbs  
Joann and Donald Leavenworth  
James E. Lindell  
Stephen Litman  
Mary MacPhail and John Taylor  
Helmut and Mary Maier  
John Miller  
Carla Morris and Mark Lindsay  
Cassie Noll  
John Nuechterlein  
Eric J. Olsen  
Lowell Pickett  
Stephanie Prem and Tom Owens  
Kevin and Denise Reilly  
Ellen Sampson

Sheva and Thomas Sanders  
Lynn Seifried  
Helene and Jeffrey Slocum  
Carol Steffensmeier  
Janet Sweeney and Michael Utulutch  
Lance Thornswood  
Katherine Vessells and John Hughes, M.D.  
Joyce and Daniel Wascoe, Jr.  
Frederick and Elizabeth Weiner  
Dorene Wernke  
Frank and Frances Wilkinson  
Steve Yanisch  
Don and Luella Zibell

#### **\$125-\$249**

Sylvia Belmont  
Karin Birkeland and Lee Mitau  
Beatrice Blanc  
Gretchen and Jeff Brown  
William Buirge  
John and Cindy Bultena  
Brad and JoAnna Callahan  
Lee and Karen Carlson  
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Tanessa Greene  
Felix and Adrienne Gudio  
Tom Handley  
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Helen Halsey-Lampert  
Dorothy and Dewayne Lukkasson  
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Gary and Renee Macomber  
Mary and Ronald Mattson  
Donn and Bonnie McLellan  
Shayna McSweeney

Raquel Melo  
Carolyn Moon  
David and Audrey Nelson  
Christopher N. Olson  
Jyothsna Rayadurg and Ajay Gupta  
David and Linda Rosedahl  
Douglas and Kathryn Rosenberg  
Jean Thomson and John Sandbo  
Colleen Scheck  
Kathleen and Craig Shankwitz  
Gary Sipes

Ann Perry and Gaius Slosser  
Henry and Mary Jane Smith  
Arturo Steely  
Patricia Strandness and  
Bruce Shnider  
Nanine Swift and Hans Sohlen  
Taro and Julie Tanaka  
Georgia and James Thompson  
Kathleen and Gregory VanAlstine  
Janis and David Weller  
Laura Zimmermann and Lee A. Zukor

#### IN MEMORY OF

**In Memory of Gloria Wascoe**  
James Arrison  
Beatrice Arrison  
Tom Arrison

**In Memory of Elizabeth Brandiff**  
Schwarzbach Family

**In Memory of Edna Mayeron**  
Wheelock Whitney

**In Memory of Cabot Wohlrabe**  
Stuart and Virginia MacPhail

**In Memory of Betty and H. Robert  
Diercks**  
Stuart and Virginia MacPhail

**In Memory of Philip B. Harris**  
Stuart and Virginia MacPhail

#### IN HONOR OF

**In Honor of David Terry**  
Jen Roebiecki

**In Honor of Patricia Mulvehill Scott**  
Susan Stochl

**In Honor of Mary Jones**  
Mr. and Mrs. Charles Mundale

**In Honor of Domic Papatola**  
Mr. and Mrs. Charles Mundale

**In Honor of Sonja and Lowell Noteboom**  
Kathy and Charlie Cunningham

**In Honor of Tim Brown**  
Barbara Brown

**In Honor of Dr. Keith Lurie**  
Nancy Alexander and  
Stan Eisenberg Family

**In Honor of Patrick Brown**  
Feldmeier Family

**In Honor of Editha Davies**  
Colleen Scheck

**In Honor of John S. West**  
Terry and Ann Huntrod

**In Honor of Ginny and Ray Levi**  
Jeff Levi and Bopper Deyton

#### SPECIAL RECOGNITION

MacPhail would like to thank the University of St. Thomas for its generous partnership in the use of the historic MacPhail building.

#### BEQUESTS

MacPhail would like to honor the following individuals who, through their generosity, included MacPhail Center for Music in their estate planning.

#### IN KIND

We are indebted to Evans Larson Communications, Gabriel deGood Bendt and Fast Horse, Inc. for their extraordinary in-kind support of MacPhail's marketing and public relations efforts during the past year.

MacPhail Center for Music also acknowledges the individuals and organizations whose generous donations of advertising space, instruments, instrument cases, performance tickets and gift certificates have enhanced the experiences of our students and faculty.

#### SCHOLARSHIPS

MacPhail Center for Music gratefully acknowledges the individuals and organizations who made contributions to MacPhail's numerous named scholarship funds.

#### 2005 BOARD OF DIRECTORS

*Board Chair* Teresa Bonner  
*Vice Chair* A. Rodney Boren, Jr.  
*Secretary* Carla J. Smith  
*Treasurer* John C. Thomas

Elinor Watson Bell\*  
Judson (Kim) Bemis, Jr.  
Barry Berg  
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Stephen L. Salyer  
Peter R. Spokes  
William J. Umscheid  
Yang Wang, M.D.

\*deceased

*Careful attention has been taken to ensure a complete and accurate list; however, if your name has been misspelled or omitted, please accept our apology and inform us of the error by calling Meg Gehlen Nodzon at 612.767.5309.*

# FINANCIALS

## Summary as of August 31, 2005

Cash and Investments	\$	7,970,016
Contributions and grants receivable	\$	3,587,540
Property and Equipment	\$	1,268,198
Other Assets	\$	304,561
<b>TOTAL ASSETS</b>	<b>\$</b>	<b>13,130,315</b>

Liabilities	\$	932,638
Net Assets	\$	12,197,677
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>\$</b>	<b>13,130,315</b>

## Summary for fiscal year ended August 31, 2005

Support & Revenue	\$	6,514,923
Expenses	\$	5,787,356
<b>INCREASE IN NET ASSETS</b>	<b>\$</b>	<b>727,567</b>

### SUPPORT & REVENUE

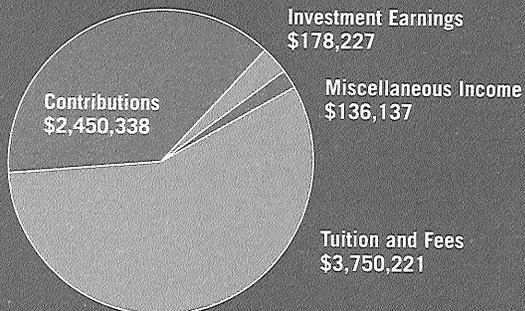
Tuition and Fees	\$	3,750,221
Contributions	\$	2,450,338
Investment Earnings	\$	178,227
Miscellaneous Income	\$	136,137
<b>TOTAL SUPPORT &amp; REVENUE</b>	<b>\$</b>	<b>6,514,923</b>

### EXPENSES

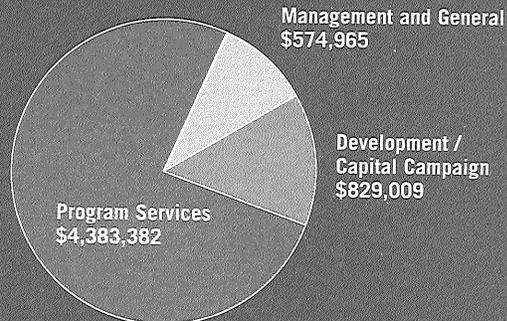
Program Services	\$	4,383,382
Management and General	\$	574,965
Development / Capital Campaign	\$	829,009
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>5,787,356</b>

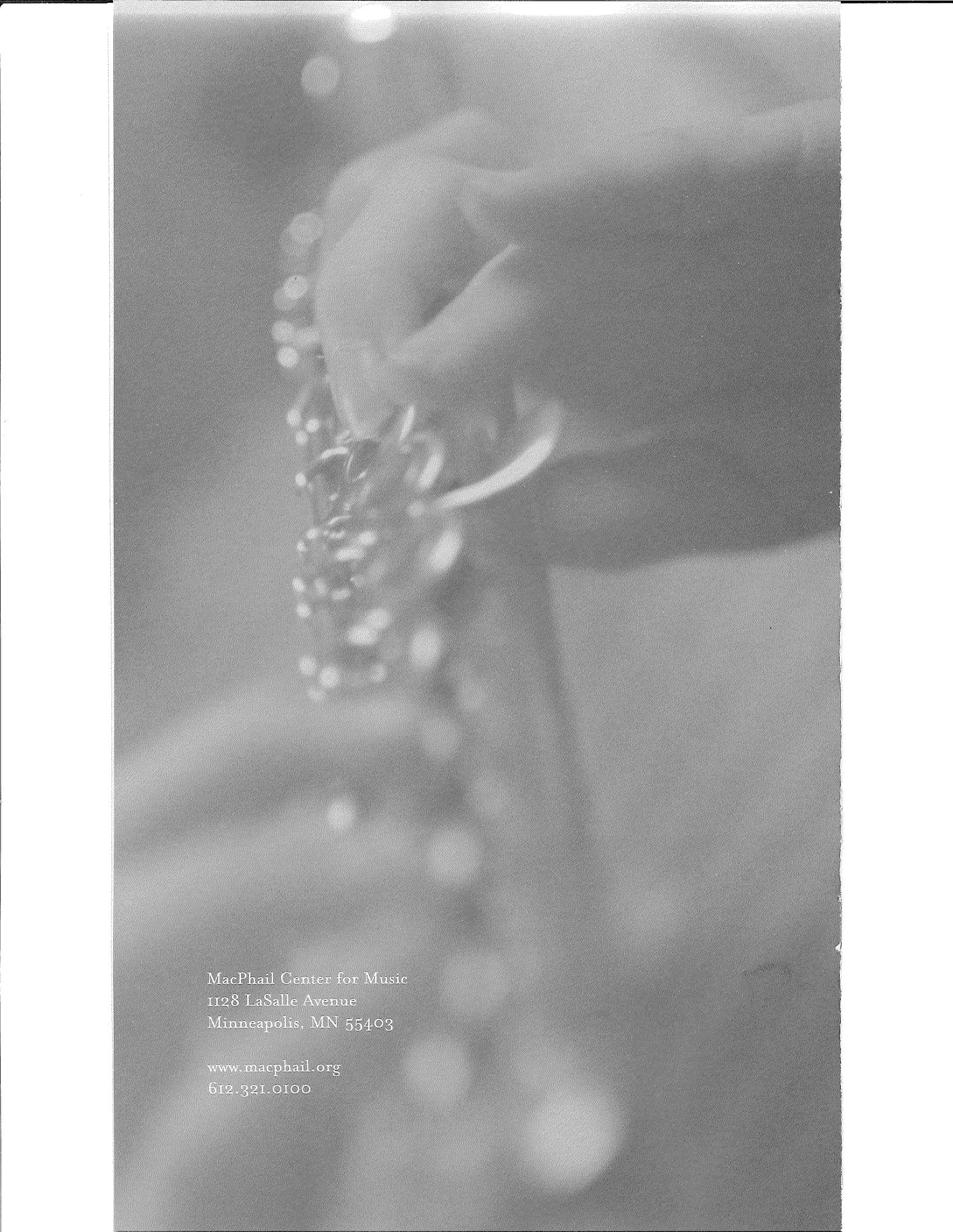
For a copy of our audited financial statements or Form 990, send requests in writing to: Finance Department, MacPhail Center for Music, 1128 LaSalle Avenue, Minneapolis, Minnesota 55403.

**TOTAL SUPPORT & REVENUE \$6,514,923**



**TOTAL EXPENSES \$5,787,356**





MacPhail Center for Music  
1128 LaSalle Avenue  
Minneapolis, MN 55403

[www.macphail.org](http://www.macphail.org)  
612.321.0100

# **MacPhail Center for Music**

“Transforming lives and enriching community through music education”

## Community Partnerships

46 partnerships & growing

Intensive, long term, education  
through music

Schools across the region -  
private/public/charter

Home Schoolers

Hospitals

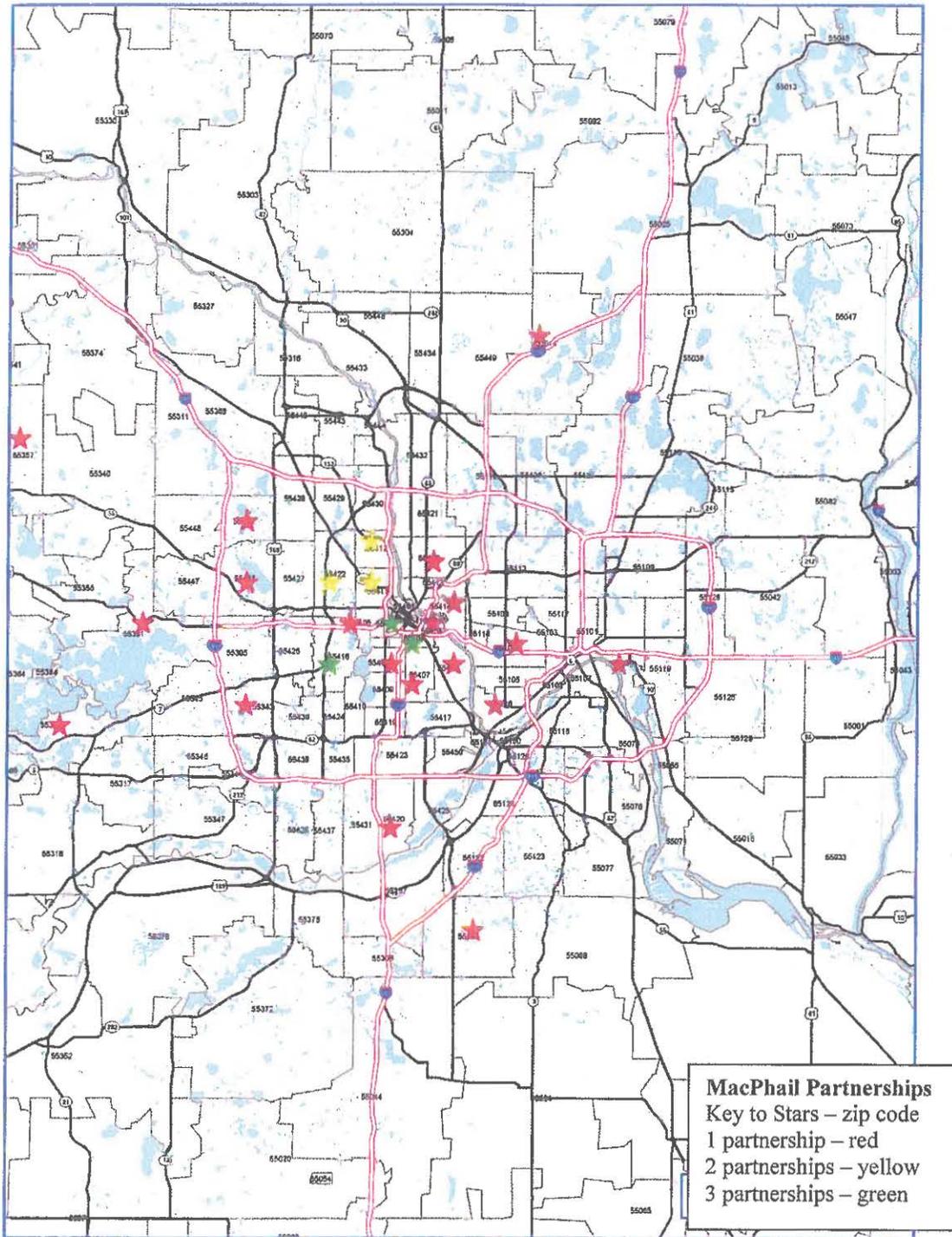
Courage Center

Ronald MacDonald House

Homeless shelters and transitional housing

And more...

# MACPHAIL COMMUNITY PARTNERSHIPS



**Total: 3050 students in 46 partnerships**

Cities represented: Apple Valley, Bloomington Circle Pines, Excelsior, Golden Valley, Hopkins, Minneapolis, Plymouth, Rockford, Saint Louis Park, Saint Paul, Wayzata (one partnership outside Minnesota in Hudson, Wisconsin)

**MacPhail Center for Music Community Partnerships**

46 partnerships; 3,050 students/clients

*Figures reflect actual figures for FY06 as of January 14, 2006***Schools and Community Service Partnerships: 18 partnerships; 1,750 students***Manager: Leslie Fideler, Associate Director of Community Partnerships*

<b>Partnership</b>	<b>Established</b>	<b># Students</b>	<b>Grade</b>	<b>Program</b>
<b>Ascension Academy</b> , Minneapolis	est. 2004	23	9-11	Instrumental, band
<b>Ascension School</b> , Minneapolis	est. 1989	28	4-8	Instrumental, strings
<b>Blake Middle School</b> , Hopkins	est. 1998	60	6-8	Clinic, band instruments
<b>Cargill Scholars</b> ®	est. 2002	18	8	Individual lessons
<b>City Academy</b> , Saint Paul	est. 1996	5	9-12	Group piano and voice
<b>City of Lakes Waldorf School</b> , Minneapolis	est. 2002	117	3-8	Instrumental, strings
<b>Emerson Spanish Immersion Learning Center</b> , Minneapolis	est. 2005	14	4-6	Instrumental, percussion
<b>Interdistrict Downtown School</b> , Minneapolis	est. 1998	215	K-3	Classroom music
		25	8-12	Chamber groups
<b>MetLife Youth Music Project</b> , Minneapolis	est. 2003	11	6-9	Individual lessons
<b>Minneapolis Jewish Day School</b> , St. Louis Park	est. 1998	35	4-6	Instrumental, band
<b>Paideia Academy</b> , Apple Valley	est. 2005	200	K-4	Classroom music
<b>Patrick Henry High School</b> , Minneapolis	est. 1993	20	9-12	Clinic, jazz
<b>Spring Hill School</b> , Excelsior	est. 2005	25	5 & 6	Recorder ensemble and music theory/history
<b>St. Anne's Place</b> , Minneapolis	est. 1999	200/year	Ages 2- 12	Classroom music
<b>Southside Family School</b> , Minneapolis	est. 2003	45	K-4	Classroom music
<b>Sojourner Truth Academy</b> , Minneapolis	est. 2004	250	K-6	Classroom music
<b>Whittier International Elementary School</b> , Minneapolis	est. 1998	144	K-2	Early Childhood Arts
		65	2-5	Instrumental, piano and violin
<b>Various Clinics and Residencies</b>	est. 1991	250/yr	Various	

**Early Childhood Arts Partnerships: 14 partnerships; 980 students***Manager: Dianna Babcock, Director of Early Childhood Arts*

<b>Partnership</b>	<b>Established</b>	<b># Students</b>	<b>Age</b>
<b>Ascension School, Minneapolis</b>	est. 1989	200	K-3
<b>Beacon Academy, Plymouth</b>	est. 2004	140	Grades K-3
<b>Centennial School District, Circle Pines</b>	est. 2002	45	4
<b>Cherish the Children/MN Indian Women's Resource Center, Minneapolis</b>	est. 1996	18	2 – 5
<b>Children's Home Society/General Mills Infant Care Center, Golden Valley</b>	est. 2003	20	6 weeks – 16 months
<b>Judson Preschool, Minneapolis</b>	est. 2004	90	2 ½ - 5
<b>Minneapolis Kids</b>	est. 2005	180	K-1 <sup>st</sup> grade
<b>Minnesota Zoo</b>	est. 2005	64	4-K
<b>Rockford Early Childhood Family Education, Rockford</b>	est. 1999	20	6 weeks -5
<b>St. Anthony Village ECFE and Preschool, Minneapolis</b>	est. 2003	30	3-5
<b>St. Paul Jewish Community Center, St. Paul</b>	est. 1994	50	6 weeks -5
<b>Wayzata Community Nursery School, Wayzata</b>	est. 1995	60	3-6
<b>Wilder Child Development Center, St. Paul</b>	est. 2004	34	3-6
<b>YWCA Children's Center, Minneapolis</b>	est. 1994	30	3-5

**Music Therapy Partnerships, 14 partnerships; 325 clients***Manager: Todd Schwartzberg, M. Ed, MT-BC, NMT, Music Therapy Partnerships Coordinator*

<b>Partnership</b>	<b>Established</b>	<b># Clients</b>	<b>Population Served</b>
<b>Autism Society of Minnesota</b>	est. 2004	48	Autism Spectrum Disorder (ASD)
<b>Courage Center, Golden Valley</b>	est. 2004	25	Spinal cord injury, Traumatic brain injury and congenital conditions
<b>Gillette Children's Hospital, St. Paul</b>	est. 2004	50	Rhizotomy surgery due to cerebral palsy; traumatic brain injury, acute and chronic medical conditions, post-surgery rehabilitation
<b>Groves Academy, St. Louis Park</b>	est. 2004	40	ASD Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD)
<b>Harrison Education Center, Minneapolis</b>	est. 2005	20	Emotional Behavior Disorder (EBD)
<b>Longfellow Community School, Minneapolis</b>	est. 2006	10	EBD
<b>Opportunity Partners, Inc., Karlin's Center, Plymouth</b>	est. 2005	6	ASD
<b>Partnership Resources, Inc., Minneapolis</b>	est. 2004	24	Developmental disabilities
<b>Ramsey International Fine Arts, Minneapolis</b>	est. 2005	30	EBD
<b>Rockford Elementary Arts, Rockford</b>	est. 2005	21	ASD, EBD, LD, Developmental Cognitive Delay
<b>Ronald McDonald House, Minneapolis</b>	est. 2004	16	Post operation patients, cancer/leukemia patients and their siblings
<b>The Therapy Place, Bloomington</b>	est. 2005	9	ASD and pervasive developmental disabilities
<b>The Whole Learning School, St. Louis Park</b>	est. 2003	12	Cognitive/neurological learning difficulty
<b>Willow River Elementary, Hudson, WI</b>	est. 2006	12	ASD

## **MacPhail Center for Music Community Partnerships**

### **Who is Served- % of 2,750 Total Students**

63% Qualify for Free and Reduced Lunch

8% American Indian or Alaskan Native

11% Asian or Pacific Islander

8% Hispanic or Latina/o

36% White, not of Hispanic Origin

40% Black, not of Hispanic Origin

### **Program Areas**

- School and Service organization partnerships (largely instrumental focused programs) : Ascension Academy in Minneapolis; City Academy in St. Paul; Paideia Academy in Apple Valley;
- Early Childhood Arts partnerships (Pre-K and early elementary music education): EC Family Education in Rockford; Wayzata Community Nursery School in Wayzata; Beacon Academy in Plymouth; Cherish the Children (MN Indiana Women's Resource Center) in Minneapolis
- Music Therapy partnerships (hospitals, schools, services organizations focusing on the needs of children and adults with physical and development challenges): Ronald McDonald House in Minneapolis; Courage Center in Golden Valley'; Gillette Children's Hospital in St. Paul
- **40** MacPhail teachers and therapists are involved in providing services through these partnerships

### **Recent developments**

Two years ago planning sessions were held at MacPhail with stakeholders in the community partnerships program. Participants included parents, administrators, teachers and field experts. The main outcome of these planning sessions was to work toward the goal of raising the standards of student achievement in the partnership programs. Thus, the Pathways to Performance Initiative was created.

The "Pathways" initiative emphasizes student achievement in and through music. Academic achievement is measured as well as artistic development. The funding that we have received from foundations such as Cargill (\$100,000 over three years) and MetLife (\$15,000 for FY06) have provided us with the opportunity to create new assessment tools, tracking systems, new curricula and also increase our professional development for teachers.

Lastly, we completed the research project referred to as SADI (Statewide Audience Development Initiative). This project, funded by a Minnesota State Arts Board grant in the amount of \$15,000, sought to determine barriers to music study for urban youth.

Welcome to MacPhail Center for Music – Music Therapy Department!

Thank you for your interest in and excitement about the field of music therapy. Enclosed in this packet is information about the field of music therapy, facts about our music therapy department, our partnerships and services we offer, and the MacPhail Center for Music course catalog.

MacPhail Center for Music was founded in 1907 as a school for violin instruction and has grown to now serve more than 6,200 students annually, amateur to professional, aged six weeks to more than eighty years. In addition our community partnerships reach more than 2,300 community members through 31 ongoing partnerships with schools and community organizations.

As defined by the American Music Therapy Association: Music Therapy is an established healthcare profession that uses music to address physical, emotional, cognitive, and social needs of individuals of all ages. Music therapy improves the quality of life for persons who are well and meets the needs of children and adults with disabilities or illnesses.

Our music therapy program was launched in 2003 and is currently serving more than 300 clients in individual and/or group classes, lessons and through 14 ongoing partnerships with schools, hospitals, and rehabilitation centers. We have five board certified music therapists on staff, four of which are also neurologic music therapists.

The MacPhail Music Therapy Department's mission is to transform lives and enrich our community through music. We are dedicated to providing the highest quality music therapy service to our clients, families and those staff members with whom we work.

We hope that you will find the enclosed information helpful and we are looking forward to being a resource to you for music therapy in the future.

Sincerely,

Melissa Wenzell MT-BC, NMT  
Music Therapy Coordinator

Todd Schwartzberg, M. Ed, MT-BC, NMT  
Music Therapy Partnership and Recruitment Coordinator

## Music Therapy Partnership Fact Sheet

The Music Therapy Department at MacPhail Center for Music currently has 14 active community partnerships throughout Minneapolis/St. Paul.

Our services that we deliver benefit many different ages and diagnoses, including:

- Pervasive Developmental Disabilities, such as Autism Spectrum Disorder
- Developmental Cognitive Delay
- Traumatic Brain Injury
- Learning Disabilities
- Congenital Abnormalities
- Cerebral Palsy
- Down's Syndrome
- Seizure Disorder
- Emotional Behavior Disorder
- Oncology
- Physical Rehabilitation
- Pain Management

Our current Music Therapy Partnerships include:

- The Whole Learning School
- Courage Center, Adult Rehabilitation Unit
- Gillette Children's Hospital
- Partnership Resources, Inc.
- Autism Society of Minnesota (Summer Day Camps)
- The Therapy Place
- Groves Academy
- Ronald McDonald House
- Harrison Education Center
- Rockford Elementary Arts Magnet School
- Ramsey International School for the Arts
- Fraser Academy
- Opportunity Partners
- Longfellow Community School
- Willow River Elementary

Partnerships in development for FY 2006:

- Fairview-University Children's Hospital
- Head Start, PICA Program

With our 6 Board-Certified Music Therapists (4 with a certification in Neurologic Music Therapy), we served approximately 200 clients during the last year (2004-2005)

A typical music therapy partnership could include:

- Small or large group music therapy
- Individual music therapy
- Consultation with staff and/or family
- Initial and on-going assessments of clients' need

Cost for services is determined by length of session, number of sessions, mileage and materials.

Services can begin approximately four weeks after contract has been sent to partnering facility.

## Music Therapy Affiliation and Accreditation Fact Sheet

### American Music Therapy Association (AMTA) - [www.musictherapy.org](http://www.musictherapy.org)

The American Music Therapy Association is the largest professional association which represents over 5,000 music therapists, corporate members and related associations worldwide. Founded in 1998, after being two separate organizations (National Association for Music Therapy founded in 1950 and American Association for Music Therapy founded in 1971), its mission is the progressive development of the therapeutic use of music in rehabilitation, special education, and community settings. AMTA sets the education and clinical training standards for music therapists.

### Definition of Music Therapy (according to AMTA)

Music therapy is the prescribed use of music by a qualified person to effect positive changes in the psychological, physical, cognitive, or social functioning of individuals with health or educational problems.

### Certification Board for Music Therapists (CBMT) – [www.cbmt.org](http://www.cbmt.org)

The mission of the Certification Board for Music Therapists is to define the body of knowledge that represents competent practice in the profession of music therapy; to create and administer a program to evaluate initial and continuing competence of this knowledge; and to issue the credential of MT-BC to individuals that demonstrate the required level of competence.

### Music Therapy Association of Minnesota (MTAM) - [www.musictherapymn.20m.com](http://www.musictherapymn.20m.com)

MTAM is the state chapter of the Great Lakes Region of AMTA. MTAM is responsible for local professional development opportunities and government relations coordination within the state as well as nationally.

### Center for Biomedical Research in Music (CBRM) – [www.colostate.edu/depts/cbrm](http://www.colostate.edu/depts/cbrm)

CBRM is located on the campus of Colorado State University. CBRM is a research facility that includes neuroscience research laboratories, which study: Auditory motor and cognitive neuroscience, neurologic rehabilitation, rhythm perception, rhythm production, and rhythmic synchronization, the neuroscience of music and scientific foundations of music therapy. CBRM also offers introductory and advanced training in Neurologic Music Therapy. Upon completion of the introductory training, the recipient can use the credentialing, "NMT", Neurologic Music Therapist.

For more information regarding our Music Therapy Department or our Music Therapy Partnerships, please contact:

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Todd Schwartzberg, M. Ed, MT-BC, NMT  
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Coordinator  
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Senators Sparks, Langseth, Wergin, Larson and Stumpf introduced-  
S.F. No. 2693: Referred to the Committee on Finance.

1.1 A bill for an act  
1 relating to capital improvements; appropriating money for library accessibility  
1.3 and improvement grants; authorizing the sale of state bonds.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. APPROPRIATION.

1.6 \$10,000,000 is appropriated from the bond proceeds fund to the commissioner  
1.7 of education for library accessibility and improvement grants according to Minnesota  
1.8 Statutes, section 134.45.

1.9 Sec. 2. BOND SALE.

1.10 To provide the money appropriated in this act from the bond proceeds fund, the  
1. commissioner of finance shall sell and issue bonds of the state in an amount up to  
1.12 \$10,000,000 in the manner, upon the terms, and with the effect prescribed by Minnesota  
1.13 Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution, article XI,  
1.14 sections 4 to 7.

1.15 Sec. 3. EFFECTIVE DATE.

1.16 Sections 1 and 2 are effective the day following final enactment.

Library System	Library Name	Estimated Cost	State's Portion	Bonding Cycle
Pioneerland	Atwater	TBD		2008
	Granite Falls	TBD		2008
East Central	Aitkin	\$1,000,000	\$500,000	2010
	Cambridge	\$6,000,000	\$1,000,000	2008
	Hinckley	\$1,000,000	\$500,000	2012
	Isanti	\$2,000,000	\$1,000,000	2008
	Mora	\$1,000,000	\$500,000	2008
	Princeton	\$1,000,000	\$500,000	2010
LARL	Bagley	\$650,000	\$325,000	2008
MELSA	Anoka - East Anoka County	\$7,820,000	\$1,000,000	2008
	Hennepin - Maple Grove	\$22,000,000	\$1,000,000	2008
	Minneapolis - Hosmer	\$440,000	\$220,000	2008
	Minneapolis - Washburn	\$440,000	\$220,000	2008
Plum Creek	Heron Lake	\$300,000	\$150,000	2008
TDS	North Mankato	\$750,000	\$375,000	2008
TOTAL		\$44,400,000	\$7,290,000	

updated 3/2/06

Library System	Library Name	Estimated Cost	State's Portion	Bonding Cycle
Arrowhead	Cloquet	\$150,000	\$75,000	2006
	Ely	\$1,000,000	\$500,000	2006
	Virginia	\$300,000	\$150,000	2006
East Central	Pine City	\$2,500,000	\$1,000,000	2006
Great River	Elk River	\$2,500,000	\$1,000,000	2006
	Royalton	\$300,000	\$150,000	2006
	St. Cloud	\$30,000,000	\$1,000,000	2006
MELSA	Dakota - Rosemount	\$7,050,000	\$1,000,000	2006
	Dakota - Eagan	\$600,000	\$300,000	2006
	Hennepin - Plymouth	\$3,000,000	\$1,000,000	2006
	Minneapolis - Nokomis	\$4,400,000	\$1,000,000	2006
	Minneapolis - Northeast	\$3,080,000	\$1,000,000	2006
	Minneapolis - Roosevelt	\$2,640,000	\$1,000,000	2006
	Minneapolis - Southeast	\$2,640,000	\$1,000,000	2006
	Minneapolis - Walker	\$440,000	\$220,000	2006
	Minneapolis - Webber Park	\$1,760,000	\$880,000	2006
Ramsey - Roseville	\$9,000,000	\$1,000,000	2006	
Northwest	Thief River Falls	\$500,000	250,000	2006
Plum Creek	Edgerton	\$200,000	\$100,000	2006
	Jackson	\$1,300,000	\$650,000	2006
	Marshall	\$5,000,000	\$1,000,000	2006
	Minneota	\$250,000	\$125,000	2006
	Slayton	\$15,000	\$7,500	2006
	Westbrook	\$100,000	\$50,000	2006
SELCO	Cannon Falls	\$4,000,000	\$1,000,000	2006
	Kasson	\$1,500,000	\$750,000	2006
	Rushford	\$1,200,000	\$600,000	2006
TDS	Gaylord	\$800,000	\$400,000	2006
	Waseca	\$2,000,000	\$1,000,000	2006
Viking	Fergus Falls	\$4,000,000	\$1,000,000	2006
TOTAL		\$92,225,000	\$19,207,500	

updated 3/2/06

## PUBLIC LIBRARY ACCESSIBILITY GRANT PROJECTS AND COSTS

Number of Renovated Buildings	99
Average Grant	\$53,691
Median Grant	\$11,636
Average Project Total Cost	\$403,511
Median Project Total Cost	\$32,223
Total State Contribution	5,908,971
Total Local Contribution	38,483,206
Required Dollar Matching Ratio	\$1.00 Local to \$1.00 State
Actual Local Dollar to State Dollar Ratio	6.51

### Regional Public Library System Key:

**ALS = Arrowhead Library System**  
**ECRL = East Central Regional Library**  
**GRRL = Great River Regional Library**  
**KLS = Kitchigami Library System**  
**LARL = Lake Agassiz Regional Library**  
**MELSA = Metropolitan Library Service Agency**

**NWRL = Northwest Regional Library**  
**PLS = Pioneerland Library System**  
**PCLS = Plum Creek Library System**  
**SELCO = Southeastern Library Cooperating**  
**TDS = Traverse Des Sioux Library System**  
**VLS = Viking Library System**

Year indicates application year

Dollar amounts rounded to nearest whole dollar.

Total cost is for construction only and excludes furnishings and equipment.

Library Location	County	Region	Year	Project	Grant	Total Cost <sup>1</sup>
Aitkin	Aitkin	ECRL	2002	Install power assisted doors	\$3,004	\$6,008
Albert Lea <sup>2</sup>	Freeborn	SELCO	2005	Improve rest rooms, drinking fountain, accessible parking, provide visual and audio emergency alarm, circulation desk relocate walls and book stacks, carpeting for mobility	\$200,000	\$440,000
Arden Hills-I	Ramsey	MELSA	1996	Install water fountain and power assisted doors	\$2,351	\$4,703
Arden Hills-II	Ramsey	MELSA	1996	Improve circulation and reference desk	\$11,737	\$40,64
Aurora-I	St Louis	ALS	1995	Power assisted doors, signage, visual and audio emergency alarm, drinking fountain, partial elevator installation	\$8,350	\$16,700

Library Location	County	Region	Year	Project	Grant	Total Cost <sup>1</sup>
Aurora-II	St Louis	ALS	1996	TDD phone, modify circulation desk, shelving, and tables	\$2,601	\$33,400
Babbitt <sup>3</sup>	St Louis	ALS	1999	Relocate library into accessible municipal center	\$150,000	\$387,067
Blue Earth (City) <sup>2</sup>	Faribault	TDS	2005	Provide doorway between Senior Center and library, install power-assisted doors at meeting room exterior entrance	\$8,464	\$16,927
Brainerd	Crow Wing	KLS	1997	Power assisted doors, restroom, curb cut, modify computer counter	\$10,665	\$23,630
Breckenridge	Wilken	LARL	2001	Power assisted doors, repaired sidewalk, parking signage	\$3,498	\$6,995
Buhl	St. Louis	ALS	1995	Elevator installation	\$64,291	\$302,141
Caledonia	Houston	SELCO	2000	Install elevator, alter bathrooms, parking, doors, furniture	\$111,753	\$323,060
Calumet <sup>2</sup>	Itasca	ALS	2005	Construct restroom, install power-assisted door, provide ramp and curb cuts, create van accessible parking	\$22,000	\$103,000
Canby	Yellow Medicine	PLS	2002	Install library power assisted doors and contribute to renovating restrooms and water fountain in community building	\$7,735	\$27,267
Chanhassen	Carver	MELSA	1999	Power assisted doors	\$2,940	\$5,880
Chaska	Carver	MELSA	1999	Automated doors	\$2,864	\$5,728
Chatfield	Fillmore	SELCO	1996	10,000 square foot addition, elevator installation, bathroom renovation, accessible parking, ground level entrance	\$52,584	\$517,387
Cloquet	Carlton	ALS	1996	Lighting for curb cut visibility	\$2,000	\$5,850
Crookston	Polk	LARL	1995	Automated doors	\$1,813	\$3,226
Crookston	Polk	LARL	2000	Renovate bathrooms	\$19,301	\$50,077
Dawson <sup>3</sup>	Lac qui Parle	PLS	1996	Remodel portion of armory for accessible public library in multipurpose facility	\$150,000	\$519,843
Delano	Wright	GRRR	2002	Remodel bank branch into accessible public library	\$77,676	\$522,275
Detroit Lakes	Becker	LARL	1999	Add automated doors to lift, ADA emergency lift telephone	\$4,000	\$9,293
Duluth	St. Louis	ALS	1999	Alter circulation desk, elevator, alarm system, water fountain, install automated doors	\$77,155	\$325,067

Library Location	County	Region	Year	Project	Grant	Total Cost <sup>1</sup>
Eagan-I	Dakota	MELSA	1996	Replace book return, provide accessible circulation desk, install automated doors, modify elevator controls, upgrade emergency alarm system, alter periodical shelving	\$49,176	\$90,884
Eagan II	Dakota	MELSA	1997	Modify restrooms	\$21,334	\$50,000
Elbow Lake I	Grant	VLS	1999	Provide ramped sidewalk and power assisted doors	\$7,000	\$14,310
Elbow Lake II	Grant	VLS	2005	Install restroom, install lift and loft, substitute door levers, remodel entrance, replace service counter	\$64,991	\$129,982
Eveleth	St Louis	ALS	1999	Install elevator and unisex bathroom	\$102,500	\$240,492
Fairmont	Martin	TDS	1997	Remodel restrooms, install emergency alarm, update elevator, re-position furniture, install signage	\$57,594	\$273,073
Fairmont I	Martin	TDS	1997	Remodel restrooms, install emergency alarm, update elevator, re-position furniture, install signage	\$57,594	\$273,073
Fairmont II	Martin	TDS	1999	Improve circulation desk, signage	\$11,749	\$25,247
Fosston	Polk	LARL	2001	Rest rooms, drinking fountains, lift, emergency alarm system, signage	\$150,000	\$592,000
Fulda	Murray	PCLS	2000	As part of 1,400 square foot expansion and renovation, expansion, install automated doors, relocate book stacks, remodel bathroom, install signage	\$75,000	\$162,500
Gaylord	Sibley	TDS	1996	Replace obstructing counter, provide accessible computer workstation, install automated doors, renovate restrooms, replace drinking fountain	\$6,470	\$12,939
Gilbert	St Louis	ALS	1995	Automated doors and door handle modifications	\$4,194	\$8,388
Glenwood	Pope	VLS	1995	Wider aisles, restrooms, doors, elevator	\$199,090	\$400,000
Grand Marais	Cook	ALS	1999	Curb ramp, signage, modify circulation desk and public work stations, relocate book stacks	\$4,315	\$8,630
Greenbush	Roseau	NWRL	1999	Relocate, add to community building	\$150,000	\$413,502
Hallock <sup>2</sup>	Kittson	NWRL	2005	Provide accessible parking, replace sidewalk, install power-assisted doorway, construct restroom, replace carpeting	\$69,000	\$138,000

Library Location	County	Region	Year	Project	Grant	Total Cost <sup>1</sup>
Harmony <sup>2</sup>	Fillmore	SELCO	2003	Within a community building, renovate rest rooms, improve drinking fountain, install automated doors, improve parking, provide signage, alter door handles	\$8,081	\$57,950
Henderson	Sibley	TDS	2000	Install automated doors, construct new bathrooms, install signage, and provide parking	\$150,000	\$337,116
Hibbing	St Louis	ALS	2000	Automated doors, signage, restroom modifications	\$10,574	\$21,333
Houston	Houston	SELCO	2002	Install new and automated doors, install restrooms, provide accessible parking and repair walkway	\$13,364	\$26,729
International Falls I	Koochiching	ALS	1996	Circulation desk, computer work stations, paperback bookracks	\$3,486	\$6,971
International Falls II	Koochiching	ALS	2001	Remove inaccessible permanent bookshelves supporting mezzanine, provide accessible bookshelves, modify children's area, install water fountain	\$110,000	\$347,000
La Crescent	Houston	SELCO	1997	Remodel and relocate into existing building	\$150,000	\$415,117
Lakefield	Jackson	PCLS	2002	Install automated doors, alter public service desk	\$4,312	\$8,625
Longville	Cass	KRLS	2003	Raise flooring, renovate restrooms, replace drinking fountain, improve parking and sidewalk, provide signage	\$41,830	\$172,816
Mabel	Fillmore	SELCO	2003	Install lift, automated doors, renovate service desk, improve rest room	\$13,000	\$26,029
Madelia	Watonwan	TDS	1999	Install automated doors	\$1,993	\$3,985
Madison	Lac qui Parle	PLS	2000	Install elevator, automated doors, construct new bathrooms, install signage, and provide parking, curb ramps, accessible service counter	\$150,000	\$613,697
Mankato	Blue Earth	TDS	2003	Install automated doors, improve and extend sidewalk, provide parking	\$5,750	\$12,117
Milan	Chippewa	PLS	2000	Install ramp to entrance	\$1,997	\$3,993
Minneapolis/ East Lake I	Hennepin	MELSA	1999	Install power assisted doors	\$9,130	\$18,260

Library Location	County	Region	Year	Project	Grant	Total Cost <sup>1</sup>
Minneapolis/ East Lake II	Hennepin	MELSA	2005	Improve entrances including power-assisted doors, renovate restrooms, public service counters, upgrade alarm system, provide accessible computer stations, install new book drop	\$150,000	\$3,960,000
Minneapolis/ Franklin	Hennepin	MELSA	2003	Install automated doors, renovate restrooms, replace water fountain, install elevator, alter service desk, install book drop, replace stairways and handrails	\$150,000	\$2,847,922
Minneapolis/ Linden Hills	Hennepin	MELSA	1999	Install elevator, walkway, modify bathrooms and water fountain, provide public work stations	\$150,000	\$1,896,539
Minneapolis/ North Regional I	Hennepin	MELSA	1999	Install automated doors	\$8,417	\$16,835
Minneapolis/ North Regional II <sup>2</sup>	Hennepin	MELSA	2005	Improve railings, book drop, stair railings, restrooms, and signage and meeting room kitchen, install audio and visual emergency alarm, power-assisted doors, and accessible public service counter	\$141,583	3,960,000
Minneapolis/ Northeast	Hennepin	MELSA	1999	Install automated doors, improve parking access	\$8,195	\$16,390
Minneapolis/ Sumner	Hennepin	MELSA	2002	As part of a \$4.5 million renovation and expansion, install elevator, water fountains, and automated doors, renovate bathrooms	\$150,000	\$4,500,000
Minneapolis/ Walker	Hennepin	MELSA	1999	Install automated doors and improve rear entrance pavement	\$11,535	\$23,070
Minneapolis/ Washburn	Hennepin	MELSA	1999	Install automated doors	\$7,260	\$14,519
Montgomery <sup>2</sup>	Le Sueur	TDS	2005	Construct new entrance, emergency exit ramp, reconstruct rest rooms, replace carpeting, improve book return	\$150,000	\$908,270
Moose Lake	Carlton	ALS	1996	Remodel existing building	\$120,167	\$255,473
Morgan	Redwood	PCLS	2001	Construct elevator, install public service desk, renovate rest rooms	\$87,807	\$348,512
Mountain Iron	St. Louis	ALS	2004	Install elevator, provide accessible parking, replace handrails	\$112,500	\$233,000
New Prague	Scott	MELSA	1999	Remodel existing building, addition	\$144,840	\$876,638

Library Location	County	Region	Year	Project	Grant	Total Cost <sup>1</sup>
New Ulm <sup>2</sup>	Nicollet	TDS	2003	As part of remodeling and expansion, construct new entrance with elevator, renovate rest rooms	\$150,000	\$628,900
Mounds View	Ramsey	MELSA	1996	Install automated doors	\$2,891	\$5,781
North St. Paul-I	Ramsey	MELSA	1996	Install water fountain and automated doors	\$2,326	\$4,653
North St. Paul-II	Ramsey	MELSA	1996	Improve circulation and reference desk	\$9,024	\$32,223
Northfield	Rice	SELCO	2002	Install automated doors	\$3,149	\$6,298
Norwood Young America	Carver	MELSA	1999	Install automated doors	\$2,362	\$4,877
Olivia	Renville	PLS	1995	Widen aisles, renovated restrooms, doors, etc.	\$262,148	\$1,115,500
Ortonville	Big Stone	PLS	1995	Ramp, elevator, restrooms, etc.	\$158,828	\$317,656
Osseo	Hennepin	MELSA	2001	Install elevator, interior ramp, modify rest rooms	\$31,713	\$175,000
Owatonna	Steele	SELCO	2000	Modify bathrooms and install new handrails	\$9,875	\$27,600
Park Rapids	Hubbard	KLS	1995	Automated doors	\$2,172	\$4,344
Paynesville	Stearns	GRRL	1995	Parking, addition, restrooms, signage	\$64,925	\$129,850
Pelican Rapids – I	Otter Tail	VLS	1995	Automated doors	\$1,800	\$3,600
Pelican Rapids – II	Otter Tail	VLS	2000	Expansion, remodel building	\$132,660	\$1,141,000
Perham	Otter Tail	VLS	2001	Automated doors	\$1,855	\$3,711
Red Wing	Goodhue	SELCO	2000	Upgrade fire alarm system to include visual and auditory signals.	\$9,699	\$19,398
Rochester	Olmsted	SELCO	2000	Automated doors for restrooms, auditorium assistive listening device	\$8,076	\$16,151
Roseau	Roseau	NWRL	1999	Automated doors, repair concrete slab	\$4,654	\$9,403
Rush City	Chisago	ECRL	1995	Upgrade restrooms and emergency exit, create accessible parking	\$25,156	\$50,311
St. Charles <sup>2</sup>	Winona	SELCO	2002	As part of expansion and renovation, install accessible restrooms, water fountain, provide accessible parking	\$63,600	\$454,000
St. Paul/ St. Anthony	Ramsey	MELSA	1997	Addition, ramp, meeting room accessibility, parking accessibility, elevator, restrooms	\$150,000	\$1,317,492
St. Paul/ Hayden Heights	Ramsey	MELSA	2001	Automated doors	\$2,596	\$5,193
St. Paul/ Lexington	Ramsey	MELSA	2001	Automated doors	\$2,741	\$5,482

Library Location	County	Region	Year	Project	Grant	Total Cost <sup>1</sup>
St. Paul/ Sun Ray	Ramsey	MELSA	2001	Automated doors	\$2,570	\$5,139
Sauk Centre	Stearns	GRRL	1997	Addition, elevator, restrooms	\$150,000	\$587,840
Silver Bay	Lake	ALS	2002	Repair walkways and parking lot, renovate rest room, modify service counter, install new water fountain, relocate coat rack	\$56,000	\$123,400
South St. Paul I	Dakota	MELSA	1995	Elevator and cat walk	\$83,425	\$166,950
South St. Paul II	Dakota	MELSA	2000	Install automated doors.	\$3,516	\$7,032
Springfield	Brown	TDS	1995	Automated doors	\$1,471	\$5,884
Stewartville	Olmsted	SELCO	1999	Automated doors	\$2,350	\$4,898
Stillwater <sup>2</sup>	Washington	MELSA	2003	As part of renovation and expansion, install elevator, provide parking and sidewalk, construct restrooms, replace water fountain, replace alarm system	\$150,000	\$8,800,000
Thief River Falls <sup>2</sup>	Pennington	NWRL	2005	Relocate entrance, improve accessible parking, new book drop, relocate book stacks	\$70,000	\$140,000
Truman	Martin	TDS	1999	Modify bathrooms, install automated doors, and provide parking space	\$5,934	\$11,868
Two Harbors	Lake	ALS	1999	Automated doors, drinking fountain, bathroom door levers	\$2,701	\$5,402
Virginia	St Louis	ALS	1999	Automated doors	\$1,349	\$2,697
Wabasha	Wabasha	SELCO	1999	Automated doors	\$2,422	\$4,844
Wells	Faribault	TDS	2001	Modify public service desk, install automated doors	\$2,877	\$5,574
White Bear Lake-I	Ramsey	MELSA	1996	Install water fountain	\$614	\$1,227
White Bear Lake-II	Ramsey	MELSA	1996	Improve circulation and reference desk	\$9,543	\$40,574
Winthrop	Sibley	TDS	2001	Modify doorways, including installing automated doors, provide accessible public service desk and accessible built in computer tables	\$31,000	\$309,409
Worthington.	Nobles	PCLS	1996	Add additional accessible parking, provide ramp and modify entrance, install elevator, modify restrooms, install emergency alarm system	\$147,250	\$303,856

<sup>1</sup>Total Cost may include expenditures in addition to accessibility modifications.

<sup>2</sup> Estimated total cost. Project has not been completed; final costs not available.

<sup>3</sup>Library project involves expenditures as part of a multiple-purpose building project. Indicated costs relate only to library-related matters.

Updated: March 1, 2006

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## PUBLIC LIBRARY CONSTRUCTION GRANT PROJECTS AND COSTS

Number of construction projects	2
Total State Contribution	\$582,332
Total Local Contribution	\$5,300,250
Required Dollar Matching Ratio	\$1.00 Local to \$1.00 State
Actual Local Dollar to State Dollar Ratio	\$9.10

**ALS = Arrowhead Library System**  
**ECRL = East Central Regional Library**  
**GRRL = Great River Regional Library**  
**KLS = Kitchigami Library System**  
**LARL = Lake Agassiz Regional Library**  
**MELSA = Metropolitan Library Service Agency**

**NWRL = Northwest Regional Library**  
**PLS = Pioneerland Library System**  
**PCLS = Plum Creek Library System**  
**SELCO = Southeastern Library Cooperating**  
**TDS = Traverse Des Sioux Library System**  
**VLS = Viking Library System**

Year indicates application year  
 Dollar amounts rounded to nearest whole dollar.  
 Total cost is for construction only and excludes furnishings and equipment.

Library Location	County	Region	Year	Project	Grant Amount	Total Cost
Forest Lake <sup>1,2</sup>	Washington County	MELSA	2005	New building	\$200,000	\$4,384,000
Milaca <sup>1,2</sup>	Mille Lacs	ECRL	2005	New building	\$382,332	\$1,498,582

<sup>1</sup> Estimated total cost. Project has not been completed; final costs not available.

<sup>2</sup> Library project involves expenditures as part of a multiple-purpose building project. Indicated costs relate only to library-related matters.

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Senators Kelley and Stumpf introduced—

S.F. No. 2943: Referred to the Committee on Finance.

1.1 A bill for an act  
1.2 relating to capital improvements; appropriating money for the Perpich Center for  
1.3 the Arts; authorizing the sale and issuance of state bonds.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. **APPROPRIATION.**

1.6 \$1,051,000 is appropriated from the bond proceeds fund to the commissioner of  
1.7 administration for campus asset preservation at the Perpich Center for Arts Education,  
1.8 including sewer line replacement, air conditioning, reroofing of the east half of the main  
1.9 school building, and sidewalk and paving improvements, to be spent in accordance with  
1.10 Minnesota Statutes, section 16A.632.

1.11 Sec. 2. **BOND SALE.**

1.12 To provide the money appropriated in section 1 from the bond proceeds fund,  
1.13 the commissioner of finance shall sell and issue bonds of the state in an amount up to  
1.14 \$1,051,000 in the manner, upon the terms, and with the effect prescribed by Minnesota  
1.15 Statutes, sections 16A.631 to 16A.675, and by the Minnesota Constitution, article XI,  
1.16 sections 4 to 7.

1.17 Sec. 3. **EFFECTIVE DATE.**

1.18 Sections 1 and 2 are effective the day following final enactment.