

State Academies

Projects Summary

(\$ in thousands)

Project Title	Rank Fund		Project Requests for State Funds			Gov's Rec	Gov's Planning Estimates	
			2020	2022	2024	2020	2022	2024
Minnesota State Academies Safety and Security Building Corridor Education Facility Renovation	1	GO	5,830	0	0	5,830	0	0
Asset Preservation	2	GO	5,730	0	0	5,730	5,730	5,730
Minnesota State Academies Dorm Renovations	3	GO	6,300	0	0	6,300	0	0
Minnesota State Academies Student Center Predesign	4	GO	150	0	0	150	0	0
Total Project Requests			18,010	0	0	18,010	5,730	5,730
General Obligation Bonds (GO) Total			18,010	0	0	18,010	5,730	5,730

msa.state.mn.us/

AT A GLANCE

- The Minnesota State Academies (MSA) oversees two schools - the Minnesota State Academy for the Blind (MSAB), and the Minnesota State Academy for the Deaf (MSAD) on 2 campuses in Faribault, Minnesota.
- The Academies have provided educational services to blind, visually impaired, deaf-blind, deaf, and hard-of-hearing students since the 1860's. Many of our students also have additional disabilities and learning/communication needs.
- The Academies are a public school district, utilizing the same educational standards and expectations as other districts in the state. All of our students are special education students on Individual Education Plans.
- Students from 69 different school districts attended classes at the Academies during the 2017-2018 school year.
- The Academies are funded primarily through a biennial appropriation rather than by the funding formula that is applied to other districts in the state. The Academies are not able to issue any tax levies or bonding and rely on legislative action to fund all needs on our campuses.

PURPOSE

The Minnesota State Academies contribute to four of the statewide outcomes expected for state agencies. Our updated mission is: "MSA empowers every student to achieve, care, and thrive in an ever-changing world". In our efforts to prepare students, we provide educational programming to support students in their development of knowledge, critical thinking, and skills necessary to become contributing members of Minnesota's economy, promoting transition skills to support successful employment and support for businesses in MN.

Each student is provided with opportunities to maximize their education and skills so that they can reach their transition goals, in conjunction with their Individual Education Plans. Our students range in age from infants who participate in Early Childhood services through 21 year olds who are working to meet graduation requirements and IEP expectations beyond the usual four years of high school. During the 2017-2018 school year, 65 students attended MSAB, 112 attended MSAD and 18 graduated.

In our educational programming, we incorporate instruction and training for families in supporting communication access and educational growth for their deaf/hard-of-hearing, deafblind, or blind/visually impaired child – this contributes to strong family connections and support for their child, and we are working to expand our services to support communities around the state.

While deaf/hard-of-hearing and blind/visually impaired students are the majority of our enrollment, MSA also serves students who are both deaf and blind (deafblind), and many also have significant physical or cognitive disabilities. School districts usually have very few students with those disabilities and have collaborated with MSA to provide the best available and least restrictive educational environment because 1) the needs of the students are met fully, and 2) it is more efficient to enroll a student at MSA in an established program that is designed to meet their needs and has a larger critical mass of peers/students rather than trying to develop a minimally effective program for a small number of students with limited services and a much smaller critical mass.

The Minnesota State Academies contribute to four of the statewide outcomes expected for state agencies:

- **A thriving economy that encourages business growth and employment opportunities**
- **Minnesotans have the education and skills needed to achieve their goals**
- **Strong and stable families and communities**

- **Efficient and accountable government services**

STRATEGIES

- Rather than serving one geographical location, the Academies serve deaf/hard-of-hearing, deafblind, and blind/visually impaired students from the entire state. The Academies provide a fully accessible educational environment that is designed specifically to meet their needs, serving as an additional option for districts which have very few deaf or blind students in their schools. Rather than hiring special education teachers and purchasing needed support services and equipment, especially with the limited number of qualified individuals available for those positions/services, the districts have the ability (with parental agreement) to send a student to the Academies with no tuition costs.
- The mission of the Academies is empower students to achieve, care, and thrive in an ever-changing world. We meet the challenges of a student population with varied communication and learning needs through using state standards, Individual Education Programs (IEP), transition planning, and incorporation of research-based best practices for instruction of blind/visually impaired, deafblind, or deaf/hard-of-hearing individuals. We incorporate instruction in Braille, Orientation and Mobility, American Sign Language/English bilingual strategies, speech and language services, among others in ensuring that each of our students' needs are met both in the classroom and outside the classroom. We focus on development of each child as a whole, enhancing opportunities for further success in life.
- The role of the MSA is to provide a comprehensive and appropriately-designed educational program for our student population. We have a responsibility and obligation to provide top-quality education programming in an efficient and accountable way. Our teachers prepare lessons and instructional units to ensure that our students work towards achievement of Minnesota state standards and IEP goals established by their IEP teams. We provide professional development/learning opportunities for our teachers to maintain their knowledge and skills, ensuring that we continue to utilize research-based methodology and best practices for teaching blind and deaf students, including any additional needs that they may have. Outside of the classroom, we provide enrichment and extracurricular opportunities so that students can develop fully as a whole child (meeting their mental health, social, physical, and communication needs).
- In alignment with the expectations established by Minnesota's Olmstead Plan, our school supports students with coursework, experiential activities, work readiness, and independent living skills that support their ability to have an independent life after graduation that allows for them to choose a variety of occupations, living situations, and recreational/social opportunities. The Olmstead Plan is defined as a broad series of key activities our state must accomplish to ensure people with disabilities are living, learning, working and enjoying life in the most integrated setting. This enhances their ability to be contributing citizens and employees in Minnesota. We collaborate with other state agencies and school districts to provide a variety of transition programming.
- MSA's special education program is involved in a continuous review cycle developed and overseen by the Minnesota Department of Education to ensure that we follow established processes and procedures to develop individual education plans and evaluations following the needs of each student. Our special education professionals have specific training and knowledge related to evaluations, teaching, and designing educational programming that matches our student population.
- Our Early Childhood services include instruction for students, starting as soon as the child is identified as blind/visually impaired, deafblind, or deaf/hard-of-hearing. We provide home-based services, supporting students and their families with communication, language, and learning access at home until the child becomes 2 years of age. At 18 months of age, parents have the option of enrolling their children in our site-based early childhood classes for part-day/full-day instruction designed to maximize the students' learning and language opportunities. This supports the family structure and encourages continued communication and learning at home, outside of the classroom, which enhances further learning and academic success of the child.

- Lastly, we issue diplomas to students who have met the requirements for graduation, including special education goals. While working towards earning a diploma, each student receives individually designed educational programming, accommodations, and services to support their growth towards achieving transition goals established in their Individual Education Program.
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Statues applied to the Minnesota State Academies:

M.S. 125A.61; M.S. 125A.62; M.S. 125A.63; M.S. 125A.64; M.S. 125A.65; M.S. 125A.66; M.S. 125A.67; M.S. 125A.68; M.S. 125A.69; M.S. 125A.70; M.S. 125A.71; M.S. 125A.72; M.S. 125A.73; M.S. 125A.74

AT A GLANCE

The primary long-range strategic goal of the Minnesota State Academies (MSA) is to provide students who are deaf, hard-of-hearing, deafblind, blind, or visually impaired (including those with additional disabilities) with specialized and fully accessible instruction that is mandated in the Individuals with Disabilities Act (IDEA).

To achieve this, our governing board and MSA employees are:

- Continually reviewing and updating our operational processes and strategic plans to ensure consistency and adherence to our mission and vision statements in all of the work we do on a daily basis.
- Overseeing long-term needs and maintenance of our facilities and equipment to ensure that our students have the necessary access to proper instructional activities.
- Overseeing current projects, including improvements outlined in previous Asset Preservation requests and completion of current bonding projects.
- Reviewing and prioritizing capital projects for 2020, 2022, and in the future.

Factors Impacting Facilities or Capital Programs

The capital needs of MSA are extensive because many of our buildings are very old. Two of our buildings – Noyes Hall and Tate Hall – are on the National Registry of Historic Places and several others are also 75-100 years old. Many of our buildings, while beautifully constructed and still viable, are in need of ongoing maintenance: roofs, heating/cooling systems, windows, tuckpoint of stone/brick work, and so forth.

The changing educational needs of our student population also affect the capital and facility requirements of the academies. Many students at MSA also have additional disabilities, including physical challenges, and MSA must provide a safe and fully accessible environment, as well as academic support. Other factors such as the changing technological and employment issues facing our students also affect the demand for improvements and changes to our facilities and those are incorporated in our long-range strategic goals.

Self-Assessment of Agency Facilities and Assets

The Minnesota State Academies provide educational services to deaf, hard-of-hearing, deafblind, blind, and visually impaired children from birth through age 21. We serve students from all parts of the state. Because of the geographical distance for many of our students, a residential component is necessary for both campuses. We have worked hard to create a home-like environment for children who reside at MSAB and MSAD during the week.

During the last 10 years, we have focused our capital plan on adapting facilities to meet the needs of students with multiple disabilities and students who are nearing transition age to further educational/employment skills. As a result of different projects that have been funded by capital appropriations, including asset preservation and Capital Asset Preservation Rehabilitation Account (CAPRA) funds, many of our buildings have been improved over the past few years. However, there is substantial work to be done in other buildings that have not yet been addressed.

School security is an area in which MSA continues to have room to improve. At the time when many of our buildings were built, security was not a great concern. Retrofitting buildings to achieve reasonable levels of security in our modern world is a costly necessity. This often requires reconfiguration or redesign of parts of our buildings to meet standards and expectations of school buildings today. Based on guidance from the Department of Administration for the use of asset preservation funds, some of our projects have been requested as separate

capital request/bonding projects rather than asset preservation projects, due to the breadth and complexity of our needs that go beyond maintenance/preservation of our existing facilities.

In 2005, a study of state agency buildings was done by the State Facilities Management Group and approximately 63% of our Academies' square footage was rated as good, while approximately 37% was rated as poor. Within our Facility Condition Assessments (FCA) completed in August of 2019, six buildings on our campuses were rated as poor and one building was rated at the crisis level based on criteria provided by the Department of Administration. To continue providing a safe, effective, and accessible environment for students, there is additional renovation that needs to be done, despite our great progress in improving the state's assets on both campuses. The Academies has developed an inventory and cost estimate for deferred maintenance projects and the estimated cost for completing all of those identified projects in our inventory is currently approximately \$5.73 million dollars. This does not account for inflationary increases if funding is not available in the 2020 bonding bill. This also does not account for necessary improvements that have been bundled into our capital request/bonding projects.

Agency Process for Determining Capital Requests

Capital requests are developed by our administration (leadership team) and reviewed/approved by our governing board. Our requests are based on needs identified in our 2012 Master Plan Consolidated Study:

- Classroom expansion to meet the unique needs of deaf/hard-of-hearing, deafblind, or blind/visually impaired students
- Changes to the type of services MSA provides
- Increase in numbers of students with complex physical and cognitive challenges
- Preservation of historical heritage and upgrading of our facilities to meet current codes and standards
- Updated curricular needs and revisions necessary to achieve academic standards
- Strong community interest in using MSA facilities as well as a self-study of asset preservation needs and a long-term assessment of deferred maintenance needs.

We consider recommendations from our Director of Physical Plant Operations and results of our most current assessment information (i.e. our recent Facility Condition Assessments completed in August of 2019). We also utilize current student demographic information to determine current needs for accessibility, safety/security, and curricular adaptations.

Major Capital Projects Authorized in 2018

Fiscal Year 2018:

- A. \$2,000,000 in asset preservation funds.

Minnesota State Academies Safety and Security Building Corridor|Education Facility Renovation

AT A GLANCE

2020 Request Amount: \$5,830

Priority Ranking: 1

Project Summary: The Minnesota State Academies are requesting \$5.83 million (Part A-\$3.85 million and Part B-\$1.98 million) for the construction of a Safety and Security Building Corridor on the MN State Academy for the Deaf campus as well as major renovation of interior space, restrooms, office, classrooms, science labs, technology labs for Smith and Quinn Halls on the MN State Academy for the Deaf campus.

Project Description

The intent of this project is to establish a central point of access to Smith, Quinn Hall and Noyes Halls, establishing a central office for administrators and clerical support as well as shared support services and work areas. This will improve the safety and security of our campus by establishing a check-in location, supervision of entrance ways to the three buildings and allowing students to access all educational areas without having to go outside.

Within this renovation project, we would like to establish a reception area with clerical support, technology, and door buzzers to supervise visitors and parents who enter the area to drop off their children and/or participate in school activities, meetings, and so forth. The security corridor will incorporate receptionist and visitor area and will also provide for security monitoring system for access to the three main education facilities. The security corridor will connect Smith Hall, Quinn Hall and Noyes Hall with an enclosed passageway. Additionally, this project will incorporate the major renovation of Smith and Quinn Halls to include interior space, restrooms, office, classrooms, science labs and technology labs.

Part A which amounts to \$3.85 million is for the construction of a Safety and Security Building Corridor.

Part B which amounts to \$1.98 million is for the major renovation to Smith and Quinn Halls.

We anticipate this will cost \$5.83 million. We've received \$50,000 for Pre-design and planning of the Security Corridor project.

Project Rationale

Increasing student and staff safety is a high priority for the State Academies. We have limited access to all buildings throughout the Academies by installing ID activated card readers. The safety corridor would be a significant step toward creating a safer and more secure environment for all individuals on campus.

The Smith/Quinn renovation would considerably enhance the educational opportunities and learning environment for our deaf, blind, and hard of hearing students.

Currently, students and staff must access one of the three education facilities by an open air sidewalk, which leaves them vulnerable to the weather conditions and virtually unprotected from anyone planning to inflict harm on them.

The security corridor would provide an enclosed walkway to access each facility from the other shielding the students and staff from the elements and provide a much more secure and controlled access between the three educational facilities and provide for an improved means to put the facilities into a Lock-Down condition.

Smith Hall high school and middle school students move the open air walkway to access classrooms, computer labs, library, counseling, ASL services and theater/drama/art classes/programs and life skills classes located in Noyes Hall. Quinn Hall Elementary students use the open air walkway to access Smith and Noyes Halls for special classes, counseling, audiology, ASL and library services and theater/drama programs. Staff from all three facilities travel between buildings for various classes and activities and one-on-one services.

The corridor will provide for a central/main entrance and controlled access for all three buildings for student arrivals, parents/guardians, visitors, vendors and contractors. The controlled access to the education directors' office areas would include a waiting area and public restrooms. This means visitors would no longer have to use restrooms meant for staff and students and would no longer have access to hallways, classrooms and offices.

The corridor/reception area would become the primary entrance which would be much easier to locate. Currently, the entries are somewhat hidden from view. It would also provide for a more welcoming environment for students, staff and visitors. The corridor will also improve accessibility for students and staff in wheelchairs and mobility devices.

The corridor will also contribute to energy savings for all three facilities by minimizing the opening of three main entrances to the exterior extremes of hot and cold temperature as there would now be one primary entrance with much improved temperature controls.

Smith Hall & Quinn Hall Renovation (Part B)

Current classroom design and setup for both buildings has not change much from the original construction in 1971 for Quinn Hall and 1973 for Smith Hall, and no longer meets the adaptability requirements for providing the necessary education spaces and learning/teaching environment for MSAD Students.

Interior spaces are in need of a major "facelift" as much of the flooring material and window treatments are original. Most furnishings, including student desks, teacher workstations, shelving and storage units are also original.

Minor upgrades for use of electronic devices/systems have been installed, but are a hodgepodge of wiring and surface mounted devices. This does not provide for "today's" level of instruction and makes

the learning environment very unattractive/uninviting.

The Smith Hall main education office locations are such that there is no clear view of the main entry or any entry into the facility and anyone who enters the facility has immediate access to all the interior hallways and classrooms. This is a high level safety concern.

The Quinn Hall main office location is somewhat better located for visual of the main entry, but anyone who enters the building has immediate access to the interior hallways and classrooms. A more direct entry to the main office area would be established. Quinn Hall classroom entry doors are full panel glass with sidelights, and this presents a security risk to the occupants. All interiors doors would need to be replaced with solid panel doors and new locks/hardware.

The renovation would also focus on meeting all current ADA construction requirements to provide equal access to all students, staff and visitors. This would include restroom remodeling, classroom restructuring, and fixtures/furnishings. Restrooms are for student age groups 2yrs – 21yrs and adults so upgrades will be age appropriate.

Quinn Hall would have new exterior windows installed to improve and meet current energy conservation and B3 requirements and for added security. Existing windows are vulnerable to forced entry.

Smith and Quinn Halls will also have the exterior wood shake singled mansard style overhang system stripped and new surfacing materials installed.

Fire Alarm and evacuation systems would be upgraded, as the current systems are 20+ years old and do not provide the level of notification for occupants with disabilities.

Project Timeline

July 2020-September 2020-Design and Engineering.

October 2020-November 2020-Bid and Award.

March 2021-September 2022-Construction.

Other Considerations

None.

Impact on Agency Operating Budgets

No impact.

Description of Previous Appropriations

Received \$50,000 for Pre-Design for planning of the Security Corridor in the 2017 bonding bill.

Project Contact Person

Randy Dirks

Physical Plant Director

507-384-6770

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Governor's Recommendation

The Governor recommends \$5.83 million in general obligation bonds for this request.

State Academies

Project Detail

(\$ in thousands)

Minnesota State Academies Safety and Security Building Corridor|Education Facility Renovation

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2020	FY 2022	FY 2024
State Funds Requested				
General Obligation Bonds	\$ 50	\$ 5,830	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 50	\$ 5,830	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2020	FY 2022	FY 2024
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 50	\$ 50	\$ 0	\$ 0
Design Fees	\$ 0	\$ 554	\$ 0	\$ 0
Project Management	\$ 0	\$ 83	\$ 0	\$ 0
Construction	\$ 0	\$ 4,279	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 58	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 176	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 630	\$ 0	\$ 0
TOTAL	\$ 50	\$ 5,830	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2020	FY 2022	FY 2024
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 5,830	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

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

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	Yes
Has the predesign been submitted to the Department of Administration?	Yes
Has the predesign been approved by the Department of Administration?	Yes
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	No
Will the project comply with the targeted group purchasing requirement (M.S. 16C.16 subd. 13)?	Yes
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	Yes
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2024?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 473.4485: Guideway Project	
Is this a Guideway Project?	No
Is the required information included in this request?	N/A

Asset Preservation

AT A GLANCE

2020 Request Amount: \$5,730

Priority Ranking: 2

Project Summary: The State Academies are requesting \$5.73 million in asset preservation funds to maintain and preserve buildings on the campuses of the MN State Academy for the Blind and the MN State Academy for the Deaf. Two buildings, Tate Hall and Noyes Hall, are listed on the National Registry of Historic Places.

Project Description

The State Academies operate boarding schools for deaf and blind students in Faribault on two campuses containing dorms, cafeterias, classrooms, gyms, and offices. Asset Preservation appropriations along with their operating funds are the only source of money the Academies have for maintaining their historic and varied facilities. Examples of Asset Preservation projects that the Academy will need to complete in the near future include:

MN State Academy for the Blind

- Replace six air handlers that control heating and cooling in the dormitory and education areas.
- Replace the Industrial Building roof.
- Repair the stone exteriors of two buildings.
- Replace deteriorated concrete and asphalt walkways, parking lots and drives on campus.

MN State Academy for the Deaf

- Replace the 20+ year old roof at Tate Hall.
- Replace the 60+ year old steam boilers in the central plant.
- Replace deteriorated concrete or asphalt walkways and drives on campus.
- Repair the stone exteriors of four buildings: Mott Hall, Pollard Hall, Lauritsen Gymnasium and Noyes Hall.

Project Rationale

The \$5.73 million that we are requesting will allow us to address many projects that have been deferred over the years. Increasing our asset preservation funds is one of our highest priorities.

Our capital needs are extensive because many of our buildings are very old. Two of our buildings, Noyes Hall and Tate Hall, are on the National Registry of Historic Places and a few others are also 75-100 years old. Many of our buildings, while beautifully constructed and still viable, are in need of ongoing maintenance: roofs, heating/cooling systems, windows, tuckpoint of stone/brick work, and so forth.

Project Timeline

Timeline will vary by project.

Other Considerations

None.

Impact on Agency Operating Budgets

None.

Description of Previous Appropriations

The State Academies received \$1,000,000 in 2012, \$700,000 in 2014, and \$2,000,000 in 2017 for Asset Preservation.

Project Contact Person

Randy Dirks
Physical Plant Director
507-384-6770
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Governor's Recommendation

The Governor recommends \$5.73 million in general obligation bonds for this request. Also included are budget estimates of \$5.73 million for each planning period for 2022 and 2024.

State Academies

Project Detail

(\$ in thousands)

Asset Preservation

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2020	FY 2022	FY 2024
State Funds Requested				
General Obligation Bonds	\$ 2,700	\$ 5,730	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 2,700	\$ 5,730	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2020	FY 2022	FY 2024
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 0	\$ 0	\$ 0	\$ 0
Design Fees	\$ 170	\$ 463	\$ 0	\$ 0
Project Management	\$ 9	\$ 51	\$ 0	\$ 0
Construction	\$ 2,521	\$ 5,216	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 0	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 0	\$ 0	\$ 0
Inflationary Adjustment*	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$ 2,700	\$ 5,730	\$ 0	\$ 0

*Inflation is already included in project costs.

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2020	FY 2022	FY 2024
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 5,730	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

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

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	Yes
Pre-design Review (M.S. 16B.335 subd. 3):	
Does this request include funding for pre-design?	N/A
Has the pre-design been submitted to the Department of Administration?	N/A
Has the pre-design been approved by the Department of Administration?	N/A
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	No
Will the project comply with the targeted group purchasing requirement (M.S. 16C.16 subd. 13)?	Yes
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	N/A
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2024?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 473.4485: Guideway Project	
Is this a Guideway Project?	No
Is the required information included in this request?	N/A

Minnesota State Academies Dorm Renovations

AT A GLANCE**2020 Request Amount:** \$6,300**Priority Ranking:** 3**Project Summary:** The Minnesota State Academies are requesting \$6.3 million for the renovation of Pollard Hall on the Deaf School Campus and Kramer, Brandeen and Rode Dorms on the Blind School Campus.**Project Description**

The scope of the project will include new HVAC system to meet energy savings requirements and indoor air quality standards, wallscaping, window upgrades, flooring replacement, installation of new ceilings, kitchen remodeling, replacement of fixtures and appliances. Bathroom and laundry room renovations to include complete demo and redesign to meet ADA requirements which also includes new fixtures, flooring replacement and wallscaping. The project will also be inclusive of electrical, fire and communication systems.

Project Rationale

To provide a quality residential, homelike and secure environment for our residential students who are typically between the ages of 5-21. The enhancements included in the renovation will allow these facilities to meet the state's energy savings benchmarks.

The MSAB Dorms were constructed in 1982 and have seen minimal remodeling and upgrades during these 35 years. The scope of the renovation would include a complete interior "facelift" and modifications to bedrooms, restrooms/shower/bathing areas, kitchen/dining areas, laundry areas, staff office, student lounge. Also included in the scope of the project would be a complete upgrade of the fire alarm/evacuation systems, electrical/communication systems and new (HVAC) heating/cooling/ventilation systems. All areas would be designed and remodeled to meet current ADA compliance for accessibility. New window systems would be included in the scope of the project to add security for the room occupants and to comply with energy conservation measures.

Pollard Hall was constructed in 1937 as a residence for the elementary age students and included bedrooms, playrooms, instructional areas, a full prep kitchen and dining room. Over the past 80 years, a few changes have occurred with the interior and exterior of the building. Since 2010, there have been several small renovation projects on the main level that included remodel of the rooms to be used as space for student learning and staff offices and the restrooms. This was designed to meet the needs of the program administered by the Volunteers of America Group, which closed down their program several years ago. New windows were installed in 2012 throughout the building and several new exterior doors were installed. A new roof was installed in 2012.

The scope of the Pollard Hall project renovation would include upgrades to the fire alarm/suppression system, electrical, communication/notification system, replacing the 80 year old steam radiation heating system and adding new HVAC systems and equipment with BAS controls to comply with energy savings requirements and greatly improve the indoor air quality, adding shower areas on the main level and restroom facilities on the lower level, remodeling the original bedrooms on the 2nd

level and any modifications throughout the building to make the spaces ADA compliant, and adding laundry facilities and kitchen facilities.

Project Timeline

July 2020-September 2020-Design and Engineering.

October 2020-November 2020-Bid and Award.

March 2021-July 2023-Construction.

Other Considerations

None.

Impact on Agency Operating Budgets

None.

Description of Previous Appropriations

None.

Project Contact Person

Randy Dirks

Physical Plant Director

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Governor's Recommendation

The Governor recommends \$6.3 million in general obligation bonds for this request.

State Academies

Project Detail

(\$ in thousands)

Minnesota State Academies Dorm Renovations

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2020	FY 2022	FY 2024
State Funds Requested				
General Obligation Bonds	\$ 0	\$ 6,300	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 0	\$ 6,300	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2020	FY 2022	FY 2024
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 0	\$ 100	\$ 0	\$ 0
Design Fees	\$ 0	\$ 411	\$ 0	\$ 0
Project Management	\$ 0	\$ 55	\$ 0	\$ 0
Construction	\$ 0	\$ 4,983	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 45	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 0	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 706	\$ 0	\$ 0
TOTAL	\$ 0	\$ 6,300	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2020	FY 2022	FY 2024
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 6,300	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

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

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	Yes
Has the predesign been submitted to the Department of Administration?	No
Has the predesign been approved by the Department of Administration?	No
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	No
Will the project comply with the targeted group purchasing requirement (M.S. 16C.16 subd. 13)?	Yes
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	Yes
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2024?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 473.4485: Guideway Project	
Is this a Guideway Project?	No
Is the required information included in this request?	N/A

Minnesota State Academies Student Center Predesign

AT A GLANCE

2020 Request Amount: \$150

Priority Ranking: 4

Project Summary: The Minnesota State Academies are requesting \$150,000 for pre-design work for renovating existing spaces or establishing a student services/activities center on the Minnesota State Academy for the Deaf campus. This new building would replace two aging buildings and outdated/inaccessible facilities, including our gymnasium, athletic facilities, cafeteria, multi-purpose room, and other service areas.

Project Description

The intent of this project is to have an architectural firm come in and evaluate our needs, our existing facilities, and propose a new design for an accessible, energy-efficient, and low-maintenance building that can replace our outdated and inaccessible buildings/facilities that we currently have on our campus. Our gymnasium (Lauristen Gym) was built in 1931 and has been experiencing numerous challenges in regard to accessibility, safety, and building maintenance. Our cafeteria is housed in a service building (Rodman Hall) which was built in 1924. This building also has numerous challenges, mainly with accessibility as the cafeteria is on the 2nd floor and is not easily navigated, especially in times of emergency. This also provides challenges in transporting supplies and food in/out of our cafeteria/dining area. Furthermore, the area around those two buildings needs to be re-designed to improve access points for emergency services, delivery trucks, and other service providers as well as providing sufficient parking spaces for visitors to the campus during our events. Currently, we have extremely limited parking spaces and it is difficult for emergency services/delivery trucks to arrive at either building. Included in this would be an evaluation of all of our exterior spaces, including our athletic fields, access to/from school buildings, and so forth.

Within this pre-design, we would like the architectural firm to complete a comprehensive model of our functions within those spaces (both interior and exterior spaces) and assist in development of a pre-design for renovating our existing buildings/spaces or replacing them with a single building. Areas that we would like for them to focus on include accessibility; safety; ease of maintenance; energy efficiency; and cohesiveness with the rest of the campus/other programs.

Project Rationale

Increasing student and staff safety is a high priority for MSA. We have an increasing number of students with mobility and vision challenges and both buildings as well as our athletic facilities and parking lots are not fully accessible at this point. We have devised temporary solutions that provide for minimum access but we are continuing to experience areas of concern in regards to daily access to instructional activities, meals, and other programs within those buildings. We are also extremely concerned about the ability to evacuate students/staff in times of emergency or hazardous weather.

Both buildings are very old and do not meet modern codes/expectations for school buildings. As an

example of this, our gymnasium has only a single toilet that is accessible for students/staff in wheelchairs. The other public bathroom in this building is only accessible through a flight of stairs. As a result of this, our visitors have to share bathroom facilities with athletes within locker rooms.

Furthermore, both buildings are multi-level buildings which require creativity and extra work/time to maintain. A lot of spaces within those buildings have gone unused due to inaccessibility or other challenges such as water leaks, buckling floors, and so forth.

We would like to explore the possibility of either renovating or replacing those buildings and exterior spaces to bring them up to modern codes and increasing the accessibility of our programs. If a replacement building is necessary, we anticipate building only one building with attached exterior spaces to cover the programs/services that are currently being provided in both buildings. This will allow us to become more energy efficient and reduce our maintenance/housekeeping needs. We hope that information gathered through the pre-design work will allow us to make a decision about which would be the best option for the academies. The pre-design will be shared with the legislature for their consideration.

Project Timeline

July 2020-December 2020

Other Considerations

None.

Impact on Agency Operating Budgets

A newer facility will result in energy and operational savings.

Description of Previous Appropriations

None.

Project Contact Person

Randy Dirks
Physical Plant Director
507-384-6770
randy.dirks@msa.state.mn.us

Governor's Recommendation

The Governor recommends \$150,000 in general obligation bonds for this request.

State Academies

Project Detail

(\$ in thousands)

Minnesota State Academies Student Center Predesign

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2020	FY 2022	FY 2024
State Funds Requested				
General Obligation Bonds	\$ 0	\$ 150	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 0	\$ 150	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2020	FY 2022	FY 2024
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 0	\$ 134	\$ 0	\$ 0
Design Fees	\$ 0	\$ 0	\$ 0	\$ 0
Project Management	\$ 0	\$ 0	\$ 0	\$ 0
Construction	\$ 0	\$ 0	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 0	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 0	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 16	\$ 0	\$ 0
TOTAL	\$ 0	\$ 150	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2020	FY 2022	FY 2024
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 150	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

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

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
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Has the predesign been approved by the Department of Administration?	No
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Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	N/A
Will the project comply with the targeted group purchasing requirement (M.S. 16C.16 subd. 13)?	Yes
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	N/A
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2024?	
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 473.4485: Guideway Project	
Is this a Guideway Project?	N/A
Is the required information included in this request?	N/A