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Perpich Center for Arts Education

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

AT A GLANCE

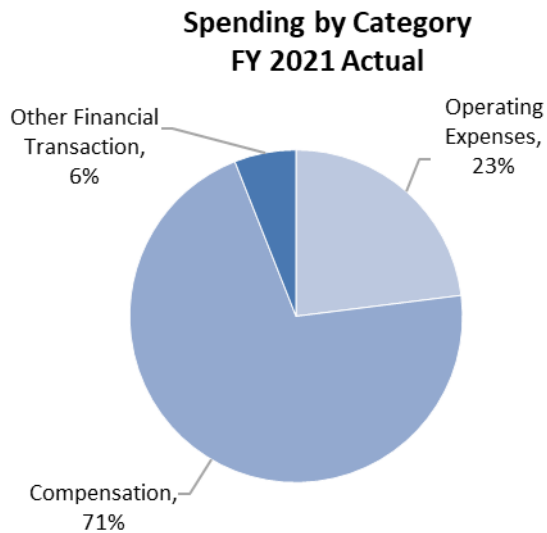
- Authorized by the Legislature in 1985.
- Provides unique and challenging learning environment to highly talented Minnesota students.
- Provides high-quality professional development opportunities for arts teachers in 480 Minnesota public and charter school districts.
- Provided leadership for the development of new Minnesota K-12 Academic Standards in the Arts
- Employs 68 full and part-time teachers and staff.
- Facilitates a Regional Arts Teacher-Leaders network that connects experienced art teachers across the entire state.
- Designates and supports “demonstration” (magnet) school sites in each region.
- Provides a comprehensive arts planning program (CAPP) for up to 30 districts or sites statewide each year.
- Governed by a statewide board.

PURPOSE

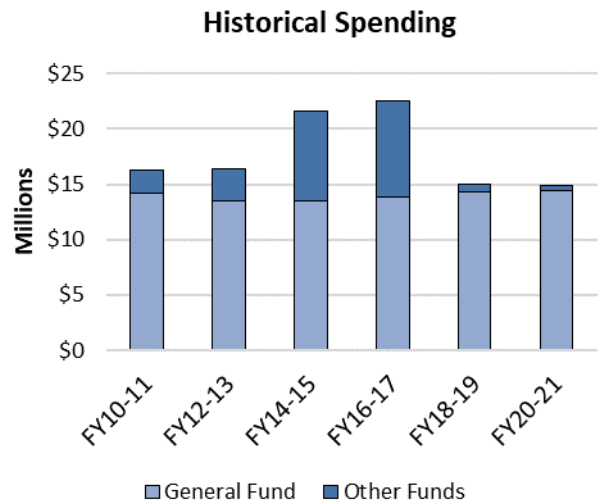
The mission of the Perpich Center for Arts Education is to provide all Minnesota students the opportunity to develop, enhance, and integrate their artistic and academic abilities to their highest potential. As a public education institution, the Perpich Center is uniquely positioned to fuse artistic passion and academic excellence to produce creative critical thinkers. We do this by teaching in and through the arts. The agency operates two distinct divisions, the Arts High School and the Professional Development and Resource Support to accomplish the following:

1. Provide a challenging and supportive learning environment for highly talented Minnesota arts students in grades 11 and 12.
2. Assist all Minnesota students in developing the education and skills needed to achieve their personal goals. Perpich Center programs in arts education address many of the systemic issues affecting student achievement, including social and personal development, equity, and engagement in learning.
3. Prepare Minnesota’s future workforce with 21st Century skills including creativity, communication, collaboration, and critical thinking. These skills result in a better prepared workforce, thus contributing to a thriving economy that encourages business growth and employment opportunities.
4. Support Minnesota public and charter school arts education teachers through high quality professional development programming.
5. Maintain a traditional lending library for Perpich students, public patrons, and art educators across the State of Minnesota. The professional collection of more than 15,000 items serves as the preeminent arts education resource for the State of Minnesota. This collection includes print, multimedia, and electronic resources on arts education, arts-integrated education, arts in cultural context and professional development. Special collections of multimedia and electronic resources on arts education, arts-integrated education, arts in cultural context, and professional development are also available. The Perpich Center for Arts Education Library was fully remodeled in 2018.

BUDGET



Source: Budget Planning & Analysis System (BPAS)



Source: Consolidated Fund Statement

Note: In FY14-17, the Perpich Center operated the Crosswinds Arts and Science School.

The Perpich Center has a total biennial budget of about \$15 million. Funds are primarily from general fund appropriations. The Center also receives revenues from student fees and federal reimbursements through the MN Department of Education.

STRATEGIES

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

- 1. Through rigorous work in both artistic and academic disciplines, the Perpich Arts High School student develops competencies that prepare them for a creative life.**
- 2. Statewide Arts Leadership:** The Perpich Center has been fostering development of arts education throughout Minnesota school districts since 1985. We do this through departments that include the Perpich Arts High School and Professional Development and Resource Support (PDR) formerly referred to as "Outreach".

A survey commissioned by Perpich Center with funds from the Arts and Cultural Heritage Fund indicated the following benchmarks:

- 87% of schools have aligned their curriculum with state arts standards
- Nearly one-half of all high schools include the arts in School Improvement Plans
- 92% of all schools use licensed arts teachers (full or part-time) as the primary provider of music and visual arts instruction
- 93% of all schools reported providing student field trips to museums, theaters, musical performances, and exhibitions to engage in artistic experiences

Building upon this solid foundation of arts in Minnesota schools, the Perpich Center has developed a plan to meet the needs of arts teachers and public school arts programs statewide. Outreach programs were assessed, modified, and in some cases eliminated in FY18 based upon statutory language, mission, impact, cost, and duplication of services. A partnership with eight regional Service Cooperatives provides a location to meet, technology and connectivity, and member communication services bringing many services to schools and teachers, rather than having them travel to the metropolitan area.

- 3. Supporting effective schools. Perpich Arts High School opened its doors in 1989 and graduated its first class in 1991.** It is a statewide, public, residential high school for students in 11th and 12th grades. Students who wish to attend Perpich Arts High School must go through a competitive application and review process. Those accepted have shown artistic promise and a strong commitment to rigorous study in the arts and academics. Students from 63 school districts attended the most recent academic year at the Arts High School. Those students represented the eight congressional districts in our state.

The school is entering its third year of intensive teacher professional development to improve student engagement, has established defined student outcomes, and provides for effective teacher support and evaluation. Additionally, the staff and administration are committed to ongoing implicit bias and equity training. Goals of the school include 100% graduation and 100% college placement.

- 4. Equity and Diversity.** The Perpich Center seeks to foster equity and diversity both in its school and through professional development opportunities provided to Minnesota arts teachers. Closing the achievement gap has been the state's #1 educational goal for the past years. The agency seeks to create student-centered educational organizations through training its own staff in student engagement and culturally responsive teaching techniques as well as providing opportunities for educator growth via professional development across the state.
- 5. Operational Excellence, Financial Stability, and Accountability.** As a state agency, Perpich Center operates under a plan of continuous improvement in order to balance financial and human resources as dictated by revenues approved by the legislature. The agency is governed by a 15-member board, appointed by the Governor and chosen for their expertise and experience in serving statewide initiatives. A sixteenth ex-officio member representing the Minnesota Department of Education was added in the 2017 legislative session.
- 6. Positive Public Image:** A Communications and Marketing Plan was developed during FY18, setting the stage for a multi-faceted approach to shifting the public perception of the agency, increasing enrollment, and making connections with arts educators and organizations across the state. Strategies include: targeted audience identification; updated marketing materials (both digital and print); promotions using social media, market data, press releases, online advertising, and event marketing; joint ventures and partnerships with other arts organizations; and involving our own students in the creation and dissemination of student recruitment information.

M.S. 129C (<https://www.revisor.mn.gov/statutes/cite/129C>) provides the legal authority for the Perpich Center for Arts Education.

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25		Governor's Recommendation FY24 FY25	
<u>Expenditures by Fund</u>								
1000 - General	6,689	7,783	7,023	7,909	7,532	7,532	9,219	8,477
2000 - Restrict Misc Special Revenue	208	36	54	385	560	405	560	405
2403 - Gift	1	0		5	5	5	5	5
3000 - Federal	90	35	68	90	27	27	27	27
Total	6,987	7,854	7,146	8,389	8,124	7,969	9,811	8,914
Biennial Change				693		558		3,190
Biennial % Change				5		4		21
Governor's Change from Base								2,632
Governor's % Change from Base								16

Expenditures by Program

Arts Education	6,987	7,854	7,146	8,389	8,124	7,969	9,811	8,914
Total	6,987	7,854	7,146	8,389	8,124	7,969	9,811	8,914

Expenditures by Category

Compensation	5,417	5,537	5,694	6,530	6,205	6,205	6,742	7,084
Operating Expenses	1,516	1,837	1,419	1,837	1,759	1,759	2,909	1,825
Other Financial Transaction	54	481	33	22	160	5	160	5
Total	6,987	7,854	7,146	8,389	8,124	7,969	9,811	8,914

Full-Time Equivalents

	52.20	50.86	52.12	52.09	47.79	45.79	52.09	51.09
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Perpich Center for Arts Education

Agency Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25		Governor's Recommendation FY24 FY25	
1000 - General								
Balance Forward In		616		382				
Direct Appropriation	7,292	7,283	7,406	7,527	7,532	7,532	9,219	8,477
Transfers In	409	513	325					
Transfers Out	409	513	325					
Cancellations		116						
Balance Forward Out	603		383					
Expenditures	6,689	7,783	7,023	7,909	7,532	7,532	9,219	8,477
Biennial Change in Expenditures				460		132		2,764
Biennial % Change in Expenditures				3		1		19
Governor's Change from Base								2,632
Governor's % Change from Base								17
Full-Time Equivalents	50.53	49.90	50.48	50.48	46.18	44.18	50.48	49.48

2000 - Restrict Misc Special Revenue

Balance Forward In	781	746	835	1,010	865	547	865	547
Receipts	163	119	229	240	242	242	242	242
Transfers Out			0					
Balance Forward Out	737	829	1,009	865	547	384	547	384
Expenditures	208	36	54	385	560	405	560	405
Biennial Change in Expenditures				195		526		526
Biennial % Change in Expenditures				80		120		120
Governor's Change from Base								0
Governor's % Change from Base								0
Full-Time Equivalents	1.44	0.96	1.64	1.61	1.61	1.61	1.61	1.61

2403 - Gift

Balance Forward In	20	24	24	25	23	21	23	21
Receipts	5	1	1	3	3	3	3	3
Balance Forward Out	24	24	25	23	21	19	21	19
Expenditures	1	0		5	5	5	5	5
Biennial Change in Expenditures				4		5		5
Biennial % Change in Expenditures				537				
Governor's Change from Base								0

(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base		Governor's Recommendation	
	FY20	FY21	FY22	FY23	FY24	FY25	FY24	FY25
Governor's % Change from Base								0

3000 - Federal

Balance Forward In	24							
Receipts	66	35	69	90	27	27	27	27
Balance Forward Out			0					
Expenditures	90	35	68	90	27	27	27	27
Biennial Change in Expenditures				34		(104)		(104)
Biennial % Change in Expenditures				27		(66)		(66)
Governor's Change from Base								0
Governor's % Change from Base								0
Full-Time Equivalents	0.23							

(Dollars in Thousands)

	FY23	FY24	FY25	Biennium 2024-25
Direct				
Fund: 1000 - General				
FY2023 Appropriations	7,527	7,527	7,527	15,054
Base Adjustments				
Pension Allocation		5	5	10
Forecast Base	7,527	7,532	7,532	15,064
Change Items				
Maintain Current Service Levels		537	879	1,416
Dormitory Furniture		850		850
Classroom Furniture		300		300
Unemployment Insurance Between Terms Removal for Certain Employees			66	66
Total Governor's Recommendations	7,527	9,219	8,477	17,696
Dedicated				
Fund: 2000 - Restrict Misc Special Revenue				
Planned Spending	385	560	405	965
Forecast Base	385	560	405	965
Total Governor's Recommendations	385	560	405	965
Fund: 2403 - Gift				
Planned Spending	5	5	5	10
Forecast Base	5	5	5	10
Total Governor's Recommendations	5	5	5	10
Fund: 3000 - Federal				
Planned Spending	90	27	27	54
Forecast Base	90	27	27	54
Total Governor's Recommendations	90	27	27	54
Revenue Change Summary				
Dedicated				
Fund: 2000 - Restrict Misc Special Revenue				
Forecast Revenues	240	242	242	484
Total Governor's Recommendations	240	242	242	484
Fund: 2403 - Gift				
Forecast Revenues	3	3	3	6
Total Governor's Recommendations	3	3	3	6

(Dollars in Thousands)

	FY23	FY24	FY25	Biennium 2024-25
Fund: 3000 - Federal				
Forecast Revenues	90	27	27	54
Total Governor's Recommendations	90	27	27	54

Perpich Center for Arts Education

FY 2024-25 Biennial Budget Change Item

Change Item Title: Maintain Current Service Levels

Fiscal Impact (\$000s)	FY 2024	FY 2025	FY 2026	FY 2027
General Fund				
Expenditures	537	879	879	879
Revenues	0	0	0	0
Other Funds				
Expenditures	0	0	0	0
Revenues	0	0	0	0
Net Fiscal Impact = (Expenditures – Revenues)	537	879	879	879
FTEs	4.3	5.3	5.3	5.3

Recommendation:

The Governor recommends additional funding of \$537,000 in FY 2024 and \$879,000 in each subsequent year from the general fund to maintain the current level of service delivery at Perpich Center for Arts Education.

Rationale/Background:

Each year, the cost of doing business rises – employer-paid health care contributions, FICA and Medicare, along with other salary and compensation-related costs increase. Other operating costs, like fuel, utilities, supplies, and IT also grow. This cost growth puts pressure on agency operating budgets that remain flat from year to year.

Perpich Center faces challenging decisions to manage these costs within existing budgets while maintaining the services its students and arts educators across the state expect. From year to year, Perpich finds ways to become more efficient with existing resources. However, cost growth typically outstrips efficiencies, and without additional resources added to the agency’s budget, service delivery erodes.

For Perpich Center for Arts Education, operating cost pressures exist in multiple categories – increases in compensation and insurance costs at the agency, increasing costs to maintain the current staff complement in a challenging labor market, and increasing utility and supply costs.

Proposal:

The Governor recommends increasing agency operating budgets to support maintaining the delivery of current services. For Perpich Center for Arts Education, this funding will cover expected and anticipated employee compensation growth and known cost increases in fuel, utilities, supplies, and IT services.

Results:

This proposal is intended to allow Perpich Center for Arts Education to continue to provide current levels of service and information to students and families as well as arts educators statewide.

Perpich Center for Arts Education

FY 2024-25 Biennial Budget Change Item

Change Item Title: Dormitory Furniture

Fiscal Impact (\$000s)	FY 2024	FY 2025	FY 2026	FY 2027
General Fund				
Expenditures	850	0	0	0
Revenues	0	0	0	0
Other Funds				
Expenditures	0	0	0	0
Revenues	0	0	0	0
Net Fiscal Impact = (Expenditures – Revenues)	850	0	0	0
FTEs	0	0	0	0

Recommendation:

The Governor recommends \$850,000 in FY 2024 to replace and update the furniture in the dormitory at Perpich Arts High School. Funds will be used to update 90 dorm rooms with an occupancy of 2 students per room as well as cover moving services and disposal costs for the old furniture.

Rationale/Background:

With this proposal, Perpich Center is seeking to update the furniture in the agency’s dorm room spaces. The current furniture in these spaces is decades old and is showing extreme signs of wear and tear. In making these updates, all dorm rooms will have a consistent set up and improved overall appearance.

As students’ families consider coming to a school that offers a residential program, the impression of the dormitory spaces is extremely important. Making these furniture upgrades will improve parents’ impression of the dorm and help alleviate concerns that they may have.

Proposal:

The Governor recommends \$850,000 in one time funding to upgrade the furniture in Perpich Center’s dormitory. These funds will allow the agency to replace all furniture in all dorm rooms that house students. Examples of furniture include a lofted bed with new mattress, wardrobe, desk, and desk chair.

Perpich Center worked with MINNCOR, a division of the Minnesota Department of Corrections, on creating the cost estimates for these furniture upgrades. It is anticipated that all furniture upgrades for the dormitory will be purchased through MINNCOR. Supporting another state agency through these purchases was an important factor that Perpich Center considered when creating this proposal.

Results:

This proposal is intended to allow Perpich Center for Arts Education to continue to provide current levels of service to students and families.

Perpich Center for Arts Education

FY 2024-25 Biennial Budget Change Item

Change Item Title: Classroom Furniture

Fiscal Impact (\$000s)	FY 2024	FY 2025	FY 2026	FY 2027
General Fund				
Expenditures	300	0	0	0
Revenues	0	0	0	0
Other Funds				
Expenditures	0	0	0	0
Revenues	0	0	0	0
Net Fiscal Impact = (Expenditures – Revenues)	300	0	0	0
FTEs	0	0	0	0

Recommendation:

The Governor recommends \$300,000 in FY 2024 to replace and update the furniture in the classrooms at Perpich Arts High School. Funds will be used to update 15 classrooms with an occupancy of 30 students per room as well as cover moving services and disposal costs for the old furniture.

Rationale/Background:

With this proposal, Perpich Center is seeking to update the furniture in the agency’s arts high school classrooms. The current furniture in these spaces is outdated and inconsistent from space to space. Much of the classroom furniture is showing extreme signs of wear and tear. In making these updates, all classrooms will have a consistent set of furniture and will improve the overall appearance and functionality of these spaces.

With the furniture that Perpich Center is looking to purchase, teachers will have the ease and flexibility to arrange classrooms that will fit the learning environment they are trying to create. Having flexible classroom arrangements helps support a variety of activities and learning styles of students.

Proposal:

The Governor recommends \$300,000 in one time funding to upgrade the furniture in Perpich Center’s classrooms. These funds will allow the agency to replace all furniture in the arts high school classrooms to allow a consistent set up in each classroom. The furniture will include but is not limited to classroom tables and chairs.

Perpich Center worked with MINNCOR, a division of the Minnesota Department of Corrections, on creating the cost estimates for these furniture upgrades. It is anticipated that all furniture upgrades for the dormitory will be purchased through MINNCOR. Supporting another state agency through these purchases was an important factor that Perpich Center considered when creating this proposal.

Results:

This proposal is intended to allow Perpich Center for Arts Education to continue to provide current levels of service to students and families.

Perpich Center for Arts Education

FY 2024-25 Biennial Budget Change Item

Change Item Title: Unemployment Insurance Between Terms Removal for Certain Employees

Fiscal Impact (\$000s)	FY 2024	FY 2025	FY 2026	FY 2027
Employment and Economic Development				
General Fund				
Expenditures	0	0	0	0
Revenues	0	0	0	0
Other Funds				
Expenditures*	65,362	196,086	196,086	196,086
Revenues*	0	(196,086)	(196,086)	(196,086)
State Academies				
General Fund				
Expenditures	0	217	217	217
Revenues	0	0	0	0
Perpich Center for Arts Education				
General Fund				
Expenditures	0	66	66	66
Revenues	0	0	0	0
Net Fiscal Impact = (Expenditures – Revenues)	65,362	283	283	283
FTEs	0	0	0	0

Recommendation:

The Governor recommends the removal of the between terms wage credit limitation during summer breaks for Unemployment Insurance applicants who worked for an elementary or secondary, educational institution unless the applicant worked in an instructional, research or principal administrative capacity. This would amend 268.085, subdivisions 7 and 8. Any such change would be required to conform with federal UI requirements. This fiscal impact on the state’s Unemployment Insurance Fund would be neutral as school districts would be required to reimburse the state for benefits paid out.

The Governor recommends \$283,000 each fiscal year starting in FY 2025 to address the expected increase in unemployment insurance costs for two state operated public education institutions.

The Governor recommends a separate proposal in the Minnesota Department of Education’s budget to provide state aid from the general fund to public K-12 school districts based on costs associated with this proposal.

Rationale/Background:

State law prohibits individuals employed in educational institutions other than an instructional, research or principal administrative capacity, from using wage credits from that employment during the summer break when they are laid off from the school where they work if they have reasonable assurance of returning to same or similar employment when the next school year begins.

- The limitation on the use of wage credits may either significantly reduce these individuals’ weekly benefit amount or it may make their weekly benefit amount \$0, making them effectively ineligible for UI benefits for the summer.
- Federal law permits the removal of this provision – with respect to those employed in other than instructional, research or principal administrative capacity – from state UI law, thus permitting the receipt of UI benefits during the summer break if the individual meets all other eligibility requirements.

The intended result of this statutory change is to effectively make individuals who work for educational institutions in positions other than instructional, research or principal administrative capacity eligible for UI benefits during the summer break. This will impact workers across the state in a sector that has been struggling to recruit and retain its workforce. This change responds to feedback from stakeholders that the unavailability of unemployment insurance benefits during the summer months while they are by-in-large unable to work for this employer is a primary factor negatively impacting employment recruitment and retention. This proposal is intended to eliminate that barrier. This proposal is a recommendation from the Thriving Economy and Workforce workgroup.

Proposal:

The Governor recommends amending the provisions of UI law at 268.085, subdivisions 7 and 8, which limit the use of wage credits from employment with educational institutions during the period between academic years or terms (primarily the summer break) if the applicant has reasonable assurance of similar employment in the following academic year or term. This is known as the “between terms” provision. Wage credits from non-educational employer are always usable.

The between terms provision is required by federal law to be applied to “professional” and academic staff (e.g., teachers, administrators). However, states have the discretion whether or not to apply this provision to “non-professionals and non-academic staff”. In Minnesota, the between terms provision currently applies to non-professional/non-academic staff

This proposal would remove the between terms provisions from Minnesota UI law with respect to the non-professional/non-academic staff. As a result, these workers would be able to use their wage credits from educational institutions during the between terms periods, thus increasing the likelihood that they would be eligible to receive unemployment benefits, assuming they meet all other eligibility requirements.

Unemployment benefits are paid out of the UI Trust Fund which in turn is supported by a tax or direct reimbursement paid only by employers. Below is a table breaking out impacts by educational institution type:

Employer	Cost
Public K-12 Institutions	\$ 161,755,290
Private K-12 Institutions	\$ 18,097,748
Contractors	\$ 15,950,377
Schools Operated by State of MN	\$ 282,592
Totals	\$ 196,086,007

A proposal in the Minnesota Department of Education’s budget to provide state aid from the general fund to public K-12 school districts based on costs associated with this proposal.

- This proposal amends existing UI law.
- No additional operating funds are being requested either to implement or administer this law. The UI program is federally funded. Funding is based on workload. While this proposal *may* increase workload, any increase will be fully funded by the annual, federal, UI administrative grant.
- The additional workload will not create an administrative burden for the UI program.

- It is assumed that this change will result in the payment of benefits to more UI applicants will result in increased reimbursement from UI employers and increased UI taxes for UI employers. This will affect both private and local government (school district) employers operating elementary or secondary schools. It will also affect Tribal elementary and secondary school employers.
- This proposal could result in higher weekly income for affected workers, but it is unknown to what degree such workers currently replace their lost work with a summer job or otherwise meet unemployment insurance eligibility requirements.

Impact on Children and Families:

This proposal looks to make the safety-net resource of unemployment insurance benefits available to some school employees during the summer months, many of which likely have children. Financial supports for families help those individuals address their basic needs as well as make the kinds of investments in summer enrichment and ongoing learning that help children thrive.

Equity and Inclusion:

The non-teaching staff in Minnesota schools and educational institutions is more diverse than the teachers and administrative staff with about 12% of non-teaching staff reporting that they are non-white as compared to the state’s teaching workforce which is about 5% non-white. We also know that the staff who this change would impact are lower wage workers than the administrative and teaching staff in schools and educational institutions.

Tribal Consultation:

Does this proposal have a substantial direct effect on one or more of the Minnesota Tribal governments?

- Yes
- No

- The White Earth, Mille Lacs, Fond du Lac & Leech Lake Tribal governments all run educational institutions. It is anticipated that those schools would be impacted by this proposal. Like other political subdivisions, tribally-run schools are reimbursing employers and the reimbursement costs to educational institutions rise may rise due to this change.
- This proposed change has not yet been discussed with the impacted tribal governments however DEED’s tribal liaison can reach out to the Tribes identified to identify any concerns.

IT Costs

A change to the UI system will be necessary. It can be absorbed in annual, maintenance work. As a consequence, there will be no IT costs incurred.

This change cannot be implemented retroactively or part-way through the between terms period (summer) and must be prospective. This is reflected in the effective date.

Results:

N/A

Statutory Change(s):

Minn. Stat. Section 268.085 Subd. 7 and 8.

Program: Arts Education

Activity: Agency Operation

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

AT A GLANCE

- Provide for overall operation and planning for agency divisions.
- Oversee 33-acre campus in Golden Valley.
- 4,000 annual visitors that attend concerts, exhibitions, workshops, and trainings.
- Plan for financial viability and sustainability.
- Manage school food service operations for breakfast, lunch, and dinner.
- Support a residence hall for 80 students.
- Manage stakeholder communications and web site developments.

PURPOSE AND CONTEXT

Operations includes the structural divisions necessary for the agency to conduct business: human resources, facilities, administrative management, finance, communications, technology, security, and administration.

The Perpich Center operates an Arts high school, student dormitory, and a Professional Development and Resource Program (PDR) formerly known as “outreach”. Agency operations accounts for about 15 FTE, the arts high school accounts for about 30 FTE, and PDR about 6.5 FTE. The general fund appropriation to Perpich funds the majority of operations, the arts high school, the student dormitory, and professional development and resources.

The Center provides a safe, healthy, and sustainable environment; empowers employees through resources, mentorship, training, and accountability; serves as good stewards of public dollars and public facilities; and fosters an agency-wide culture that welcomes diversity, employee engagement, and informed decision-making.

Perpich is a key part of the arts education landscape in Minnesota*:

1. Minnesota is recognized as having all nationally accepted policies and standards in place for delivering effective K-12 programs for arts education.
2. Minnesota is one of 23 states having a State Arts Education Grant Program or School for the Arts.
3. Minnesota is one of 27 states mandating that high school students obtain course credit in the arts as a requirement for graduation.
4. Minnesota is one of 31 states that define the arts as core subject.

*Source: Arts Education Partnership/Education Commission of the States report: 2022 ArtsScan at a Glance, Highlighting State Arts Education Policies, March 2022. <https://www.ecs.org/wp-content/uploads/2022-ArtScan-at-a-Glance.pdf>

SERVICES PROVIDED

- Provide internal and external decision-makers with research-based information supporting the impact of teaching and learning in and through the arts
- Assess state laws and policies and communicate results to decision-makers to assure Minnesota’s compliance with federal laws associated with arts education
- Conduct research and analytical services for internal agency divisions and school district leaders seeking to expand, enhance, or change the delivery of arts education to meet emerging needs

- Monitor school district shifts regarding arts education including: per-pupil spending for arts education, best practices, use of licensed arts teachers, student access to arts instruction, and inclusion of arts education in district strategic plans
- Provide information to managers so they are able to perform their responsibilities, including daily security reports, monthly financial statements, communication updates, and biweekly human resource reports
- Conduct quarterly reviews of internal controls, risk management procedures, and facilities
- Ensure employees within their departments have the expertise, training, resources, and authority to achieve their goals. Members of the leadership team are directors of: human resources, administrative management, finance, program, communications, and administration.

Advocacy for Minnesota Arts Education: Research continues to come forward demonstrating the impact of arts education in schools. Many organizations conduct national studies to determine accessibility to arts education and examine policy actions taken by individual states. In December 2015, passage of the Every Student Succeeds Act (ESSA) by Congress included language for implementation of arts education as meeting a “well-rounded education”. The Center works with the Minnesota Department of Education, the Governor, and the Minnesota Legislature to maintain appropriate laws and policies as a means to support arts education in Minnesota schools.

RESULTS

Benchmark – Improve system for collection of revenues

The Perpich Center has made steady improvement in policies and practices for internal controls and stewardship of public funds, including facility lease, staff and student food accounts, student activity fees and residence hall fees. Process improvements have been made to improve the collection of revenues associated with the arts high school without increasing student fees.

Indicators:

- Communication to parents
- Options for payment
- Review committee for assistance and/or fee reduction

Performance Measure: Collection of Revenues

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Date</i>	<i>Current</i>	<i>Date</i>
Quality	Total Revenues Collected	75%	9/20	78%	9/21

M.S. 129C (<https://www.revisor.mn.gov/statutes/cite/129C>)
 M.S. 43A.38 (<https://www.revisor.mn.gov/statutes/cite/43A.38>)
 M.S. 16A.057 (<https://www.revisor.mn.gov/statutes/cite/16A.057>)
 Perpich Board Bylaws
 Perpich Board Policies

Agency Operation

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base		Governor's Recommendation	
					FY24	FY25	FY24	FY25
<u>Expenditures by Fund</u>								
1000 - General	2,340	3,276	2,456	2,803	2,575	2,575	3,913	2,949
2000 - Restrict Misc Special Revenue	22	7	19	46	194	39	194	39
2403 - Gift	1	0		5	5	5	5	5
Total	2,362	3,284	2,474	2,854	2,774	2,619	4,112	2,993
Biennial Change				(318)		65		1,777
Biennial % Change				(6)		1		33
Governor's Change from Base								1,712
Governor's % Change from Base								32

Expenditures by Category

Compensation	1,392	1,489	1,548	1,730	1,565	1,565	1,753	1,873
Operating Expenses	925	1,361	907	1,112	1,049	1,049	2,199	1,115
Other Financial Transaction	45	434	20	12	160	5	160	5
Total	2,362	3,284	2,474	2,854	2,774	2,619	4,112	2,993

Full-Time Equivalents

	15.26	14.79	15.20	15.17	14.17	13.17	15.67	15.07
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Agency Operation

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25		Governor's Recommendation FY24 FY25	
1000 - General								
Balance Forward In		480		233				
Direct Appropriation	2,713	2,466	2,563	2,570	2,575	2,575	3,913	2,949
Transfers In	246	472	125					
Transfers Out	150	26						
Cancellations		115						
Balance Forward Out	469		233					
Expenditures	2,340	3,276	2,456	2,803	2,575	2,575	3,913	2,949
Biennial Change in Expenditures				(358)		(109)		1,603
Biennial % Change in Expenditures				(6)		(2)		30
Governor's Change from Base								1,712
Governor's % Change from Base								33
Full-Time Equivalents	15.19	14.71	15.17	15.17	14.17	13.17	15.67	15.07

2000 - Restrict Misc Special Revenue

Balance Forward In	307	298	294	294	268	94	268	94
Receipts	13	3	19	20	20	20	20	20
Balance Forward Out	298	294	294	268	94	75	94	75
Expenditures	22	7	19	46	194	39	194	39
Biennial Change in Expenditures				36		168		168
Biennial % Change in Expenditures				123		261		261
Governor's Change from Base								0
Governor's % Change from Base								0
Full-Time Equivalents	0.07	0.08	0.03					

2403 - Gift

Balance Forward In	20	24	24	25	23	21	23	21
Receipts	5	1	1	3	3	3	3	3
Balance Forward Out	24	24	25	23	21	19	21	19
Expenditures	1	0		5	5	5	5	5
Biennial Change in Expenditures				4		5		5
Biennial % Change in Expenditures				537				
Governor's Change from Base								0
Governor's % Change from Base								0

Program: Arts Education

Activity: Perpich Arts High School

<https://perpich.mn.gov/arts-high-school/>

AT A GLANCE

- Statewide, residential public high school for 11th and 12th grade students.
- Rigorous academic programs with offerings in six art areas: dance, literary, media, music, theater, and visual.
- 25% of families receive financial assistance to support attendance.
- 24% students of color.

PURPOSE AND CONTEXT

The Perpich Arts High School is a statewide, public school with a residential component that serves 11th and 12th grade students. The purpose is to empower students who have a passion for the arts to participate creatively, critically, and confidently in the global community. Students who wish to attend the school go through a competitive application and review process.

Those accepted have shown artistic promise and a strong commitment to learning in an environment that supports rigorous academic programs.

This innovative, statewide school attracts students from all over the state who represent all aspects of Minnesota's demographics, including ethnic diversity, underserved youth, and families suffering economic hardship. We support a learning environment that is sharply focused on student artistic growth, personal leadership, and academic achievement.

The arts high school sponsors an internal college fair each fall where students are able to meet with college representatives from around the country, presenting their portfolio and transcript information. Many are granted immediate acceptance and scholarships from these visits, benchmarking our success in preparing students for college and for careers. Feedback from college admissions counselors show that arts high alums do well because they participate in their education, accept responsibility, and thrive on learning.

SERVICES PROVIDED

The Perpich Arts High School provides:

- Opportunity for Minnesota junior and senior students to attend a school focused on teaching and learning in and through the arts.
- A model community where students thrive in an innovative, challenging, and safe learning environment

As a result, Perpich graduates 98-100% of students annually and places 60-70% directly into 2-4 year colleges.

Perpich also engages in teacher evaluation and continuous improvement:

- Perpich teachers engage in continuous improvement planning through a Professional Learning Community process. The school is re-accredited every five years with ongoing benchmark goals and curriculum evaluation in between accreditation years.
- Perpich teachers develop competencies that all Perpich students are expected to demonstrate prior to graduation:
 - Maker of art

- Innovator
- Resource savvy
- Keen observer
- Empathetic collaborator
- Articulate communicator
- Engaged citizen
- Culturally competent
- Fluent critical and creative thinker
- Disciplinary thinker
- Problem framer and solver
- Decision maker and forward planner
- Self-knowledgeable
- Productive and accountable
- Devoted to improving

The Perpich Arts High School is committed to developing capacity of teachers, staff, and students with regards to racial equity and inclusion. The school is engaging in this work through professional development series, partnership with racial equity and educational organizations, school-wide forums, and strategic planning.

RESULTS

Benchmark – Student Achievement

Preparing students for post-secondary education and careers commensurate with their abilities and desires has long been a tradition at the Arts High. A two-year program today makes it imperative for us to support rigorous academic program with standards related to those in colleges seeking our students.

Indicators:

- Graduation rates
- Achievement in academics. Perpich Arts High uses numerous methods to determine achievement in its academic programs, including AP scores and College in the Schools participation. The table below includes a representative sample measurement of student achievement in an AP class.
- State and national achievement awards
- ACT Scores

***Note:** These indicators all reflect the impact of spending March 2020 through the end of the 2019-20 school year in emergency remote learning.

<i>Type of Measure</i>	<i>Name of Measure</i>	2020	2021
Quantity	Graduation Rate	100%	100%
Quality	English Lit & Comp Mean AP Score	3.0	3.66
Quantity	State, national awards	73	62
Quality	ACT Composite	21.7	21.9

M.S. 129C.10 (<https://www.revisor.mn.gov/statutes/cite/129C.10>)

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base		Governor's Recommendation	
					FY24	FY25	FY24	FY25
<u>Expenditures by Fund</u>								
1000 - General	3,303	3,529	3,680	3,896	3,795	3,795	4,117	4,322
2000 - Restrict Misc Special Revenue	182	29	36	333	360	360	360	360
3000 - Federal	21	35	68	90	27	27	27	27
Total	3,506	3,593	3,784	4,319	4,182	4,182	4,504	4,709
Biennial Change				1,004		261		1,110
Biennial % Change				14		3		14
Governor's Change from Base								849
Governor's % Change from Base								10

Expenditures by Category

Compensation	3,169	3,244	3,398	3,826	3,711	3,711	4,033	4,238
Operating Expenses	328	315	374	483	471	471	471	471
Other Financial Transaction	9	33	11	10				
Total	3,506	3,593	3,784	4,319	4,182	4,182	4,504	4,709

Full-Time Equivalents

	29.57	29.31	30.42	30.42	27.62	26.62	30.22	29.82
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(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25		Governor's Recommendation FY24 FY25	
1000 - General								
Balance Forward In		30		101				
Direct Appropriation	3,367	3,579	3,623	3,795	3,795	3,795	4,117	4,322
Transfers In	78	41	200					
Transfers Out	112	121	42					
Cancellations		1						
Balance Forward Out	30		101					
Expenditures	3,303	3,529	3,680	3,896	3,795	3,795	4,117	4,322
Biennial Change in Expenditures				744		14		863
Biennial % Change in Expenditures				11		0		11
Governor's Change from Base								849
Governor's % Change from Base								11
Full-Time Equivalents	28.20	28.43	28.81	28.81	26.01	25.01	28.61	28.21

2000 - Restrict Misc Special Revenue

Balance Forward In	460	435	527	702	586	444	586	444
Receipts	148	115	210	217	218	218	218	218
Balance Forward Out	426	522	702	586	444	302	444	302
Expenditures	182	29	36	333	360	360	360	360
Biennial Change in Expenditures				158		351		351
Biennial % Change in Expenditures				75		95		95
Governor's Change from Base								0
Governor's % Change from Base								0
Full-Time Equivalents	1.37	0.88	1.61	1.61	1.61	1.61	1.61	1.61

3000 - Federal

Balance Forward In	0							
Receipts	21	35	69	90	27	27	27	27
Balance Forward Out			0					
Expenditures	21	35	68	90	27	27	27	27
Biennial Change in Expenditures				102		(104)		(104)
Biennial % Change in Expenditures				181		(66)		(66)
Governor's Change from Base								0
Governor's % Change from Base								0

Program: Arts Education

Activity: Professional Development and Resource Programs

<https://perpich.mn.gov/professional-development/>

AT A GLANCE

- The Professional Development and Resource Programs (PDR) group offers statewide technical assistance and professional development to arts educators, administrators, and non-arts educators. Opportunities include workshops, seminars, networking/sharing meetings, article or book studies, multi-district Professional Learning Communities (PLCs), and demonstration school visits.
- The PDR group hosts annual statewide conferences focused in areas such as contributions of Minnesota American Indian tribes and communities and arts integration.
- The four arts education specialists respond to teacher and administrator requests for specific, customized arts-focused technical assistance, consultation, and professional development.
- The arts education specialists also provide intensive technical assistance and professional development to support implementation of the new 2018 Minnesota Academic Standards in the Arts, this in collaboration with Minnesota Department of Education.
- The Regional Arts Teacher-Leader network (RAT-L) director leads a multi-year cohort of arts educators, representing all nine Service Cooperative regions. Their work focuses on the development of arts leadership skills. Many of these arts educators also open their classrooms as demonstration schools. The RAT-L director also supports the Arts Education Data Project in partnership with Creative Minnesota and the Minnesota Department of Education.
- The Comprehensive Arts Planning Program (CAPP) director leads a cohort of eight school district committees in an extensive two-year process of strategic planning, through which districts work to improve their K-12 arts education programs.

PURPOSE AND CONTEXT

The primary goal of Professional Development and Resource Programs (PDR) is to *build teacher and administrator capacity statewide so that they can provide innovative, inclusive, standards-based, measurable, and student centered learning in and through the arts.*

Four Arts Education Specialists (two part-time and two full-time) provide innovative, inclusive, standard-based, student-centered professional development for individual teachers, school districts, schools, teachers, and administrators statewide.

A Director of the Comprehensive Arts Planning Program (CAPP) assists selected school districts with multi-year strategic planning – establishing district planning committees that work with district educators as well as community members and artists to develop a vision, mission, and plan for the District arts education programs.

The Regional Center Director coordinates the Regional Arts Teacher-Leader network of more than 60 teachers as well as the demonstration schools program – increasing the capacity of teachers and administrators to deliver high quality arts education and provide professional development opportunities from within their regions.

As schools and communities address education gaps, opportunity gaps and issues of access and equity, PDR assists with providing culturally diverse learning opportunities and resources to meet student and teacher needs to fulfill the arts standards and build strong arts programs.

SERVICES PROVIDED

The PDR group:

- Facilitates professional development and technical assistance for arts educators, administrators, and non-arts educators to strengthen the delivery of arts education statewide.
- Develops curriculum, instruction, and assessment models in the five arts areas in state standards.
- Collaborates with Minnesota Department of Education to support implementation of the new 2018 K-12 Minnesota Academic Standards in the Arts.
- Leads action research on topics of interest to arts educators.
- Facilitates peer visits by arts educators at demonstration schools.
- Supports the development of arts leadership skills statewide through the RAT-L network.
- Leads strategic planning work for eight selected school district committees through the CAPP program.
- Supports the Arts Education Data Project in partnership with Creative Minnesota and the Minnesota Department of Education.

Due to the pandemic, the vast majority of PDR events have moved to synchronous, online meetings. The PDR group is also starting to build a library of recorded, asynchronous learning. Even so, the most effective work in schools and districts sometimes is still accomplished face-to-face.

RESULTS

Benchmark – Provide professional development and technical services for arts educators across the state.

Indicators:

- Specialists in Dance, Music, Theater, Visual, and Media Arts provide discipline-specific services to arts educators, administrators, and non-arts educators across the state.
- Director of Comprehensive Arts Planning Program (CAPP) works with eight selected school districts across the state in strategic planning.
- Director of Regional Centers works with Regional Arts Teacher-Leaders (RAT-L) and demonstration schools, representing all nine service cooperatives.

Performance Measures for FY21 and FY22 are displayed below, although not all programs and services were the same each year for exact comparison.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY21</i>	<i>FY22</i>
Quantity	Number of Professional Development events	412	411
Quantity	School districts served	314	209
Quantity	Educators served in schools	2,140	1,019
Quantity	Arts educators served	1,738	873
Quantity	Non-arts educators served	402	146
Quantity	Administrators served	52	46

Data can be accessed at:

<https://docs.google.com/spreadsheets/d/1D4ScOt0glwV5Zk6nx38s29pjtxpGcRVoNIT1z1CV8e0/edit#gid=0>

M.S 129C.15 RESOURCE, MAGNET, AND OUTREACH PROGRAMS

(<https://www.revisor.mn.gov/statutes/cite/129C.15>)

M.S.129C.25-26 COMPREHENSIVE ARTS PLANNING PROGRAM (<https://www.revisor.mn.gov/statutes/cite/129C>)

Professional Development and Resource Programs

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base		Governor's Recommendation	
					FY24	FY25	FY24	FY25
<u>Expenditures by Fund</u>								
1000 - General	1,046	978	888	1,210	1,162	1,162	1,189	1,206
2000 - Restrict Misc Special Revenue	4	0	0	6	6	6	6	6
3000 - Federal	68							
Total	1,119	978	888	1,216	1,168	1,168	1,195	1,212
Biennial Change				7		232		303
Biennial % Change				0		11		14
Governor's Change from Base								71
Governor's % Change from Base								3

Expenditures by Category

Compensation	856	804	748	974	929	929	956	973
Operating Expenses	263	160	138	242	239	239	239	239
Other Financial Transaction	1	14	2					
Total	1,119	978	888	1,216	1,168	1,168	1,195	1,212

Full-Time Equivalents

	7.37	6.76	6.50	6.50	6.00	6.00	6.20	6.20
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Professional Development and Resource Programs

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base		Governor's Recommendation	
					FY24	FY25	FY24	FY25
1000 - General								
Balance Forward In		106		48				
Direct Appropriation	1,213	1,238	1,219	1,162	1,162	1,162	1,189	1,206
Transfers In	85	0						
Transfers Out	147	366	283					
Cancellations		0						
Balance Forward Out	104		48					
Expenditures	1,046	978	888	1,210	1,162	1,162	1,189	1,206
Biennial Change in Expenditures				73		226		297
Biennial % Change in Expenditures				4		11		14
Governor's Change from Base								71
Governor's % Change from Base								3
Full-Time Equivalents	7.14	6.76	6.50	6.50	6.00	6.00	6.20	6.20

2000 - Restrict Misc Special Revenue

Balance Forward In	15	13	13	14	11	9	11	9
Receipts	2	0	1	3	4	4	4	4
Transfers Out			0					
Balance Forward Out	13	13	14	11	9	7	9	7
Expenditures	4	0	0	6	6	6	6	6
Biennial Change in Expenditures				2		6		6
Biennial % Change in Expenditures				43		99		99
Governor's Change from Base								0
Governor's % Change from Base								0

3000 - Federal

Balance Forward In	23							
Receipts	45							
Expenditures	68							
Biennial Change in Expenditures				(68)		0		0
Biennial % Change in Expenditures								
Governor's Change from Base								0
Governor's % Change from Base								
Full-Time Equivalents	0.23							

Perpich Center for Arts Education

Federal Funds Summary

(Dollars in Thousands)

Federal Agency and CFDA #	Federal Award Name and Brief Purpose	FY 2022 Actual	FY 2023 Budget	FY 2024 Base	FY 2025 Base	Required State Match or MOE?	FTEs
US Department of Education CFDA 84.027A	Federal Special Education Reimbursement, granted from MDE	\$ 27	\$ 27	\$ 27	\$ 27	No	-
Governor's Discretionary American Rescue Plan (ARP) Funds	Summer academic and mental health support, granted from MDE	\$ 3	\$ -	\$ -	\$ -	No	-
Coronavirus Aid, Relief, and Economic Security (CARES) Act	Expanded summer programming, granted from MDE	\$ 0	\$ 43	\$ -	\$ -	No	-
Office of Elementary and Secondary Education CFDA 84.425D	ESSER II - Educational technology, granted from MDE	\$ 10	\$ -	\$ -	\$ -	No	-
Epidemiology Laboratory Capacity (ELC) Reopening Schools Grant supported through the American Rescue Plan (ARP) Act	Minnesota COVID-19 School Testing Program Grant, granted from MDE	\$ 28	\$ 20	\$ -	\$ -	No	-
Federal Fund – Agency Total		\$ 68	\$ 90	\$ 27	\$ 27		-

Narrative

For the current federal funds summary, Perpich Center for Arts Education receives all federal funds as pass through grants from the Minnesota Department of Education (MDE). All of the federal funds from MDE that the agency receives are in support of the Arts High School.

Only one of the grants will continue into the next biennium and beyond. That grant is the federal reimbursement for special education (SPED) expenses. Perpich Center uses the SPED grant to help fund the cost of having a special education director on contract but these funds are flexible in eligible expenses.

The other grants on the summary are related to pandemic grant opportunities that the agency was eligible for through MDE. The two current pandemic related grants in the current fiscal year are summer academic and mental health support grant and the other is the COVID-19 school testing program grant. The summer grant is planned to enhance/expand a summer program at Perpich. The testing program grant will cover the salary costs of administering a testing program as well as the supplies necessary for the program. Perpich will also look to purchase air purification systems for commonly used spaces. Both of these grants have flexibility on the uses of funds. Perpich is required to submit a budget proposal to MDE for our intended uses.