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MINNESOTA SCHOOL AND RESOURCE CENTER FOR THE ARTS
"A STATEWIDE PUBLIC SCHOOL"

1986 Progress Report

Prepared for:
The Education Committees of the Legislature

Prepared by:
Board of Directors
Minnesota School and Resource Center for the Arts

February 1, 1986

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ATTACHMENTS

1. Board Agendas and Minutes.
2. 1984 Task Force Report
3. Resource Center Advisory Council Agendas and Minutes
4. 1985-86 Work Plan-Planning for a School for the Arts
and Resource Center.
5. Resource Center Demonstration Model for 1986 Programs.
6. Draft Budget for F.Y. 1987

I. INTRODUCTION

The 1985 Legislature requested, as part of the enabling legislation for the Minnesota School and Resource Center for the Arts, that a progress report be prepared which would outline the activities of the Board of Directors, the Resource Center and planning for the School of the Arts.

Specifically, the Legislature requested:

"By February 1 of 1986 and 1987, the board of the school of the arts and resource center shall report to the education committees of the legislature on the activities of the board, activities of the resource center and planning for the school of the arts. The 1987 report shall include recommendations about the continuation of the school of the arts and resource center."

The legislation and funding for the Minnesota School and Resource Center for the Arts was part of a comprehensive package that provided nearly 5 million dollars, over the next two years, for improving and enhancing elementary and secondary arts education. This package had four major components:

1. Elementary Arts Education Aid - \$1,980,000

All school districts will receive \$2.25 per elementary school student. These funds will enable schools to expand and enhance their arts education programs.

2. Comprehensive Arts Planning Program - \$200,000

This program authorizes the establishment of 30 new Comprehensive Arts Planning Sites (CAPP). These sites establish local community/school planning and programming committees to develop plans for improving arts education in their communities.

3. Artists in the Schools - \$154,800

Through funds provided to the Minnesota State Arts Board this program will allow the continuation and expansion of programs which allow artists to establish ongoing relationships with schools and students.

4. School and Resource Center for the Arts - \$2,661,000

The authorizing legislation creates a 15 member Board which has the responsibility for planning for a School for the Arts and the operation, by the summer of 1986, of a Resource Center. The Resource must offer at least summer institutes and inservice workshops for teachers.

During the first six months the Board, through the establishment of the Resource Center and the Resource Center Advisory Council, has attempted to provide a critical link among these programs. Specific emphasis has been placed on development of a coordinated arts education process which encompasses quality elementary arts programs, comprehensive school-community planning, enhanced and expanded opportunities for both students and teachers through the Resource Center and finally a comprehensive arts high school (grades 9-12).

The Board of the Minnesota School and Resource Center for the Arts believes that the 1985 Arts Legislation is the most far-reaching in the country and one that will make Minnesota truly unique in providing arts opportunities for its children and young adults.

II. EXECUTIVE SUMMARY

The Charge:

"By February 1, 1986, the Board of the School of the Arts and Resource Center shall report to the Education Committees of the Legislature..."

The Findings:

Findings Related to the Activities of the Board including planning for a School for the Arts

- o The Board for the Minnesota School and Resource Center for the Arts has been appointed and has met monthly since October 1985. The major focus of the Board's activities has been the establishment of a Comprehensive Resource Center, the selection of a core staff and planning for a School of the Arts. (See Attachment 1)

- o Interest in activities of the Minnesota School and Resource Center for the Arts has been extensive. Nearly 175 individuals applied for the 25 positions on the Resource Center Advisory Council, more than 250 individuals and organizations have requested that they be placed on the mailing list and over 600 individuals requested information and application forms for either the Director and Resource Center Coordinator positions. The Board is currently reviewing 142 applications for the Director's position and 165 applications for the Coordinator's position.

- o Temporary offices have been obtained in St. Paul at the Gallery Tower Building. The Gallery Tower is part of the Science Museum of Minnesota complex and the offices share an atrium area with the Arts and Science Center. Nearly 750,000 people visit the center yearly.

- o Core staff have been employed in the unclassified and classified service. These include, in the unclassified service, the Assistant to the Director, Assistant to the Resource Center Coordinator and a Special Assistant for Program Planning and Research. Two support staff are in the process of being hired in the classified service. The Department of Education, under the provisions of the enabling legislation, is providing administrative support until such time as a permanent Director and Coordinator are hired.

- o Groups of 3-4 Board members are in the process of visiting existing Arts Schools and Resource Centers. These visits are preceded by a comprehensive request for information. During the 1-2 day visit Board members meet with members of the administration, faculty, students and parents to determine the most effective methods of operating a school and resource center.

- o The Board has adopted a mission statement which will be used to guide future planning. The mission statement is as follows:

"The Minnesota School and Resource Center for the Arts is a statewide public school and resource center for the visual, performing and literary arts. In partnership with all public

schools, its purpose is to provide expanded opportunities in the creative and interpretive arts to meet the needs of the students of Minnesota. Committed to both academic and artistic excellence, it will serve Minnesota's education system by providing:

- o A dynamic environment for students throughout Minnesota's public school system to develop their artistic talent, intellectual abilities, human character and their interrelation to the broader community.
 - o Expanded opportunities for students to improve their abilities to engage in the creative process.
 - o Continuing education and support for professional educators and artists.
 - o Interaction with arts and community organizations throughout Minnesota."
- o The Board has carefully reviewed the recommendations of the 1984 Arts Task Force. The task force reported on the following areas:
- administration and staffing
 - curriculum components including
 - academic areas

- student selection procedures
- transportation and housing
- capital and operations costs
- the ability to serve as a statewide resource center, and
- site selection criteria.

Present plans envision the refinement of these basic statements and the development of a comprehensive plan for the establishment of a school for the arts serving grades 9-12. This plan will be presented to the 1987 Legislature. (See Attachment 2)

Findings Related to the Activities of the Resource Center

- o A 25 member Resource Center Advisory Council has been appointed by the Board and has met monthly since November 1985. Its membership represents a balance of artists and educators and rural and metropolitan interests. (See Attachment 3)

- o The Resource Center Advisory Council has developed a model for the 1986 Summer programs for students and teachers. Programs in theater, dance, music and the literary, media and visual arts will be designed and implemented. Programs will extend into the traditional school year, thus allowing greater continuity with existing programs.

- o The Resource Center Advisory Council's planning activities for comprehensive extension programs has generated significant interest and many new ideas, by a wide variety of educational and arts organizations. These include public postsecondary systems, nonprofit arts organizations and public school districts. Through this partnership, a coordinated delivery system can be developed which will provide expanded and equalized arts education opportunities for all students and teachers in the state.

III. Historical and Legislative Background

For several decades, arts education has been considered an essential component of the total education of Minnesota students. While there have been changes in emphasis and objectives in each of the arts areas over the years, significant effort has been made by educators and citizens to strengthen the role of the arts in school programs during the last ten years. Highlights of some of these efforts include:

1973: Formation of the Minnesota Alliance for Arts in Education

Through funds provided by the National Alliance for Arts in Education, an outreach program of the John F. Kennedy Center for the Performing Arts, the Minnesota Alliance for Arts in Education (MAAE) was organized within the Minnesota Department of Education in 1973. The MAAE board of directors was composed of educators, artists and citizens concerned with arts education, with the objective of achieving "statewide effort to develop, coordinate and implement a comprehensive arts education program for students in the State of Minnesota."

1976: Governor's Commission on the Arts

The Governor's Commission on the Arts conducted a survey in 1976 to determine the status of arts resources in Minnesota. In its report, "Minnesota: State of the Arts" the Commission investigated the roles of arts organizations,

artists and the education system in the arts community. The Commission viewed arts education as basic to the total education of all students, and recognized that public schools often provide the only opportunities for many students to learn about the arts. The Commission recommended that current education funds be shifted and used to employ licensed arts specialists at the elementary level, and that more inservice training in the arts be provided for elementary classroom teachers. The Commission also recommended that the Minnesota Department of Education implement a continuous assessment of arts education.

1977: Minnesota Plan for Arts in Education

The "Minnesota Plan for Arts in Education" was written in 1977 by the Department of Education and the Minnesota Alliance for Arts in Education with funds from the United States Office of Education. The plan was designed as a model for state and local education agencies, and outlined several objectives for improving arts education in Minnesota. The plan was approved by the Minnesota State Board of Education in 1978.

1978: Minnesota Alliance for Arts in Education

The Minnesota Alliance for Arts in Education (MAAE) became an independent organization. In addition to federal and state grants, MAAE has sought and received funding from the private sector and in 1984-85 has an annual budget of \$155,000.

1979: Minnesota Statewide Assessment

In 1979, the Minnesota Department of Education expanded its assessment program to include testing in the arts. The Department tested writing in 1979-80, music in 1980-81 and visual art in 1981-82.

1979: Ad Hoc Minnesota School for the Arts Committee

With funding provided by the Northwest Area Foundation, Dr. William Jones, Director of the Greater Twin Cities Youth Symphonies, chaired a two-year study of the feasibility of a statewide arts high school. Artists, educators and citizens attended several conferences where leaders of arts high schools around the country were brought in as guest speakers/consultants. A prospectus on the proposed Minnesota School for the Arts was published and distributed in December 1980.

Legislative action was not requested in 1981 because of the budget problems that year. The committee renewed its activity in 1983, updated the prospectus and distributed it to the Governor, key legislators and the Governor-appointed Arts Education Task Force.

1981 Legislative Action

In 1981, a bill was introduced in the Legislature and supported by the Minnesota Alliance for Arts in Education to appropriate \$200,000 for competitive grants to school districts for developing local comprehensive arts

education plans. Grants of up to \$20,000 per district were to be awarded by the Council on Quality Education (CQE). Hearings involving educators, citizens and students were held in the Education Committees, but, as a whole, the bill failed to pass. A section of the bill did pass, requesting that the Department of Education conduct a needs assessment of arts education, and report back to the Legislature in January 1983.

In May 1982 a statewide survey was conducted of arts teachers seeking information on local arts programs. The information obtained from the survey was published in "Arts Education in Minnesota: 1982 Status Report." This report was delivered to the Legislature in January 1983, and was widely distributed in Minnesota.

1983: Legislative Action

The 1983 Legislature passed the Comprehensive Arts Planning Program (CAPP) bill. CAPP grants were awarded to 30 school districts to improve arts education in their individual districts. Each district formed a community-based team of eight persons representing the district and the community to plan, develop and promote comprehensive arts education in the district. The CAPP committee participated in various training sessions provided by the Minnesota Department of Education, the Minnesota State Arts Board and the Minnesota Alliance for Arts in Education staff, as well as received written materials developed by the staff of the same organizations. The CAPP districts have either completed or are currently involved in three major types of activities, including needs assessment, development of a

five-year comprehensive arts plan and curriculum development/improvement projects. CAPP committee chairpersons and members generally agreed that the CAPP program should continue in their districts, as well as statewide.

1984: Governor's Commission on Economic Vitality in the Arts

The February 1984 preliminary report by this Commission offered twenty-nine recommendations pertaining to the interdependence of the arts and the total economy of Minnesota. Several of these recommendations dealt with education in some way, including the creation of a High School for the Arts, the placing of "arts ombudsmen" in school districts and expanding Master of Fine Arts programs in colleges subsidizing school performances by artists.

1984: Legislative Action

The 1984 Legislature, in response to increasing concerns about the status of arts education in Minnesota schools, directed the Department of Education to prepare a report and make recommendations for improving arts education in elementary and secondary schools. Specific recommendations included the continuation and expansion of the Comprehensive Arts Planning Program, a elementary arts education aid, continued funding of artists in the school programs and funding for a state school for the arts and resource center.

1985: Legislative Action

The 1985 legislature authorized the creation and funding of Board of Directors for a Minnesota School and Resource Center for the Arts.

Specific provisions of the enabling legislation, M.S. 129C.10, as follows:

Subdivision 1. [GOVERNANCE.] The board of the Minnesota school of the arts and resource center shall consist of 15 persons. The members of the board shall be appointed by the governor with the advice and consent of the senate. At least one member must be appointed from each congressional district.

Subd. 2. [TERMS, COMPENSATION, AND OTHER.] The membership terms, compensation, removal of members, and filling of vacancies shall be as provided for in section 15.0575. A member may serve not more than two consecutive terms.

Subd. 3. [POWERS AND DUTIES OF BOARD.] The board has the powers necessary for the care, management, and control of the Minnesota school of the arts and resource center. The powers shall include, but are not limited to, the following:

(1) to employ and discharge necessary employees, and contract for other services to ensure the efficient operation of the school and resource center;

(2) to establish a charitable foundation and accept, in trust or otherwise, any gift, grant, bequest, or devise for educational purposes and hold, manage, invest, and dispose of them and the proceeds and income of them according to the terms and conditions of the gift, grant, bequest, or devise and its acceptance;

(3) to establish or coordinate evening, continuing education, extension, and summer programs through the resource center for teachers and pupils;

(4) to develop and pilot test an interdisciplinary education program. An academic curriculum must be offered with special programs in dance, literary arts, media arts, music, theater, and visual arts in both the popular and fine arts traditions;

(5) to determine the location for the Minnesota school of the arts and resource center and any additional facilities related to the school, including the authority to lease a temporary facility;

(6) to plan for the enrollment of pupils to ensure statewide access and participation;

(7) to establish advisory committees as needed to advise the board on policies and issues; and

(8) to request the commissioner of education for assistance and services.

Subd. 4. [EMPLOYEES.] (1) The board shall appoint a director of the school of the arts and resource center who shall serve in the unclassified service.

(2) The board shall employ, upon recommendation of the director, a coordinator of the resource center who shall serve in the unclassified service.

(3) The board shall employ, upon recommendation of the director, up to six department chairpersons who shall serve in the unclassified service. The chairpersons shall be licensed teachers unless no licensure exists for the subject area or discipline for which the chairperson is hired.

(4) The board may employ other necessary employees, upon recommendation of the director.

The employees hired under this subdivision and other necessary employees hired by the board shall be state employees in the executive branch.

Subd. 5. [RESOURCE CENTER.] Beginning in the 1985-1986 school year, the resource center shall offer programs that are directed at improving arts education in elementary and secondary schools throughout the state. The programs offered shall include at least summer institutes offered to pupils in various regions of the state, inservice workshops for teachers, and leadership development programs for teachers. The board shall establish a resource center advisory council composed of elementary and secondary arts educators, representatives from post-secondary educational institutions, department of education,

state arts board, regional arts councils, educational cooperative service units, school district administrators, parents, and other organizations involved in arts education. The advisory council shall include representatives from a variety of arts disciplines and from various areas of the state. The advisory council shall advise the board about the activities of the center. Programs offered through the resource center shall promote and develop arts education programs offered by school districts and arts organizations and shall assist school districts and arts organizations in developing innovative programs. The board may contract with nonprofit arts organizations to provide programs through the resource center. The advisory council shall advise the board on contracts and programs related to the operation of the resource center.

Report

By February 1 of 1986 and 1987, the board of the school of the arts and resource center shall report to the education committees of the legislature on the activities of the board, activities of the resource center, and the planning for the school of the arts. The 1987 report shall include recommendations about continuation of the school of the arts and resource center.

Appropriation

For the purpose of making a grant to the Minnesota school of the arts and resource center there is appropriated:

\$ 491,000.....1986,

\$2,170,000.....1987.

The unencumbered balance remaining from fiscal year 1986 shall not cancel but shall be available for fiscal year 1987.

For fiscal years 1986 and 1987 a complement of 13 is authorized for the school of the arts and resource center. Of this complement, eight are in the categories of director, coordinator, and department chairs.

IV. Activities of the Board of Directors and Planning for a School for the Arts (October 1985 - January 1986)

This section will follow the relevant provisions of the enabling legislation. It is hoped that this format will provide a clearer picture of the activities of the Board relative to the specific Legislative charge.

Subdivision 1 - GOVERNANCE

The board of the Minnesota school of the arts and resource center shall consist of 15 persons. The members of the board shall be appointed by the governor with the advice and consent of the Senate. At least one member must be appointed from each congressional district.

The Governor appointed the following persons to the Board:

Roland Amundson, Congressional District	5
Marilyn Berg, Congressional District	4
Gordon Bird, Congressional District	2
Reginald T. Buckner, Congressional District	3
Jack R. Fena, Congressional District	8
Flo Grieve, Congressional District	4
Owen R. Husney, Congressional District	6
Mary Ingebrand-Pohlada, Congressional District	3
Alexandra L. Jacobs, Congressional District	6
Margaret W. Marvin, Congressional District	7

Sarah Nesson, Congressional District	3
Ruth E. Roitenberg, Congressional District	5
Harry Sieben, Jr., Congressional District	3
Nancy Vollertsen, Congressional District	1
Jon Wefald, Congressional District	4

The Board elected Jon Wefald as the Chair and Ruth Roitenberg as the Vice Chair. In addition, an Executive Committee, Communications Committee and Curriculum Committee have been formed.

Confirmation of these appointments will be requested during the 1986 Legislative session.

Subdivision 3 - POWER AND DUTIES OF THE BOARD

- 1) to employ and discharge necessary employees, and contract for other services to ensure the efficient operation of the school and resource center

The Board has employed a core staff. Three members have been employed in the unclassified service. They include the Assistant to the Director, Assistant to the Resource Center Coordinator and a Assistant for Program Planning and Research. Two additional support staff are in the process of being hired in the classified service.

Present plans are to hire a Director for the School and Resource Center at the Board's February 19, 1986 meeting. One hundred forty-two (142) applications were received for this position. Upon successful hiring of the Director, the Resource Center Coordinator will be selected. Currently 165 applications are on file for this position. Specific plans for the 1986-87 school year include the hiring of six department chairs, by June 1986, for the specified arts disciplines. The department chairs will work with the Director and Board on planning for the school and with the Resource Center Coordinator on extension programs. (See Attachment 4)

- 2) to establish a charitable foundation and accept, in trust or otherwise, any gift, grant, bequest, or devise for educational purposes and hold, manage, invest, and dispose of them and the proceeds and income of them according to the terms and conditions of the gift, grant, bequest, or devise and its acceptance

The Board, at its October 30, 1985 meeting, authorized the establishment of a Charitable Foundation. The Foundation will become a critical vehicle for the establishment of the Minnesota School of the Arts. During the Spring of 1986 plans are to appoint the trustees of the Foundation.

- 3) to establish or coordinate evening, continuing education, extension, and summer programs through the resource center for teachers and students

This area has been referred to the Resource Center Advisory Council. The Resource Center is developing procedures and models to assure appropriate programs for students and teachers.

- 4) to develop and pilot test an interdisciplinary education program.
An academic curriculum must be offered with special programs in dance, literary arts, media arts, music, theater, and visual arts in both the popular and fine arts traditions;

The development and testing of an interdisciplinary program will be contingent on the hiring of the six department chairs. This area will receive major attention during the 1986-87 school year. The 1984 Arts Task Force Report, materials obtained from other Arts Schools and Resource Centers and other research information will provide the basis for the development of the education programs.

(See Attachment 4)

- 5) to determine the location for the Minnesota school of the arts and resource center and any additional facilities related to the school, including the authority to lease a temporary facility;

The major focus of activities during the first five months has been the establishment of the Resource Center. A specific process for developing the criteria which will determine the location of the School for the Arts and Resource is just beginning. The 1984 Arts

Task Force conducted a preliminary site selection process. Results of that process will be used by the Board as a foundation for making the final selection. Temporary facilities have been leased in the Gallery Tower building in St. Paul. The Gallery Tower is part of the Science Museum of Minnesota complex and will provide sufficient space for the operation of the Resource Center and planning activities for the School. The lease expires on June 30, 1987, with an option to extend the lease on a year by year basis through 1989. (See Attachment 4)

7. to establish advisory committees as needed to advise the board on policies and issues

Currently there are no special advisory committees in place. The Board is currently reviewing plans for a Student Advisory Committee and a Site Selection Advisory committee.

8. to request the commissioner of education for assistance and services

The Board has requested and received services from the Department of Education. Services include administrative support, until such time as a Director is hired, fiscal services and employee relation services. The fiscal and employee relations services shall be provided until June 30, 1987.

V. **Activities of the Resource Center Advisory Council** - (November 1985 - January 1986)

This section will follow applicable provisions of the enabling legislation. It is hoped that this format will provide a clearer picture of the activities of the Council relative to the specific legislative charge.

Subdivision 5 - RESOURCE CENTER

Subd. 5. [RESOURCE CENTER.] Beginning in the 1985-1986 school year, the resource center shall offer programs that are directed at improving arts education in elementary and secondary schools throughout the state. The programs offered shall include at least summer institutes offered to pupils in various regions of the state, inservice workshops for teachers, and leadership development programs for teachers. The board shall establish a resource center advisory council composed of elementary and secondary arts educators, representatives from post-secondary educational institutions, department of education, state arts board, regional arts councils, educational cooperative service units, school district administrators, parents, and other organizations involved in arts education. The advisory council shall include representatives from a variety of arts disciplines and from various areas of the state. The advisory council shall advise the board about the activities of the center. Programs offered through the resource center shall promote and develop arts education programs offered by school

districts and arts organizations and shall assist school districts and arts organizations in developing innovative programs. The board may contract with nonprofit arts organizations to provide programs through the resource center. The advisory council shall advise the board on contracts and programs related to the operation of the resource center.

Council Appointed

The Board of Directors appointed a 25 member advisory council. Based on requirements of this subdivision the following persons were appointed.

Carole Risselada Achterhoff
Rural Route 2, Box 173
Luverne, MN 56156

Kathryn L. Jensen
100 North Pokegama Avenue
Grand Rapids, MN 55744

Judy Nygard Broekemeier
15771 Sunfish Trail
Prior Lake, MN 55372

Dr. William L. Jones
430 Oak Grove - B5
Minneapolis, MN 55403

Julie Brunner
8713 Wood Cliff Circle
Bloomington, MN 55438

Al Reller
3420 4th Avenue West
Hibbing, MN 55746

Marisha Chamberlain
1049 Goodrich, Apt. 5
St. Paul, MN 55105

John W. Lottes
3910 Bassett Creek Drive
Golden Valley, MN

Jon Cranney
4315 Garfield Avenue South
Minneapolis, MN

Virginia Jones MacArthur
611 Iowa Avenue
Staples, MN 56479

Sherry Davis
5595 Christmas Lake Point
Shorewood, MN 55331

Jane McWilliams
901 West First Street
Northfield, MN 55057

Cherie Doyle
2916 East 22nd Street
Minneapolis, MN 55406

Robert Pattengale
2303 19 1/2 Street South
Moorhead, MN 56560

Cynthia Gehrig
15 High Road North
Inver Grove Heights, MN 55075

Dr. Pamela N. Paulson
1216 34th Street
Minneapolis, MN 55408

Flo Goodrich
1023 Kilian Boulevard
St. Cloud, MN 56301

Judy Ranheim
5506 Edgewater Boulevard
Minneapolis, MN 55417

Sam Grabarski
445 Laurel Avenue
St. Paul, MN 55102

Glen David Shaw
R.R. 4
Montevideo, MN 56265

Kenneth D. Greer
14900 Wellington Road
Wayzata, MN 55391

Lewis Whitlock
3237 Third Avenue South
Minneapolis, MN 55407

Marjorie Hawkins
1416 North 10th Avenue
St. Cloud, MN

Mark Youngstrom
112 Southwood Drive
Vadnais Heights, MN 55110

David B. Zimmerman
Route 1, Box 221
Loretto, MN 55357

The Board, in order to expedite the organization of the Advisory Council, appointed Cynthia Gehrig, Chair, and David Zimmerman, Vice Chair, for a one year period. In addition, an Executive Committee, Communications Committee and a Program Committee have been formed.

Summer Programs Planned

The authorizing legislation for the Minnesota School and Resource Center for the Arts specifies that the Resource Center will operate programs, in at least three areas, during the summer of 1986. Areas include student programs, teacher education programs, and leadership programs for arts educators. In addition, the Resource Center is strongly encouraged to contract with existing organizations in the offering of these programs.

Future plans for the Resource Center envision a three-tiered delivery/service system. The first involves extension programs emanating directly from programs developed within the School for the Arts; the second, contracted services with existing organizations; and the third, an arts information center to assist students, teachers and individuals interested in locating relevant arts information for elementary and secondary age students. Each of these three programs and services would be available on a year-round basis ensuring equal access for all Minnesota students and teachers.

The Resource Center Advisory Council is in the final stages of approving a demonstration program for the summer and fall of 1986 which would utilize existing organizations in the delivery of programs for both students and teachers. The other two areas, programs offered by the School and the information center, will be developed based on outcomes of this demonstration program.

With limited planning and development time available, the absence of an operational School of the Arts and a lack of demonstrated methods for offering comprehensive extension programs for elementary and secondary age students, the council determined it would be appropriate to conduct a summer demonstration/development program for specific aspects of proposed Resource Center programs and services.

This demonstration program will provide critical information for future planning and development of programs and services of both the School of the Arts and the Resource Center. The demonstration program will allow controlled

experimentation and close evaluation of the desirability of offering programs for students and teachers by contracting with a variety of existing organizations and also provide information and results which could be used in the development of an information center for use during both the traditional school year and the summer. (For a complete description of the Model see Attachment 5)

VI. Conclusions

During the first four (4) months of operation the Board of the Minnesota School and Resource Center for the Arts has accomplished many critical tasks which will provide a strong basis for future planning and development. The Board has:

1. Established the Resource Center and appointed a 25 member Advisory Council. This Council is currently completing plans to assure programs for students and teachers during the summer of 1986;
2. Leased temporary facilities, hired a core staff and conducted a national search for a Director and Coordinator;
3. Developed plans for assuring the completion of recommendations for the 1987 Legislature concerning the establishment and operation of a School of the Arts for grades 9-12; and
4. Established itself and the Resource Center as the newest member of Minnesota's elementary and secondary education system as Minnesota's first "statewide public school."

ATTACHMENT 1

BOARD AGENDAS AND MINUTES

September 19, 1985.

Minnesota School of the Arts Board

AGENDA

- I. Organization of the Minnesota School of the Arts Board & Resource Center
 - A. Background and History - Dan Loritz
 - B. 1984 Arts Education Task Force Findings - David Speer
 - C. Network of the Performing and Visual Arts Schools - Dan Loritz
 1. National meeting - Minneapolis
 2. Registration
 - D. Nominate and elect chair & vice chair
- II. Planning for staff support
 - A. Search process for Director and Resource Center Coordinator
 - B. Office rental
 - C. Core staff proposal
- III. Planning for Resource Center
 - A. Selection process for Resource Center Advisory Council
 - B. Timeline for selection process
- IV. Planning for Site Selection and Building Design
- V. Executive Committee Selection Process
- VI. Staff Report
 - A. Reception at Network Meeting
 - B. Work plan for the 1985-86 school year
 - C. Preliminary budget for the 1985-86 school year
 - D. Future meeting dates
 - E. Board expenses

MINUTES OF THE BOARD OF THE MINNESOTA SCHOOL OF THE ARTS AND RESOURCE CENTER

The September 19, 1985 meeting of the Board of the Minnesota School of the Arts and Resource Center was held in Suite 230 Park Office Building, 555 Park Street, St. Paul, Minnesota. Mr. Dan Loritz convened the meeting on September 19, 1985 at 9:25 a.m. with the following Board members in attendance: Roland Amundson, Marilyn F. Berg, Reginald T. Buckner, Owen R. Husney, Alexandra L. Jacobs, Margaret Marvin, Sarah Fields Nesson, Harry Sieben, Jr., Nancy B. Vollertsen, and Jon Wefald. Board members Jack R. Fena and Florence B. Grieve were seated later. Board members Gordon Bird, Mary Ingebrand-Pohlad and Ruth E. Roitenberg were absent.

ORGANIZATION OF THE BOARD OF MINNESOTA SCHOOL OF THE ARTS AND RESOURCE CENTER.

Background and History.

Mr. Dan Loritz from the State Department of Education was requested by Governor Perpich to provide staff assistance to the Board of the Minnesota School of the Arts and Resource Center until a Director for the Board is appointed.

The agenda for the meeting was reviewed.

Each Board member introduced himself/herself to the other Board members and observers.

Mr. Loritz presented background information and a historical perspective on activities leading to the current legislation which created the Board of Minnesota School of the Arts and Resource Center. A copy of the report to the Legislature by the Department of Education dated February, 1985 entitled "Arts Education Needs Assessment and Recommendations" was included in the meeting material.

1984 Arts Education Task Force Findings.

Mr. David Speer, Chair of the 1984 Arts Education Task Force, presented an overview of the Task Force's activities and its final report to the 1985 Legislature. Mr. Speer suggested that the Board may want to call upon the Task Force members for assistance in undertaking its responsibilities. A copy of the report to the Legislature by the Minnesota Arts Education Task Force dated January, 1985 was included in the meeting material.

Legislation Authorizing the Board.

The legislation authorizing the Board, Minnesota Statute 129c.10, was included in the meeting material. Mr. Loritz explained the establishment, composition, terms and compensation, powers and duties, and employees of the Board and the functions of the Resource Center as contained in the legislation. The state appropriation to the Board was also reviewed. The intent of the legislation is to provide money to begin planning for a School of the Arts and Resource Center

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which would enroll students in the fall of 1987 if funding is authorized by the Legislature. The Board is to report to the Legislature by February 1 of 1986 and 1987.

Network of the Performing and Visual Arts Schools.

The agenda for the annual meeting of the Network for the Performing and Visual Arts Schools to be held October 10-12, 1985 at the Holiday Inn in Minneapolis was shared with the Board members. A copy of the list of officers and members of the Network was included in the meeting material. Board members interested in registering for the conference were requested to contact Mr. Loritz. This would be a good opportunity for Board members to obtain an overview of current activities around the country.

Board members discussed the possibility of hosting a reception during the annual meeting of the Network on Thursday, October 10, from 4-6 p.m. or 5-7 p.m. The Board members supported the idea and requested Mr. Loritz to proceed with planning and organizing the reception.

Election of Chair and Vice Chair.

Mr. Loritz opened the floor for nominations for Chair. Mr. Amundson nominated Dr. Wefald. Mr. Sieben seconded the nomination. There were no further nominations. Mr. Loritz called for the vote. Dr. Wefald was unanimously elected Chair.

Dr. Wefald accepted the position of Chair and conducted the business for the remainder of the meeting. Dr. Wefald opened the floor for nominations for Vice Chair. Mr. Sieben nominated Ms. Roitenberg. Ms. Jacobs seconded the nomination. There were no further nominations. It was moved by Mr. Fena and seconded by Ms. Jacobs to close nominations. Ms. Roitenberg was unanimously elected Vice Chair.

The Board took a break at 10:30 a.m. Dr. Wefald reconvened the meeting at 10:45 a.m.

PLANNING FOR STAFF SUPPORT.

Search Process for Director and Resource Center Coordinator.

Mr. Loritz presented the options for conducting a national search for a Director and Resource Center Coordinator. The Board could request the State Department of Employee Relations to conduct a national search or it could engage the services of a private employee search firm. Ms. Vollersten requested that information on the national search process of the Department of Employee Relations be obtained and shared with the Board members. In addition, the Board could advertise for the positions at the national Network meeting. The search process for these two positions could be undertaken separately or

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simultaneously. The position of Resource Center Coordinator is filled at the recommendation of the Director. The Director reports to the Board and the Resource Center Coordinator reports to the Director. Board members will be involved in the interviews and final decisions.

A motion by Ms. Berg, seconded by Ms. Vollersten, and carried that the search process be initiated through the Department of Employee Relations and that draft position descriptions be developed and shared with the Board prior to its next meeting on October 9.

Office Space.

Mr. Loritz investigated various office space options for the first year of operation of the Board and recommended that the Board consider entering into a one-year lease for office space at the Gallery Tower, 10th and St. Peter Streets in St. Paul. This space is in the building where the Minnesota Science Museum is located and is five blocks from the State Capitol. There is a parking ramp in the building and the Board would be permitted to advertise on the outside of the building. The lease would be for 2200 square feet with an option to obtain an additional 2500 square feet. The space is on the main floor of the building and is currently unfinished. The cost of a one-year lease including remodeling the space would be \$13.25 per square foot. The remodeling of the space would be completed by November 15, 1985. A motion by Ms. Berg, seconded by Ms. Marvin, and carried to authorize the staff to enter into a lease agreement for office space in Gallery Tower as proposed.

Core Staff Proposal.

In order to have programs at the Resource Center in operation for the 1985-86 school year, Mr. Loritz recommended that the Board consider hiring three full-time staff members and one interagency employee. The four employees would be hired to fill the positions of Assistant to the Director (unclassified), Assistant to the Resource Center Coordinator (unclassified), Secretary (classified), and Staff Assistant (temporary, approximately five months, current state employee) to assist in the operation and organization of Board activities and the development and preparation of support materials including the February 1, 1986, legislative report.

A motion by Ms. Berg, seconded by Ms. Marvin, and carried to authorize the Chair and staff to conduct interviews for staff of the Board and make recommendations to the Board at its meeting on October 9, 1985.

PLANNING FOR RESOURCE CENTER.

In accordance with the open appointments law, an announcement of vacancies on the Resource Center Advisory Council has been placed in the State Register. Appointments to the Council can be made any time after October 25, 1985.

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Board members discussed possible ways of announcing the vacancies, the selection process of members, and the composition and size of the Council. It was moved by Mr. Sieben, seconded by Mr. Amundson, and carried to authorize the Chair to appoint a subcommittee composed of three Board members in addition to the Chair and three citizens at-large for the purpose of making recommendations to the Board at its October 9, 1985 meeting on a proposed size and composition of the Council and selection process of Council members. The sub-committee was further authorized to make recommendations to the Board on members to the Council at the Board's meeting on October 30, 1985. The three Board members who will serve on the sub-committee are Ruth E. Roitenberg, Reginald T. Buckner, and Sarah Fields Nessian.

PLANNING FOR SITE SELECTION AND BUILDING DESIGN.

As authorized by law, the Board will determine the location and building design for the School of the Arts and Resource Center. It was agreed to defer discussion of site selection and building design until the Resource Center is operational but not later than February 1, 1986.

EXECUTIVE COMMITTEE SELECTION.

A motion by Mr. Sieben, seconded by Ms. Berg, and carried to authorize the establishment of an Executive Committee composed of the Chair, Vice Chair, and five members of the Board to be appointed by the Chair. The Executive Committee must function under the open meeting law, Minnesota Statutes 471.705.

STAFF REPORT.

Board Expenses.

Expenses of Board members are authorized by Minnesota Statutes 15.0575 which specifies that all Board members who are not employees of a political subdivision or governmental agency, shall be paid \$35.00 per day for all Board authorized activities plus expenses at rates included in the Commissioner's Plan. Board members will be provided with expense forms monthly.

Future Meeting Dates.

The preferences and availability of Board members for monthly meetings were obtained. The following dates were set for future Board meetings: October 9, 1985, October 30, 1985, and December 11, 1985. These three meetings will be held from 9:00 a.m. to 12 noon in Suite 230 Park Office Building, 555 Park Street, St. Paul, Minnesota. Meetings for 1986 will be discussed at a future meeting. A mailing list of people to receive meeting notices and minutes is being developed.

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Tentative Work Plan for the 1985-86 School Year.

The tentative work plan for 1985-86 was reviewed. The major activities center around staff selection and the Resource Center's programs and services.

Preliminary Budget for the 1985-86 School Year.

The preliminary budget for 1985-86 was reviewed.

The meeting was adjourned at 12:07 p.m.

Carol Magee, Recorder

MINNESOTA SCHOOL OF THE ARTS AND RESOURCE CENTER BOARD MEETING

AGENDA

1. AGENDA/MINUTES
 - A. Review of Agenda
 - B. Approval of September 19, 1985 Minutes
2. PERSONNEL ACTION
 - A. Hiring of Core Staff, Introductions
 - B. Position Descriptions for Director and Coordinator
 - C. National Search Process
3. UPDATE ON OFFICE ARRANGEMENTS
4. PLANNING FOR THE RESOURCE CENTER ADVISORY COUNCIL
 - A. Composition
 - B. Selection process
5. OVERVIEW OF PRELIMINARY COMMUNICATIONS PLAN
6. PLANNING FOR SCHOOL VISITS
 - A. Purpose
 - B. Process
7. STAFF REPORT
 - A. Network Meeting
 - B. Temporary Telephone Numbers
8. OTHERS

APPROVED: October 30, 1985

MINUTES OF THE BOARD OF THE MINNESOTA SCHOOL OF THE ARTS AND RESOURCE CENTER

The October 9, 1985 meeting of the Board of the Minnesota School of the Arts and Resource Center was held in Suite 230 Park Office Building, 555 Park Street, St. Paul, Minnesota. Jon Wefald convened the meeting on October 9, 1985 at 9:10 a.m. with the following Board members in attendance: Roland Amundson, Florence Grieve, Alexandra Jacobs, Margaret Marvin, Ruth Roitenberg, Harry Sieben, Jr., and Nancy B. Vollertsen. Board members Reginald Buckner and Sarah Fields Nesson were seated later. The following Board members were absent: Marilyn Berg, Gordon Bird, Jack Fena, Owen Husney, and Mary Ingebrand-Pohlad.

Board members were reminded of parking facilities available while attending meeting held in the Park Office Building. There is some street parking, there is some visitors parking on the lower level of the parking lot for the Park Office Building, and there is space available in the Bethesda Hospital parking ramp located across the street from the Park Office Building.

AGENDA/MINUTES

Review of Agenda.

The agenda was reviewed. There were no additions or deletions.

Approval of September 19, 1985 Minutes.

It was moved by Nancy Vollertsen, seconded by Margaret Marvin, and carried to approve the minutes of the September 19, 1985 meeting.

PERSONNEL ACTION.

Position Descriptions.

The draft position descriptions for the Assistant to the Director of the Minnesota School of the Arts and Resource Center, Assistant to the Coordinator of the Arts School Resource Center, Director of the Minnesota School of the Arts and Resource Center, and Coordinator of the School of the Arts Resource Center were reviewed.

It is standard state policy to have a position description for every state employee. The positions are in the unclassified state service. The maximum term of appointment is two years. The position descriptions are flexible documents and can be revised at anytime.

The issue of academic preference or requirements was discussed in regard to the position of Director and the Resource Center Coordinator.

It was agreed that the position description for the Director will be rewritten indicating that the Board will work with the newly-appointed Director in selecting a Coordinator.

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It was agreed to change the discretion level for item responsibility number 2 in the position description for Coordinator from "A" to "B".

An inter-agency agreement for the amount of \$15,000 has been entered into with the Minnesota Senate in order to secure an employee to assist the Board. This agreement will expire on January 31, 1986.

Hiring of Core Staff, Introductions.

Candace M. Anderson who is currently serving as Assistant Director of Legislative Relations for Governor Perpich was introduced. Her resume was reviewed. Candace Anderson was recommended to the Board for the position of Assistant to the Director.

Mary Katherine Johnson who is currently serving as a Program Specialist for the Department of Economic Security was introduced. Her resume was reviewed. Mary Katherine Johnson was recommended to the Board for the position of Assistant to the Coordinator.

Barbara W. Martin who is currently serving as Committee Secretary to the Senate Education Aids Committee and State Senator Tom Nelson was introduced. Her resume was reviewed. Barbara Martin was recommended to the Board for the position of inter-agency employee to assist the Board.

It was moved by Margaret Marvin, seconded by Harry Sieben, and carried to approved the appointment of Candace M. Anderson to the position of Assistant to the Director, Mary Katherine Johnson as Assistant to the Coordinator, and Barbara Martin as inter-agency employee to assist the Board in accordance with the terms, conditions, and salaries presented.

The organization chart for the Minnesota School of the Arts and Resource Center was reviewed. Under the School of the Arts, the academic disciplines should be listed. This correction will be made to the organization chart.

Margaret Marvin inquired about the relationship between the of School of the Arts and the Resource Center with the State Department of Education. Dan Loritz responded that the School of the Arts and Resource Center is totally separate from the Department of Education and the State Board of Education.

National Search Process.

It was agreed that the Board would conduct its own national search for the positions of Director and Resource Center Coordinator. A draft list of agencies and organizations to be mailed the announcements was reviewed. The Chronicle for Higher Education will be added to the list.

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The draft position announcements for the Director and Resource Center Coordinator were reviewed. The announcements will be redrafted taking into consideration the suggestions of the Board members for review at the October 30, 1985 Board meeting.

It was agreed that the Executive Committee of the Board would undertake preliminary review and screening of candidates. The full Board would participate in interviews of finalists. Dan Loritz will check with the Department of Employee Relations to find out if the Committee may begin the review process before the closing date to receive applications.

It was suggested that the deadline for applications for the position of Director be Friday, December 20, and that the interview process would be conducted shortly after the first of the year. The projected selection date would be Friday, January 31. A deadline of mid-February was agreed to for receiving applications for the position of Resource Center Coordinator with a selection date of Friday, February 28.

It was agreed that the position announcements would not be distributed at the Network meeting but would be mailed to the network membership. Roland Amundson suggested asking the Governor to mention the position openings during his speech at the Network meeting and letting people know more information would be forthcoming.

Margaret Marvin suggested using the news media as much as possible.

A draft cover letter on the history, current activities, and goals and objectives of the Minnesota School of the Arts and Resource Center; revised position descriptions for the Director and Resource Center Coordinator; and revised application material will be prepared for review at the October 30, 1985 Board meeting.

The Board took at break at 10:45 a.m. The meeting was reconvened at 11:00 a.m.

UPDATE ON OFFICE ARRANGEMENTS.

Candace Anderson distributed and explained the background information on the office space in Gallery Tower. A lease has been negotiated effective November 15, 1985 and ending June 30, 1987. If funding is authorized by the Legislature in 1987, the lease could be extended through June 30, 1988 with the option of obtaining additional space. The space is currently vacant and should be ready for occupancy on November 15. An underground parking ramp is available in the building and instructions on how to get to the parking ramp will be sent to Board members.

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PLANNING FOR THE RESOURCE CENTER ADVISORY COUNCIL.

The sub-committee of the Board composed of Jon Wefald, Reginald Buckner, Sarah Fields Nesson, Julie Brunner, Margaret Hasse, Lani Kawamura, and staff met on October 1, 1985 to review procedures for establishing the Resource Center Advisory Council. The sub-committee recommended that the Advisory Council not exceed twenty members and that various educational and arts organizations be formally notified by the Board of its intent to appoint Advisory Council members on October 30.

A draft press release announcing the openings on the Advisory Council was reviewed. The press release contained information on responsibilities of the Advisory Council and how it relates to the Board of the Minnesota School of the Arts and Resource Center, the composition of the Advisory Council, the approximate time commitment needed to serve on the Advisory Council, and the application process. The draft letter soliciting candidates for the Advisory Council was reviewed. This information would be sent to the proposed mailing list; various educational institutions -- state universities, community colleges, etc.; the Arts School Task Force members, and weekly newspapers in Minnesota.

A motion by Roland Amundson, seconded by Reginald Buckner, and carried to approve the draft letter and press release.

The sub-committee will hold two meetings, one on October 25 and one on October 29, to review applications and prepare a list of candidates for membership on the Advisory Council for presentation at the October 30, 1985 Board meeting.

OVERVIEW OF PRELIMINARY COMMUNICATIONS PLAN.

This item was deferred until the October 30, 1985 Board meeting.

PLANNING FOR SCHOOL VISITS.

The Board staff will contact LaGuardia High School of Music and the Arts in New York, North Carolina Math and Science School, the Governor's School of the Arts in Greenville, South Carolina, and the Los Angeles High School of the Arts to obtain additional information and possible dates for Board members' visits. An attempt will be made to schedule visits between November 15 and January 15. Board staff will contact Board members about their interest and schedule. Board staff will obtain materials on various schools at the Network meeting for sharing with Board members.

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STAFF REPORT.

Network Meeting.

The Board will not host a reception at the Network meeting. Board members interested in attending the Network meeting, were requested to contact Candace Anderson.

Temporary Telephone Numbers.

Barbara Martin's temporary telephone number is 296-0365.

Delegation of Authority.

It was moved by Harry Sieben, seconded by Sarah Fields Nesson, and carried to delegate authority to sign documents on behalf of the Board to Dan Loritz.

Next Meeting.

The next meeting of the Board is scheduled for October 30, 1985, at 9:00 a.m. in the State University System Conference Rooms, Second Floor Park Office Building, 555 Park Street, St. Paul.

It was moved by Harry Sieben, seconded by Roland Amundson, and carried to adjourn the meeting at 11:35 a.m.

Carol Magee
Recorder

**Minnesota School of the Arts and Resource Center
Board Meeting
October 30, 1985**

A G E N D A

- 1. Agenda/Minutes**
 - A. Review of Agenda
 - B. Approval of October 9, 1985 Minutes

- 2. Logo**
 - A. Letterhead
 - B. Related Materials

- 3. Resource Center Advisory Council**
 - A. Composition
 - B. Membership
 - C. Expenses
 - D. Meeting Schedule
 - E. Officers
 - F. Workplan and Timeline

- 4. Personnel Activities**
 - A. Revised Position Description - Director
 - B. Revised Position Description - Resource Center Coordinator
 - C. Position Announcements and Distribution
 - D. Information Packets and Application Materials

- 5. Review Preliminary Communications Plan**
 - A. Short Range
 1. Meeting Notices
 2. Meeting Packets
 3. Meeting Summaries, including Minutes
 - B. Long Range
 1. Objective and Strategies
 2. Support and Information Materials

- 6. Staff Report**
 - A. School Visits
 - B. Network Meeting
 - C. Charitable Foundation

- 7. Other**

Approved
12/11/85

MINUTES OF THE BOARD OF THE MINNESOTA SCHOOL OF THE ARTS AND RESOURCE CENTER

The October 30, 1985 meeting of the Board of the Minnesota School of the Arts and Resource Center was held in Suite 230 Park Office Building, 555 Park Street, St. Paul, Minnesota. Jon Wefald convened the meeting on October 30, 1985 at 9:08 a.m. with the following Board members in attendance: Marilyn Berg, Jack Fena, Florence Grieve, Mary Ingebrand-Pohlad, Alexandra Jacobs, Margaret Marvin, Sarah Fields Nesson, Harry Sieben, Jr., and Nancy B. Vollertsen. Board member Reginald Buckner was seated later. The following Board members were absent: Roland Amundson, Gordon Bird, Owen Husney, and Ruth Roitenberg.

AGENDA/MINUTES.

Review of Agenda.

The agenda was reviewed. Two items were added to the agenda: Minnesota Alliance Meeting and Philosophical Statement about the School of the Arts.

Approval of October 9, 1985 Minutes.

It was moved by Nancy Vollertsen, seconded by Alexandra Jacobs, and carried to approve the minutes of the October 9, 1985 meeting.

RESOURCE CENTER ADVISORY COUNCIL.

Composition.

Two meetings of the Advisory Council Subcommittee were held on October 25, 1985 and October 29, 1985. The proposed composition for the Resource Center Advisory Council was distributed and reviewed. It was suggested that the Council consist of 20-25 members. The terms of the members are coterminous with the Governor's term. Half of the initial members of the Council will serve an additional year in order to stagger the membership. After the initial appointments, terms will be for four years.

Membership.

The list of recommendations for membership on the Resource Center Advisory Council was distributed and reviewed. Background information on each candidate was presented by Mary Katherine Johnson.

Mary Ingebrand-Pohlad suggested including more professional working artists on the Council. Margaret Marvin suggested investigating the possibility of statewide student representation.

It was moved by Jack Fena, seconded by Marilyn Berg, and carried that the Resource Center Advisory Council consist of a maximum of 25 members.

It was moved by Jack Fena, seconded by Alexandra Jacobs, and carried to empower the Executive Committee to make the final selection of candidates for

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appointment to the Resource Center Advisory Council after it meets with the Resource Center Subcommittee.

Expenses.

It was moved by Florence Grieve, seconded by Mary Ingebrand-Pohlad, and carried that the Board authorize the payment of expenses for Council members which would include mileage, meals, lodging, parking, registration fees, and teacher substitute costs, if needed.

Meeting Schedule.

It was moved by Margaret Marvin, seconded by Sarah Fields Nesson, and carried that the Council shall meet once a month beginning in November, 1985.

Officers.

It was moved by Marilyn Berg, seconded by Mary Ingebrand-Pohlad, and carried to appoint Cindy Gehrig as Chair and David Zimmerman as Vice Chair of the Council for the first year and, thereafter, the Council will elect its own officers.

Workplan and Timeline.

It was moved by Marilyn Berg, seconded by Sarah Fields Nesson, and carried to direct the staff to meet with the Council and prepare a workplan and timeline for the Board's review and comment at its next meeting on December 11, 1985.

The Board took a break at 10:25 a.m. The meeting was reconvened at 10:45 a.m.

LOGO.

The logo and letterhead were reviewed and approved. Related materials including business cards, adhesive name tags for meetings, folders, disposal name plates for meetings, various brochures, and a sign for the office area will be developed.

PERSONNEL ACTIVITIES.

Revised Position Descriptions - Director and Resource Center Coordinator.

The revised position description for Director of the Minnesota School of the Arts and Resource Center was reviewed. Item 5 a. had been changed to read that the Director would assist the Board with the selection of a Coordinator for the Resource Center.

The revised position description for Coordinator of the Resource Center was reviewed. The discretion level for item 2 had been changed from "A" to "B."

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It was moved by Nancy Vollertsen, seconded by Mary Ingebrand-Pohlad, and carried that the Board approve the revised position descriptions.

Position Announcements and Distribution.

The draft position announcements and proposed mailing list were distributed and reviewed. Under the section on minimum qualifications, the word academic is to be added. The cost of placing ads was discussed. It was agreed to delete the New York Times from the proposed list at this time. It was agreed to send out both position announcements at the same time.

The draft press release announcing the search for a Director of the School and for a Coordinator of the Resource Center was distributed and reviewed. It was agreed to delete the reference to the exact funding by the Legislature, \$2.6 million, and indicate that the 1985 Legislature had provided the necessary funds for the planning of a School of the Arts and the establishment of a Resource Center.

It was moved by Jack Fena, seconded by Harry Sieben, and carried to approve the position announcements, mailing list, and press release as amended.

The Department of Education's Personnel Office will screen applications to determine if they meet the minimum qualifications. The Board may then have access to the applications prior to the closing date. The Executive Committee will establish the criteria for review of minimum qualifications by the Personnel Office of the Department of Education.

Information Packets and Application Materials.

The draft letter to applicants and proposed attachments were distributed and reviewed. The staff will revise the letter to contain a clearer statement on the curriculum intent. It was moved by Marilyn Berg, seconded by Harry Sieben, and carried to authorize the Executive Committee to review and approve the revised letter and attachments.

PHILOSOPHY OF THE SCHOOL OF THE ARTS AND RESOURCE CENTER.

The philosophy of the School of the Arts and Resource Center was discussed. The mission statement contained on page 5 of the Minnesota Arts Education Task Force's Report to the Legislature dated January, 1985 was reviewed. Page 18 regarding the administration and staffing of the school and page 20 regarding the school's curriculum were also reviewed. The staff will develop draft papers on various working statements of the Board on mission, curriculum, and administration and staff.

REVIEW PRELIMINARY COMMUNICATIONS PLAN.

Written information on a proposed communication plan will be sent to Board members for review.

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STAFF REPORT.

School Visits.

A memorandum from Barbara Martin dated October 30, 1985 regarding arts school visits was distributed and reviewed. Additional information will be sent to Board members with a request to submit their first, second, and third choices for the schools they wish to visit. The Executive Committee will review this information and prepare a tentative plan. It was moved by Jack Fena, seconded by Harry Sieben, and carried that the Executive Committee present this plan at the December 11, 1985 State Arts Board meeting.

Charitable Foundation.

It was moved by Nancy Vollertsen, seconded by Florence Grieve, and carried to authorize the establishment of a charitable foundation for the School of the Arts and Resource Center.

Network Meeting.

Reginald Buckner and Florence Grieve attended the network meeting and shared some feedback with the Board. The Governor's remarks at the network meeting were included in the meeting folders.

Office Space.

A map of the location of the office space and parking information were included in the meeting folders.

MINNESOTA ALLIANCE MEETING.

Reginald Buckner attended the Minnesota Alliance meeting and raised several questions regarding the participation at meetings on behalf of the Board. Board members were reminded that they are eligible to receive expense reimbursement and per diem for Board-related meetings. Board members are not obligated to make any statements or commitments on behalf of the Board at such meetings. Board members were encouraged to share feedback from Board-related meetings with the other Board members.

NEXT MEETING.

The next meeting of the Board is scheduled for December 11, 1985, at 9:00 a.m. in the State University System Conference Rooms, Second Floor, Park Office Building, 555 Park Street, St. Paul.

The meeting was adjourned at noon.

Carol Magee
Recorder

MINNESOTA SCHOOL
OF THE ARTS
&
RESOURCE CENTER



**BOARD MEETING
DECEMBER 11, 1985**

A G E N D A

Jon Wetald

Ruth F. Rostenberg

Roland Arundson

Martyn Benz

Gerard Bero

Reginald F. Foxler

Jack R. Foma

Flo Greve

Owen K. Hussey

Mary Ingraham

Donald E. Jones

Elizabeth W. Martin

Stan Nessel

John Soper

Nancy Johnson

1. Agenda/Minutes

- A. Review of Agenda
- B. Approval of October 30, 1985 Minutes

2. Executive Committee Activities

- A. Resource Center Advisory Committee Selection
- B. Establishment of Board Committee on Communications

3. Resource Center Advisory Council Activities

- A. Review of November 25, 1985 Organizational Meeting
- B. Meeting Dates, Time, and Work Plan Development

4. Personnel Activities

- A. Response to Search/Director and Resource Center Coordinator
- B. Applicant Screening and Selection Process

5. Staff Report

- A. Meeting Dates for 1986
- B. Advisory Process - School of the Arts
- C. Site Visits

6. Other

APPROVED JANUARY 14, 1986

MINUTES OF THE BOARD OF THE MINNESOTA SCHOOL OF THE ARTS AND RESOURCE CENTER

The December 11, 1985 meeting of the Board of the Minnesota School of the Arts and Resource Center was held in Suite 230 Park Office Building, 555 Park Street, St. Paul, Minnesota. Jon Wefald convened the meeting on December 11, 1985 at 9:15 a.m. with the following Board members in attendance: Roland Amundson, Marilyn Berg, Florence Grieve, Mary Ingebrand-Pohlada, Alexandra Jacobs, Margaret Marvin, Sarah Fields Nesson, Ruth Roitenberg, and Harry Sieben, Jr. Board members Reginald Buckner and Jack Fena were seated later. The following Board members were absent: Gordon Bird, Owen Husney, and Nancy B. Vollertsen.

AGENDA/MINUTES.

Review of Agenda.

There were no additions or deletions to the agenda.

Approval of October 30, 1985 Minutes.

It was moved by Mary Ingebrand-Pohlada, seconded by Sarah Fields Nesson, and carried to approve the minutes of the October 30, 1985 meeting.

EXECUTIVE COMMITTEE ACTIVITIES.

Resource Center Advisory Council Selection.

The list of members of the Arts Resource Center Advisory Council was reviewed. Several Board members stated that the Council is composed of an outstanding and enthusiastic group of people.

Establishment of Board Committee on Communications.

The Executive Committee met on November 7, 1985 and authorized the creation of a four member Board committee to develop a comprehensive communications program. The following Board members have agreed to serve on this committee: Florence Grieve as Chair, Roland Amundson, Owen Husney, and Alexandra Jacobs. David Speer has been contracted with to provide consulting services in order to assist the committee and the Board in meeting the following objectives:

Foster awareness and understanding of the plans and programs for the Minnesota School of the Arts and Resource Center among selected audiences throughout Minnesota.

Encourage participation in the planning process by interested people within and outside the education system.

Communicate activities of the Board of Directors and Resource Center Advisory Council.

Establish a timeline and implementation sequence for the period 1/86-6/87.

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Proposed changes in the letterhead were reviewed. It was moved by Marilyn Berg, seconded by Roland Amundson, and carried to change the word of to for in the title, to include under the title the following: A Statewide Public School, and to include the state seal. The title will read: Minnesota School and Resource Center for the Arts.

A draft mission statement was distributed and reviewed. It was agreed to change the word children to students in the statement. Each Board members will be mailed approximately 20 copies of the statement for interim use until the brochure is available.

The plans for developing a brochure were reviewed. The staff was requested to prepare a draft of the brochure and business cards for review at the January Board meeting.

The distribution list for meeting notices and minutes was reviewed. It was requested to add Art Paper, a monthly publication, to the list.

Information on a play entitled "Comet 86" was distributed and reviewed. The Board has been requested to consider providing some sponsorship for the play. It was agreed that the Resource Center Advisory Council should be responsible for requests of this type.

RESOURCE CENTER ADVISORY COUNCIL ACTIVITIES.

Review of November 25, 1985 Organizational Meeting.

Dan Loritz reported on the first meeting of the Arts Resource Center Advisory Council which was held on November 25, 1985. The minutes of the meeting were distributed.

Meeting Dates, Time, and Work Plan Development.

The Council is holding its second meeting this morning. Cynthia Gehrig is the Chair of the Council and has requested to appear before future meetings of the Board to report on activities and progress of the Council. The Council will be meeting the first Wednesday of each month. Council material will be mailed to Board members. Sarah Fields Nesson and Reginald Buckner have agreed to serve as liaison for the Board to the Council.

The work plan is still being developed and will be shared with the Board members at the January meeting.

The Board took a break at 10:20 a.m. The meeting was reconvened at 10:30 a.m.

PERSONNEL ACTIVITIES.

Response to Search/Director and Resource Center Coordinator.

Over 260 requests for application information have been received to date.

Applicant Screening and Selection Process.

Proposed education and experience scales for both positions to be used for the initial review of applications were distributed and reviewed. The following Board members offered to assist in reviewing applications: Alexandra Jacobs, Mary Ingebrand-Pohlrad, and Sarah Fields Nessian. The target date for selecting a Director is January 31, 1986.

STAFF REPORT.

Meeting Dates for 1986.

The proposed meeting schedule for 1986 was reviewed. Board meetings will be scheduled the third Wednesday of each month, except that in the month of January the meeting will be the 2nd Tuesday, January 14, 1986.

Advisory Process - School of the Arts.

Board members were asked to assist in identifying several advisors who could work with the Board on the planning for the Minnesota School of the Arts. Suggestions will be reviewed at the January Board meeting.

Site Visits.

Preliminary plans are being made for the following site visits:

Los Angeles	January 8
San Diego	January 9
New York	January 14 or 15
North Carolina	January 27 or 28
Alabama	February

Barbara Martin will be mailing a set of questions which the Board is seeking information to the schools to be visited. Board members were requested to prepare written reports on any visits they participate in and forward them to the Chair. Board members were asked to contact Barbara Martin if they are interested in participating in site visits.

OTHER.

Dan Loritz was requested to prepare a general question and answer sheet regarding the School of the Arts and Resource Center for review at the January Board meeting.

The meeting was adjourned at 11:30 a.m.

Carol Magee, Recorder

Board Meeting

January 14, 1986

AGENDA

1. Agenda/Minutes
 - A. Review of Agenda
 - B. Approval of December 11, 1985 Minutes
2. Executive Committee Activities
3. Resource Center Advisory Council Activities
 - A. Review of December 11, 1985, and January 8, 1986 Council Meetings
 - B. Subcommittee Activities
4. School of the Arts Activities
 - A. Discussion of Board member's recommendations for the Advisory Council
 - B. Workplan and Timeline
5. Personnel Activities
 - A. Status of Applicants
 - B. System Established for Reviewing Applications
6. Staff Report
 - A. Pertinent Monthly Correspondence
 - B. Preparation of General Question and Answer Sheet for the School and Resource Center
 - C. Legislative Report
 - D. Update on visits to other schools
 - E. Update on communication contract
7. Other

ATTACHMENT 2

1984 ARTS TASK FORCE REPORT

MINNESOTA ARTS EDUCATION TASK FORCE

Report to the Legislature

January, 1985

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INTRODUCTION

When the Minnesota Arts Education Task Force was established, its primary purpose was to make recommendations regarding the establishment of a high school of the arts in Minnesota. As we studied the issue, we found the scope of our mission changing.

Our discussions with parents, students, educators, artists and other concerned citizens established a need for a high school for the arts not as a separate entity, but as the cornerstone of a statewide arts education system. As a result, we propose a Minnesota School of the Arts and Resource Center--a school whose outreach program is as important as its curriculum, and whose programs for the artistically gifted do not diminish, but enhance the arts education of students in every school district in Minnesota. This report also recommends the funding of four proposals developed by the Minnesota Alliance for Arts in Education (MAAE) for other initiatives that will preserve, promote and extend K-12 arts programs in schools throughout Minnesota.

While improving arts education is our primary goal, a combined school and resource center would also provide benefits to all Minnesota citizens. In addition to the direct impact of the outreach programs, all citizens would benefit from the economic impact of a program dedicated to excellence in education and the arts.

The following report from the Minnesota Arts Education Task Force establishes the need for such an arts education program, and addresses the specific areas of concern requested by the legislature in the 1984 Omnibus Education Aids Bill.

HISTORY

The concept of a Minnesota School of the Arts as a component of Minnesota's arts education system was first seriously studied in 1979-80. An ad hoc committee chaired by Dr. William Jones of the Greater Twin Cities Youth Symphonies received a grant from the Northwest Area Foundation to study the concept. The committee recommended establishment of a Minnesota high school of the arts.

In January, 1984, the Governor's Commission on Economic Vitality in the Arts revived the idea, suggesting a high school of the arts as a project that "would stimulate Minnesota's economy and enhance its image as a leading cultural center." As a result of this recommendation, Governor Perpich established the Minnesota School of the Arts Task Force, appointing a statewide committee of 18 people who had demonstrated an interest in education and the arts (see appendix).

At the first meeting on March 29, the Task Force began developing its mission. Discussions centered on creating a plan for statewide improvement of arts education, establishing a school that would be accessible to the entire state, and the need to seek input from people outside the committee. By the end of the second meeting, two subcommittees had been formed to determine the most efficient methods for soliciting input from the educational and arts constituencies throughout the state. It was determined that the school should incorporate visual, literary and media arts into its format, in addition to the performing arts -- dance, music and theater arts.

At its April 30 meeting, the Task Force changed its name to the Minnesota Arts Education Task Force to reflect its desire to combine the high school of the arts with a resource center that would provide statewide benefits in arts education. The outreach committee scheduled open hearings from May 14-17 in the Twin Cities, Rochester, Mankato, Marshall, Fergus Falls, Thief River Falls, Virginia, St. Cloud, Duluth and Bemidji to solicit opinion from concerned citizens.

Legislation was passed in May requiring a report on arts education and a School of the Arts, and providing funding for the report and its recommendations as follows:

1984 Omnibus Education Aids Bill

Sec. 41. ARTS EDUCATION REPORT

By January 15, 1985, the department of education shall report to the education committees of the legislature recommendations for improving arts education in elementary and secondary schools. The report shall include:

1. a review of the comprehensive arts planning grants authorized by Minnesota Statutes, sections 129B.17 to 129B.21;
2. an assessment of the need for arts programs at elementary and secondary schools with recommendations for expanded arts opportunities for all students; and

3. recommendations about establishing a Minnesota school for the arts, specifically addressing: the need for the school; a governance structure; administration and staffing; curriculum components, including academic areas; student selection procedures; tuition, transportation, and housing; capital and operational budgets; funding provisions and sources; and ability to serve as a statewide resource center for school districts and staff.

Subd. 3. ARTS EDUCATION REPORT. The sum of \$148,000 is appropriated for fiscal year 1985 from the general fund to the department of education for the purposes of section 41.

The department of education shall not expend \$118,000 of this sum until it submits the report about establishing a Minnesota school for the arts to the chair of the senate education aids subcommittee and the chair of the house education finance division and receives their advisory recommendations on the school; failure or refusal to make a recommendation promptly is deemed a negative recommendation.

1984 Omnibus Tax Bill

Article 12. Charitable Gambling Control Board

Subd. 3. ANNUAL APPROPRIATION. At the end of each fiscal year, the commissioner of finance shall certify to the state treasurer the total revenues collected by the board from taxes and fees imposed by this article minus the amount appropriated by law from the general fund to the board for its expenses and operations. The net revenue so certified shall be expended by legislative appropriation to the department of education for expenditure, in consultation with the state arts board, as grants for programs, construction, maintenance, and operation of one or more schools for the arts located within the state, or the purposes recommended by the Minnesota school for the arts planning task force except that any part of the amount so certified which is not appropriated for the purposes set forth in this subdivision may be appropriated for any other purpose.

Open meetings were held in ten cities throughout the state to explain the content of the legislation and the mission of the Task Force (see list, page 2). The meetings underscored the need to contend with a lack of information and mis-information about the scope of the high school of the arts. Concerns about the ability of the school to serve the entire state were addressed with examples of proposed outreach activities and the efforts the Task Force was making to encourage statewide involvement in the development of the school and its outreach programs. Participants were encouraged to become a part of the process, and they offered constructive suggestions concerning elements necessary to establish the best possible statewide arts education program. A direct result of the open meeting held at Central High School in St. Paul was the establishment of a Student Advisory Committee (see appendix).

The Task Force intensified its efforts to encourage input with the establishment of curriculum subcommittees for each arts discipline and general studies. Although the original subcommittees each consisted of two or three Task Force members, the final reports represent the contributions of dozens of outside experts (see appendix). People who had previously expressed interest in contributing were asked to participate, and others were recruited to help

subcommittees achieve a balance of Twin Cities area and Greater Minnesota participants and professionals from the public school system and the statewide arts community (see appendix for list of subcommittee consultants).

The subcommittee reports were submitted to the entire Task Force, which used them as a primary resource in developing the recommendations that appear in this report to the Legislature. The contributions of the open meeting participants and others who wrote or called to offer suggestions were instrumental in identifying programs to be offered by the Minnesota School of the Arts. The resource materials provided by some 90 specialized schools throughout the nation were invaluable in determining the most efficient methods of administering these programs.

A preliminary version of this report was issued in November 1984 to provide an opportunity for additional input from arts and education specialists throughout the state. Information from the preliminary report was also used to develop site criteria for the proposed school. A Site Evaluation Committee was appointed by Governor Rudy Perpich and Minnesota Arts Education Task Force chair David Spear. Five proposals were submitted to the evaluation committee by the December 5, 1984 deadline. Each group submitting a proposal was asked to make a presentation at a December 10, 1984 Task Force meeting. A report evaluating the five sites was issued by the Site Evaluation Committee on December 31, 1984 (see appendix).

MINNESOTA ARTS EDUCATION TASK FORCE

Mission Statement

The Minnesota School of the Arts and Resource Center is a school and statewide resource center for the visual, performing and literary arts. As a statewide, independent public institution, its purpose is to provide expanded opportunities in the creative and interpretive arts to meet the needs of the gifted and talented youth of Minnesota. With a strong emphasis on high academic standards and artistic excellence, it will serve as a resource for the Minnesota public school system and arts institutions.

Objectives

1. To serve as a national model for excellence in arts education.
2. To develop a strong partnership with all public schools in Minnesota.
3. To provide a dynamic environment for gifted students throughout the Minnesota public school system to develop their artistic talent, intellectual abilities, human character and their interrelationship to the broader community.
4. To provide expanded opportunities for Minnesota students to improve their abilities to engage in the creative process.
5. To provide a training ground and support system for Minnesota's professional educators and artists.
6. To interact with arts institutions and community organizations throughout Minnesota.

NEED

Excellence in the arts is frequently mentioned as an integral part of Minnesota's famed "quality of life," yet each year many young people leave the state because their artistic needs are not being met.

In the last 17 years, arts in Minnesota have become a \$175 million dollar growth industry, yet Minnesota's per capita support has dropped from among the top ten to 23rd in the nation.

Over 51 percent of the students responding to a 1984 Minnesota Department of Education statewide survey said their school should offer more opportunities for theater, yet there are no required drama programs in Minnesota schools. In the same survey, 49.8 percent of the respondents said there should be more opportunities for dance and 43 percent expressed a desire for more visual arts opportunities. Even in the case of creative writing, offered in nearly all secondary schools, 38 percent of the students said (more classes) should be offered. Despite this strong interest, almost 50 percent of Minnesota's school districts cut arts staff or programs in 1981-82.

Minnesota must renew its support for the arts to continue enjoying the economic, social and cultural advantages of a strong arts environment. Establishing a Minnesota School of the Arts and Resource Center would provide immediate, statewide benefits through its outreach programs and help ensure the future of the arts by encouraging the artistically gifted and by developing audiences for the arts.

While there are compelling economic reasons for supporting the arts, there are less tangible benefits that are equally important, particularly the essential role the arts plays in education. Many school districts have responded to the outcry about the decline in quality education by emphasizing a "return to the basics." Computation, reading and other basic skills form an important educational foundation, but the intuitive skills and problem solving skills developed in the study of the arts are key ingredients in integrating facts into an entire thought process. Arts experiences provide students with an opportunity to develop skills in cooperation and teamwork, and the arts increase self-esteem in students who are discovering and nurturing a new talent. If we want students who can think as well as know, the arts must be considered as basic to total education as mathematics and reading.

Minnesota students and their parents overwhelmingly favor expanded arts education. In a 1984 Minnesota Department of Education survey, 83 percent of the parents thought that arts should be a part of the required curriculum, and 48.5 percent thought arts education was equal to or more important than education in other subjects, such as math, English, and social studies. Over 70 percent of the students also felt arts education was more important or just as important as other subjects. More resources should be made available for teaching the arts, according to 58.5 percent of the parents. Minnesota citizens are not unique in their support of arts education. Ninety one percent of Americans feel it is important for school children to be exposed to the arts, according to a 1984 Harris survey on Americans and the Arts, and over 50 percent believe school children do not have enough opportunities for exposure to the arts.

Many Minnesota school districts consider the arts less important than other subjects in the curriculum. In 1975, 60% of Minnesota's school districts reported that budget cuts would affect arts programs and 14% required arts to carry the major burden of cutbacks, despite already limited offerings. Only 4.4% offered elective dance courses, and most offered creative writing, dance and drama only as segments of other courses. None of the dance courses, and only 13.9% of the creative writing courses, were taught by instructors who specialized in that particular art form. Music and visual arts courses were more common, but many districts limited the number of arts credits allowed, discouraging students from in-depth study. This decline in arts education opportunities has not been reversed, according to Arts in Minnesota Schools: A 1982 Status Report. As part of the report, an Arts Education Survey was developed and distributed in May, 1982. Fifty-one percent of the responding districts reported reductions in music staff, courses or performance options, including elimination or reduction of 24% of the string programs. Nearly 40% reported reductions in high school visual arts programs. It is more difficult to assess the availability of dance, theater and creative writing programs since few districts offer them as separate disciplines, but it can be assumed that this lack of status would make these programs even more vulnerable to cutbacks.

Increasing funds to school districts might help improve arts education, but the state has limited discretion in dictating how districts spend their education dollars. With many school districts already not in compliance with Board of Education rules on arts in education, there is little guarantee that dividing the new charitable gambling tax money among the school districts would make a significant impact on arts education. Establishing a Minnesota School of the Arts and Resource Center is an efficient way to improve arts education on a statewide basis.

In addition to providing the means to improve current programs through curriculum development and teacher training, the School and Resource Center will provide arts opportunities that no single district could afford, such as intensive summer school sessions. This approach is in line with Recommendation 19 in Minnesota: State of the Arts, a 1977 report of the Governor's Commission on the Arts, which suggests that "limited state arts funds can be most effective if used on a statewide basis to stimulate arts development along the lines of statewide priorities." Because the school will be funded with monies from a new tax, it will not reduce funds for current arts education programs, but, instead, provide the environment and the resources necessary for them to become reinvigorated.

While there may be other methods of improving mainstream arts education on a statewide basis, a School of the Arts and Resource Center would also ensure that artistically gifted students receive special attention. Gifted education has been called the most neglected area of public school education in America. The prevailing attitude that arts is not a basic curriculum need makes opportunities for the artistically gifted even more limited.

Education Rule 40.C states that senior high elective opportunities are to be provided in "...practical and fine arts to such an extent as to meet the needs of the pupils enrolled..." The number of high school arts courses is extremely limited, and scheduling difficulties can make it impossible for a student to register for even one course, let alone get the in-depth study necessary to

develop talent. The situation is even bleaker in the popular arts, where few schools provide opportunities. While it is debatable whether current arts offerings meet the needs of the average student, it is clear that they do not meet the needs of the exceptional student.

Gifted students are often the last group to be considered when deciding where to commit funds because it is assumed that their abilities already give them a head start over most students. Many gifted students perform at lower levels than average students, however, because a lack of challenging programs and the social ostracism of "being different" makes it difficult for students to capitalize on their talents. Our indifference to giftedness not only harms the students, but society loses the valuable contributions the students could make if their talents were properly nurtured.

Over 75 percent of the parents in Minnesota Department of Education's 1984 survey supported allocating more resources to students with special talent in the arts.

Two of the most critical factors in successfully educating gifted students are opportunities for total immersion in their areas of interest and reinforcement from peers who are equally interested and gifted in those areas. There is currently no school in Minnesota whose primary purpose is to meet the needs of artistically gifted students. Opportunities are only available for the wealthy or for those willing to make extraordinary sacrifices to send their children to private schools, private lessons or an out of state arts school.

The Minnesota School of the Arts and Resource Center will provide learning opportunities for students with special needs. Because academic and artistic subjects will be emphasized equally, students will be better prepared to share their gifts in a variety of different fields. Those who do not choose an artistic field as a career will probably continue having an avocational interest in the arts, providing a more informed audience and a greater pool of arts volunteers and patrons in the future. Those who choose a career in the arts will have an even greater impact on the improvement of Minnesota's art scene, particularly in the popular arts. The recent filming of Prince's PURPLE RAIN brought over four million dollars into the Minnesota economy. An increase in the number of skilled arts workers can increase the chances that other film, recording, and popular arts enterprises will choose Minnesota as a place to locate their operations.

Minnesota needs the arts for the economic, social and aesthetic benefits arts provide to the state. We need arts education for the intuitive skills it promotes in students and to provide students with a balanced education in a world where technology has overshadowed the human qualities inherent in the arts. Special programs for the gifted are needed now or we will lose the contributions they can make in the future. We need the Minnesota School of the Arts and Resource Center for the immediate impact it will have on the arts, arts education and gifted education and because it will serve as a cornerstone for future improvements in these areas.

THE EDUCATION OF GIFTED LEARNERS

A Minnesota School of the Arts and Resource Center will be a service to gifted and talented students in our state's school aged population. Before one can have a full understanding of why the Minnesota School of the Arts and Resource Center will be a necessary addition to our state's education system, it is important to understand the nature and the needs of those students who comprise this segment of the overall population. The students who will ultimately be selected to take part in programs offered by the Minnesota School of the Arts and Resource Center are part of the population referred to as "gifted." The Gifted Center of the Twin Cities Metropolitan Educational Cooperative Service Unit reports:

A Comprehensive Definition of Giftedness

In 1972, the U.S. Commissioner of Education, Sidney Marland, published a landmark report on gifted education. This report contained a definition of giftedness which has since gained general support among educators and researchers in the field of gifted education. (This definition is subscribed to by the State of Minnesota Department of Education.) Marland reported that there are six broad categories of giftedness:

- General Intellectual Ability
- Specific Academic Aptitude
- Creativity or Productive Thinking
- Visual or Performing Arts Ability
- Psychosocial or Leadership Ability
- Psychomotor Ability

Any individual who shows exceptional ability in one or several of the categories, Marland stated, may properly be termed gifted.

The above statement contains three interlocking concepts crucial to a complete understanding of giftedness:

1. Emphasis on exceptionalality
2. Emphasis on ability
3. Emphasis on the multidimensionality of giftedness

Exceptionality

The designation of an individual as gifted must be based in some way on the judgment that either that individual's current level of achievement or ultimate potential is exceptionally high.

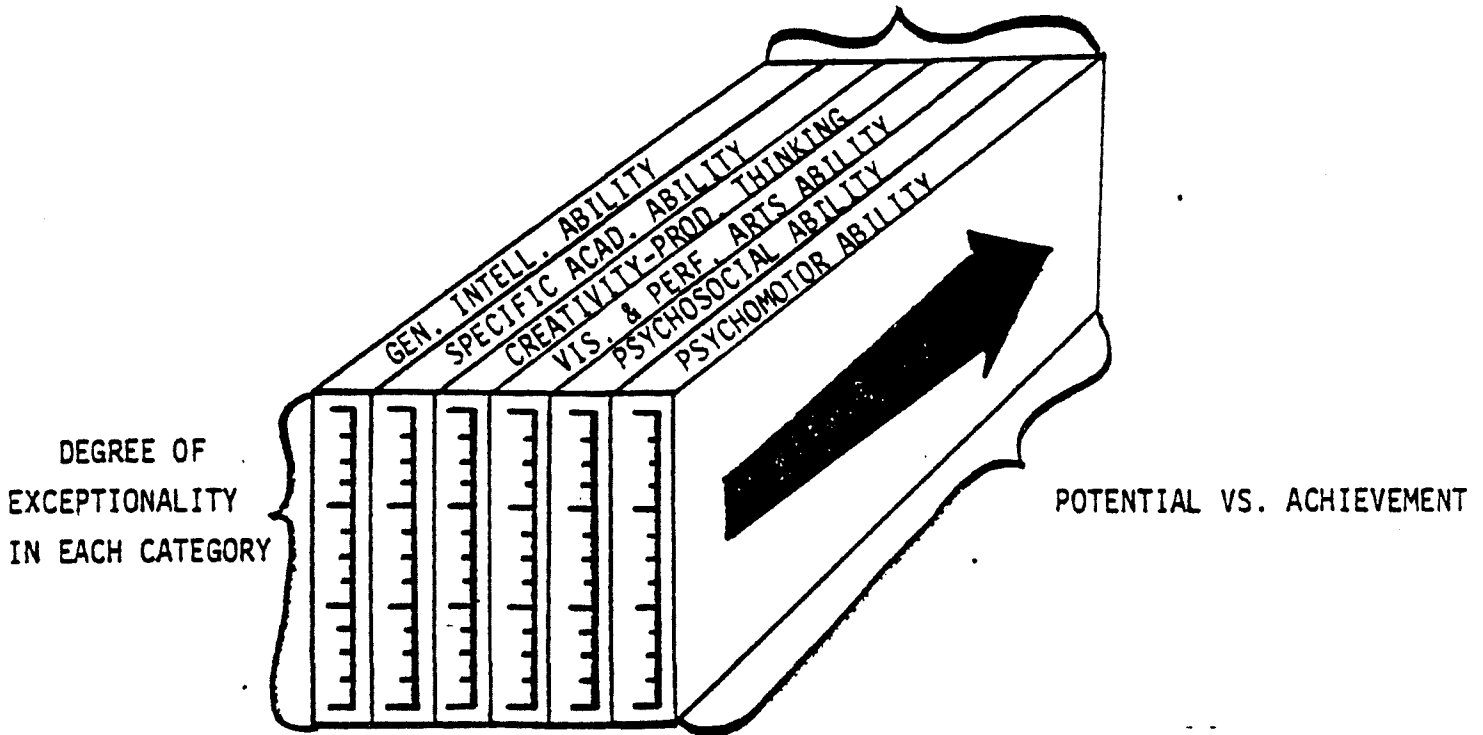
Ability

It cannot be stressed enough that the designation of an individual as gifted can legitimately be based on ability - even if no mature product of that ability has as yet been produced.

Multidimensionality

An individual may be gifted in only one, several, or all of the listed categories. Furthermore, there are great differences among gifted individuals in terms of degree of exceptionalality and also in terms of where each individual stands on the continuum between potential and achievement. Thus, in toto, giftedness may be thought of as a three dimensional concept:

CATEGORIES OF GIFTEDNESS



Within this three dimensional concept, a particular individual's giftedness may be plotted as a series of coordinates describing his or her level of exceptionality and degree of achievement in each applicable category.

Judith Healey, Vice President of the Northwest Area Foundation, in her introduction to "Gifted Children: Nurturing a Resource" 1978-1982, published by the Northwest Area Foundation in 1984, has expressed very well the ideas contained in this definition of giftedness:

"We recognize gifted adults by their actual accomplishments. We can listen to a Mozart symphony, contemplate Einstein's reconceptualization of the universe, marvel at the discoveries of Marie Curie, or examine the impact of Martin Luther King's leadership. Then, we can debate the existence of each individual's giftedness on the merits of his or her accomplishments.

"In children, the identification of giftedness is not quite so straightforward. Even our most gifted children have not, for the most part, attained a level of proficiency in any field sufficient to allow them to make creative break-

throughs. Often a child may show advanced proficiency in one skill area, while remaining at average levels in other areas of development. To identify giftedness in children, then, we must look at their current abilities and areas of strength as indicators of their potential for adult-level giftedness."

There is a general agreement among researchers in the field of gifted education that, if proper and equitable means are employed, 20-30% of the general school population will legitimately be identified as being gifted to an extent which warrants some kind and degree of special programming. Within this group, approximately 5% of the school population should be receiving regular, intensive, individualized programming which cannot be made available in regular school settings. The following discussion explains why it is imperative to provide such programming.

A Rationale For Specialized Educational Programs For Gifted Learners

The remarks of Judith Healey, which are quoted above, continue as follows: "In any case, the existence of advanced abilities and skills is itself a mandate for the modification of the educational experience. Students who are not learning all that they are capable of learning in the regular classroom deserve appropriate and challenging programs - whether or not we can make accurate predictions about their future development or their potential contributions to humankind."

It might well be asked: "What is the rationale for saying that the existence of advanced abilities... mandate(s) specialized programming?" In other words, "Why should we treat gifted learners differently than other students?"

There are basically two answers to these questions.

The first is that, in order to function, our particular kind of society requires well-adjusted, productive gifted adults. It is our gifted leaders, our gifted scientists, our gifted artists, writers, and performers who will illuminate and solve our greatest problems. If we nurture the potential identifiable in our gifted children, we can expect a richer, more fulfilled life for all members of society.

The second answer is a reflection of the quintessentially American belief that each person has a right to reach his or her highest potential. We value the individual. We protect each individual's right to "life, liberty, and the pursuit of happiness." For our gifted population, this translates into the right to a stimulating and challenging educational environment. Gifted learners need very high levels of stimulation and challenge in order to reach their potentials.

Once again, the words of Judith Healey (quoted from the same source) illustrate eloquently the ideas presented here:

"...the classic response of people who oppose devoting educational resources to the development of challenging programs for gifted students is that 'gifted students are so smart, they get it on their own anyway.' Surely, it is time to put this argument to rest. The development of all types of talent proceeds through the interaction of the capabilities of the individual with a stimulating environment. For example, a professional basketball player certainly must have possessed enormous ath-

letic ability as a child, but until someone put a basketball in his hands, taught him the skills necessary to play, and encouraged him to practice for many long hours, that talent remained unformed. And, we must support, he still attends practice, still pushes himself to expand the limits of his considerable ability, and still needs the direction and encouragement of a skilled coach. Intellectual and creative talents are no different. If it is not used, refined, and stretched, the most brilliant mind will stagnate. When we examine the early histories of eminent adults, we generally find evidence that they were supported, encouraged, and given special opportunities for learning."

Then it is clear that students who have exceptional potential do indeed "deserve appropriate and challenging programs." The questions raised at this point are:

1. How can we identify which members of our society are gifted, i.e., which individuals need specialized educational situations?
2. What are these "appropriate and challenging programs?"

The answers to these questions as they relate to the Minnesota School of the Arts and Resource Center appear elsewhere in this report - under the headings "Student Selection Procedures" and "Curriculum," respectively. However, it is important to state here that both the methods of identifying gifted learners for programming and the nature of programming provided for them must be direct outgrowths of the nature of gifted learners as defined here. It will be seen in practice that exceptional identification tools and exceptional programs are the reasonable and necessary response to exceptional individuals.

SERVICE AS A STATEWIDE RESOURCE CENTER AND PROMOTION OF OTHER INITIATIVES

The Minnesota Arts Education Task Force strongly believes that developing a School of the Arts and improving arts education throughout the state are not only compatible goals, but that neither program would be as successful alone as it would be if it were combined with the other. We recommend the School operate 12 months a year and in the evenings to facilitate on-site extension activities. Extension programs also will be available at locations throughout Minnesota.

The Task Force recommends that the School of the Arts coordinate teacher training programs, curriculum development and other extension programs through establishment of, cooperation with and possible contracts with other organizations and satellite sites. Educational Cooperative Service Units (ECSU), Regional Art Councils, institutions of higher education and other arts and education institutions should be considered in facilitating this effort. Care should be given to support and encourage other institutions providing arts education so that existing efforts can be strengthened rather than duplicated. The Minnesota Alliance for Arts in Education (MAAE) proposal that regional efforts to provide or enhance schools efforts to provide arts education programs be encouraged. Care should be taken to coordinate programs among the School of the Arts, the ECSUs, the Regional Arts Councils and other organizations providing arts education opportunities.

A central feature of the School's extension program is its role as a resource center and coordinating agent for the arts in education in Minnesota. In addition to serving as a library/media center for School of the Arts students, the Resource Center will provide a computerized central clearinghouse for arts and education information. Resource Center staff will solicit information and input from educators, artists and arts organizations throughout the state and disseminate that information statewide. All public schools in Minnesota will have access to information gathered and catalogued by the Resource Center. A catalogue of arts education activities available throughout Minnesota is one of the many computer listings that will be available. The catalogue will publicize these programs and enable the School and other organizations to avoid duplicating existing services.

The Resource Center staff will also be responsible for coordinating extension activities of the school. A full-time Extension Director will develop and supervise outreach programs, monitoring arts education opportunities throughout the state to determine the needs and interests of various populations. In developing specific programs, the School administration will be considering the results of major arts education surveys and assessments and also programs currently offered by non-profit and government groups. These efforts at coordination will enable the School and other organizations to avoid duplicating services. The outreach program will be fluid to reflect the changing needs of the state, but a constant demand is expected for some programs, including summer institutes, curriculum development and teacher education and exchange programs. These programs can be established before, or concurrent with, the opening of the School. They may be offered by the School or may involve contracting with other groups to offer the program.

SUMMER INSTITUTES: Residential summer institutes will be established at the School and at regional centers throughout the state to provide intensive studies in the arts for high school students who do not attend the Minnesota School of the Arts and Resource Center during the regular school year. Work-

shops and seminars will be available on an individual basis for students unable to make a full summer commitment. Limited offerings will be provided for younger students.

CURRICULUM DEVELOPMENT: Curriculum development and distribution will be a major activity of the Minnesota School of the Arts. Teachers throughout the state will be asked to participate in seminars designed to identify curriculum needs and attainment program areas and successes. New methodologies will be evaluated and documented, in some cases through trial at the School of the Arts. Successful curriculum plans will be catalogued and made available to all Minnesota school districts through the Resource Center. Increased support of the Comprehensive Arts Planning Program (CAPP), as recommended by MAAE, could have significant impact on arts curriculum development at the local level.

TEACHER EDUCATION AND EXCHANGE PROGRAMS: Teacher exchange programs will be established to give Minnesota public school teachers the opportunity to spend up to a year teaching at the Minnesota School of the Arts, sharing their knowledge with students while learning new teaching methods to bring back to their home school students. Intensive teacher education opportunities also will be available at the summer institutes. Workshops and seminars will be held throughout the year to introduce curriculum innovations and new teaching methods. Teacher education programs will be coordinated with the appropriate institutions to allow continuing education credit for participation.

The Task Force identified a number of other activities for the Extension Director to consider:

- Conduct master classes and workshops during the school year at a variety of locations, led by permanent faculty and guest instructors.
- Host statewide tournaments and contests in the arts specialties.
- Provide consulting services (to a high school play director with a design question, for example).
- Establish interim periods in the school calendar. During this time, School of the Arts students would go into the statewide community with presentations and performances, and the School would sponsor on-site workshops for students and teachers.
- Offer student residencies to enable students to enroll for one semester of intense study in their area of interest and talent.
- Encourage students from other schools to take individual classes offered by the School of the Arts.
- Promote artists-in-the-schools programs throughout Minnesota. The Task Force recommends maintaining a high level of public funding for the State Arts Board Artists-In-Education program.
- Disseminate information throughout the state via existing and proposed radio, television, computer and cable networks.

OTHER INITIATIVES: The need for elementary arts specialists is compelling because the time to encourage a child's artistic potential is when he or she is young. Many elementary schools do not have teachers of the arts. The Task Force recommends development and adoption of a proposal to increase the number of teachers in the arts at the elementary school level.

GOVERNANCE

Strong and stable leadership in the governing body of the Minnesota School of the Arts is essential to fulfilling the mission of the School. The Task Force believes that the Minnesota School of the Arts should be granted the status of a Special Independent School District and not be considered a part of the State Department of Education or any other school district in Minnesota. Its status as a school district should differ from other independent school districts only in its absence of taxing authority.

The Task Force recommends that a 15-member School Board oversee the operation and act as the governing authority for the School. Board members will be appointed by the Governor with the advice and consent of the Senate, and will include one member from each of Minnesota's eight congressional districts and seven at-large members, who will provide balanced representation from the education, arts and business communities. A three-year term is suggested, although initial terms should vary in length from two to four years to establish a staggered appointment process for continuity in governance and planning. Service on the board should be limited to two consecutive three-year terms. Reappointments to the board could be made, but only after the individual has been off the board for one full term. Because of the need to provide ongoing stability in the operation of the School, a procedure that allows the Governor or appointing authority to fill vacant Board positions pending confirmation by the Senate should also be considered.

The Task Force recommends that the School Board have the following powers and duties:

1. Employ and discharge staff.
2. Enter into contracts and provide for payment of all just claims.
3. Accept gifts and federal grants.
4. Establish a foundation.
5. Prescribe courses of study, conditions of admission, confer diplomas. (Promulgate rules; establish policies.)
6. Establish rules/policies for discipline, discharge and evaluation of student progress.
7. In all proper cases, prosecute and defend actions by or against the district.
8. Establish and maintain evening, adult, continuing education, extension and summer programs.
9. Arrange for housing of students.
10. Arrange for transportation of students.
11. Publish revenue and expenditure budgets.

12. Notify appropriate state officials of variances from complying with state rules and provide an explanation of the variance.
13. Acquire, construct, or remodel buildings if financing is approved.
14. Establish advisory committees as needed to advise the school board on policies/issues related to student affairs, curriculum control, management, and administration of the school.
15. Report to the Commissioner of Education on a regular basis.
16. Consult and communicate with staff of other state agencies including post-secondary educational institutions and the State Arts Board.

Because the funds to operate the School are received directly from the State, the budget process should include a review of the operating budget by a panel consisting of the Commissioners of Education, Revenue and Finance. The Task Force also recommends that the budget be a part of the State Department of Education biennial budget.

ADMINISTRATION AND STAFFING

The success of any school is largely dependent on the quality of its faculty and administration. Staffing a school that stresses a strong interdisciplinary approach as well as developing areas of expertise will be particularly challenging. The unique nature of the Minnesota School of the Arts demands unique guidelines for staff selection.

A core staff will be hired for each of six arts disciplines and general studies. This permanent faculty will provide stability and continuity for each program, serve as student advisors and be skilled in the major curriculum areas of their particular discipline. Guest instructors will be hired on a regular basis to teach more specialized topics.

Because artistic course offerings generally require more individualized attention than academic courses, the student/teacher ratio needs to be lower than in most schools. Subcommittee estimates on the necessary student/teacher ratio were consistent with ratios at specialized schools throughout the nation, ranging from 10:1 to 25:1 and averaging 15:1. Assuming a 25:1 ratio in general studies and a 15:1 ratio in the arts disciplines and a student population of 400-500, it is estimated that the school will need between 50 and 60 full-time equivalent (F.T.E.) faculty positions. This estimate is based on the subcommittee reports on staffing needs for each arts discipline and a general studies program that includes four years of English and History/Social Studies, three years of Math, Science and Foreign Language and two years of Physical Education/Health (see appendix).

General studies faculty should be certified teachers. They should display an understanding and appreciation of the arts and commitment to interdisciplinary education. Members of the arts faculty should possess the strongest possible combination of artistic and educational abilities. While certification would certainly be a strong indication of educational ability, it should not be a requirement for the school's arts faculty. A certification requirement would make it impossible to staff some of the programs, such as dance and media arts, where certification is unavailable. In other areas, it could make it difficult to provide a proper balance of teaching and artistic expertise.

Guest instructors will be hired for periods ranging from half-day workshops to full school years and should include Minnesota, national and international artists. Because guest instructors will usually teach more specialized topics, education requirements should be more lenient than for permanent faculty positions. Provisions should be made so that teachers already a part of Minnesota's school system could take leaves of absence to be guest instructors at the School of the Arts without losing seniority at their home school.

Dr. David A. Bennett, St. Paul Superintendent of Schools, who was instrumental in developing creative arts schools in the Milwaukee, Wisconsin public schools system, offers another option -- a mutually beneficial "barter system" between the Minnesota School of the Arts and urban arts organizations. This "barter system" is extremely effective in the Milwaukee creative arts schools, according to Dr. Bennett. The proposal calls for the School of the Arts to provide office space and use of school facilities in exchange for services to the school, including guest instructors to supplement the licensed teaching staff. We recommend that the administrators of the School of the Arts explore this arrangement.

The Chief Administrator for the school should also have a strong background in both arts and education, as well as administrative experience. A person with broad exposure to all the arts is preferable to someone closely identified with one particular discipline. Because the school and its educational concept is new to Minnesota, experience in developing programs and curriculum should be strongly considered. The Administrator should be committed to interdisciplinary education, and to developing both a strong outreach program and a school capable of becoming a prototype for excellence in education.

The Administrator should be responsible for determining the staffing needs of the school. A possible administrative structure could include a division head for each discipline, most likely a certified faculty member who would also have teaching responsibilities. Full-time staff should have education credentials and, whenever possible, K-12 certification. Flexibility is needed to hire other educators, including instructors from other art schools, universities and colleges, as well as individuals with recognition in their artistic fields. In addition to the normal clerical, custodial and guidance staff requirements, the subcommittees offered the following as examples of some of the school's special staffing needs.

- An equipment manager and assistants to check-out and repair media arts equipment.
- Accompanists for dance and vocal music courses, including one full-time pianist for the dance program.
- Resource Center staff, including a director, a librarian, and personnel skilled in computers, word processors, telecommunications and media arts.
- Additional clerical support for the literary arts department, to assist with production of finished manuscripts.
- A gallery coordinator, slide librarian and part-time curator for the visual arts department.

CURRICULUM

The curriculum for the Minnesota School of the Arts will be designed to provide a general, interdisciplinary education for artistically inclined students. A strong academic curriculum will be supplemented with programs in dance, literary arts, media arts, music, theater and visual arts, providing students with the opportunity for intense study in a special area of interest in an environment that also promotes excellence in general education. The program is not primarily designed to train performers, but to prepare students for their next step after graduation, whether it be higher education or a vocation.

Individual learning plans developed for each student will meet or exceed state graduation requirements while also taking into consideration the student's needs, interests and level of competence, and the School's emphasis on interdisciplinary education. The interdisciplinary philosophy, stressing the relationships among the arts and between general studies and the arts, will promote higher learning skills and a comprehensive educational foundation.

The motivational factors inherent in interdisciplinary education improve the odds that each student will leave the Minnesota School of the Arts with a well-rounded education. An obvious example of a link between general studies and the arts is the impact of historical events and language on literary arts and theater, but there are non-humanities applications as well, including geometry and visual and media arts, and anatomy and dance.

General studies courses will predominate in the curriculum, with the ability to offer specialized arts courses being dependent on an extended school day. Individual learning plans will be structured for ninth and 10th graders, to emphasize a strong, broad-based foundation, with greater opportunities to specialize in junior and senior years. Students will specialize in a particular arts discipline, but will be required to complete coursework that develops an understanding and appreciation of all the arts. Some provision may be made for an arts generalist major, particularly for entering ninth graders, who may not have decided on a particular arts discipline.

Curriculum recommendations from the Task Force subcommittees (see appendix) are tailored to each arts discipline, but they share many common characteristics. Opportunities are to be provided in both the popular and fine arts. Curriculum will be provided for skills in both creating and performing within the artistic genres of the student's choice. Foundation courses will be stressed initially. Private lessons and performance/production activities will be available, but will not be the emphasis of the programs. The curricula will also include studies in art history and art criticism/appreciation. Foundation courses and coursework in each discipline's common areas of specialization will be regular parts of the curriculum, with other courses offered based on the needs of the student population. Guest instructors will be hired to teach courses expected to generate high student interest. Other opportunities for study can be provided by granting credit for coursework offered by educational institutions and arts organizations in the community. Taking advantage of existing arts education programs will allow the School of the Arts to provide a comprehensive curriculum without incurring the expense of developing and staffing courses of interest to a limited number of students. Internships, mentoring relationships and other independent study will be encouraged for juniors and seniors.

Students, teachers and advisors will be involved in developing individual education plans and evaluating the progress of students in meeting the goals of the plan. Informal day-to-day feedback is encouraged, along with regularly scheduled meetings between students and their teachers and advisors. Parental input will also be a part of this process. Education plans may be revised to reflect changing needs and interests of the student.

STUDENT SELECTION PROCEDURES

The primary goals of the student identification and selection process are: 1) to find and include those Minnesota students who need the education of the Minnesota School of the Arts and Resource Center, and 2) to learn as much as possible in the identification process about those students so that the program meets their needs. Gifted young people live in all areas of the state and come from all ethnic and economic backgrounds. Quality attention must be given to issues of equity and equal access to the program for all students who are gifted in the visual, literary, and performing arts. The identification plan is designed to accomplish these goals through three major components: its extension program, a consistent and equitable series of identification procedures, and its admissions committee.

Although the needs and abilities of the student will be the primary consideration for admittance, achieving geographic, racial, and sexual balance and meeting program needs are important considerations. We recommend that, to the extent possible, geographic balance be achieved by admittance to the School on the basis of secondary school enrollment in each of Minnesota's eight Congressional districts.

The extension program of the Minnesota School of the Arts and Resource Center is essential to the identification process. Local and regional extension programs scheduled by the Minnesota School of the Arts and Resource Center staff will include students who have some ability and interest in the arts. The staff conducting the sessions will have the opportunity to observe students and assess individual ability, creativity, and motivation. Students who show strengths in two of these three categories will be encouraged to apply to the school. Offering these programs in all parts of the state will allow students to experiment with and expand their abilities and interest. These extension programs will assist the staff in the process of uncovering potential.

Any Minnesota student in grades eight through 12 may apply to the school. All applicants will be evaluated through an equitable and consistent identification procedure. This procedure will permit a student's needs, as demonstrated by personal abilities, creativity, and motivation, to dictate participation in the school programs. A variety of assessments will be used to determine that exceptional need. These assessments may include interviews, letters of recommendation, portfolios, evaluations of performances or products, and student essays. The selection procedures will translate information that these assessments provide into an evaluation of each student's educational need. The students who demonstrate exceptional strengths in two of these three categories--ability, creativity, or motivation--need the program offered by a full-time Minnesota School of the Arts experience.

An interdisciplinary admissions committee will be established to review the evaluations of students generated by the identification procedures. This review will allow the committee to admit the 400 to 500 students who have demonstrated the highest need for the full-time program.

It is essential that strong efforts be made to assure that students who need the educational services provided by the Minnesota School of the Arts and Resource Center receive them. Through the careful design of the extension experiences, equitable identification assessments, and an admissions committee, students will receive the quality education they need.

TUITION, HOUSING AND TRANSPORTATION

Access to arts education and programs that meet a student's level of ability will not be dependent on a family's financial resources. The Minnesota School of the Arts will be tuition-free for all Minnesota students. If there is space available, some programs could be offered to out-of-state students on a tuition basis. Free transportation will be provided for all officially sanctioned school activities.

The cost of student housing must also be considered in a school that serves a statewide population. Requiring students to provide their own housing would be a financial burden for most families, but individual reimbursement of housing costs is not financially feasible for the school. Finding and matching host families with students creates administrative difficulties. The most equitable and efficient method of meeting student housing needs is to provide free housing in a dormitory setting. Parents of students who choose not to live in a dormitory will be required to make their own housing arrangements.

The Task Force recognizes that a residential program for high school students must go beyond providing food and shelter. The residences will be closely supervised, with a suggested staff to student ratio of 1:20. The staff will be responsible for developing programs and services to meet the emotional, social and recreational needs of the student. Counseling services will be available for students with special needs.

Health services will be provided for all students. A nurse will be responsible for day-to-day health care needs, including development of preventative health programs. Arrangements will be made for evening and weekend emergency services and for a school physician to provide on-campus service at least once a week. Specialists will be engaged periodically to both treat and educate students in health problems. Efforts should be made to assure that all facilities and equipment will be accessible or modified as needed to allow students with disabilities to participate in the School.

FUNDING PROVISIONS AND SOURCES

The Minnesota School of the Arts intends to run the school and its extension programs with proceeds from the Charitable Gambling Tax, as appropriated by Article 12, Subd. 3 of the 1984 Omnibus Tax Bill. A charitable foundation should also be established to receive funds from individuals, corporations, and foundations desiring to make contributions to the school.

ATTACHMENT 3

RESOURCE CENTER ADVISORY COUNCIL AGENDAS AND MINUTES

AGENDA

Arts Resource Center Advisory Council

November 25, 1985

8:30 - 9:00	Coffee	
9:00 - 9:15	Welcome	Reginald Buckner, Sarah Nesson Cynthia Gehrig, Dan Loritz
9:15 - 9:30	Introductions	
9:30 - 9:40	Structure of the Council	Dan Loritz
9:40 - 10:00	History and Background	Dan Loritz
10:00 - 10:15	Legislative Process	Dan Loritz
10:15 - 10:40	Coffee Break	
10:40 - 11:00	Information Exchange X	Members
11:00 - 11:30	Task Force Report	Julie Brunner
11:30 - 11:50	Discussion/Questions	
11:50 - 12:10	Tour of Administrative Offices	
12:10 - 1:30	Lunch =	
1:30 - 1:50	Continuation	
1:50 - 2:00	Information Sheets, Expense Reimbursement, Council Budget	Dan Loritz
2:00 - 2:45	Subcommittees Structure	Dan Loritz
2:45 - 3:15	Timeline	Dan Loritz
3:15 - 4:00	Recap/Discussion/Next Meeting Date	
4:00	Adjourn	

MINUTES

Resource Center Advisory Council

November 25, 1985

The first meeting of the Minnesota Arts Resource Center Advisory Council was held on November 25, 1985, Room 200, Gallery Tower, St. Paul. Members in attendance: Carole Achterhof, Judy Broekemeier, Julie Brunner, Marisha Chamberlain, Sherry Davis, Cherie Doyle, Sam Grabarski, Cynthia Gehrig, Flo Goodrich, Kenneth Greer, Marj Hawkins, Kathryn Jensen, John Lottes, Virginia MacArthur, Jane McWilliams, Pam Paulson, Judy Ranheim, Al Reller, Glen Shaw, Lewis Whitlock, Mark Youngstrom, and David Zimmerman. Also in attendance: Board members Sarah Nesson, Reginald Buckner, and Margaret Marvin.

Absent: William Jones, John Cranney, Robert Pattengale.

Ex-officio members: Representatives John Rose and Dick Kostohryz, Senators Gene Merriam and Gen Olson.

Dan Loritz called the meeting to order at 9:10 a.m. and made staff introductions. He explained that he was on loan from the Department of Education as an interim director until a permanent director is hired, probably during the winter of 1986. He also introduced Mary Katherine Johnson, hired as assistant to the Coordinator of the Resource Center, and Candace Anderson, hired as Assistant to the Director of the School. Barbara Martin, on loan from the Senate Education Aids Committee, will be on staff through January 31, 1986. Mr. Loritz noted the unusual circumstance of hiring support staff before the principals (in this case, the director and coordinator are to be hired), but explained that the tight timelines in getting the Resource Center operational and the planning for the school necessitated the presence of staff at this time.

Mr. Loritz explained that the Board of Directors had decided to name the Chair and Vice Chair of the Council for the first year, rather than allow the membership to elect its own officers, also as a means to expedite planning for the Center. Cynthia Gehrig and David Zimmerman were designated by the Board as Chair and Vice Chair, respectively.

Mr. Loritz gave the Advisory Council an overview of the Board's activities to date and explained in general the steps that had occurred in naming the Council's members. He noted that the Board had looked for a balance between men and women, geographic distribution across the state, minority representation, and a cross-section of artists from the various arts disciplines. Mary Katherine Johnson took the Council through the specific application process and defined the categories that had been established in an effort to achieve what would be the most representative and productive group. She cited the criteria mandated by the legislature; i.e., representation from MAAE (Minnesota Alliance for Arts in Education),

State Arts Board, regional arts councils, Department of Education, ECSUs (Educational Cooperative Service Units), post-secondary institutions, organizations involved in arts education, and elementary and secondary educators. She added that the Board had felt it would be helpful to also have representation from the foundation community, parents, citizens knowledgeable about the arts, practicing artists in dance, theatre, visual arts, media arts, literary arts and music, and legislators from each legislative body and each major political party. She also explained that members' terms of office are staggered, some expiring in 1987 and some in 1988, with members being eligible for re-appointment at the time of their first term's expiration.

To provide additional background information, Mr. Loritz requested that Glen Shaw describe the ECSU system and Virginia MacArthur the function of the regional arts councils.

Mr. Loritz next introduced Sarah Nesson of the Board who, along with Board member Reginald Buckner, will be acting as Board liaisons to the Advisory Council. Ms. Nesson spoke briefly about the charge of the Council and relayed the Board's strong interest in the formation of a student committee to act in an advisory capacity.

Mr. Loritz reviewed the agenda and provided a synopsis of the legislative history and background of this project. He described the outcome of the 1984 legislative session in which money had been appropriated for an arts education needs assessment study and recommendations. In conjunction with this directive had also come the funding of a task force to study the feasibility of establishing a state arts high school. The 1985 legislative session had resulted in a four-part arts-education package:

1. Expansion of the CAPP grants (comprehensive arts planning program)
2. Establishment of a separate arts education categorical aid in the school aids budget
3. Immediate establishment of a resource center
4. Planning for an arts high school

Cynthia Gehrig asked what legislative activity could be anticipated for the 1986 session. Mr. Loritz responded that no new legislation would be requested and that a preliminary progress report of the Board and Advisory Council's activities would be presented to the legislature in February for their information.

Mark Youngstrom asked what the possibility might be of the legislature cutting the current appropriation. Mr. Loritz responded that cutbacks were possible in all budgets given the state of the economy, but he believed the total arts education program would remain intact. In answer to a question about the charitable gambling law, Mr.

Loritz explained that the statute had been repealed during the 1985 session, as most legislators felt that all education programs should compete on the same level for general funding and not be recipients of such dedicated funds. He also provided background on how programs are funded in the Education Aids budget.

Al Reller asked for clarification of how the Resource Center and School related to each other. Mr. Loritz responded that the School and Center are envisioned as one unit, not separate entities, and that the center will serve as the extension arm of the school. He reiterated that the arts education programs were considered a comprehensive package by the legislature and while the resource center will become an immediate reality, the school should be considered an ultimate reality. He added that the focus of the Advisory Council was at this point the planning for and operation of the Resource Center only. The planning of the School itself will not commence until February, 1986.

The Advisory Council then broke at 10:15 and each member was assigned the task of pairing up with another member during that time to find out more about that member. After break, members were to introduce each other and share background information with the Council membership. The meeting reconvened at 10:40 and the mutual introductions occurred.

Mr. Loritz next introduced Julie Brunner, who had served as administrator of the Arts Education Task Force. Ms. Brunner gave a presentation of the task force report. She described the composition of the membership and the subcommittee process used to complete its work. The subcommittee structure consisted of subcommittees broken down by arts discipline. It was felt that this was the most effective way to get at the unique needs of each discipline. Three members of the task force served on each subcommittee with one of the three acting as chair. The chairs then solicited input from artists, educators, community leaders, consumers, and other interested persons in formulating their recommendations. In effect, the 18-person task force expanded into a cadre of 80 to 100 individuals representing viewpoints across artistic and geographic lines.

Ms. Brunner also noted that a student advisory committee had been established that had been very helpful to the task force. She suggested that the Advisory Council investigate the possibility of creating a similar group to advise and react to Council proposals.

In addition, she pointed out the section on the notion of the "gifted learner" contained in the report. This had been included because the task force had visualized the arts school as a logical expansion of the gifted learner concept; i.e., allowing artistically inclined students the opportunity to have their needs met by immersing themselves in a specially designed environment such as athletics enjoys.

In conclusion, Ms. Brunner noted that as the task force moved around the state and through the subcommittee process, it became very apparent that arts education opportunities for K - 12 students were erratically distributed and in some areas non-existent. The task force, therefore, evolved from a group advocating not only an arts high school, but an attached resource center of statewide dimension that would help to provide enhanced opportunities for all teachers and students grades K - 12.

The Advisory Council then broke for lunch until 1:00 p.m.

When the Council reconvened at 1:00 p.m., Mr. Loritz reviewed a few business items, i.e. expense reimbursement procedures, including substitute pay, collection of Council member information forms, and location of future meetings. Ms. Gehrig stated her preference for having some of the meetings out in the community, at schools, community centers, arts institutions, etc. It was the consensus of the members that this would be a good way to enlist community support and participation in the resource center.

Mr. Loritz next reviewed a possible subcommittee structure composed of three topics: 1) Executive Committee--members to be appointed by the chair and vice chair; 2) curriculum subcommittee and 3) information referral and dissemination subcommittee. Some discussion ensued regarding the subcommittees recruiting additional personnel immediately or later (after the tasks are better defined), whether the subcommittees were sequential or concurrent in nature, and how the subcommittees would find the delicate balance between helping to organize and duplicating existing services and programs without being threatening. Dan Loritz reviewed the tight timeline the Council was operating under to help focus the subcommittee objectives.

Ms. Gehrig stated that for the purpose of starting the subcommittees in motion she would arbitrarily divide the Council in two groups, one for each subcommittee. They would then meet privately and brainstorm for 45 minutes about their respective functions.

After the 45-minute session, the groups returned and gave reports on their discussions.

Group #1 - Information Referral - Questions/conclusions:

1. A clear definition of what the Resource Center purports to do is needed.
2. Legislation needs clarification.
3. Where should information be sent and how do we reach those people -- personally, through the media? Who is the audience?
4. How much money do we have?
5. Who has been excluded from arts education opportunities?

6. Are we giving teachers something they don't want? What are their needs?
7. Use of existing organizations and publications.
8. Set goals so we are able to determine if we have succeeded.
9. Information should be transmitted to school boards so they are aware of unfulfilled needs.

Group #2 - Curriculum/Programs - Questions/conclusions:

1. List needed of the programs that currently exist -- breakdown by geography, discipline, type of organization providing service.
2. Contact existing organizations through teachers, ECSUs, State Arts Board, MAAE, CAPP, Community Education Association.
3. Assess what is missing and where.
4. Initially examine summer institutes and programs.
5. Survey teacher leadership programs for arts educators.

After the presentations of each group, Ms. Gehrig suggested that the two subcommittees continue for the near future. She indicated that the Council will meet on a monthly basis--subcommittees meeting in the morning and the full Council in the afternoon. The next meetings will be on December 11 and January 8; thereafter, the first Wednesday of each month.

Meeting adjourned 2:30 p.m.

Barbara Martin, recorder

Approved: _____

RESOURCE CENTER ADVISORY COUNCIL

Background information of members shared at November 25 meeting:

- 1) Flo Goodrich
 - Owns theatre group in St. Cloud
 - Actress in her own right
 - Community leader
- 2) John Lottes
 - President, MN Society of Fine Arts
 - Taught in industrial design area
 - Visual arts education
 - Member of National Association of Schools of Music, Theatre and Dance - does accreditation of post-secondary schools
 - Board member of St. Paul Academy in Missouri
- 3) Mark Youngstrom
 - Communications specialist, Department of Education
 - Develops curriculum in language arts
 - Interested in computers being used to teach music
 - Member, MN Council of Teachers of English
 - Chair, state CAPP program
 - Started as an English teacher
- 4) Marisha Chamberlain
 - Teaches at University of Minnesota
 - Member of COMPHS
 - Writing script of "Little Women" for Children's Theatre
- 5) Marj Hawkins
 - Program assistant for community education in St. Cloud
 - Implemented arts programs in schools through St. Cloud Arts Council
 - Interested in computer graphics
- 6) Kenneth Greer
 - Documentary filmmaker
 - Graduate of Carleton College and Stanford University
 - Owner of Greer Assoc. graphic design film company
- 7) Judy Broekemeier
 - Teacher in Jordan school district
 - Teaches art to 500 elementary school children
 - Teaches children with special problem-solving abilities under the Quest program
- 8) Dale Fretland (audience)
 - Teaches theatre at Harding High School
- 9) Ellen Meyer (audience)
 - with Minneapolis College of Art and Design

- 10) Merril Felger (audience)
 - With Buffalo School District
- 11) Lewis Whitlock
 - Dance choreographer, director, performer with Zenon, Penumbra Theatre and Duluth Ballet
 - Has worked with secondary school children
- 12) Margaret Marvin
 - Member, Arts High School and Resource Center Board
 - Former member, State Board of Education
 - Theatre enthusiast
- 13) Pam Paulson
 - Educator in dance at Apple Valley
 - Member MAAE
 - Interested in curriculum development
 - Member of MICA, choreographer
 - Performs with students
- 14) Cherie Doyle
 - Visual artist
 - Founding member of WARM Gallery
 - Certified teacher at secondary level
 - Curator of Macalester Gallery
 - Has access to artists and knows who is available to do what kinds of things across the state
- 15) Jane McWilliams
 - Member, MN School Boards Assoc.
 - from 1st Congressional District in Northfield
 - Volunteer in public schools
 - Singer
- 16) Sam Grabarski
 - Executive director, MN State Arts Board
 - Operated arts schools in Iowa and Connecticut
 - Professional musician
 - Graduate of Juilliard
- 17) Sherry Davis
 - Piano student
 - Home Economics major
 - Taught art in Massachusetts
 - Chair of British Festival Ball
 - Member, Board of MN Orchestra
- 18) Kathryn Jensen
 - Cultural anthropologist
 - Blandin Foundation staff
 - Active in community arts programming, tourism, local arts boards
 - Interested in summer arts camps

- 19) Judy Ranheim
 - Originally from Fergus Falls
 - Professional flutist
 - Private music teacher
 - Worked with kinder concert program
 - Board member, Bach Society
 - Founder, MN Friends of Interlochen

- 20) Al Reller
 - High school teacher in Hibbing
 - Directs Plays
 - Recipient of one of the first State Arts Board production assistance grants
 - Hosted high school workshops in Bemidji
 - Arranged cultural bus trips to metropolitan area

- 21) Carole Achterhof
 - Resident of Luverne, MN
 - Member, MN State Arts Board
 - Involved in theatre company in Southern Minnesota
 - Working on production of Bye Bye Birdie

- 22) Virginia MacArthur
 - Resident of Brainerd
 - University of MN art and English education
 - Enjoys painting
 - Region 5 Regional Arts Council

- 23) Glen Shaw
 - Director, ECSU, 11 years
 - Involved in cooperative planning efforts
 - Degrees in elementary education, library science, administration
 - College professor

- 24) Julie Brunner
 - Arts consumer
 - Administrator, Arts Education Task Force
 - Attorney for Department of Human Services
 - Three years counsel for Senate Education Committee
 - Lobbyist for AMSD for two years
 - Wrote first draft of arts high school legislation

- 25) Cynthia Gehrig
 - President, Jerome Foundation
 - Past chair, MAAE
 - Vice chair, MN Academic Excellence Foundation
 - Elementary art teacher in Indiana

- 26) Sarah Nessen
 - Member, Board, MN School of the Arts and Resource Center
 - Major in speech pathology
 - Worked as a grain broker for several years
 - Volunteer with Courage Center

- 27) Reginald Buckner
 - Member, Board, MN School of the Arts and Resource Center
 - Instructor, University of MN
 - Pianist

- 28) David Zimmerman
 - Owner, Orpheum Theatre, Minneapolis
 - School board member, Buffalo
 - Member, Arts Education Task Force

ARTS RESOURCE CENTER ADVISORY COUNCIL

Addendum

Background information about the ex-officio members and Council members not in attendance at the November 25, 1985, meeting.

- 1) Dr. William Jones
 - Music Director and Administrator, Greater Twin Cities Youth Symphony
 - Served on the Governor's task force on the School of the Arts
- 2) Mr. Jon Cranney
 - Artistic Director, Children's Theatre Company
- 3) Senator Gene Merriam (DFL)
Coon Rapids, District 49
 - Chairperson, Agriculture and Natural Resources Committee
 - Serves on Education, Judiciary, Rules and Administration, and Taxes and Tax Laws committees
- 4) Senator Gen Olson (IR)
Mound District 43
 - Serves on the Education, Energy and Housing, and Local and Urban Government committees
- 5) Representative John Rose (IR)
Roseville, District 63A
 - Chair, Environment/Natural Resources Committee
 - Serves on the Appropriations - Education, and Regulated Industries/ Energy committees
- 6) Representative Richard Kostohryz (DFL)
North St. Paul, District 54B
 - Serves on Education - Education Finance Division; Financial Institutions/Insurance, and General Legislation/Veterans Affairs committees

AGENDA

Resource Center Advisory Council

December 11, 1985

9:00 - 12:00 Subcommittee Agendas

Curriculum, Programs and Services

1. Election of Chair and Vice Chair
2. Review of Summer Institutes Report and Other Materials
3. Identification of missing areas
4. Summer plan
 - What should be our affiliation with existing programs?
 - What programs should we initiate?

Information Dissemination and Referral

1. Election of Chair and Vice Chair
2. Report from Public Relations Committee
3. Review of draft mission statement
4. Agenda for next meeting including the participation of state educational groups
5. Development of a public information sheet

12:00 - 12:30 Lunch

12:30 - 12:50 Approval of Minutes

Announcement of Executive Committee

Public Roster of Members

12:50 - 1:30 Review of Informational Materials

1:30 - 3:30 Subcommittee Reports

1. Information Dissemination and Referral
2. Curriculum, Programs and Services

3:30 - 4:15 Presentation by MAAE

4:15 - 4:30 Tour of Administrative Offices

4:30 Adjourn

RESOURCE CENTER ADVISORY COUNCIL

January 8, 1985

Agenda

9:00 - 9:30	Model for Summer Administration Program
9:30 - 10:00	Minnesota Association of School Curriculum Development
10:00 - 10:30	Minnesota Music Educators
10:30 - 10:45	Break
10:45 - 12:15	Subcommittees
12:15 - 1:00	Lunch
1:00 - 1:15	Update on the Search Process for Resource Coordinator
1:15 - 3:00	Executive Committee Report <ul style="list-style-type: none">- Curriculum, Programs and Services Subcommittee report- Information Dissemination and Referral Subcommittee report
3:00	Adjourn

ATTACHMENT 4

1985-86 WORK PLAN - PLANNING FOR A SCHOOL OF THE ARTS AND RESOURCE CENTER

Minnesota School of the Arts and Resource Center

Tentative Work Plan
1985-86

Phase I Organization and Staff Selection
(August-October, 1985)

<u>Tasks</u>	<u>Suggested Completion Dates</u>
1. Organization of the Board	September
2. Selection of Core Staff	October
3. Organization and Selection of Resource Center Advisory Council	October-November
4. Begin Search Process for the Director and Coordinator	October
5. Establish Office	November

Phase II Resource Center Program Planning, Site Visits and
Staff Selection
(November, 1985 - January, 1986)

<u>Tasks</u>	<u>Suggested Completion Dates</u>
1. Resource Center Advisory Council begins program planning for student and teacher programs	November
2. Interviews for Director and Coordinators conducted and selection completed	December-January
3. Site visits planned and completed	November-January
4. Legislative Report planned and completed	November-January

Phase III Resource Center Programs Identified, Arts Curriculum
Reviewed and Legislative Activities Conducted
(February-March)

<u>Tasks</u>	<u>Suggested Completion Date</u>
1. Resource Center programs identified and information disseminated	February-March
2. Arts curriculum (disciplines) reviewed and position descriptions prepared for Department Chairs	February-March
3. Legislative Testimony and amendments, (if needed), presented	February-March

Phase IV Operation of Resource Center Programs, Arts Curriculum Refined/Developed and Department Chair Selection
(April-June)

<u>Tasks</u>	<u>Suggested Completion Date</u>
1. Finalize Resource Center Programs for the Summer of 1986	April
2. Conduct interviews and select Department Chairs	April-May
3. Identify and appoint, if needed, advisory committees for each arts discipline	May-June
4. Begin operation of Resource Center Summer programs	June

ATTACHMENT 5

RESOURCE CENTER DEMONSTRATION MODEL FOR 1986

**MINNESOTA SCHOOL AND RESOURCE CENTER
FOR THE ARTS**

**1986 Demonstration Program
For Students and Teachers
In Grades K-12**

**Prepared for: The
Resource Center Advisory Council**

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I. INTRODUCTION

The authorizing legislation for the Minnesota School and Resource Center for the Arts specifies that the Resource Center will operate programs, in at least three areas, during the summer of 1986. Areas include student programs, teacher education programs, and leadership programs for arts educators. In addition, the Resource Center is strongly encouraged to contract with existing organizations in the offering of these programs.

Future plans would include a three-tiered delivery/service system for Resource Center programs. The first involves extension programs emanating directly from programs developed within the School for the Arts; the second, contracted services with existing organizations; and the third, an arts information center to assist students, teachers and individuals interested in locating relevant arts information for elementary and secondary age students. Each of these three programs and services would be available on a year-round basis ensuring equal access for all Minnesota students and teachers.

This proposal outlines a demonstration program, for the summer of 1986 and the school year of 1986-87, which would utilize existing organizations in the delivery of programs for both students and teachers. The other two areas, programs offered by the School and the information center will be developed later, based in part on outcomes of this demonstration program.

II. RATIONALE

With limited planning and development time available, the absence of an operational School of the Arts and a lack of demonstrated methods for offering comprehensive extension programs for elementary and secondary age students, it would seem appropriate to conduct a summer demonstration/development program for specific aspects of proposed Resource Center programs and services. The Resource Center expects to function as more than a regranteeing entity; however, that function is primary in this demonstration program approach.

The Resource Center acknowledges that arts in education programs can be developed in a variety of locations and through a variety of institutions. The proposed demonstration program will recognize and assist only a portion of those activities. This demonstration program will provide critical information for future planning and development of programs and services of both the School of the Arts and the Resource Center. The demonstration program will allow for controlled experimentation and close evaluation of the desirability of offering programs for students and teachers by contracting with a variety of existing organizations. It will also provide information and results which could be used in the development of an information center for use during both the traditional school year and the summer.

III. ELIGIBILITY

The demonstration activities will utilize a variety of existing organizations operating independently or in partnership with the Resource Center, to deliver programs for students and teachers in grades K-12. Beginning the summer of 1986, the Resource Center will support demonstration programs developed and implemented by organizations in these categories:

- 1 - University of Minnesota System
- 2 - State University System
- 3 - Community College System
- 4 - Local School Districts/Cooperatives
- 5 - Nonprofit Arts and Education Organizations
- 6 - Community Education/Parks and Recreation
- 7 - Vocational Schools

Funds will be available for

- a) The expansion, replication or refinement of existing programs or delivery services.
- b) New initiatives, if they can be implemented in a timely fashion.

Due to the short timelines, it is realistic to expect that many of the activities supported in the summer of 1986 will fall within the first category. Resource Center funding shall not supplant existing funding for particular activities. Consortia of cooperative institutions are encouraged.

Demonstration activities may include:

1. Student programs in the areas of theater, dance, music, literary arts, media arts, visual arts, and interdisciplinary studies.
2. Teacher education programs in theater, dance, music, literary arts, media arts, visual arts, and interdisciplinary studies.
3. Leadership development programs for arts educators.

IV. REVIEW CRITERIA

Applications for Resource Center support will be reviewed according to the following criteria:

1. Quality of program design.
2. Reasonable cost and commitment of support (designated funding or in-kind) from sponsoring institutions.
3. Appropriate number of participants served.
4. Experience, performance and professionalism of

sponsoring organization(s).

5. Evidence of student and/or teacher need.
6. Specific recruitment provision for minority and special needs students.
7. Credible evaluation design.
8. Complete and reasonable implementation schedule.
9. Programs of at least five days in length, consecutive or non-consecutive, serving a minimum of ten students or teachers. Larger programs are preferred.

In addition, selection will be based on the following principles which govern the statewide demonstration program:

1. There will be a diversity of models supported for the purpose of experimentation with several approaches in the initial year.
2. Funded activities will be distributed throughout the state, recognizing both student population and equity through equal access to program opportunities. The Resource Center requires that any residential program be open to participation of qualified students from any area of the state.
3. There will be activities supported in each arts discipline, with a balance of arts disciplines statewide.
4. Supported activities may serve students with varying levels of expertise. This demonstration program is not restricted to talented students.
5. There is a preference for activities which
 - a) involve students and teachers working and learning together.
 - b) promote inter-disciplinary approaches.
6. Up to 20 programs will be selected by the Resource Center Advisory Council. All programs will be offered as public school programs.

For the sole purpose of providing examples, the Resource Center lists the following models: (Additional models are being considered.)

1. Non-residential and residential programs for students and teachers.
2. Scholarship and fellowship programs for teachers;

scholarship programs for students.

3. A master class conducted by an artist for students with teacher participation.
4. A Governor's awards program for exceptional students.
5. A touring program, consisting of several arts disciplines which would travel to a number of sites for one week residencies.
6. A consortium of a regional arts council, university or college, and an Educational Cooperative Service Unit providing interdisciplinary programs for students and teachers.

V. PROCEDURES

Funding for Demonstration programs will be allocated in two phases, the first in the spring of 1986 and reserved for summer 1986 and 1986-87 school year activities. A second review will be scheduled for 1986-87 school year programs. Based upon a survey of existing programs, resources, and particular needs, the Resource Center Advisory Council will request selected proposals from various organizations, by February 10, 1986, in the seven specified tiers. A select group of organizations found on the "Key Informant" mailing list, along with those organizations having expressed an interest in submitting proposals to the Council will be invited to do so. Proposals must arrive in the Center's office by March 1, 1986. The Staff and Program Committee will review proposals and recommend to the full council those which

- a) should be funded for immediate implementation and
- b) those which should receive modest (up to \$2,000) planning grants to more fully develop a program design to be reviewed for final approval by the Executive Committee on staff's recommendation.

VI. TIMELINE FOR SUMMER PROGRAM

January 23	Programs Subcommittee meets to develop a summer plan for review by Advisory Council. Subcommittee sections continue meeting to develop models.
February 5	Advisory Council adopts plan for summer program.
February 10	Invitations to provider organizations issued.

February 13	Programs Committee meets to review models, design program outline and select sites.
February 19	Plan presented to Board for concept approval of the design.
March 1	Proposals due.
March 5	Summer program sites and program design presented to Advisory Council for approval.
March 13	Slate of proposed providers reviewed by Executive Committee and Program Committee for approval.
March 19	Board adopts program design, site selection, and slate of providers.
April 1	Contracts begin.

ATTACHMENT 6

DRAFT BUDGET FOR F.Y. 1987

**Minnesota School and Resource Center
for the Arts**

Draft Budget for FY 87

Board Expenses

Per Diem Expenses	12,000
Meeting Expenses	2,200
Other Expenses	5,800
Consultant/Contract Services	200,000
	<u>220,000</u>

Personnel

	Salary	Fringe
Director	55,000	9,900
Assistant to Director	33,000	5,950
Resource Center Coordinator	48,000	8,650
Assistant to Coordinator	32,000	5,750
Assistant for Planning and Research	30,000	5,400
Office Manager	24,000	4,350
Clerical	18,000	3,200
Principal - School of Arts	48,000	8,650
6 Department Art Chairs (6 months)	120,000	21,500
	<u>408,000</u>	<u>73,350</u>

Staff Travel	20,000
	<u>501,350</u>

Office Operations

275,000

Resource Center Programs

Advisory Council Expenses/Travel	30,000
Program Funds	1,043,650
Consultant/Contract Services	100,000
	<u>1,173,650</u>

Total **\$2,170,000**