

**MINNESOTA SCHOOL & RESOURCE CENTER FOR THE ARTS
"A STATEWIDE PUBLIC SCHOOL"**

1987 PROGRESS REPORT

Prepared For:

The Education Committees of the Legislature

Prepared By:

**Board of Directors
Harry Sieben, Jr., Chair**

February 1, 1987

**James Undercofler, Director
David Zimmerman, Coordinator**

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REPORT TO THE MINNESOTA LEGISLATURE
(January, 1986 - December, 1986)

I. INTRODUCTION.

The Minnesota School & Resource Center for the Arts was created by an act of the 1985 Minnesota Legislature. Part of that enabling legislation required that annual progress reports on the status of the agency's activities be prepared for the Education Committees of the House of Representatives and the Senate.

The Legislature specifically requested that:

"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 1986 report, the first, provided the historical and legislative background which surrounded the beginnings of the School & Resource Center for the Arts. It noted that the agency's creation was one component of a comprehensive 1985 arts education initiative which included the establishment of an elementary arts education aid, increased funding for the Comprehensive Arts Planning Program, and continued support for the Artists in Education Program. It traced the efforts of educators, artists, legislators, and other concerned citizens to enhance the position of the arts in our educational system and to recognize their significance in sustaining and improving Minnesota's educational, cultural, and economic environment. And

it highlighted the first six months of activity of the Board of Directors and the Resource Center Advisory Council as they began the planning process for a School for the Arts and the operation of an arts Resource Center, an educational concept unique to Minnesota.

This document continues that reporting function for the Calendar Year 1986 and contains, as stipulated in the legislation, recommendations about the continuation of these newly formed and rapidly evolving institutions.

II. EXECUTIVE SUMMARY.

The Charge:

"By February 1, 1987, the Board of the School of the Arts and Resource Center shall report to the Education Committees of the Legislature..."

The Findings:

Preamble

The Minnesota School & Resource Center for the Arts is a statewide public school and resource facility dedicated to the enhancement of arts education in Minnesota. Through a high school, it will provide talented students an education which develops their individual skills and ability to articulate, adapt, and use their artistic talent to meaningfully relate to their world. Through a resource center, it will offer opportunities for additional and improved involvement in the arts and arts education to all students and teachers throughout the state.

The School & Resource Center is committed to working in concert with, not in isolation from, the arts and education communities of this state and believes its actions to be a true reflection of that philosophy.

Findings Related to the Activities of the Board of Directors, Including Planning For a School For the Arts.

*The 15-member Board of Directors has met monthly since January, 1986 as a full Board, and frequently in subcommittee and executive committee structure, to plan for the operation of a statewide arts high school.

*After a nationwide search and receipt of over 600 inquiries, the Board selected James Undercofler as Director of the School & Resource Center and David Zimmerman as Coordinator of the Resource Center. Six other staff have been employed, including Assistant to the Director, Assistant to the Coordinator, Assistant for Research and Planning, and three support staff.

*A charitable foundation has been established to accept gifts, grants, and bequests. It bears the name "Friends of the Minnesota School & Resource Center for the Arts." (See Attachment 5.)

*An interdisciplinary curriculum program is being researched and developed that will integrate a full academic curriculum with programming in the literary, performing, and visual arts. A Curriculum Developer and four Program Associates have been hired to facilitate this process. (See Attachment 7.)

*A site for the location of the School & Resource Center has been determined, and an architect has been selected. The City of Minneapolis will be the School's location and the firms of Setter, Leach & Lindstrom (Minneapolis) and Arata Isozaki & Associates (Tokyo) will be the designers. (See Attachment 6.)

*The Board is developing criteria to be used in selecting a temporary facility that will house the School & Resource Center until the permanent building is completed.

*The Board is committed to ensuring equal access to and participation in the programs of this institution. A student selection plan is being developed that will seek to reinforce that commitment by admitting students who, among other criteria, represent a geographic balance, reflect a gender and racial diversity and balance, and who demonstrate both developed and underdeveloped talent in the six arts disciplines.

Findings Related to the Activities of the Resource Center

*The Resource Center Advisory Council, comprised of rural and metropolitan educators, artists, and parents, has conducted its meetings around the state during the year. This has enabled it to receive local input on expectations for the Resource Center and define specific geographic needs. It has also heard first-hand from arts and education organizations about their special needs and aspirations for the Resource Center.

*The Advisory Council implemented 1986 summer programs throughout the state in the areas of theatre, dance, music and the literary, media, and visual arts for students and teachers-- at no or minimal cost to the participant. A variety (24) of delivery models were demonstrated at 30 locations and over \$300,000 was expended for this undertaking. Over 2,000 students, teachers, and other citizens were served. All programs were subjected to intensive evaluation and "MAX" (Minnesota Arts Experience) was pronounced a "success" in having achieved its goal of contributing to the improvement of arts education in Minnesota. MAX '87 planning is underway.

*The Resource Center participated in sponsoring, with the Children's Theatre Company, a concert of Madame Sats and the Moscow State Musical Theatre in June. Tickets were purchased and provided to 1,100 outstate youngsters through the ECSU system to allow them to attend this special cultural event.

*The Resource Center has initiated other programming activities for F.Y. '88, including teacher workshops in the areas of dance, theatre, and visual arts, and leadership workshops for teachers that will bring teachers together to enhance the development and progress of art curricula, and a lyceum program that will bring the Minnesota Dance Theatre, Midwest Opera Theatre, and the Lark Quartet to outstate Minnesota communities and students.

*Through the Resource Center, several communication tools have been created. These include: publication of a periodic newsletter, a summer arts education catalogue, MAX public information materials, slides and a video tape of the summer programs, a multi-purpose booth, and cable television access for programming.

*One of the most critical functions the Resource Center will perform is outreach for the School for the Arts. It will serve as linkage between the School and the educational community of the state by ensuring the delivery of information that emanates from the School in a meaningful way.

*The Advisory Council spent considerable time in 1986 assessing its goals and objectives and in setting priorities. The result of these efforts is contained in the Resource Center's "Three-Year Plan." (See Attachment 4.)

A more detailed description of the activities of the Board and Advisory Council is provided in Sections IV. and V., following the recommendations.

III. RECOMMENDATIONS.

The Board of Directors believes it has accomplished the objectives set out in the 1985 enabling legislation and recommends that it receive legislative authority to continue curriculum development, site preparation planning, and the refinement of a student identification and admissions process for the School for the Arts. Consequent to those tasks, the Board recommends that the School become fully operational in 1988 and offer complete academic and arts programming in dance, literary arts, media arts, music, theatre arts, and visual arts.

It also proposes that the Resource Center continue to provide arts education opportunities and services for Minnesota teachers, students, artists, and other citizens at no or minimal cost; that it play a role in emphasizing the importance of arts education and in the promotion of arts education opportunities throughout the state; and that it plan for the delivery and sharing of student work and curriculum developments from the School with the State of Minnesota.

Specific recommendations include the following:

*Operation of a public high school, open to any Minnesota student, grades 9-12, who demonstrates developed or underdeveloped talent in dance, literary arts, media arts, music, theatre arts, visual arts, or a combination of two or more art forms, up to a limit of 550 students. A phase-in is recommended as follows:

<u>Year</u>	<u>Ratio</u>	<u>Total</u>
1988-89	100 (10th) & 100 (11th) grade students	200
1989-90	125 (10th), 125 (11th), & 100 (12th)	350
1990-91	100 (9th), 150 (10th), 150 (11th), & 125 (12th)	525
1991-92	100 (9th), 150 (10th), 150 (11th), & 150 (12th)	550

*Admittance of pupils to the School determined by competitive review based on a student's potential to grow quickly and prosper from the program offered by the School. Criteria for review to include: knowledge/proficiency, creativity, flexibility, concentration, energy, motivation, overall academic ability, and social adaptability. Geographical representation from all regions of the state to be one determining factor for admittance.

*No tuition charged and free housing provided for students who live beyond commuting distance or who demonstrate a need to reside at the School for personal reasons.

*The curriculum of the School to include a complete arts and academic interdisciplinary student learning program. Students to be able to specialize in one of the six arts areas and receive a complete academic program, including laboratory sciences, advanced mathematics, and foreign languages. Strong emphasis will be placed on educating students to articulate, adapt, and effectively use their arts abilities and their art form. This implies leadership and character development as well as information which will help broaden career possibilities open to students.

*The School housed in a leased temporary facility during the period of this legislation while the permanent site for the School & Resource Center is being prepared.

*Summer institutes to be offered that will demonstrate curriculum effectiveness and stimulate artistic activity in under-served arts fields.

*A commitment to sharing and disseminating innovative curriculum materials, staffing patterns, student organization patterns, and other important findings with all public schools in Minnesota.

The Resource Center:

The Board recommends that the Resource Center during 1987-89:

*Continue the summer MAX program of free and low cost institutes and workshops for teachers and students in areas of arts curriculum need which will be offered throughout the state.

*Offer seminars and workshops throughout the year which will build teacher leadership skills and focus on areas of arts curriculum need.

*Present performances, exhibits, and demonstrations which will increase public cultural awareness and interest in the arts.

*Offer continuing education classes in partnership with school districts and higher education which meet arts education needs.

*Assist in cooperation with the Minnesota Department of Education in the research and development of theatre arts, dance, and media arts curricula.

*Encourage innovative practices in local school districts.

*Publish an annual summer catalogue, free of charge, of arts education programs for students and teachers.

*Plan for an arts materials repository for use by the state which will include a data bank, video and audio tape productions, and student learning materials.

**IV. ACTIVITIES OF THE BOARD OF DIRECTORS AND PLANNING FOR A
SCHOOL FOR THE ARTS (January, 1986 - December, 1986).**

The following description of Board activity is structured to coincide with the relevant statutory provisions in a numerically sequential manner.

**MINNESOTA STATUTE 129C.10,
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 has appointed the following persons to the Board:

<u>APPOINTEE</u>	<u>CONGRESSIONAL DISTRICT</u>	<u>TERM EXPIRES</u>
Roland Amundson	5	January, 1990
George D. Appleby	5	January, 1990
Marilyn F. Berg	4	January, 1991
Reginald T. Buckner	3	January, 1988
Jack R. Fena	8	January, 1988
Florence Grieve	4	January, 1988
Owen R. Husney	6	January, 1989
Mary Ingebrand-Pohlad	3	January, 1989
Alexandra Jacobs	6	January, 1991
Margaret Marvin	7	January, 1989
Sarah Fields Nesson	3	January, 1991
William Richards	2	January, 1989
Ruth E. Roitenberg	5	January, 1991
Harry Sieben, Jr.	3	January, 1990
Nancy Vollertsen	1	January, 1988

The Board has elected Harry Sieben, Jr., as the Chair and Ruth Roitenberg as the Vice-Chair. In addition, an Executive Committee, Communications Subcommittee, Curriculum Subcommittee, and Site Selection/Designer Selection Subcommittee have been formed.

Confirmation of these appointments will be requested during the 1987 legislative session.

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.

There have been two resignations from the Board since February 1, 1986--Jon Wefald, former Chair, and Gordon Bird, Congressional District 2. Their terms will be filled through the appointments of George D. Appleby and William Richards, respectively.

Subd. 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.

At its February, 1986 meeting, the Board selected a Director for the School & Resource Center and a Coordinator for the Resource Center. The search to fill these positions generated a great deal of interest nationwide, and over 600 inquiries were received about both openings. Many applicants commented on the innovative nature of the concept of a school and resource center for the arts and felt the two-pronged approach to arts education was visionary and representative of Minnesota's reputation for educational excellence and opportunity.

After a lengthy review of applicants' credentials, the Board selected Jim Undercofler as the Director. Mr. Undercofler was formerly the Director of the Educational Center for the Arts (ECA) in New Haven, Connecticut. ECA is a regional arts education resource supported by local government agencies and the state. Services offered by ECA include a half-time high school program for artistically talented students, a junior high arts magnet school, arts programming for vocational/technical high schools, teacher training, and curriculum development.

Mr. Undercofler was instrumental in establishing ECA as a regional leader in curriculum innovation and the development of programs to meet the unique needs of the public schools. He has an extensive background in music and music education.

Also at that meeting, the Board selected David Zimmerman as the Coordinator of the Resource Center. Mr. Zimmerman was a member of the 1984 Arts Education Task Force and Vice-Chair of the Resource Center Advisory Council. He is Chairman of the School Board of the Buffalo School District and was a music teacher in the public schools for several years.

The Board has also employed six other full-time staff consisting of the following: Assistant to the Director, Assistant to the Coordinator, Assistant for Research and Planning, all in the unclassified service; and an executive secretary and two support staff in the classified service. Staff complement also includes a Curriculum Developer employed on a part-time basis and a part-time student worker. The Board is currently in the process of hiring four Program Associates who will work one-fifth time for a period of six months to assist with curriculum planning and outreach programming.

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.

A charitable foundation bearing the name "Friends of the Minnesota School & Resource Center for the Arts," has been established with the assistance of the Attorney General's office and private counsel. The foundation is organized under IRS Code, Section 501 (C) (3) as a not-for-profit organization. (See Attachment 5 for copies of Certificate and Articles of Incorporation). "Acting" foundation directors have been named, and it is anticipated that by March 31, 1987, the permanent directors will have been designated.

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

A description of the programs offered for students and teachers will be found under Subd. 5, Resource Center, as the Resource Center is the coordinating agent for the development and implementation of such programs.

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, theatre, and visual arts in both the popular and fine arts traditions.

The development of an interdisciplinary education program has begun and is progressing quickly.

A Curriculum Developer, Merrill Fellger, (currently Director of Curriculum for the Buffalo School District), was hired in September of 1986, on a part-time basis, to coordinate and oversee the construction of an interdisciplinary curriculum model

for the School as required by statute. Mr. Fellger, working in conjunction with agency staff, Department of Education personnel, and Dr. Gordon Cawelti, Executive Director of the National Association for Supervision and Curriculum Development, on whose research and experience much of the curriculum formation is based, has developed a preliminary program model. (See Attachment 7.)

A full academic curriculum will be offered with additional special programming available in the areas of dance, music, theatre, and the visual, literary, and media arts.

Part-time "Program Associates" (referred to in the legislation as "Department Chairs" are in the process of being interviewed and hired. Four Program Associates have been sought for the following areas:

1. General Studies (includes English/language arts, mathematics, natural and social sciences, languages, health, and physical education.
2. Dance and Music
3. Literary and Visual Arts
4. Theatre and Media Arts

Program Associates in the arts areas will be responsible for a "pair" of disciplines, not a solitary field such as music or theatre, as is the common practice in other arts schools. This approach has been taken to reinforce the interdisciplinary nature of the curriculum and to avoid possible dominance of one discipline over another. Program Associates have proven not only their mastery of a particular arts area, but have demonstrated a sensitivity to the significance of other arts and a recognition of the academic needs of the students.

The Program Associates will provide leadership in facilitating curriculum development through researching program designs in other schools, participating on a planning team to devise the full curriculum, and soliciting and encouraging input on a regular basis from the Department of Education, arts education professionals, artists, and other affected parties.

The School's curriculum will emphasize the growth of core skills within the context of an individual student's artistic talent. Specifically, it will strive to develop:

1. Effective communication skills, using both words and numbers.
 2. Effective thinking and problem-solving skills.
 3. Effective organizational, planning, and leadership skills.
 4. Effective societal, economic, and personal skills.
- 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.

Selection of a Permanent Site.

The Board of Directors has recommended the Minnesota School & Resource Center for the Arts be located at a site in Minneapolis between the Basilica of St. Mary and Loring Park, bordered by Hennepin Avenue, Harmon Place, and Maple Street. (The City of Minneapolis has indicated it will provide no less than \$3 million toward the acquisition and preparation of the property, exercise its right of eminent domain if needed, vacate Harmon Place and provide for suitable parking.)

This decision was reached after the receipt and review of proposals from the City of St. Paul, City of Minneapolis, and Hamline Twin City Realtors, and represented the culmination of a site selection process that had begun with the submission of proposals to the 1984 Arts Education Task Force.

The Site Selection Subcommittee of the Board spent considerable time touring the sites, receiving presentations from the proposers, and meeting and evaluating the proposals using the following criteria: accessibility, acreage, architectural design freedom, cost, and student safety.

Selection of an Architect.

The Board elected to use the State Designer Selection Board process as the mechanism for choosing an architect for this project. A "Request for Proposal for Construction Project for the State School & Resource Center for the Arts" was published in the State Register on November 17, 1986. (See Attachment 6.) Twenty-two proposals were received, and five firms were selected as finalists for an interview. On January 12, 1987, the firm of Setter, Leach & Lindstrom, Inc., in conjunction with Arata Isozaki and Associates as the designer was unanimously selected as the architect for the School & Resource Center. The Board felt it was critical to make the selection of the architect at this point in time so that the designer could work in tandem with the curriculum developers in producing a design that was complimentary in function and aesthetics to the needs of the teachers and students.

Selection of a Temporary Site.

The Board is in the process of developing criteria that will be used in the selection of a temporary facility for the School & Resource Center. It is expected that this decision will be made by September 1, 1987 and that the temporary facility will be used

for two to three years until such time as the permanent building is completed.

The offices of the School & Resource Center for the Arts are currently located in the Gallery Tower Building in St. Paul, adjacent to the Science Museum Complex. The lease expires on June 30, 1987, with an option to extend on a year to year basis through 1989.

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

The School for the Arts is committed to ensuring equal access to and participation in the programs of this institution. A student selection plan is in the preliminary stages of design that will reinforce that commitment by securing the admission of students who:

*Represent a geographic balance among the regions of the state.

*Exhibit not only demonstrated or developed aptitude in the arts, but who have underdeveloped or "potential" talent.

*Represent a balance of the population in terms of gender and race.

*Have shown potential benefit to be derived from a school of this type upon evaluation of a series of "predictors of success" including motivation, talent, creativity, social adaptability, etc.

An advisory committee comprised of arts educators, educators, artists, and counselors will work with the Director,

Curriculum Developer, and Program Associates to formulate admissions criteria to ensure that the Minnesota School for the Arts is truly a "statewide public school".

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

The Board is in the process of establishing an advisory committee to explore alternatives for boarding students during that time period when the School is operational at a temporary facility without benefit of dormitory space on its campus. Membership of the advisory group will include parents, educators, counselors, and other affected parties who may be able to provide input on the most effective way of caring for students who must board.

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 fiscal and employee relation services which will be provided until June 30, 1987.

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.

See Subdivision 3, Section 1, for discussion of employees hired to date.

V. ACTIVITIES OF THE RESOURCE CENTER ADVISORY COUNCIL.
(January, 1986 - December, 1986)

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, in-service 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 non-profit 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.

Appointment of Council.

The Board of Directors appointed a 25-member advisory council in 1985. Through resignations, the Council now numbers 19. Its composition, however, still fulfills the requirements of this subdivision. The appointees are as follows:

<u>APPOINTEE</u>	<u>LOCATION</u>
Judy Nygard Broekemeier	Prior Lake, Minnesota
Julie Brunner	Bloomington, Minnesota
Cherie Doyle	Minneapolis, Minnesota
Cynthia Gehrig	Inver Grove Heights, Minnesota
Flo Goodrich	St. Cloud, Minnesota
Sam Grabarski	St. Paul, Minnesota
Kenneth Greer	Wayzata, Minnesota
Marjorie Hawkins	St. Cloud, Minnesota
Dr. William Jones	Minneapolis, Minnesota
John Lottes	Golden Valley, Minnesota
Virginia MacArthur	Staples, Minnesota
Jane McWilliams	Northfield, Minnesota
Robert Pattengale	Moorhead, Minnesota
Dr. Pamela Paulson	Minneapolis, Minnesota
Judith Ranheim	Minneapolis, Minnesota
Al Reller	Hibbing, Minnesota
Glen Shaw	Montevideo, Minnesota
Lewis Whitlock III	Minneapolis, Minnesota
Mark Youngstrom	Vadnais Heights, Minnesota

Cynthia Gehrig is currently Chair, and Glen Shaw is Vice-Chair. The Council will hold elections for new Chair and Vice-Chair at its February, 1987 meeting.

Summer, 1986.

As directed by the Legislature, the Resource Center offered summer programs in 1986 throughout the state for students, in-service workshops for teachers, and leadership development programs for teachers.

Requests for proposals were issued in February to the University of Minnesota, state universities, community colleges, school districts/ECSUs, and arts and education organizations in

accordance with the guidelines established in the summer demonstration model. (See Attachment 8.) Even with the short timeline for return of the proposals, over 40 were received. After evaluation by staff and the Programs Subcommittee of the Advisory Council, (using criteria that included among others, geographic distribution, discipline balance, quality of design, cost, experience of provider, variable expertise levels, etc.), 15 proposals were recommended for funding and approved by the Board of Directors. (Programs were offered at no cost or at minimal cost to the participants.) The Minnesota Arts Experience "MAX '86" was off and running. MAX '86 programs are noted below:

**SUMMER PROGRAM PROPOSALS
APPROVED BY THE BOARD
March 19, 1986**

ORGANIZATION

LOCATION(S)

Brainerd Community College

Brainerd

PROGRAM/DESCRIPTION

Bears, Blueberries and Art. A two credit course for K-6 school teachers in methods of art instruction, based on recent developments in the psychology of art instruction. Includes participation of K-6 students.

* * * * *

ORGANIZATION

LOCATION(S)

Continuing Education in Arts
University of Minnesota

Duluth

PROGRAM/DESCRIPTION

Split Rock Arts Program. Workshops for youth in drawing and painting, writing and poetry, and a workshop for the teacher as artist.

* * * * *

ORGANIZATION

LOCATION(S)

School of Minnesota Dance Theatre

Minneapolis

PROGRAM/DESCRIPTION

Summer Dance Workshop '86. Intensive dance program scholarships for talented students.

* * * * *

ORGANIZATION

LOCATION(S)

Region II Arts Council

Region II

PROGRAM/DESCRIPTION

Artist Mentor Program. Supplements art education in regional high schools by providing a number of students with the opportunity to study their chosen art with a regional practicing artist.

* * * * *

ORGANIZATION

LOCATION(S)

Northwest ECSU
Bemidji State University
West Central ECSU
Moorhead State University
Southwest and West Central ECSU
Southwest State University

Bemidji
Moorhead
Marshall

PROGRAM/DESCRIPTION

Summer Arts Institutes in Creative Writing, Musical Theatre,
Dance, Music, and Visual Arts.

* * * * *

ORGANIZATION

LOCATION(S)

Dance Educators Coalition

Minneapolis

PROGRAM/DESCRIPTION

A week long workshop for dance educators, plus six mini-workshops
for teachers, and three residencies for high school students
offered by the Instructional Dance Theatre.

* * * * *

ORGANIZATION

LOCATION(S)

CLIMB Theatre

Virginia
Biwabek

PROGRAM/DESCRIPTION

Theatre on the Go - A Summer Drama Residency. A 12-day workshop

for students and teachers in drama and expressive arts including characterization, playwriting, mask-making, and music, culminating in a public theatrical performance created by the participants.

* * * * *

ORGANIZATION

LOCATION(S)

Greater Twin Cities' Youth
Symphonies

Minneapolis

PROGRAM/DESCRIPTION

Orchestral Institute of America. One week of master classes in orchestral technique for elementary and secondary students.

* * * * *

ORGANIZATION

LOCATION(S)

FILM IN THE CITIES

Fergus Falls
Mora
Hutchinson
St. Paul

PROGRAM/DESCRIPTION

Media Arts Workshops for Educators and Student Media Workshops. Week long workshops in film and video co-taught by national visiting artists and Minnesota artists culminating in a lecture presentation for the community. Participants will learn critical viewing and basic production skills through viewing works, readings, and discussion. They will also write a paper outlining a media arts activity and an approach to integrate media arts into their teaching.

* * * * *

ORGANIZATION

LOCATION(S)

Summer Session
University of Minnesota

Minneapolis

PROGRAM/DESCRIPTION

U of M Summer Session, Summer Arts Program. Summer session credit courses from two to five weeks designed to increase teaching proficiency in the arts. Music, theatre, and visual arts with an interdisciplinary approach for teachers.

* * * * *

ORGANIZATION

LOCATION(S)

COMPAS, Inc.

St. Peter
Winona

PROGRAM/DESCRIPTION

Compas Summer Writing Workshop. Three week intensive writing classes and tutorials for teachers and students taught by professional writers. Two different topics will be offered in each session.

* * * * *

ORGANIZATION

LOCATION(S)

Art Education Program
University of Minnesota -
Educators'

Minneapolis

PROGRAM/DESCRIPTION

A comprehensive overview of the new paradigm in visual arts education, the discipline based approach to arts education (DBAE)

for educators. Includes development of a DBAE curriculum plan for participants' schools.

* * * * *

ORGANIZATION

LOCATION(S)

St. Cloud Community Arts
Council

St. Cloud

PROGRAM/DESCRIPTION

Art Institute '86. A residential program of hands-on visual arts activities in small group settings for teachers and students offered through a consortium of local colleges.

* * * * *

ORGANIZATION

LOCATION(S)

Inner City Youth League

St. Paul

PROGRAM/DESCRIPTION

Summer Arts Program. Scholarships for low-income students in career exploration training through video, photography, visual arts, and theatre. Includes exhibition and performance opportunities.

* * * * *

ORGANIZATION

LOCATION(S)

Women's Art Registry of Minnesota

Pipestone
Park Rapids
Thief River Falls
Mankato

PROGRAM/DESCRIPTION

Three interdisciplinary workshops, masks for everyday living, portraits and landscapes, team-taught, plus a traveling art exhibit.

* * * * *

TOTAL PROGRAM FUNDS EXPENDED \$ 350,000

During the summer of 1986, Board members, Advisory Council members, and staff visited the programs to observe firsthand the inaugural activity of the Resource Center. In order to determine the effectiveness of the programs relative to their stated goals in an official and documented manner, the services of Dr. David Leitzman, a professor of instructional development, were employed to conduct an intensive evaluation of the activities.

Dr. Leitzman and his staff conducted on-site field visits, indepth interviews, and written surveys to uncover a participant's and instructor's estimate of the value of their MAX experience. He concluded that the Resource Center was successful in achieving its goal of making contributions to the improvement of arts education in this state through a contracting process with existing organizations as a delivery model. (See Attachment 9 for a summary of the evaluation and a copy of the more specific findings.) Copies of letters from participants are also attached.

Summer, 1987.

Based on the evaluation of MAX '86 and staff experience, MAX '87 has already begun to take shape. Requests for proposals have been issued for program applications in the following categories:

*Repetition, expansion, and redesign of past MAX programs of merit.

*Services from new providers according to specified criteria based on an identified need established by the Resource Center for implementation of new concepts and innovative ideas.

The Resource Center Advisory Council expects to take action on an approved slate of Summer '87 programming at its February, 1987 meeting.

Other Programming Initiatives.

In addition to the summer programs referenced above, the Resource Center has initiated other types of outreach activity which will be offered this winter and spring. These include:

Teacher Workshops. Teacher workshops in the areas of dance, theatre, and visual arts. These conferences have been designed by Resource Center staff in collaboration with "field" teachers and Department of Education specialists. They are intended to enhance the development and progress of arts curricula, encourage thoughtful and provocative discussion of arts education issues, and respond to arts educators' needs for collegial dialogue and in-service education. Invitations have been issued on a statewide basis to teachers in each discipline. Each conference can accommodate 220 participants, and every effort is being made to ensure that educators from around the state have an opportunity to be included.

***Leadership Workshops.** This past fall, the Resource Center sponsored a pilot workshop in effective leadership for Department of Education administrators. It proved very successful and will be replicated throughout the state for teachers of the arts. The major goal of the workshops is to provide the skills and confidence necessary for teachers and others to exercise effective leadership both in the classroom and in the general school environment.

***Lyceums.** The Resource Center has contracted with three existing arts organizations to take "MAX" on tour through a series of performances in outlying areas of the state. The Minnesota Dance Theatre, the Lark Quartet, and Midwest Opera Theater have developed four to five week tour programs that will help address a lack of opportunity for students and other citizens in Greater Minnesota to experience dance, string music, or opera as art forms, either by participation or through observation. Each stop on the tour includes lectures/demonstrations (using previously developed expected learner outcomes) and follow-up activities. Attending students will be determined by local school districts. ECSUs are providing the administrative services for these programs.

All of the above programs are offered at minimal or no cost.

Information Dissemination/Public Awareness.

In an effort to communicate the activities of this agency and the existence of other arts education opportunities, the School & Resource Center has undertaken a multi-faceted approach, which includes the use of the following delivery methods:

***Newsletter.** A periodic newsletter is being published. Last year, four issues were printed and received by approximately 10,000 persons. This year, five issues will be printed and distributed to about 18,000 persons. The format has been

redesigned and enlarged to accommodate requests for additional information that have been received.

***Compendium.** In conjunction with the Minnesota Alliance for Arts in Education, the School & Resource Center published a catalogue of summer arts programs for students and year-round opportunities available for teachers throughout the state in 1986. Distribution was approximately 15,000. This publication is being compiled again this year and will receive greater distribution.

***MAX Materials.** Brochures, posters, postcards, stickers, and t-shirts were developed to publicize the arrival of "MAX 86." Similar materials will be developed to kick-off "MAX '87". A videotape and slide show of the MAX programs were also created to use as visual information and documentary tools.

***Booth.** A multi-purpose booth has been designed and constructed. This has allowed staff to attend conferences of the leading state education and arts organizations throughout the year and provide information to those attending about the activities of the School & Resource Center.

***Cable Television.** The Resource Center has secured a membership position for simultaneous broadcasting of videotapes with "Metro 6", the Public Access Association. The Resource Center has assumed the leadership role of linking up members of the Minnesota Cable Association for broadcasting of delivered videotape.

***Public Speaking.** The Director and Coordinator have taken every opportunity to appear and speak before groups of educational and arts administrators, teachers, artists, students, and government officials to convey the mission and objectives of the School & Resource Center. This has proven very effective in communicating positive messages about this new organization and

in dispelling some of the confusion and concerns which have surrounded its emergence.

Outreach for the School.

One of the most critical functions that the Resource Center will perform is the linkage between the arts high school and the educational community of the state. The Resource Center will serve as the major coordinating agent for the sharing and distribution of information that emanates from the School, in whatever form it may take--video, on-hands, in-person delivery, printed materials, etc. Having the Resource Center serve such a "clearinghouse" function will result in the most expeditious and efficient dissemination of in-servicing and staff development techniques and innovative program/curricular models.

The Future.

The Resource Center Advisory Council has compiled a "Three-Year Plan" which outlines the long-range goals and objectives it hopes to achieve. Included in the plan are those initiatives already in place, as well as those yet to be refined and implemented, such as a computerized data bank. A copy of the plan may be found in Attachment 4.

VI. CONCLUSION.

Nineteen eighty-six was a year of ambitious and energetic activity for the Board, Advisory Council, and staff of the Minnesota School & Resource Center for the Arts. The planning for the arts high school intensified with the hiring of a Director, the establishment of a foundation, the selection of a curriculum development team, the initiation of a student identification and selection process, and the determination of a site and designer for the building. The Resource Center became operational with its "MAX" programming and its aggressive Three-Year Plan for outreach and in-servicing activities throughout the state.

The accomplishment of these objectives was, in itself, remarkable. Especially significant, however, are the valuable relationships between the agency and educators, artists, administrators, parents, students, and citizens at large that have been created and strengthened during the year. Without the enthusiasm, support, and dedication of these individuals, attainment of the Board's goals would not have been possible.

The Board wishes to continue the work represented by this auspicious start and begin the full operation of what promises to be a very significant contribution to the educational community of this state.

870549

ATTACHMENT 1

Board Agendas and Minutes

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

Approved February 19, 1986

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

The January 14, 1986 meeting of the Board of the Minnesota School and Resource Center for the Arts was held in Suite 230, Park Office Building, 555 Park Street, St. Paul, Minnesota. Jon Wefald convened the meeting at 9:10 a.m. on January 14, 1986. The following Board members were in attendance: Roland Amundson, Marilyn Berg, Florence Grieve, Mary Ingebrand-Pohlad, Owen Husney, Reginald Buckner, Ruth Roitenberg, and Nancy B. Vollertsen. The following Board members were absent: Gordon Bird, Alexandra Jacobs, Margaret Marvin, Sarah Fields-Nessan, Jack Fena and Harry Sieben, Jr.

AGENDA/MINUTES

Review of Agenda

There were no additions or deletions to the agenda.

Approval of December 11, 1985 Minutes

Ruth Roitenberg moved and Nancy Vollertsen seconded that the minutes of the December 11, 1985 meeting be approved.

EXECUTIVE COMMITTEE ACTIVITIES

No Executive Committee meetings were held since the December 11, 1985 Board meeting.

RESOURCE CENTER ADVISORY COUNCIL ACTIVITIES

Review of the December 11, 1985 and January 8, 1986 Council Meetings

David Zimmerman, Vice Chair of the Resource Center Advisory Council and Mary Katherine Johnson, Assistant to the Resource Center Coordinator, presented a review of the December 11, 1985 and January 8, 1986 Council meetings.

The December 11, 1985 meeting consisted of a presentation by the Minnesota Alliance for Arts in Education, and meetings of the Information, Dissemination and Referral Subcommittee and the Curriculum, Programs and Services Subcommittee. The Information, Dissemination and Referral Subcommittee reviewed the Board's mission statement for the School and Resource Center and identified a list of groups that should be invited to future Council meetings.

The Curriculum, Programs and Services Subcommittee discussed methods for delivering extension programs and the relationship of the Resource Center to existing organizations. The Subcommittee further subdivided into three additional groups, nonperforming arts, performing arts and adult education.

The full Council approved suggested modifications to the Board's mission statement and asked that it be presented at the January 14, 1986 Board meeting. The full Council also requested that the names of the Advisory Council members be placed on the current letterhead.

The January 8, 1986 Council meeting was held at the Field School in Minneapolis. A staff proposal for a 1986 demonstration program was reviewed and discussed. The Curriculum, Programs and Services Subcommittee recommended that the proposal be referred to the Council's Executive Committee for further action. The Information, Dissemination and Referral Committee changed its name to the Communications Subcommittee and requested that they meet jointly with the Board Communications Subcommittee. The Council also discussed plans for a monthly newsletter, a survey of programs and a public information sheet describing the Resource Center. In addition, the Minnesota Music Educators Association presented information about their organization to the Council of the Whole.

Subcommittee Activities

The Resource Center Advisory Council established an Executive Committee comprised of: Cynthia Gehrig, Chair; David Zimmerman, Vice Chair; Ken Greer, Chair of the Communications Subcommittee; Jane McWilliams, Chair of the Curriculum, Programs and Services Subcommittee; and Mark Youngstrom, representing the Minnesota Department of Education.

The Executive Committee met on December 20, 1985 to review the staff proposal for a model demonstration program. This model was presented at the January 8, 1986 full Council meeting. In addition, the Executive Committee established a monthly meeting schedule, reviewed contracts for a summer program survey and newsletter.

Requested Action

David Zimmerman presented the revised mission statement to the Board. After lengthy discussion, it was recommended that the mission statement be referred to the joint Board and Council Communications Committee for further review. After action by the joint Communications Subcommittees, the statement is to be presented to the Board's Executive Committee at their January 30, 1986 meeting. The mission statement will be reviewed again at the February 19, 1986 Board meeting.

The Council's request regarding the addition of Council members' names to the letterhead was discussed. After some debate, Roland Amundson moved and Marilyn Berg seconded that the letterhead contain neither the names of the Board or the Advisory Council. The motion passed.

Chairman Jon Wefald, thanked Mr. Zimmerman for his report.

SCHOOL OF THE ARTS ACTIVITIES

Recommendation for the Establishment of a Panel of Advisors for the Arts School

Dan Loritz reviewed the concept of a panel of advisors to assist the Board in developing plans for the establishment of a School of the Arts. After

reviewing the purpose and duties of the panel, Marilyn Berg moved and Flo Grieve seconded that the Executive Committee should continue to discuss this idea at their January 30 meeting.

Work Plan and Timeline

The work plan and timeline related to further planning of the School of the Arts including the establishment of a panel of advisors was also referred to the Executive Committee.

PERSONNEL ACTIVITIES

Status of Applicants

Dan Loritz reported that 142 applications had been received for the Director's position. Based on the Education and Experience Rating Sheets, adopted at the December meeting, each application was being read and scored by members of the Executive Committee and the staff.

Review Process for Applications

Nancy Vollertsen moved and Marilyn Berg seconded that the Executive Committee should meet to select and interview five finalists for the Director's position. The Executive Committee should select one finalist for an interview by the entire Board on February 19, 1986.

Additional Staff

Flo Grieve moved and Owen Husney seconded that the Board authorize the establishment of a position entitled "Special Assistant for Program Planning and Research." This position is to be in the unclassified service and a temporary appointment of not more than two years. The motion further directed the staff to have Barbara Martin appointed to the unclassified position effective February 3, 1986.

STAFF REPORT

Pertinent Monthly Correspondence

Mr. Wayne Cox presented a concept paper addressing the relationship of the "Popular Arts" to the planning for the new Minnesota School of the Arts. The concept paper was discussed by the Board. Barbara Hultman, a visitor at the Board meeting, indicated that she supported Mr. Cox's presentation and that her letter to the Board expanded on the need for the new Minnesota School of the Arts to address not only the "fine arts", but also the "popular arts." Chairman Wefald thanked Mr. Wayne Cox and Barbara Hultman for their suggestions.

Flo Grieve requested that the staff arrange a visit to the St. Paul Central Magnet School to view their program.

General Question and Answer Sheet

Candace Anderson reviewed a preliminary draft of a question and answer sheet that the Board requested at their December meeting. Board members will review this sheet and contact staff with additional suggestions.

Legislative Report

Flo Grieve moved and Mary Ingebrand-Pohlad seconded to approve the legislative report format. The report will be presented to the Executive Committee at their January 30, 1986 meeting for final approval.

Update on Visits

Ruth Roitenberg, Owen Husney, and Barbara Martin reviewed their trip to the Los Angeles and San Diego Arts Schools. A formal report will be prepared on the trip and provided to all Board members.

Update on Communications Contract

David Speer presented an update on the progress of finalizing a communications plan which will assure that appropriate and accurate information is clearly disseminated about the activities of the Board and Resource Center Advisory Council. Mr. Speer will continue to meet with the joint Communications Committee of the Board and Advisory Council.

Marilyn Berg moved and Mary Ingebrand-Pohlad seconded that the meeting should be adjourned. The motion passed.

Dan Loritz, Recorder

AGENDA

February 19, 1986

Board Meeting

9:00 A.M. - 2:30 P.M.

1. Agenda/Minutes
 - A. Review of Agenda
 - B. Approval of Minutes
2. Executive Committee Report
 - A. Interviews of finalists
 - a. 9:30 - 10:15 Interview
 - b. 10:15 - 11:00 Interview
 - c. 11:00 - 11:45 Interview
 - d. 11:45 - 12:15 Lunch
 - B. Report from Communications Subcommittee
 - C. Other Business
 - a. Status of site visits
 - b. Process of hiring Coordinator
 - c. Letterhead
 - D. Planning for the School of the Arts
 - a. Establish a Curriculum Subcommittee
 - b. Discussion of hiring Department Chairs/Principal
 - c. Adopting work plan/timelines
 - d. Discussion of Foundation
 - E. Adoption of Legislative Report
3. Resource Center Advisory Council
 - A. Update on Resource Center Advisory Council activities
 - B. Review of February 5, 1986 Council meeting
4. Visit to St. Paul Central High School

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

The February 19, 1986 meeting of the Board of the Minnesota School and Resource Center for the Arts was held in Suite 230, Park Office Building, 555 Park Street, St. Paul, Minnesota. Jon Wefald convened the meeting on February 19, 1986 at 9:25 a.m. with the following Board members in attendance: Roland Amundson, Reginald Buckner, Florence Grieve, Owen Husney, Sarah Fields Nesson, Mary Ingebrand-Pohlad, Ruth Roitenberg, and Nancy Vollertsen. The following Board members were absent: Marilyn Berg, Gordon Bird, Jack Fena, Alexandra Jacobs, Margaret Marvin, and Harry Sieben, Jr.

AGENDA/MINUTES

Review of Agenda

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

Approval of January 14, 1986 Minutes

Nancy Vollertsen moved and Roland Amundson seconded that the minutes of the January 14, 1986 meeting be approved.

EXECUTIVE COMMITTEE ACTIVITIES

The Executive Committee met on January 30, 1986 and February 11, 1986. At the January 30, 1986 meeting, 34 applications for the position of Director were reviewed and reduced to nine candidates. At the February 11, 1986 meeting, the list of nine candidates was reduced to three finalists. The three finalists will be interviewed by the Board at the February 19, 1986 meeting.

INTERVIEWS OF FINALISTS

Florence Grieve stated that she had some thoughts she wanted to share with the Chairman and the Board before the first candidate was interviewed. She discussed qualities that should be looked for in a candidate which included: 1) Director should be someone who had experience in starting up another school; 2) articulate with art community, local school districts, and the Legislature; 3) shares the Board's vision of what the school should be and enjoys working with students; 4) positive attitude towards the project; and 5) understands local business communities and foundations.

Chairman Wefald discussed the interview schedule, and stated that candidates were standing by at the St. Paul Hotel, and that the Board would vote today after all candidates had been interviewed. Roland Amundson requested information on salary and other benefits to be offered to the Director. Jon Wefald stated that

Dan Loritz would be responsible for negotiating the new Director's contract. Chairman Wefald gave a brief explanation on the interview questions to be asked of each candidate and stressed each interview should take no longer than 45 minutes to one hour. It was agreed by the Board to inform each candidate of the timeframe they would have to answer the questions.

Thomas Tewes

Thomas Tewes was introduced to the Board at 9:35 a.m. Jon Wefald welcomed him and explained the procedure for the interview.

Chairman Wefald asked Mr. Tewes if he had any questions. Mr. Tewes passed out a packet to Board members containing a student handbook, an article written about New Orleans schools, and a newsletter. Mr. Tewes then inquired whether curricular requirements were set in stone. Jon Wefald responded that nothing is set in stone at this time. Thomas Tewes mentioned it was unfortunate that the morning paper talked about doing away with the school. Chairman Wefald then explained he expected the issue to resurface in March with the Legislature.

Thomas Tewes expressed that it was an honor to come this far in the Director application process and stated that he enjoyed meeting everyone.

Mr. Tewes interview concluded at 10:20 a.m.

James Undercofler

James Undercofler was introduced to the Board at 10:30 a.m. Jon Wefald welcomed him and explained the procedure for the interview.

Chairman Wefald then asked Mr. Undercofler if he had any questions. Mr. Undercofler questioned the current budget status, and Jon Wefald stressed the strong support of the Governor. Daniel Loritz explained that while the House action suspended planning for an Arts School, the entire enabling language was left. The House proposal also provides for the restitution of the Resource Center funding should additional funds become available.

James Undercofler thanked the Board and expressed that he felt everyone was very committed to the project.

Mr. Undercofler's interview concluded at 11:00 a.m.

David Zimmerman

David Zimmerman was introduced to the Board at 11:05 a.m. Jon Wefald welcomed him and explained the procedure for the interview.

Chairman Wefald then asked Mr. Zimmerman if he had any questions. Mr. Zimmerman replied that he was very interested in the success of the Arts School. He emphasized it should be clear that the Board was behind the School. Jon Wefald assured Mr. Zimmerman that the Board was supportive, enthusiastic about the project, and optimistic about its future. David Zimmerman then asked how the Board envisioned the Director and its relationship to the Board. Jon Wefald responded that the Director is the leader and that a natural line exists between the Board and its employees. He further stated that the Director should feel free to make comments whenever necessary.

David Zimmerman thanked the Board and expressed his appreciation.

Mr. Zimmerman's interview concluded at 11:45 a.m.

LUNCH BREAK

The Board took a lunch break from 11:50 a.m. to 12:15 p.m.

OPEN DISCUSSION

The Board held open discussion regarding each of the candidates from 12:20 p.m. to 1:30 p.m.

RECESS

At 1:30 p.m. a ten minute recess was provided for Board members prior to the voting process.

SECRET BALLOT VOTING PROCESS

At 1:45 p.m., Chairman Wefald called for a secret ballot to be cast for the position of Director and instructed each Board member to vote for one name. The voting results were as follows: James Undercofler, 6 votes; David Zimmerman, 3 votes; and Thomas Tewes, 0 votes.

Chairman Wefald then asked Daniel Loritz for a recommendation on how to handle the hiring procedure, starting date, moving expenses, and salary. Daniel Loritz responded that the maximum salary range for the Director position was \$57,500. Jon Wefald made a motion to have Daniel Loritz negotiate a package with James Undercofler and to have Mr. Undercofler respond to the offer within an appropriate timeframe. The Board further recommended that the position of Director be offered to David Zimmerman if Mr. Undercofler turned the position down. The motion carried.

Roland Amundson and Nancy Vollertsen requested information on what other positions were available. Discussion also focused on the possibility of offering David Zimmerman the Coordinator position if James Undercofler were to accept the Director position.

The Board thanked Daniel Loritz and expressed appreciation for the job he has done as Interim Director.

REPORT FROM COMMUNICATIONS SUBCOMMITTEE

David Speer presented the Communications Subcommittee report at 1:55 p.m. He believes the best way to bring the project forward is to disseminate information around the state. The entire program has to be in place in a printed catalog by April, so the timeframe is critical. A number of theme ideas have been discussed. Mr. Speer stated that it would be helpful if a Coordinator were hired within the next month to help the Resource Center move forward, to explain the program, and to put together what it encompasses.

David Speer also stated that it was important to document the first year's activities of the Resource Center. He would like to get a one-half hour video tape and photography of events to build interest for the 1987 program.

Chairman Wefald asked what the specific timetable was for hiring a Coordinator. Candace Anderson responded that a specific timetable has not been formally established.

RESOURCE CENTER ADVISORY COUNCIL

Cynthia Gehrig, Chair of the Resource Center Advisory Council was introduced to the Board. She informed Chairman Wefald that the Advisory Council had been meeting since November, 1985 and she complimented him on the selection of staff. Cynthia Gehrig then discussed the Summer Program, and Mary Katherine Johnson briefly discussed the types of organizations that could provide the Summer Programs. Ms. Gehrig pointed out the critical timeline. She informed Chairman Wefald that the Programs Subcommittee met jointly with the Executive Committee of the Advisory Council and determined to mail over 300 requests for proposals including a cover letter with a deadline of March 3, 1986. Cynthia Gehrig further indicated that the proposals would be reviewed by staff. A special meeting of the Advisory Council would then be set to select proposals and develop contracts. All contracts would be presented to the Board for their approval.

Cynthia Gehrig informed Chairman Wefald that guidelines were being drawn regarding a "Conflict of Interest" statement.

Ms. Gehrig requested that a joint Executive Committee meeting of the Council and of the Board be held sometime within the next two months. The request was approved by the Board; staff was directed to schedule the meeting.

Cynthia Gehrig discussed the Mission Statement. She stressed the importance of the statement, and asked if a task force could be assembled this summer to refine it further. Candace Anderson pointed out that the Board discussed the Advisory Council's

changes at the January 14, 1986 Board meeting and that the Mission Statement was then referred to the Communications Subcommittee, and finally presented to the Board's Executive Committee. Ms. Anderson also stated that the Board carefully reviewed the changes and spent considerable time on the issue.

Cynthia Gehrig informed the Board that she appreciated the opportunity to discuss the above items and looked forward to a joint Executive Committee meeting.

ESTABLISHMENT OF A CURRICULUM SUBCOMMITTEE

The Board was informed that the Executive Committee recommended that Ruth Roitenberg become Chair of the new Curriculum Subcommittee. Mary Ingebrand-Pohlad was also appointed to serve as a member of the Curriculum Subcommittee.

HIRING DEPARTMENT CHAIRS

Chairman Wefald made a motion to research the possibility of hiring a principal or Curriculum Director and to wait on hiring of department chairs until eight to ten months before the opening of the school. The motion carried.

DISCUSSION OF FOUNDATION

The Executive Committee discussed the importance of beginning foundation activities by the start of the 1987 Legislative Session. Specific activities will be discussed at future meetings.

ADOPTION OF LEGISLATIVE REPORT

The Executive Committee adopted the legislative report on February 11, 1986.

VISIT TO ST. PAUL CENTRAL HIGH SCHOOL

Mary Katherine Johnson briefly discussed a joint visit of Board and Council members to St. Paul Central High School in the near future. She will contact Board and Council members to schedule a visit to the school.

OTHER BUSINESS

Chairman Wefald announced to the Board that James Undercofler was offered and had accepted the position of Director contingent upon funding by the Legislature for the 1986-87 school year.

Jon Wefald then indicated that Daniel Loritz had informed David Zimmerman and Thomas Tewes of the Board's decision and had thanked them for their careful and thoughtful preparation.

Jon Wefald requested a report on the status of the review of the

applicants for the Coordinator's position. Daniel Loritz indicated that all applicants had been read and scored and that a tentative list of finalists had been prepared.

Chairman Wefald inquired whether David Zimmerman was also a candidate for the position of Coordinator. Mr. Loritz indicated that he was one of the potential finalists. After clarification that the Interim Director could appoint the Coordinator, Mr. Loritz indicated that Mr. Zimmerman could be appointed to the position of Coordinator. After some discussion, Mr. Loritz contacted Mr. Zimmerman to discuss his interest in the Coordinator's position. Mr. Zimmerman indicated that he would be interested in serving in the capacity of the Coordinator, and it was agreed to have Mr. Loritz hire Mr. Zimmerman as the Resource Center Coordinator. David Zimmerman accepted the position of Coordinator.

Jon Wefald directed Mr. Loritz to contact all Board members, the Executive Committee of the Resource Center Advisory Council, and James Undercofler of the Board's decision.

Ruth Roitenberg moved and Mary Ingebrand-Pohlad seconded the motion to adjourn the meeting at 2:50 p.m.

Diane Jadwinski, Recorder

AGENDA

Board Meeting

March 19, 1986

1. Agenda/Minutes
 - A. Review of Agenda
 - B. Approval of February 19, 1986 Minutes
2. Executive Committee Activities
3. Resource Center Advisory Council Activities
 - A. Review of March 5, 1986 Council Minutes
 - B. Approval of contracts for Summer Resource Center Programs
4. School of the Arts Activities
 - A. Foundation
 - B. Discussion of Architectural Showing
5. Staff Report
 - A. Update on legislative activities
 - B. Discussion of Quorum Policy
 - C. Translation into Action

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

March 19, 1986

The March 19, 1986 meeting of the Board of the Minnesota School and Resource Center for the Arts was held in Suite 230, Park Office Building, 555 Park Street, St. Paul, Minnesota. Chairman Jon Wefald convened the meeting on March 19, 1986 at 9:15 a.m. with the following Board members in attendance: Florence Grieve, Alexandra Jacobs, Ruth Roitenberg, Harry Sieben, Jr., and Sarah Fields Nesson. Board members Roland Amundson and Owen Husney were seated later. The following Board members were absent: Marilyn Berg, Gordon Bird, Reginald Buckner, Jack Fena, Mary Ingebrand-Pohlad, Margaret Marvin, and Nancy Vollertsen. Visitors included Jane McWilliams, Chair of the Programs Subcommittee, and Cynthia Gehrig, Chair, of the Minnesota School and Resource Center for the Arts Advisory Council, respectively.

AGENDA/MINUTES

Review of Agenda

There were no additions or deletions to the agenda.

Approval of February 19, 1986 Minutes

Ruth Roitenberg moved and Alexandra Jacobs seconded that the minutes of the February 19, 1986 meeting be approved.

EXECUTIVE COMMITTEE ACTIVITIES

The Executive Committee did not meet since the last Board meeting.

RESOURCE CENTER ADVISORY COUNCIL ACTIVITIES

Cynthia Gehrig, Chair of the Advisory Council, presented an overview of Council activities. She informed the Board that the Advisory Council meeting was held at Apple Valley High School where teacher in-service programs were discussed. Council members enjoyed an impressive dance and music instruction by the Apple Valley students.

Glen Shaw, Southwest State University, in Marshall, Minnesota was elected as vice-chair of the Advisory Council.

A strict conflict of interest policy was adopted which was to be utilized during the summer programs selection meeting. Cynthia Gehrig stated that the Programs and Communication Subcommittees met and that the Council recommended MAX (Minnesota Arts Experience) as a theme and image for the program.

Cynthia Gehrig then introduced Jane McWilliams, Chair of the Programs Subcommittee.

Ms. McWilliams informed the Board that both the Executive Committee and the Programs Subcommittee of the Council read and rated all proposals except for those involving a conflict of interest. She explained the staff had also made their recommendations to the Council and that comparisons were made.

Chairman Wefald then instructed Jane McWilliams to give the Board an overview on the selected proposals. Ms. McWilliams stated that geographic distribution and type of discipline were given careful consideration. Mary Katherine Johnson explained the congressional district map and color coded pins to provide the Board with a sense of geographic location. The map indicated that there were more sites outside of the Twin Cities metro area.

Jane McWilliams discussed the following selected proposals. She also stated the allocation of funds which, in some cases, were different from the amount requested. General discussion by Board members followed each proposal.

Advisory Council Recommendations

<u># Of Proposal</u>	<u>Name of Organization</u>	<u>Allocation</u>
3	Brainerd Community College	\$ 6,820.00
4	Con't. Ed. in Arts, U of M	\$ 27,740.00
10	School of MN Dance Theatre	\$ 3,773.00
17	Region II Arts Council	\$ 13,220.00
19	Co-Applicants: ECSU, et al	\$110,000.00
23	Dance Educators Coalition	\$ 12,425.00
24	CLIMB Theatre	\$ 2,920.00
31	Greater Twin Cities' Youth Symphony	\$ 14,500.00
34	FILM IN THE CITIES	\$ 33,600.00
35	Summer Session - U of M	\$ 21,000.00
39	COMPAS, Inc.	\$ 22,000.00
40	Art Education Program, U of M	\$ 14,100.00

Jon Wefald instructed staff to investigate the possibility of the Greater Twin Cities' Youth Symphony performing in outlying communities, perhaps over the Fourth of July weekend, to enhance visibility.

The staff was directed to notify Board members when the summer programs were scheduled. It was agreed that staff would attend many of the programs, and Board members were encouraged to also visit the sites. Chairman Wefald requested staff to research a means to bring more visibility to the public regarding the summer programs via the press and electronic media.

It was agreed and the Board directed staff to notify applicants of the results of the selection procedure and allocations made.

Ms. McWilliams stated that approximately 2,000 individuals would be affected by six interdisciplinary programs throughout Minnesota. Jon Wefald directed David Zimmerman to discuss additional proposals as recommended by staff. Mr. Zimmerman presented the following additional proposals to the Board with the recommended allocation for consideration:

<u># Of Proposal</u>	<u>Name of Organization</u>	<u>Allocation</u>
6	St. Cloud Community Arts Council	\$ 20,000.00
38	Inner City Youth League	\$ 14,000.00
	Mobile Art Unit (Organization to be Determined)	\$ 25,000.00
	Discretionary Fund	\$ 25,000.00
19	Co-Applicants: ECSU, et al (Increase of \$40,000.00)	\$150,000.00

Discussion followed regarding the above additions to summer proposals. A motion was made by Harry Sieben, Jr., seconded by Ruth Roitenberg, to approve the proposals and allocations selected by the Programs Subcommittee and Executive Committee of the Advisory Council, to round off the allocations awarded at the staff's discretion, and to approve the proposal additions and allocations as requested by staff. The motion carried.

SCHOOL OF THE ARTS ACTIVITIES

Foundation

Candace Anderson informed the Board that Cindy Lavorato, Special Assistant Attorney General, is the legal counsel for the Department of Education. Ms. Lavorato is preparing the legal language for the foundation and expects to have a draft for the Board's review at the April Board meeting.

David Zimmerman inquired if the foundation would be a salaried person or more an honorarium type position. Florence Grieve asked about the foundation policy of other schools such as the schools in California and North Carolina. Alexandra Jacobs moved, and Ruth Roitenberg seconded the motion to direct David Zimmerman to investigate options for organizing and establishing a foundation. The motion carried.

Discussion of Architectural Showing

David Zimmerman gave an overview of the exciting designs that were on exhibit. He informed the Board that the Governor and Mrs. Perpich had attended the showing. The students who created the designs are in their third year of Architecture Design and had many intriguing ideas.

STAFF REPORT

Update on Legislative Activities

Candace Anderson informed the Board that the House has adjourned, the Senate should adjourn today, and the Governor was undecided as to whether a special session would be held or if he would make the necessary reductions in the state's budget. The Board expressed appreciation for Senator Tom Nelson's strong support of the program. Roland Amundson complimented staff on their hard work and dedication.

Discussion of Quorum Policy

A revised quorum policy with four possible options was distributed to the Board. Florence Grieve requested clarification on what the staff meant by quorum policy. Chairman Wefald clarified that a quorum policy would empower the Board to make policy decisions even when only five or six members were in attendance. Florence Grieve moved, and Roland Amundson seconded the motion to accept Quorum Policy Option "A". This policy will be designated by policy #1010. The motion carried.

Translation into Action

David Zimmerman informed the Board that, shortly after each Board meeting, members would receive a "Translation into Action" list. This list would translate the business of the Board into actions by the staff along with the steps necessary to implement the actions.

CLOSING COMMENTS

Daniel Loritz stated that James Undercofler would be appointed on April 11, 1986. He will work about one week per month until he and his family move to Minnesota sometime in June. It was agreed to organize a luncheon for Mr. Undercofler to meet the Board members personally during his next visit to Minnesota.

Barbara Martin briefly discussed the status of the newsletter. The second newsletter will be mailed at the end of this week, and the third newsletter will be available next month. She also distributed an article from Artpaper on developing young audiences for the arts. Ms. Martin stated that Jim Undercofler had requested her to obtain a book entitled, Developing Talent in Young People, by Benjamin Bloom and that it was available for interested Board members.

Chairman Wefald thanked the visitors for their presentations. Harry Sieben, Jr., moved, and Owen Husney seconded, to adjourn the meeting at 11:00 a.m. The motion carried.

Diane Jadwinski, Recorder

A G E N D A
April 16, 1986
Board Meeting

1. Agenda/Minutes
2. Communications
3. Executive Committee Report
4. School of the Arts
 - A. James F. Undercofler to address the Board
 - B. Update on options for organizing and establishing a Foundation
 - C. Gifts to the School of the Arts
 - D. Discussion of timeline for School of the Arts
 - E. Discussion of site selection criteria
5. Update on Resource Center Advisory Council activities
6. Staff Recommendations
 - A. Hiring of secretary
 - B. Mme. Sats, Moscow State Musical Theatre Orchestra
 - C. Legislative update

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

April 16, 1986

The April 16, 1986 meeting of the Board of the Minnesota School and Resource Center for the Arts was held in Suite 230, Park Office Building, 555 Park Street, St. Paul, Minnesota. Chairman Jon Wefald convened the meeting on April 16, 1986 at 9:30 a.m. with the following Board members in attendance: Roland Amundson, Reginald Buckner, Florence Grieve, Mary Ingebrand-Pohlad, Alexandra Jacobs, Ruth Roitenberg, Harry Sieben, Jr., and Nancy Vollertsen. The following Board members were absent: Marilyn Berg, Gordon Bird, Jack Fena, Owen Husney, Margaret Marvin, and Sarah Fields Nessian.

AGENDA/MINUTES

There were no additions or deletions to the agenda.

Approval of March 19, 1986 Minutes

The March 19, 1986 Board minutes were unanimously approved.

COMMUNICATIONS

Chairman Wefald explained that the purpose of this new agenda item is to update Board members about pertinent monthly correspondence, newspaper articles, and other relevant information. Chairman Wefald then asked Mr. Loritz to discuss correspondence received from David O'Fallon, University of Minnesota, expressing his concerns regarding the hiring procedure utilized for the Director and Coordinator positions. The selection process for candidates was reviewed, and Daniel Loritz's response to David O'Fallon was distributed. General discussion followed. Nancy Vollertsen expressed appreciation to Daniel Loritz for his handling of this item. Mr. Loritz will be meeting with David O'Fallon personally to communicate that the Board acted properly and with prudence in filling the two positions. Chairman Wefald requested Mr. Loritz to follow-up this item with the Board after his meeting with David O'Fallon.

EXECUTIVE COMMITTEE REPORT

The Executive Committee did not meet since the last Board meeting.

SCHOOL OF THE ARTS

James F. Undercofler

Jim Undercofler thanked the Board for their confidence in him.

He expressed that this is an extremely unique project, and stated that the Board's careful building would pay off in the future.

Foundation Information

David Zimmerman distributed a foundation survey for the Board to review. Candace Anderson stated that in researching the foundations, three major points continually surfaced which were: 1) A clear definition of the role and responsibility of the trustees; 2) A strong, comfortable relationship between the school director and the foundation director if they are different individuals; and 3) A clear definition of the relationship between the foundation and the School and Resource Center, i.e., money is being raised for the Arts High School, which body has ultimate control and distribution of the money. Ms. Anderson provided a brief overview on the information researched. Jim Undercofler pointed out that some schools do not have trustees and that the Board plays a duo role. It was noted that the Board has not authorized the establishment of a foundation to date. Chairman Wefald complimented Candace Anderson on the information researched and directed staff to pursue foundation options to present to the Board over the next few months. He also instructed staff to pursue options on a Foundation or Development Director and to organize what the role and options should be for the School.

Gifts to the School

Florence Grieve noted that no policy had been established for receiving gifts. She informed the Board that she had been contacted by someone wishing to donate items to the School. Also, a place to store donated items and books for libraries must be researched. Jon Wefald directed Jim Undercofler to telephone Florence Grieve's contacts regarding the gifts they wish to donate.

Timeline for School of the Arts

Jim Undercofler discussed a two year timeline that he constructed with the School opening by the Fall of 1988. He presented background information and discussed the importance of a state tour. Harry Sieben, Jr., expressed that it would be critical for the School to be included in the Governor's budget planning process during the Fall of 1986 to insure that it is part of the 1987-88 biennial budget that is presented to the Legislature. Mr. Undercofler stated that curriculum development would be another crucial item for discussion and investigation. Nancy Vollertsen complimented Jim Undercofler on his statewide tour idea because she felt the outreach at this point was critical and that more visibility must be given to the School.

Site Selection Criteria

Candace Anderson distributed a copy of a letter from Jane

Eastwood, City of St. Paul, regarding status of site selection to the Board. The letter stated that a Task Force did an RFP and stressed the importance of clearly defining what the Board wants for a School. Chairman Wefald directed staff to distribute a copy of the Task Force report to Board members regarding the existing sites for the School. Staff will begin developing an RFP for the School over the next few months. The May Board meeting will be devoted mainly to site selection and the RFP. Jon Wefald then directed staff to supply Board members with a condensed version of the Site Selection and Curriculum Development Report.

UPDATE ON RESOURCE CENTER ADVISORY COUNCIL

David Zimmerman distributed a copy of the initial drawing of MAX (Minnesota Arts Experience). He noted that MAX will also sing, dance, etc., and that all summer programs would strip in their program with the appropriate discipline. Cats Pajamas, a graphic design firm, is doing the work.

STAFF RECOMMENDATIONS

Hiring of Secretaries

Candace Anderson informed the Board that two permanent secretarial positions had been filled for the School and Resource Center for the Arts by Diane Jadwinski, Executive 1, and Annette Hughley, Clerk Typist 1.

Mme. Sats - Moscow Musical Theatre

Mr. Zimmerman then discussed Mme. Sat's visit from Russia scheduled for June, 1986. Mme. Sats, directing the Moscow Musical Theatre, will perform "Peter and the Wolf" at the invitation of Governor Perpich. There will be a side by side rehearsal and performance with the Greater Twin City Youth Symphony. The Governor will give a state dinner the night of the Resource Center's performance. The approximately 1,100 tickets obtained would be used to kick-off the MAX summer programs, and students enrolled in the programs could attend the performance free of charge. Mr. Zimmerman further explained that Advisory Council members would distribute half of the tickets to students throughout the state, and that students in outlying communities would be bussed to the performance. He also stated that the cost of this performance would be \$10,000. Florence Grieve made a motion to approve the expenditure of \$10,000 regarding the Moscow Musical Theatre event, seconded by Mary Ingebrand-Pohlad. The motion carried.

Legislative Update

Candace Anderson stated that \$133,000, or a 5% reduction, was sustained in the Minnesota School and Resource Center budget.

Chairman Wefald stated that the next Board meeting would be held on May 21, 1986 in Suite 230, 555 Park Street. The meeting was adjourned at 11:09 a.m.

Diane Jadwinski, Recorder

Board Meeting

May 21, 1986

AGENDA

- I. Agenda/Minutes
- II. Communications
- III. Executive Committee Report
- IV. School of the Arts
 - A. Discussion of Site Selection
 - B. Update on Foundation
 - C. Curriculum Subcommittee Report.
- V. Resource Center Advisory Activities
 - A. Update on May 7, 1986 Advisory Council Meeting
 - B. Update on MN Arts Experience (MAX) Programs
 - C. Poster/Brochure/Compendium
- VI. Director's Report
- VII. Discussion of Summer Meeting Schedule
- VIII. Other

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

May 21, 1986

The May 21, 1986 meeting of the Board of the Minnesota School and Resource Center for the Arts was held in Suite 230, Park Office Building, 555 Park Street, St. Paul, Minnesota. Chairman Jon Wefald convened the meeting on May 21, 1986 at 9:20 a.m. with the following Board members in attendance: Roland Amundson, Marilyn Berg, Jack Fena, Mary Ingebrand-Pohlrad, Alexandra Jacobs, Margaret Marvin, Sarah Fields Nesson, Ruth Roitenberg, and Nancy Vollertsen. The following Board members were absent: Gordon Bird, Owen Husney, and Harry Sieben, Jr. Board members Reginald Buckner and Florence Grieve were seated later. Visitors included: Jane Eastwood, Charles Gabriel, Cynthia Gehrig, Jan Hively, Cindy Lavorato, Mary Ann Parranto, David Speer, and Bob Tracy.

AGENDA/MINUTES

There were no additions or deletions to the agenda.

Approval of April 16, 1986 Minutes

Nancy Vollertsen moved, and Marilyn Berg seconded, to accept the minutes as written. The motion carried.

EXECUTIVE COMMITTEE REPORT

The Executive Committee did not meet between the April 16, 1986 and May 21, 1986 Board meetings.

SCHOOL OF THE ARTS

Discussion of Site Selection

Chairman Wefald invited David Speer, Chairman of the 1984 Minnesota Arts Education Task Force, to present a short overview on site evaluation and site selection. Mr. Speer expressed that site selection for the school had become a paramount question due to the recent World Trade Center and Metrodome issues. He then stated strong consideration was given to physical attributes of the school as referenced in the report compiled by the Site Evaluation Committee. In early November, 1985, an RFP was discussed which resulted in five proposals being presented. Sites were diverse, and the Evaluation Committee estimated that a cost of \$15 million or slightly higher would be incurred for both renovating an existing facility or constructing a new facility. Mr. Speer stated that the Nicollet Mall site was no longer available and that it appeared each site would require the same capital investment. He concluded by expressing the importance of keeping competition between Minneapolis and St. Paul out of the

1987 legislative session, and that ultimately, a decision must be made on site selection whereby the Evaluation Report would assist with the deliberations. Chairman Wefald thanked David Speer for his update on site selection and evaluation.

Jon Wefald then called on Jan Hively who introduced Charles Gabriel to update the Board on new information regarding the Loring Park site. Ms. Hively stated that Central High School was being used for something else and stressed that the Loring Park location was the preferred site for Minneapolis. Ms. Hively presented a slide presentation and pointed out the close proximity of all the arts locations, transportation options, and easy access to the site.

Based on new information, she informed Board members that although rehabilitation of the Fawkes Building is still an option, it is now believed the block on which the Fawkes Building is located would best be utilized by the construction of a new building. Also, the Walker Art Museum and the Minneapolis Park Board will soon begin construction on a sculpture garden and conservatory. The sculpture garden will be linked to Loring Park by a bridge which will allow safe and convenient access between Loring Park and its surroundings. Harmon Place is now closed on a permanent basis to allow the park to come into the site. The parking ramp for the Community College and Vocational Institute has been designed to accommodate several more levels than it currently has and could provide parking for the school. The Minneapolis Park Board has developed cooperative arrangements with other schools for use of its recreational facilities by students, and this option would also be available to the Arts High School. Finally, Laurel Village can accommodate new development, and final financing is in progress. Jan Hively then stated she appreciated the opportunity to present new information on the Loring Park site and congratulated the Board on progress already made.

Jon Wefald then invited Jane Eastwood, City of St. Paul, to present new information. Jane expressed that St. Paul is actively involved and interested in the School for the Arts. She stated the City of St. Paul responded with one site proposal which was the Mechanic Arts High School because it seemed an existing facility was appropriate. Mechanic Arts is a state-owned building with central access to the entire metropolitan area. An architectural firm from St. Louis assisted with the planning, and a St. Paul architect drew up the plans. Ms. Eastwood further explained that residential facilities would be provided on state property. Also, other sites are currently being investigated. Ms. Eastwood also informed the Board that temporary sites exist but that further clarification from the Board was necessary in order to fully understand what direction was desired. Ms. Eastwood thanked the Board for the opportunity to present information and concluded her presentation.

Vice-Chair, Ruth Roitenberg, then introduced Mary Ann Parranto, a private real estate developer, to discuss the Wabasha Court/Orpheum Theatre site in St. Paul. Ms. Parranto expressed that the School would have the opportunity to have the old and the new. The site involves a purchase agreement. The Orpheum Theatre could be used as an assembly hall for the teaching of dance and other disciplines. The major advantage is housing, since 150 apartments are available which would house two students per apartment. A site is also available for building, and leasing or buying all of Wabasha Court is another option. Wabasha Court was built with the possibility of adding stories to the facility. The site is connected by the skyway system which would eliminate the need for students to possess a car. Parking would be made available for faculty. Other advantages include the close proximity of the St. Paul Public Library, the Landmark Center, the Ordway Theatre, and surrounding parks. Cultural resources, hospital facilities, and churches of different denominations are also available within walking distance. Chairman Wefald thanked Ms. Parranto for her presentation.

Jon Wefald then inquired if there were questions from the Board members or the presenters. Bob Tracy, City of St. Paul, requested further clarification from the Board on what is needed and on the planning criteria for the School. He expressed that an articulate statement depicting these requirements from the Board would be extremely helpful with establishing sites and ongoing planning stages. Nancy Vollertsen expressed that discussion helped the Board focus on criteria and stressed that today was an information process to avoid duplication and aid in the planning process.

After considerable discussion, it was agreed that a Site Selection Subcommittee should be implemented to establish site selection criteria. Chairman Wefald appointed Roland Amundson as Chair to the newly established Site Selection Subcommittee and invited other Board members to work with the Chair and staff. Marilyn Berg and Florence Grieve offered their assistance. Jon Wefald directed the Subcommittee to meet in the next few weeks to begin establishing criteria. It was agreed that items for discussion could include leasing or buying options, residential housing, accessibility for students, safety factors, permanent or temporary site, and other relevant issues.

Update on Foundation

Jim Undercofler introduced Cindy Lavorato, Special Assistant Attorney General. Counsel and staff have addressed three questions so far in setting up the foundation: 1) Should non-profit status be sought from the I.R.S.?, 2) What structure should the foundation take, i.e., should it be a corporation or some other type of structure such as an organization or an association?, and 3) What provision should be used in order to obtain non-profit status; specifically, should the foundation fashion itself as an instrumentality of the state under I.R.S.

sections 509(a)(1) and 170(b)(1)(A)(V) or an entity apart from the state such as those described in section 509(a)(3)? The advantages and disadvantages with regard to each question were discussed. It was recommended of counsel and staff that: 1) the Board seek non-profit status, 2) the foundation establish itself as a corporation, and 3) a provision pursuant to section 509(a)(3) or a similar section be used. If the Board decides to qualify under 509(a)(3) or similar provision, Cindy Lavorato advised that outside counsel be obtained.

Ms. Vollertsen made a motion, seconded by Marilyn Berg, to establish a tax-exempt foundation, to allow staff to move ahead with 509(a)(3) status or a similar provision, and advised staff to proceed with obtaining outside counsel. The motion carried.

A handout regarding the Articles of Incorporation was distributed and briefly discussed. Ms. Lavorato stated that any name proposed for the foundation would have to be approved by the Secretary of State's Office. She also pointed out that the enabling legislation limits the foundation in some ways. She wanted to make clear that the foundation purpose is limited. It was also expressed that the filing fee of \$40.00 must be paid. Jim Undercofler inquired how the name, "Friends of the Minnesota School and Resource Center for the Arts" would be received for the foundation. This suggestion was highly acceptable to Board members. Florence Grieve moved, seconded by Ruth Roitenberg, to conduct an Executive Committee meeting to discuss further details. The motion carried.

Cynthia Gehrig made a recommendation about who to contact for outside counsel, and Roland Amundson directed Jim Undercofler to investigate further outside counsel and the matter of paying bills.

Curriculum Subcommittee Report

Ruth Roitenberg briefed Board members on recommendations made at the May 20, 1986 Curriculum Subcommittee meeting which included that a part-time curriculum specialist be hired immediately. Department heads would be hired, on a part-time basis, by the end of January, 1987 to begin specific curriculum development. Jim Undercofler presented an overview of the creative process which needs to be central to curriculum development, the Arts Task Force Curriculum Subcommittee Reports were reviewed, and the issue of grading was discussed. David Zimmerman informed the Board to set aside July 9, 1986 to meet with Dr. Gordon Cawelti regarding the Cawelti-ASCD model or organizing traditional content areas according to their interdisciplinary potential. A motion to approve the recommendations of the Curriculum Subcommittee to hire on a part-time basis a curriculum specialist and department heads was made by Margaret Marvin, and seconded by Marilyn Berg. The motion carried.

RESOURCE CENTER ADVISORY COUNCIL ACTIVITIES

Cynthia Gehrig, Chair of the Advisory Council, presented a brief overview. MAX (Minnesota Arts Experience) materials were discussed which included brochures, compendiums, t-shirts, and stickers. Ms. Gehrig expressed the extraordinary effort on staff's part regarding the distribution process and quality of MAX materials.

David Zimmerman is working with a highly qualified evaluator, Dr. David Leitzman, College of St. Benedict's, who will be evaluating the summer programs. An invitation was extended to Board members to visit the sites of the summer programs. Ms. Gehrig stated that the Council is task oriented. A creative brainstorming session was held by two facilitators. The questions, "What Should the Resource Center Do?" and "What Should the Resource Center Be?" were addressed. The Council will come back to the Board with a two or three year workplan and statement of objectives and recommendations.

Barbara Martin discussed the MAX material distribution. Chairman Wefald directed staff to distribute materials to private schools and requested that investigation be conducted into getting more exposure for the School on a Friday night radio program. David Zimmerman and Cynthia Gehrig stated that many favorable comments from legislators and constituents have been received on MAX materials. Jon Wefald expressed that the design work on MAX materials was excellent and that Cats Pajamas, the design firm, should get an award. He also thanked staff on the great work that has been accomplished in the short span of six to eight months.

COMMUNICATIONS

Reginald Buckner briefly discussed a letter from Margaret Hasse, Minnesota Alliance for Arts in Education.

DIRECTOR'S REPORT

Jim Undercofler invited Board members to review the Director's Report. He stated that a Director's Report for comment and review would be submitted at each future Board meeting. Chairman Wefald commented that this report of objectives would be helpful to Board members. Jim Undercofler complimented the Resource Center for moving forward and making way for the School.

DISCUSSION OF SUMMER MEETING SCHEDULE

It was agreed that Board meetings would be held through June, July, and August to keep up with business. Roland Amundson recommended that the summer meetings be used to discuss further direction of the Board and to concentrate on the focus for the School of the Arts. Roland Amundson moved, seconded by Margaret Marvin, that staff investigate the possibility of holding a one

BOARD MINUTES

May 21, 1986

Page 6

to one and one-half day Board meeting during August in an outlying area to conduct such a meeting. The motion carried.

OTHER

Jon Wefald officially resigned as Chair to the Board of the Minnesota School and Resource Center for the Arts and stated that this would be his last meeting. Board members expressed to Chairman Wefald that they were happy for his future, that he would be greatly missed, and complimented him on his hard work and dedication. Jon appointed Ruth Roitenberg as Acting Chair until the June meeting at which time the first item on the agenda would be the appointment of a new Chair.

Chairman Wefald adjourned the meeting at 11:45 a.m.

Diane Jadwinski, Recorder

AGENDA

June 18, 1986

Board Meeting

1. Election of Chair
2. Agenda/Minutes
3. Communications
4. Executive Committee Report
5. School of the Arts - Site Selection Subcommittee Report
6. Resource Center Advisory Council
 - A. Update on June 4, 1986 Resource Center Advisory Council meeting
 - B. Additional MAX samples, Posters/Stickers/T-shirts
 - C. Budget
7. Director's Report
8. Other

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

June 18, 1986

The June 18, 1986 meeting of the Board of the Minnesota School and Resource Center for the Arts was held in Suite 230, Park Office Building, 555 Park Street, St. Paul, Minnesota. Acting Chair, Ruth Roitenberg, convened the meeting on June 18, 1986 at 9:20 a.m. with the following Board members in attendance: Marilyn Berg, Mary Ingebrand-Pohlad, Margaret Marvin, and Nancy Vollertsen. Board members Roland Amundson, Jack Fena, Flo Grieve, Owen Husney, Alexandra Jacobs, and Sarah Fields Nesson were seated later. The following Board members were absent: Gordon Bird and Harry Sieben, Jr. Board member Reginald Buckner arrived after the meeting was adjourned and was briefed on the meeting at that time.

ELECTION OF CHAIR

Ruth Roitenberg made a motion to place Harry Sieben, Jr.'s name in nomination for the vacated Chair position. The motion was seconded by Margaret Marvin. Ms. Roitenberg then opened the floor for any further names to be nominated for Chair. No further names were placed in nomination. Acting Chair, Ruth Roitenberg, made a motion to elect Harry Sieben, Jr., as Chair of the Minnesota School & Resource Center for the Arts Board. The motion was seconded by Mary Ingebrand-Pohlad and passed unanimously.

AGENDA/MINUTES

There were no additions or deletions to the agenda.

Approval of May 21, 1986 Minutes

Marilyn Berg moved, and Mary Ingebrand-Pohlad seconded, to accept the minutes as written. The motion carried.

COMMUNICATIONS

Jim Undercofler called on Flo Grieve to provide a brief update on the Residential Living Conference she attended at the Interlochen Arts Center in Traverse City, Michigan. Ms. Grieve expressed that she felt the most important concern was the drug issue. She suggested that no student with a drug problem be admitted to the School. Flo Grieve felt the major points of the Conference had been depicted in Candace Anderson's written report. She complimented Ms. Anderson on a fine job and stated that the report would prove valuable as the School progresses regarding the issues we will be facing.

EXECUTIVE COMMITTEE REPORT

The proposed "Articles of Incorporation" were distributed for discussion regarding the organization of the foundation. Jim Undercofler provided background information from the last Board meeting and informed the Board that legal counsel, Douglas Carnival, from the O'Connor & Hannon Law Firm, had been hired. Mr. Undercofler particularly called the Board's attention to pages four and seven. Nancy Vollertsen made a motion to approve the "Articles of Incorporation" in present form or articles in substantially similar form, Alexandra Jacobs seconded, and the motion carried.

Ruth Roitenberg discussed selecting three persons to serve as Directors of the Foundation. Jim Undercofler clarified that the Directors' roles would be to assist with organizing the foundation, not to solicit gifts. It was agreed to investigate this further and discuss this issue later.

SITE SELECTION SUBCOMMITTEE REPORT

Jim Undercofler provided the Board with an update on activities of the Site Selection Subcommittee. Mr. Undercofler stated that three factors were discussed which included: 1) cost, 2) design, and 3) neighborhood considerations along with accessibility to curricular and non-curricular activities. Jim Undercofler expressed that Roland Amundson, Chair of the Site Selection Subcommittee, wanted Board member's input on the size of the School, the residential issue, how to phase into total enrollment, what grade to begin with, and to investigate an architectural firm that could inform us what the School would require in terms of space. Further discussion ensued and further questions were raised such as what the size of the School should be, should all students or just out-state students be required to stay on campus, and what are the legal aspects of the design of the School and the safety considerations.

Nancy Vollertsen expressed it was time for Board members to discuss their preferences, and Marilyn Berg stated basic space issues should be decided before selection on a school site can be decided. Florence Grieve and Margaret Marvin felt strongly that the School should be totally residential for all students. Mrs. Marvin expressed one of the biggest complaints of the Los Angeles School students was the time spent in commuting. Flo Grieve stated that 500 students seemed an appropriate number of students for enrollment in the School. Jim Undercofler suggested to allow some flex in the enrollment number of students by stipulating 200 to 600 students with a more permanent number being decided in the future. Nancy Vollertsen made a motion to direct staff and the Site Selection Subcommittee to operate on the assumption that the School will phase in 10th and 11th grades to obtain the necessary cost information on total residency of the School. The motion was seconded by Margaret Marvin and carried.

RESOURCE CENTER ADVISORY COUNCIL UPDATE

Cynthia Gehrig, Chair of the Advisory Council, stated the May 7, 1986 Advisory Council minutes represented the first phase of Council planning. She commented on the needs of visual arts teachers as discussed with Mary Apuli, President of the Minnesota Art Educators. Ms. Gehrig expressed that Dr. David Leitzman will be retained to conduct the evaluation of the summer MAX programs. An evaluation report is expected by November 15, 1986. Also, Bridget Gothberg assisted the Council with drafting objectives and goals. It is anticipated that a draft of the goals and objectives and some sort of work plan will be available for the Board's review in the fall. Fall initiatives were discussed to explore ways to use the media creatively. David Zimmerman discussed the Resource Center budget and current contract obligations.

David Zimmerman stated that the ECSUs are paying for one-half of the bus transportation cost. The Resource Center is assuming the other one-half of the transportation cost.

Margaret Marvin moved and Sarah Nesson Fields seconded to approve the expenditure of an additional \$127,552 for the summer Max programs.

Mary Katherine Johnson discussed MAX postcards, stickers, and the scheduling of visits to the summer programs. Owen Husney complimented staff on the MAX materials and stated they were terrific.

OTHER BUSINESS

Mary Ingebrand-Pohlard expressed her interest in serving on the Site Selection Subcommittee.

Ruth Roitenberg reopened the floor to the Foundation Director issue. Expectations and responsibilities of Foundation Directors were discussed. Ms. Roitenberg asked for volunteers to serve as Foundation Directors.

Roland Amundson made a motion that Marilyn Berg, Sarah Fields Nesson, and Alexandra Jacobs' names be written and submitted on the "Articles of Incorporation" as the first Board of Directors for the foundation and submitted to the Secretary of State's Office, seconded by Nancy Vollertsen. The motion carried.

Ruth Roitenberg requested each Board member to submit names of people willing to serve on the Board of Directors for the Foundation as soon as possible.

Jim Undercofler recommended that Board members visit established schools to get an understanding of what we are reaching for. Mr. Undercofler then called on David Zimmerman to discuss the July 9, 1986 Board meeting being held at the Spring Hill Conference

Center in Wayzata, Minnesota. David Zimmerman stated that Dr. Gordon Cawelti, Association for Supervision and Curriculum Development would be making a curriculum presentation jointly for the Board and Advisory Council members. This would entail an all day meeting to which the Minnesota Association of Curriculum Development has also been invited. Nancy Vollertsen requested David Zimmerman to provide a brief background for Board members on Dr. Cawelti prior to the July 9, 1986 meeting.

Ruth Roitenberg adjourned the meeting at 10:50 a.m. on June 18, 1986.

Diane Jadwinski, Recorder

Agenda

July 9, 1986

Board Meeting

1. Agenda/Minutes
2. Communications Report
3. Executive Committee Report
4. School of the Arts
 - A. Discussion of Foundation Organizational Meeting
 - B. Curriculum Subcommittee
 - C. Progress Report on Site
5. Resource Center Advisory Council Activities-Update on Site Visits
6. Discussion of the Open Meeting Law
7. Director's Report
8. Other

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

July 9, 1986

On July 9, 1986 at 9:00 a.m. to 12:00 noon, the Board of Directors and Resource Center Advisory Council members of the Minnesota School and Resource Center for the Arts Board met at Spring Hill Conference Center, Wayzata, Minnesota to hear a presentation by Dr. Gordon Cawelti. Dr. Cawelti is well known for the Cawelti model for curriculum development.

The following Board members were in attendance: Reginald Buckner, Florence Grieve, Owen Husney, Sarah Fields Nessen, Margaret Marvin, Ruth Roitenberg, and Harry Sieben, Jr. The following Board members were absent: Roland Amundson, Marilyn Berg, Gordon Bird, Jack Fena, Mary Ingebrand-Pohlrad, Alexandra Jacobs, and Nancy Vollertsen.

Members of the Curriculum Association joined Board and Council members, staff, and Dr. Cawelti for lunch at 1:15 p.m. Dr. Cawelti made a presentation to the Curriculum Association while the Chair, Harry Siebin, Jr. welcomed Board and Council members to Spring Hill and discussed the direction of the project. This meeting concluded at 1:50 p.m.

The July 9, 1986 meeting of the Board of the Minnesota School and Resource Center for the Arts was held at the Spring Hill Conference Center in Wayzata, Minnesota. Chair, Harry Sieben, Jr., convened the meeting on July 9, 1986 at 2:07 p.m. with the following Board members in attendance: Reginald Buckner, Florence Grieve, Margaret Marvin, and Ruth Roitenberg. The following Board members were absent: Roland Amundson, Marilyn Berg, Gordon Bird, Jack Fena, Owen Husney, Mary Ingebrand-Pohlrad, Alexandra Jacobs, Sarah Fields Nessen, and Nancy Vollertsen.

Jim Undercofler, Director, welcomed Harry Sieben, Jr., in the official capacity of his first meeting as Chairman of the Board. Harry thanked the Board members on his election and expressed his happiness to serve.

AGENDA/MINUTES

It was agreed to discuss Minnesota Statute 129c.10 governing the Minnesota School and Resource Center for the Arts at the next Board meeting.

Approval of June 18, 1986 Minutes

Mrs. Margaret Marvin moved, and Florence Grieve seconded, to accept the minutes as written. The motion carried.

COMMUNICATIONS REPORT

No communication having impact on Board matters was received since the last Board meeting.

EXECUTIVE COMMITTEE REPORT

No Executive Committee meeting was held since the last Board meeting.

SCHOOL OF THE ARTS

Discussion of Foundation Organizational Meeting

Jim Undercofler informed the Board that Marilyn Berg, Alexandra Jacobs, Sarah Fields Nesson, and Ruth Roitenberg, the initial Foundation Directors, along with Douglas Carnival of O'Connor & Hannon, and Candace Anderson met on July 8, 1986 to discuss potential names for nomination to the Board of Foundation Directors. Mr. Undercofler expressed that the first official meeting of the Foundation would be held on July 16, 1986 to elect Foundation Directors. Ruth Roitenberg raised the question on what level of authority the Foundation Directors will have. Jim Undercofler clarified that the Board will go to the Foundation with requests for expenditure of funds and that the Foundation Directors will have final authority.

Curriculum Subcommittee

Ruth Roitenberg, Chair of the Curriculum Subcommittee, reported it had been agreed to enroll grades 10 and 11 the first year, adding grade 12 the second year, and grade 9 the third year, to culminate in a four year school. She further stated that a curriculum specialist position description is awaiting approval by the Minnesota Department of Education. The curriculum specialist will be hired as soon as possible on a part-time basis.

Progress Report on Site

Jim Undercofler reported that a space analysis was in progress and that an architectural firm had been hired to act as a consultant on the requirements and square footage estimates. The information obtained on this issue will be discussed at the next Board meeting. It was agreed that a decision must be made on a site for the School by November, 1986 in order to approach the Legislature in 1987 to request the funds to move the project forward. Discussion followed on compiling a complete information packet including plans and designs, Executive Summary, and full materials to present to the 1987 Legislature to further project and define what the request encompasses.

RESOURCE CENTER ADVISORY COUNCIL ACTIVITIES

David Zimmerman stated that site visits to MAX summer demonstration programs were currently underway. He also discussed that the Resource Center is currently working on establishing fall initiatives. Dr. David Leitzman's evaluation report on the MAX programs is expected to be finalized by November 15, 1986. It is anticipated that this evaluation could be used as a model for future programs. Mr. Zimmerman strongly urged Board Members to attend and observe the summer MAX programs of their choice and invited them to feel free to submit rough, handwritten notes, of their observations to staff.

DISCUSSION OF THE OPEN MEETING LAW

A memorandum discussing the open meeting law was highlighted by Cindy Lavorato. Items discussed included that the law pertains to committees and subcommittees of the Board. Special meetings must also include a public meeting notice. An emergency meeting explanation and penalties for violating the open meeting law were also discussed.

DIRECTOR'S REPORT

There was no Director's Report for the July 9, 1986 Board meeting.

OTHER

It was agreed to continue to hold Board meetings on a monthly basis. Chairman Sieben requested that staff conduct an assessment of meeting dates and times by contacting Board members regarding their preferences.

Ruth Roitenberg moved, and Mrs. Margaret Marvin seconded, to adjourn the meeting at 2:56 p.m. It was agreed that the full day meeting was highly successful.

Diane Jadwinski, Recorder

A G E N D A

September 19, 1986
BOARD MEETING
11:30 a.m. - 1:30 p.m.

- I. Minutes/Agenda

- II. Communications Report

- III. School of Arts
 - A. Curriculum Subcommittee Report
 - B. Site Selection Subcommittee Report
 - C. Foundation Organizational Committee Report

- IV. Resource Center Advisory Council
 - A. Update On Resource Center Advisory Council
Activities
 - B. Media Presentation of Site Visits

- V. Review Legislation

- VI. Director's Report

- VII. Other

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

September 19, 1986

The September 19, 1986 meeting of the Board of the Minnesota School & Resource Center for the Arts was held in the conference room on the 21st floor of Miller & Schroeder Financial, Inc., 7900 Xerxes Avenue South, Minneapolis, MN. Chairman Harry Sieben, Jr., convened the meeting on September 19, 1986 at 11:45 a.m. with the following Board members in attendance: Roland Amundson, George Appleby, Florence Grieve, Alexandra Jacobs, Margaret Marvin, Sarah Fields Nesson, and Ruth Roitenberg. Board members Jack Fena and Nancy Vollertsen were seated later. The following Board members were absent: Marilyn Berg, Reginald Buckner, Owen Husney, and Mary Ingebrand-Pohlad.

AGENDA/MINUTES

There were no additions or deletions to the agenda.

Approval of July 9, 1986 Minutes

Ruth Roitenberg moved, and Florence Grieve seconded, the motion to accept the minutes as written. The motion carried.

EXECUTIVE COMMITTEE REPORT

The Executive Committee of the Minnesota School & Resource Center for the Arts Board did not meet since the July 9, 1986 Board meeting.

OPENING REMARKS

Chairman Harry Sieben, Jr., introduced and welcomed George Appleby to the Board as its newest member. Mr. Sieben thanked George for his assistance and hospitality with the Board meeting arrangements. He also stated that Gordon Bird had officially resigned as a Board member and that a replacement from the second congressional district would be named by the Governor. A strong secondary education background for the replacement was urged, and Board members' suggestions were welcomed.

The schedule of future Board meeting dates was discussed. Chairman Sieben requested Board members to advise staff if any of the dates were in conflict. He also stated that if a full Board meeting was not necessary on any of the proposed dates, a meeting cancellation notice would be mailed to all Board members.

COMMUNICATIONS REPORT

The Board complimented staff and the Resource Center Advisory Council on correspondence received to date and the positive response generated by the summer MAX programs. Jim Undercofler, Director, shared a fine article on the North Carolina Science-Math School with the Board. Mr. Undercofler also suggested that the Board should be aware and identify areas of fear regarding the School so that the matters may be addressed.

SCHOOL OF ARTS

Curriculum Subcommittee Report

Ruth Roitenberg, Chair, informed the Board that Mr. Merrill Fellger had been hired as the Curriculum Developer for the School. Mr. Fellger is in the process of establishing a mobility agreement with Buffalo School District #877 where he is currently employed. He will work approximately one-fifth time and will work closely with Jim Undercofler and teachers to iron out curriculum issues.

Mr. Undercofler distributed the curriculum planning notes from the September 17, 1986 Curriculum Subcommittee meeting for the Board's review. Ms. Roitenberg stated that preparing students to enter a world with changing needs was an issue discussed at length and that considerable time was spent in discussing the residency issue. It was agreed to allow some metro students the option to board for personal reasons, and to designate dormitory space for short stays after recitals, plays, etc., to eliminate a late drive.

Florence Grieve suggested that a philosophy statement for the School should be established. Harry Sieben, Jr., instructed Jim Undercofler to prepare a draft of a School philosophy statement and to place the item on the October 17, 1986 Board meeting agenda for further discussion.

Site Selection Subcommittee Report

Chair of the Site Selection Subcommittee, Roland Amundson, informed the Board that Jim Undercofler had met with the architect to estimate square footage space needs and requirements for the School. The space needs as assessed by the architect were discussed at the Site Selection Subcommittee meeting. Upon discussion of the proposed square footage needs, the information as discussed at the Site Selection Subcommittee meeting was presented to the School site proposers. Mr. Amundson also stated that the site proposal deadline was October 15, 1986. An update will be provided at the October 17, 1986 Board meeting. The Site Subcommittee members will visit each site. Harry Sieben, Jr., instructed staff to establish a schedule for the site visits and to inform all Board members of the date and time.

Chairman Sieben then requested Roland Amundson to prepare a letter to all site proposers depicting updated information and reminding them of the October 15, 1986 site proposal deadline.

All Board members were highly encouraged to visit other schools around the country and strongly urged to work with staff to make the necessary arrangements in the near future.

Foundation Organizational Committee Report

Jim Undercofler stated that four members of the Board: Ruth Roitenberg, Marilyn Berg, Alexandra Jacobs, and Sarah Fields Nesson had met and that a list of people had been established of possible candidates to serve on the foundation. This committee agreed to request that the Governor and Mrs. Perpich send a letter to candidates inviting them to serve on the foundation. Upon completion of this letter, it is hopeful that the first foundation meeting will take place in October. Chairman Sieben suggested that the Governor and Mrs. Perpich be invited to attend the first foundation meeting. Mr. Sieben questioned the financial goals of the foundation. Jim Undercofler responded that only the foundation could establish financial goals. George Appleby inquired how many members of the Board could serve on the foundation. Mr. Undercofler replied that Ruth Roitenberg had agreed to serve and that a minimum of two and a maximum of four members from the Board should also be included.

RESOURCE CENTER ADVISORY COUNCIL

Update on Resource Center Advisory Council Activities

Chair of the Resource Center Advisory Council, Cynthia Gehrig, informed the Board that the Executive Committee of the Council had met in August and September, and that the full Advisory Council had not met since the June 4, 1986 Council meeting. She stated that a nominating committee consisting of Robert Pattengale, Chair; Cherie Doyle, William Jones, and Judy Broekemeier had been established by the Executive Committee to recommend a slate of officers for the upcoming year.

It was felt that MAX summer programs were programs with substance and that instructors were excellent. Mr. Gehrig expressed one minor disappointment regarding attendance in some of the areas.

Important planning for the Resource Center has been completed. A three-year plan and one-year workplan will be presented to the Advisory Council for approval at the September 24, 1986 meeting. These plans will be made available to the Executive Committee of the Board and then presented to the full Board for input and approval in the near future.

Media Presentation of Site Visits

David Zimmerman stated that a team of photographers visited all MAX sites, and that slides are currently being developed and organized. He also informed the Board that a high quality video was being made. It was felt a strong cross-section of programs were represented. David Zimmerman and Mary Katherine Johnson presented a quick slide overview of various MAX programs and workshops for the Board's pleasure.

REVIEW LEGISLATION

Harry Sieben, Jr., directed Board members to review and acquaint themselves with the legislation. He also requested staff to compile a listing of Board members' terms and dates of expiration for discussion at the next Board meeting.

The issue of financial reporting was raised by Nancy Vollertsen. Chairman Sieben instructed staff to create a new agenda item to read "Financial Reporting".

DIRECTOR'S REPORT

Jim Undercofler distributed an article entitled "Defining Talent" which he wrote in Connecticut regarding students K-12 for Board members' perusal. Discussion on developed and under-developed talent followed. Mr. Undercofler felt that it was important the Board was in agreement in the broad sense on the definition of talent. Also, another important issue, specific guidelines for admission to the School, is currently being researched by Cindy Lavorato, the Special Assistant Attorney General.

OTHER

Specific issues to be discussed in upcoming Board meetings include: 1987-89 budget, Resource Center planning, site selection, and the legislative report. Nancy Vollertsen requested that an article by Jim Undercofler which appeared in the September 16, 1986 Post-Bulletin, Rochester, MN be copied and distributed to Board members at the next meeting. An invitation was extended on behalf of Reginald Buckner to attend his recital at Ferguson Hall at 8:00 p.m. on September 25, 1986.

Florence Grieve moved, and Sarah Fields Nesson seconded, the motion to adjourn the meeting. Chairman Sieben adjourned the meeting at 1:20 p.m.

Diane Jadwinski, Recorder

Board Meeting

October 17, 1986

11:30 a.m. to 1:30 p.m.

AGENDA

1. Agenda/Minutes
2. Communications
3. Executive Committee Report
4. School of the Arts
--Update on Site
5. Resource Center Advisory Council
 - A. Winter/Spring Initiatives
 - B. Video Production
6. Board Members' Terms
7. Director's Report/Financial Report
8. Other

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

October 17, 1986

The October 17, 1986 meeting of the Board of Directors for the Minnesota School & Resource Center for the Arts was held in the Boardroom of the Science Museum in St. Paul, Minnesota. Chairman Harry Sieben, Jr., convened the meeting on October 17, 1986 at 11:45 a.m. with the following Board members in attendance: Roland Amundson, George Appleby, Reginald Buckner, Florence Grieve, Mary Ingebrand-Pohlad, Margaret Marvin, Ruth Roitenberg, and Nancy Vollertsen. Board members Marilyn Berg, Jack Fena, Owen Husney and Sarah Fields Nesson were seated later. Board member Alexandra Jacobs was absent.

AGENDA/MINUTES

There were no additions or deletions to the agenda.

Approval of September 19, 1986 Minutes

Nancy Vollertsen moved, and Mary Ingebrand-Pohlad seconded, the motion to accept the September 19, 1986 minutes as written. The motion carried.

COMMUNICATIONS

Jim Undercofler stated that the media was focusing primarily on the site selection issue and that communication has been positive. Mr. Undercofler also stated that staff has been informed that he is the sole spokesman to the press on the site issue. Jim then invited Board members to view the program **ALMANAC** at 7:00 p.m. this evening, KTCA, Channel 2, on which he was an invited guest to speak about the School.

EXECUTIVE COMMITTEE REPORT

Chair of the Executive Committee of the Board, Harry Sieben, Jr., stated that a joint Executive Committee meeting of both the Board and Resource Center Advisory Council was held on October 15, 1986. The designer selection process for the School and the Resource Center's Three-Year Plan were discussed. Mr. Sieben stated that condemnation had also been discussed at the Executive Committee meeting. He requested that Jim Undercofler obtain an informal written opinion regarding condemnation from Special Assistant Attorney General, Cindy Lavorato.

Cynthia Gehrig, Chair of the Resource Center Advisory Council, stated that the Three-Year Plan had been discussed and approved at the September 24, 1986 meeting. Ms. Gehrig complimented staff on organizing and compiling the ideas that were brainstormed at prior Advisory Council meetings in such a fine manner. David

Zimmerman, Coordinator of the Resource Center, provided an explanation on each of the four goals contained in the Three-Year Plan.

Harry Sieben, Jr., then opened discussion regarding the Three-Year Plan, and stated that it had been recommended for adoption at the Executive Committee meeting. Mrs. Marvin questioned whether the Three-Year Plan duplicated other projects, and Flo Grieve complimented the Advisory Council on the creativity that went into the plan.

Margaret Marvin moved, and Flo Grieve seconded, the motion to adopt the Three-Year Plan as it was presented by Cynthia Gehrig and David Zimmerman. The motion carried. Harry Sieben, Jr., complimented Ms. Gehrig and Mr. Zimmerman on a job well done and expressed the Board's appreciation.

Jim Undercofler was called upon by the Chairman to explain the designer selection process. Mr. Undercofler stated that it was advisable to select and implement some preliminary design work in order to support the bonding issue. He noted that the Board had two options for designer selection which included: 1) work with the State Designer Selection Board, send out a request for proposal, in which scope can be limited and the Director of the School would be allowed to sit on the committee and review proposals, or 2) conduct a design competition which is a somewhat longer process. Flo Grieve expressed that she felt a Minnesota architectural firm should be utilized for the design of the School. The six percent state designer fee was discussed. Jim Undercofler requested that three Board members assist him with the selection of a designer. Harry Sieben, Jr., expressed that it seemed appropriate at this time to utilize the Designer Selection Board.

Marilyn Berg moved, and Mary Ingebrand-Pohlad seconded, the motion to utilize the State Designer Selection Board process and also included that three Board members, currently serving on the Site Selection Subcommittee, assist Mr. Undercofler with the design process. The motion carried.

SCHOOL OF THE ARTS

Update on Site

Chair of the Site Selection Subcommittee, Roland Amundson, expressed excitement regarding the site visits that had been conducted on October 23, 1986. He indicated that all Board members had been invited to attend, stated that he was receptive to the ideas and information he had received, and that positive responses had been generated. A brief explanation of proposals received by the October 15, 1986 deadline followed.

Mr. Undercofler expressed a concern that has been brought to his attention repeatedly by the media which is that no representation

from greater Minnesota currently serves on the Site Selection Subcommittee. Roland Amundson suggested that perhaps Margaret Marvin, from Congressional District Seven, would consider serving on the Site Selection Subcommittee. Mrs. Marvin was then invited and agreed to serve on the Site Selection Subcommittee as requested by Roland Amundson. Mr. Amundson discussed the logistics for the site visits scheduled for October 23, 1986.

RESOURCE CENTER ADVISORY COUNCIL

Discussion regarding Resource Center Advisory Council activities was postponed until the November 21, 1986 Board meeting.

BOARD MEMBERS' TERMS

Candace Anderson discussed Board members' terms and reappointments. Discussion followed, and questions were answered. Harry Sieben, Jr., requested Candace Anderson to send reappointments and letters of reference to the Governor's Office accompanied with a letter from him requesting the reappointments. He again invited Board members to suggest a replacement for Gordon Bird from Congressional District Two.

Mr. Sieben also reminded Board members to visit other schools as discussed previously. Barbara Martin requested Board members to contact her as soon as possible regarding their schedules to visit the New York School in November.

DIRECTOR'S REPORT/FINANCIAL REPORT

Jim Undercofler informed the Board that a breakfast for major art organizations was held at the Governor's residence where he and David Zimmerman made presentations to the group on the progress of the Minnesota School & Resource Center.

Mr. Undercofler complimented the Advisory Council on the Three-Year Plan and expressed that staff had done a fine job with the new look of the newsletter.

The financial report was discussed. Mr. Undercofler stated that the School had a balance of approximately \$1,000,000. A discussion followed regarding the definition of obligations such as salaries through June 30, 1987. Major transfers of funds will be made before the next Board meeting. Chairman Sieben requested staff to add "Financial Report" as a regular agenda item.

Jim Undercofler was directed by Harry Sieben, Jr., to contact the Legislative Auditor's Office to ascertain whether a fiscal or performance audit or both would be conducted. He informed Board members that the legislative report would be discussed at the December meeting and that site selection and school budget would be discussed at the November meeting. The next scheduled meeting of the Board is Friday, November 21, 1986 at the Science Museum Penthouse Lounge in St. Paul, Minnesota.

Marilyn Berg moved, and Flo Grieve seconded, the motion to adjourn the meeting. The motion carried. Chairman Sieben adjourned the meeting at 1:05 p.m.

Diane Jadwinski, Recorder

MINNESOTA SCHOOL & RESOURCE CENTER
FOR THE ARTS

BOARD OF DIRECTORS MEETING

November 21, 1986

11:30 a.m. - 1:30 p.m.

1. Minutes/Agenda
2. Communications
3. Financial Report
4. Executive Committee Report
5. Director's Report
6. Other

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

November 21, 1986

The November 21, 1986 meeting of the Board of Directors for the Minnesota School & Resource Center for the Arts was held in the Penthouse Lounge of the Science Museum in St. Paul, Minnesota. Chairman Harry Sieben, Jr., convened the meeting on November 21, 1986 at 11:38 a.m. with the following Board members in attendance: Roland Amundson, George Appleby, Mary Ingebrand-Pohlad, Alexandra Jacobs, Margaret Marvin, Sarah Fields Nesson, Bill Richards, Ruth Roitenberg, and Nancy Vollertsen. Board members Marilyn Berg, Reginald Buckner, and Florence Grieve were seated later. Board members Jack Fena and Owen Husney were absent.

AGENDA/MINUTES

There were no additions or deletions to the agenda.

Approval of October 17, 1986 Minutes

Nancy Vollertsen moved, and Ruth Roitenberg seconded, the motion to accept the October 17, 1986 minutes as written. The motion carries.

OPENING REMARKS

Bill Richards, Walnut Grove, Minnesota, Congressional District Two, was officially welcomed to the Board of Directors as its newest member by Chairman Harry Sieben, Jr.

COMMUNICATIONS

Reference was made to the newspaper articles included in each Board member's packet regarding various reports on the progress of the School.

FINANCIAL REPORT

Copies of a working draft of the biennial budget that will be submitted to the Legislature were distributed. A total budget request of \$6.7 million is projected. Chairman Sieben, Jr., led the discussion on the operating budget and the bonding request.

EXECUTIVE COMMITTEE REPORT

The Executive Committee of the Board of Directors met on November 17, 1986 to discuss the operating budget and activities of the Site Selection Subcommittee. Chairman Sieben, Jr., directed Roland Amundson, Chair of the Site Selection Subcommittee, to lead the discussion on site selection. Guests

and the press in attendance were informed that they would have the opportunity to address the Board with questions later in the meeting. Roland Amundson stated that the Site Selection Subcommittee met on November 12, 1986. Prior to the meeting, each of the four proposed sites had been toured and reviewed by all members of the Committee. Mr. Amundson expressed that the selection of a site was a difficult decision to make because of the quality of the proposals submitted. He commended the Site Selection Subcommittee for their dedication and many hours of hard work in choosing a site. Discussion followed, background information on each site was discussed, and all Board members shared their rationale for the site they supported.

Margaret Marvin and Marilyn Berg both favored the Cathedral Hill site in St. Paul. Mrs. Marvin wants to ensure that the needs of the whole student are developed. She preferred a more controlled campus for the students and felt that parking was an issue. Marilyn Berg stated that money, expansion capabilities, and public perception convinced her to support the Cathedral Hill site. George Appleby felt that the extended campus and park area of the Loring Park site brought in the Minneapolis site at a lower cost per square foot which is why he favored the Loring Park site.

Bill Richards raised the issue of new construction vs. an existing structure. Roland Amundson clarified that remodeling costs can at times far exceed the costs of new construction. He feels it is the responsibility of the Site Selection Subcommittee to ensure that Minnesota gets the world class school it deserves. Jim Undercofler also expressed that the curriculum model currently being developed goes hand-in-hand with the architecture of the building. Mr. Amundson explained that the Golden Valley Lutheran College proposal was discounted as a potential site after the Committee determined that they preferred new construction. The Parade Stadium site in Minneapolis was also eliminated. Roland Amundson had requested Jim Undercofler to compile a report on the Loring Park (Fawkes Block) site. Copies of that report along with a report on estimated costs compiled by the Minneapolis Community Development Agency were distributed.

Upon no further discussion on site, Chairman Harry Sieben called for a vote on the selection of a site for the Minnesota School & Resource Center for the Arts. Roland Amundson moved that the Board name the site located in Minneapolis between the Basilica of St. Mary and Loring Park, bordered by Hennepin Avenue, Harmon Place, and Maple Street, as the preferred site for the Minnesota School & Resource Center for the Arts facilities, with the provisions that the City of Minneapolis provide no less than \$3 million toward the acquisition and preparation of the property, exercise its right of eminent domain if needed, vacate Harmon Place, and provide for suitable parking. George Appleby seconded the motion, and the motion carried.

Members of the audience responded to the motion. Jan Hively, City of Minneapolis, expressed that the 11-2 vote of the Minneapolis Council was contingent upon legislative action of the proposal. Chairman Sieben inquired if there was any question that the City of Minneapolis would fail to support the motion. Jan Hively responded, "None". Jan Hively voiced that the Council has taken action, and that the action of using power of eminent domain will not occur until the Legislature reacts. It was questioned if the occupants of the Fawkes Block site had been notified of activity by the City of Minneapolis. Jan Hively commented that a letter to all occupants had been sent before the final selection and that another letter was in the process of being sent within one week which would include the timetables currently under discussion.

Chairman Sieben questioned the incentive of the City of Minneapolis in working with city money vs. state money. He also expressed concern that if the Legislature appropriates the funds and negotiations with Minneapolis break down in June, it would be too late to look for another site. It was agreed that the other proposed sites researched along with the Loring Park site could be reopened for further discussion and negotiation. George Appleby raised the issue of costs exceeding a certain figure. He questioned if the City of Minneapolis would agree to a figure by the end of December. Jan Hively stated that the City Council had already agreed to up to \$3 million and that it was highly unlikely that this figure would change.

Chairman Sieben, Jr., thanked the Site Selection Subcommittee for the time and effort made during their research and deliberations in selecting a site and for the excellent leadership provided by the Chair, Roland Amundson.

Sandra Hale, Commissioner of the Minnesota Department of Administration was introduced and welcomed by Chairman Sieben, Jr. The State Designer Selection Board process and timetable for selection of an architect were discussed. Interviews will be conducted and an architect will be chosen on January 12, 1987. A question and answer session followed. Chairman Sieben thanked Commissioner Hale for her presentation and expressed the Board's interest in working closely with her during the designer selection process.

Jim Undercofler then presented the biennial budget request. Open discussion and comments followed. Nancy Vollertsen moved, and Marilyn Berg seconded the motion, to accept the biennial budget as written. The motion carried.

DIRECTOR'S REPORT

The location for the temporary site of the School was discussed. Chairman Sieben indicated that thorough research and discussion should be addressed by the Board over the next few months.

Jim Undercofler stated that \$29.5 million is the current projected figure which is being submitted to the Legislature via the School's Capital Budget Request. He expressed that overwhelming response has been received for the current Program Associate vacancies (Dance and Music, General Studies, Literary Arts and Visual Arts, and Media and Theatre Arts). Also, he has been called upon to make many presentations and speeches. As a result of the inquiries directed to him, Mr. Undercofler compiled a list of often-asked questions. This list of questions was distributed, and the answers will be discussed during the Director's Report at the December 19, 1986 Board meeting. Flo Grieve questioned if a Policy Subcommittee was appropriate as the School plans to hire teachers. Jim Undercofler responded that he is currently conducting concrete research which he will share with the Board once compiled.

George Appleby moved, and Sarah Fields Nessian seconded the motion, to adjourn the meeting. Chairman Harry Sieben, Jr., adjourned the meeting at 1:05 p.m.

Diane Jadwinski, Recorder

MINNESOTA SCHOOL AND RESOURCE CENTER FOR THE ARTS

A G E N D A

December 19, 1986

1. Agenda/Minutes
2. Communications
3. Financial Report
4. Executive Committee Report
5. School of the Arts
 - A. Review the proposed legislation
 - B. Report from Designer Selection Subcommittee
 - C. Temporary Site
 - D. Capital Budget Request
6. Coordinator's Report
7. Director's Report
8. Other

**MINUTES OF THE BOARD OF THE MINNESOTA SCHOOL
& RESOURCE CENTER FOR THE ARTS**

December 19, 1986

The December 19, 1986 meeting of the Board of Directors for the Minnesota School & Resource Center for the Arts was held in the Penthouse Lounge of the Science Museum in St. Paul, Minnesota. Chairman Harry Sieben, Jr., convened the meeting on December 19, 1986 at 11:45 a.m. with the following Board members in attendance: George D. Appleby, Margaret Marvin, Bill Richards, and Ruth Roitenberg. Board members Roland Amundson, Jack Fena, Flo Grieve, and Owen Husney were seated later. Board members Marilyn Berg, Reginald Buckner, Mary Ingebrand-Pohlad, Sarah Fields Nessian, Alexandra Jacobs, and Nancy Vollertsen were absent.

AGENDA/MINUTES

There were no additions or deletions to the agenda.

Approval of November 21, 1986 Minutes

Margaret Marvin moved and Ruth Roitenberg seconded the motion to accept the minutes as written. The motion carried.

COMMUNICATIONS

A "thank you" letter written by Mayor Latimer of St. Paul to Chairman Harry Sieben, Jr., was acknowledged. Current newspaper articles and items of information were discussed.

FINANCIAL REPORT

Jim Undercofler stated that over \$1 million remains unencumbered in the Minnesota School & Resource Center for the Art's budget. Staff is currently investigating the cost of purchasing a computer system for the office.

EXECUTIVE COMMITTEE REPORT

The Executive Committee did not meet since the last Board meeting.

SCHOOL FOR THE ARTS

Review the Proposed Legislation

Chairman Sieben, Jr., led the discussion on the proposed legislation, 129C.10, Minnesota School & Resource Center for the Arts, Chapter 129C, which was distributed. Jim Undercofler and Cindy Lavorato, Special Assistant Attorney General, worked closely in drafting the proposed language. Stipend, boarding, and transportation issues were discussed at length.

The Board was in general agreement with the legislation. Jack Fena recommended that the word "nonprofit" be struck from the language in Subd. 6. Resource center., on page 4, for the purpose of clarity and flexibility. Discussion followed.

Jack Fena moved, and Owen Husney seconded the motion, to strike the word "nonprofit", fourth line from the bottom of Subd. 6, Resource center., on page 4 of the legislation. The amended sentence reads as follows: "The board may contract with ~~nonprofit~~ arts organizations to provide programs through the resource center." The motion carried.

Roland Amundson moved, and Ruth Roitenberg seconded the motion, to accept the legislation, 129C.10 Minnesota School & Resource Center for the Arts, Chapter 129C, as written and amended. The motion carried.

Report From Designer Selection Subcommittee

Chair of the Designer Selection Subcommittee, Roland Amundson, reported that 22 architectural proposals had been received and thoroughly reviewed. He expressed that the subcommittee was in agreement that they would not make a formal recommendation to select a particular architect but would, however, make suggestions and provide input on items of importance.

These suggestions included:

1. The School must be thought of as a state symbol; not part of a "bizarre" design that would eventually be out of fashion. Lasting power and beauty must be emphasized.
2. It must be recognized that the School is a home for students. Strong interior design is desired and previous experience with residential design is required.
3. Designer must have experience with urban work.
4. Designer must enhance the Loring Park setting and not close out the beauty of the surrounding areas.
5. Designer must be associated with Minnesota, i.e., come from Minnesota or have completed work in Minnesota.

The schedule of the Designer Selection Board process was confirmed. The first cut of the 22 proposals received will be made to include three to five proposals on December 22, 1986. The finalists will be interviewed and final selection will take place on January 12, 1987.

Temporary Site

Chairman Harry Sieben, Jr., stated that he felt it was appropriate at this time to establish a separate committee to choose a temporary site for the opening of the School in the fall of 1988.

This committee would also be responsible for researching and discussing boarding, housing, and stipend issues. Jim Undercofler has requested David Zimmerman to serve as staff representative. Mr. Zimmerman expressed that the committee should be comprised of eight or nine people. It was agreed that staff, board members, and parents of identified students should also participate on this committee. George D. Appleby recommended that housing authority experts from St. Paul, Bloomington, or Minneapolis serve as consultants.

Capital Budget Request

The 1987-93 Capital Budget Six Year Plan and Agency Narrative, Agency Project Summary, and Agency Project Detail were discussed by Chairman Sieben, Jr., and Jim Undercofler. A question and answer session followed.

COORDINATOR'S REPORT

David Zimmerman discussed the details of Dr. David Leitzman's assessment of the 1986 MAX summer demonstration programs. It is hoped that 10 programs can be replicated for next summer and that a two-tier program can be developed to handle different skill levels. He stated that the size of the Advisory Council is being slightly diminished through attrition.

The Advisory Council reappointment procedure was discussed, and a list of Advisory Council members seeking reappointment was distributed. Jack Fena moved, and Bill Richards seconded the motion, to approve the reappointments of Julie Brunner, Cynthia Gehrig, Sam Grabarski, Pamela Paulson, Judy Ranheim, and Mark Youngstrom to the Resource Center Advisory Council. The motion carried.

Mary Katherine Johnson also distributed a list of anticipated 1987 Advisory Council meetings and a brochure edited and designed by the Resource Center which will provide a public service and inform the public about categorical aid.

DIRECTOR'S REPORT

The answers to the questions discussed at the November 21, 1986 Board meeting were distributed by Jim Undercofler. He invited Board members to review the information and provide feedback to him. The search to hire four Program Associates is underway.

Ruth Roitenberg moved, and George Appleby seconded, the motion to adjourn. Chairman Harry Sieben, Jr., adjourned the meeting at 1:15 p.m.

Diane Jadwinski, Recorder

870549

ATTACHMENT 2

Advisory Council Agendas and Minutes

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
- Curriculum, Programs and Services Subcommittee
report
 - Information Dissemination and Referral Sub-
committee report
- 3:00 Adjourn

MINUTES

January 8, 1986

Cynthia Gehrig; Chair, called the meeting to order at 9:10 a.m., on January 8, 1986, at Field School in South Minneapolis.

Council Members in attendance were: Carole Achterhof, Judy Broekemeier, Sherry Davis, Cherie Doyle, Cynthia Gehrig, Flo Goodrich, Ken Greer, Marj Hawkins, William Jones, John Lottes, Virginia MacArthur, Jane McWilliams, Robert Pattengale, Pamela Paulson, Judy Ranheim, Glen Shaw, Lewis Whitlock, Mark Youngstrom, and David Zimmerman. Julie Brunner, Sam Grabarski, and Marisha Chamberlain were seated later. Two observers attended the meeting. Council Members absent were: Jon Cronney, Kathryn Jensen, and Al Reller.

Cynthia Gehrig introduced Mr. Louis Lobejko, Principal of Field School, who explained that the school enrolls students in grades 4, 5, and 6. Students are grouped into units according to their abilities. Field School serves a large population within the city. Minneapolis students have a variety of educational options available to them.

Mr. Lobejko introduced Pat Arasim, Fine Arts Chairperson and the Vocal Music Specialist. She explained some of the arts opportunities that are available at Field School. They include band, choir, jazz dance, theater arts, attendance at arts performances, band and choir concerts, a talent show, and various activities.

The Chair then noted that a representative for the MN Association of Supervision and School Curriculum Development would not be able to make a presentation at this meeting, as had been previously scheduled, but would be given an opportunity in the future to do so.

The Chair also stated that Flo Goodrich will serve on the Curriculum, Programs and Services Subcommittee.

Cynthia Gehrig and Carole Achterhof noted errors in the December 11, 1985 Minutes. Those minutes will be corrected and presented for approval at the next regular meeting of the Council.

Model for Summer Demonstration Program:

Daniel Loritz presented the staff proposal for summer programs to the Council as a whole for general response. It was to be discussed in further detail at the subsequent Curriculum Subcommittee session.

Mr. Loritz explained that programs must be available by summer, 1986. The demonstration program model would utilize a variety of existing organizations and delivery systems to provide programs for students and teachers in grades 7 - 12. Organizations would include the University of Minnesota System, the State University System, the Community College System, Local School Districts/ Cooperatives, and Non-profit Arts Organizations. The legislation establishing the Resource Center calls for student and teacher education programs in the six arts disciplines, and leadership development programs for arts educators. The staff proposal called for the involvement of up to 20 sites, to be selected by the Council.

Mr. Loritz described a plan to make available to selected organizations planning monies for the design of summer 1986 programs. He explained the budget developed for this approach.

Cherie Doyle expressed concern that the staff proposal would only identify organizations that are currently offering summer programs, that grants should not necessarily be given to existing efforts, that planning grants were excessive and unnecessary, and that too much money was being distributed too quickly.

John Lottes asserted that the staff proposal was a fine and reasonable approach.

Glen Shaw reported that Carole Achterhof and he had prepared a concept paper for summer programs, proposing an approach different from that suggested by staff.

The Shaw/Achterhof (S/A) concept paper described a delivery system based on a consortium of the Southwest/West Central ECSU, Southwest State University, and the Southwest Minnesota Arts and Humanities Council. This consortium would provide regional programs and services for teachers and students that could be replicated statewide. Mr. Shaw pointed out that existing resources would be used wherever possible and that new programs will be developed on the basis of need.

The Chair explained that the staff proposal and the S/A concept paper would be discussed further by the Curriculum, Programs, and Services Subcommittee. The full Council was to continue discussion on this issue later in the meeting.

Minnesota Music Educators Association

Cynthia Gehrig introduced Susan Vaughan, the music specialist at the Department of Education, as representing the Minnesota Music Educators Association. Susan Vaughan distributed an informational paper explaining the Minnesota Music Educators Association (MMEA). The MMEA had asked Dr. Vaughan to share eight items with the Council.

1. All regions should be represented when arts programs are developed for students and teachers.
2. All age levels of students should be served by the Resource Center, particularly for non-performance classroom music courses.
3. Resource Center opportunities should take priority over the School of the Arts because of its potential for local and statewide impact on music education.
4. The Music Educators National Conference professional development planning model should be piloted in Minnesota for preparing long-term career development experiences to retain effective teachers in music and arts educators.
5. Individualized and small group performance opportunities should be available throughout Minnesota.
6. Master classes should be available for teachers to learn from master teachers in classroom situations.
7. Computer assisted instruction in music should be available as longer residencies for those familiar with computers but wishing to extend their knowledge.
8. Currently existing programs, such as the University's High School Honor's Program and Bemidji State University's Music Camp, should receive support.

David Zimmerman inquired if Dr. Vaughan believed that teachers should be given academic credit for sponsored classes. The issue of paying expenses was also raised. Dr. Vaughan stressed the importance of offering academic credit for appropriate Resource Center teacher programs. It is a helpful inducement for teacher attendance.

Cynthia Gehrig inquired if 1986 Resource Center programs should be concluded at the end of the summer or continue through the year in order to be most helpful to teachers. Dr. Vaughan replied that it is essential for programs to continue throughout the year to allow learning techniques to be used and developed over time.

William Jones suggested that as organizations make presentations to the Council, their representatives address the concept of interdisciplinary programming for students and teachers.

The Council recessed for Subcommittee meetings and lunch. The Chair reconvened the Council at 1:10 p.m.

Update on Search Process for Resource Coordinator:

Dan Loritz reported that over 600 requests for information about the positions of Director and Coordinator were received. One hundred forty-two persons have applied for Director of the Arts High School; One hundred seventy applications have been received for the position of Resource Center Coordinator. Mr. Loritz explained that both positions are unclassified. Although not subject to civil service procedures, the Board has decided to follow civil service rules.

Report from Executive Committee:

Cynthia Gehrig reported that the Executive Committee will meet monthly; the second Thursday of each month, at 11:00 a.m. The Executive Committee meeting schedule will be distributed to the Council.

The Minnesota School for the Arts Board had not met prior to the January Council meeting. David Zimmerman will appear before the January Board session to report on Council activities.

Council members were reminded that membership on the Resource Center Advisory Council precludes being represented officially at meetings by an alternate or voting by proxy. Council members may send representatives to take notes and report back to the member. If Council members are unable to attend a meeting, they are encouraged to contact the staff or chair in advance with any items of concern.

The media and information resource function of the Resource Center was assigned by the Executive Committee to the Communications Subcommittee.

The Executive Committee discussed the collection of information on existing summer programs. The investigation was referred to an ad hoc committee consisting of Executive Committee members, staff, and representatives from The Minnesota Alliance for Arts in Education.

Reports from Subcommittees

Curriculum, Programs and Services

Jane McWilliams was elected Chair and David Zimmerman Vice-Chair.

The Subcommittee discussed the S/A concept paper, soliciting clarification and comparing its approach to that found in the staff demonstration model. The Council directed staff to redraft the demonstration program paper, incorporating the concerns of the Council members.

Dan Loritz explained that 1986 summer programs would be controlled experiments in the staff proposal. Evaluations would lead to guidelines for more specific strategies for the summer of 1987.

The Consensus was that the S/A concept had merit, but the Subcommittee preferred the staff demonstration model which would allow for a variety of programs and delivery systems.

Cynthia Gehrig suggested that existing programs and delivery systems could be identified and invited to apply for support and be judged according to the Council's priorities.

The Chair referred the staff proposal to a joint meeting of the Executive Committee and Curriculum Programs and Services Subcommittee on January 23, 1986. A revised proposal will be developed to present to the Council on February 5, 1986.

Communications Subcommittee

Chair Ken Greer discussed Council press releases and mailing list. He reported that the Council would support a newsletter to be inserted into Artbeat (the publication of the Minnesota Alliance for Arts in Education), with distribution of 7,000 statewide. After six months, the Council will examine this commitment.

Ken Greer commented that the Communications Subcommittee is looking forward to working with the Board's Communications Subcommittee and consultant David Speer to develop a long-range communications plan.

Other Business

Cynthia Gehrig explained that the Executive Committee had initially identified five organizations to be invited to make presentations at upcoming Council meetings. The organizations were:

1. Minnesota Music Educators Association.
2. Minnesota Association of Supervision
& Curriculum Development
3. Art Educators of Minnesota
4. The Minnesota School Boards Association
5. The Minnesota Association Secondary School Principals.

The Council decided to hold the February meeting at the Science Museum and will invite members of the legislature to attend.

The meeting was adjourned at 2:30 p.m.

RESOURCE CENTER ADVISORY COUNCIL

Agenda

February 5, 1986

- | | |
|---------------|--|
| 9:00 - 9:15 | Introductory Remarks
- Jon Wefald
Chair, Minnesota School and
Resource Center for the Arts |
| 9:15 - 9:30 | 1. Agenda/Minutes
A. Review of Agenda
B. Approval of Minutes |
| 9:30 - 9:50 | 2. Executive Committee Report
A. Contractual Agreements
B. Subcommittee Name Change
C. Staff Report |
| 9:50 - 10:45 | 3. Programs Committee Report
and Discussion |
| 10:45 - 12:30 | 4. Subcommittees |
| 12:30 - 1:00 | Lunch |
| 1:00 - 1:45 | 5. Subcommittee Reports |
| 1:45 - 2:15 | 6. Presentation by MASCD |
| 2:15 - 2:45 | 7. Other Business |
| 2:45 - | Adjourn |

RESOURCE CENTER ADVISORY COUNCIL MEETING

MINUTES

FEBRUARY 5, 1986

Cynthia Gehrig, Chair of the Resource Center Advisory Council, called the meeting to order at 9:20 a.m., on February 5, 1986, in the Penthouse of the Science Museum. The following Council members were in attendance: Carole Achterhof, Judy Nygard Broekemeier, Sherry Davis, Cherie Doyle, Cynthia Gehrig, Flo Goodrich, Ken Greer, Marjorie Hawkins, Kathryn Jensen, William T. Jones, Virginia MacArthur, Jane McWilliams, Robert Pattengale, Judy Ranheim, Glen Shaw, Mark Youngstrom, and David Zimmerman. Council member Pam Paulson was seated later. Four visitors were in attendance, including Ellen Meyer, who attended on behalf of Council member John Lottes. The following Council members were absent: Julie Brunner, Marisha Chamberlain, Jon Cranney, Sam Grabarski, John Lottes, Al Reller, and Lewis Whitlock. Staff members in attendance were: Candace Anderson, Mary Katherine Johnson, Dan Loritz, and Barbara Martin. Consulting Board member Reginald Buckner was seated later.

Review of Agenda

Jon Wefald, Board Chairman, was unable to attend and, therefore, his introductory remarks were deleted from the agenda. The remainder of the agenda was accepted as written.

Approval of Minutes

Glen Shaw moved to accept the Resource Center Advisory Council minutes of December 11, 1985. Marjorie Hawkins seconded the motion and the motion was carried.

Glen Shaw moved to accept the Resource Center Advisory Council minutes of January 8, 1986. Marjorie Hawkins seconded the motion and the motion was carried.

Executive Committee Report

Cynthia Gehrig reported that the Resource Center Advisory Council Executive Committee met on January 23, 1986. She invited any interested Resource Center Advisory Council members to attend the monthly Executive Committee meetings.

Mary Katherine Johnson outlined for the Council the two (2) Minnesota Alliance for Arts in Education (MAAE) contracts. A contract for \$17,000 with MAAE has been let for a survey that will provide an information base for a compendium of summer arts programs for K-12 students and year-round arts-education opportunities for teachers. The first phase of the survey is underway, with a brief questionnaire having been mailed to persons and organizations on a "Key Informant" list (CAPP chairs, ESCUs, regional arts councils, etc.), requesting feedback from them about providers of arts education opportunities statewide. Upon receipt of this information, due February 10, 1986, a second, more comprehensive questionnaire will be mailed to leads from the "Key Informants" as well as to approximately 1500 other designated program providers. The consultant to MAAE is currently developing the second survey form which will be mailed the first week of February. The deadline for return of this form is mid-March. Due to tight timelines, this survey information will, therefore, not be available for use in setting up Resource Center demonstration models. Information gained from sources on the Key Informant List, however, should be available by mid-February for use by the Council during the selection process.

The second contract with MAAE, for \$23,000, provides for the publication of four (4) issues of a newsletter about the Minnesota School and Resource Center for the Arts. This publication will be inserted in Artbeat, the publication of MAAE. The staff and editorial board worked closely with Susan Welch at MAAE to develop story article ideas for a vital concept and at this time, the third draft type is being set. The design format is being developed by Cats Pajamas and will incorporate the logo as a prominent design feature of the Minnesota School and Resource Center for the Arts. It will be printed on heavier stock and different color paper than Artbeat to ensure that it is recognized as a separate publication, and will utilize an ink color as close as possible to that on the stationery. It was concluded that the staff and subcommittee will monitor the ongoing process of the publication and that final approval for the first issue will rest with Ken Greer, Dan Loritz, and Jane McWilliams.

It was Cherie Doyle's suggestion that the newsletter also be inserted in Artpaper. Mary Katherine Johnson responded that Artpaper will be contacted in this regard. Mary Honetschlager, arts education specialist from the State of Minnesota Department of Education, felt that inserting the newsletter into Department of Education publications would be useful to inform educators and encourage their support. Mary Katherine Johnson requested that Mark Youngstrom provide her with a list of Department of Education publications. Ken Greer expressed concern that plans of the Council be in final form before a newsletter or press release is developed for the public at large.

The draft of a Question and Answer sheet that had been prepared

by staff at the Board's request for the most frequently asked questions about the school and resource center had also been discussed at the Resource Center Advisory Council Executive Committee meeting. Cynthia Gehrig emphasized that the Board's Question and Answer Sheet is for Board use only at the present time, having not yet received Board approval. It is, therefore, not a public document. If the Board approves the Question and Answer Sheet, the Communications Subcommittee might be asked to draft one for public use. Executive Committee members concurred that no action will be taken by the Executive Committee on this issue unless requested by the Board of Directors.

Cynthia Gehrig expressed the Executive Committee's concern that the Staff Proposal for 1986 Demonstration Programs was an unofficial "working paper" which had been intended for Resource Center Advisory Council use. As such, the Committee felt that its release to another official body for review and formal action would be inappropriate. As a public body, the Resource Center Advisory Council could not, and should not, unnecessarily restrict flow of information to the public, but discretion should be used. She further noted that the Advisory Council members have constituencies, and it might be prudent to seek constituents' opinions on some issues. It was agreed that the staff should be a clearinghouse for distribution of documents in order to facilitate reaction of the Resource Center Advisory Council as a body.

Cynthia Gehrig requested that any Council members desiring the inclusion of an issue on a future agenda contact staff and the Executive Committee ahead of time so that information pertinent to the issue may be mailed to members prior to the meeting.

The March Resource Center Advisory Council meeting will be held in Apple Valley at Apple Valley High School and the April meeting will be held in 716 Capitol Square Building, St. Paul. The June meeting will be held in Spring Lake Park.

Ms. Gehrig informed the Council that the Board of Directors had suggested that the Curriculum, Programs and Services Subcommittee change its name to "Programs Subcommittee" to avoid any confusion with school curricula. This suggestion met with no objection.

The current procedure for the distribution of Council minutes includes mailings to Board members, legislators, legislative staff, Department of Education personnel and other persons who have specifically requested their receipt. The consensus of the Executive Committee was to honor all requests for minutes and, additionally, to send copies to appropriate professional organizations at the staff's discretion. Cynthia Gehrig asked that any Council members who receive requests for minutes refer the request to Barbara Martin.

The format for future Council meetings was discussed by the

Executive Council, specifically what time guest presenters should be invited to appear. A vote was taken and it was decided that whenever possible, presentations will be made in the morning. It was also decided that the meetings should conclude by 2:30 p.m. in consideration for those members who must travel long distances.

The Executive Committee also expressed interest in having its role more clearly delineated. Cynthia Gehrig noted that she felt an Executive Committee involved with decision-making is necessary until such time as a full complement of professional staff is hired. Mary Katherine Johnson stated that in her experience, working closely with individuals in areas of their expertise is less cumbersome and more productive than working with a full Committee. Dan Loritz, speaking for the Board, felt that with the evolution of the Resource Center, the relationship of the Resource Center Advisory Council Executive Committee and the Board will become clearer. It was decided that Dan Loritz would review the advisory function of the Council with the Board.

Carole Achterhof requested that the Executive Committee consider a policy regarding Council members' attendance at meetings. Cynthia Gehrig suggested that the matter be considered by the Executive Committee.

Staff Report

Mary Katherine Johnson updated the Council on the search for the Director's position. The Executive Committee of the Board of Directors is acting as the search committee, and the staff is presently checking references and collecting additional information from nine (9) finalists. The finalists' qualifications will be discussed at the February 11, 1986, Executive Committee meeting and candidates will be interviewed on February 19, 1986. Flo Goodrich expressed concern that the Director stay in close contact with the Council. Mary Katherine Johnson emphasized that the new director will be assuming the role of Dan Loritz at Resource Center Advisory Council meetings.

Mary Katherine Johnson reported that the legislative session opened on February 3, 1986, and that on Friday, February 7, 1986, the House Education Finance Committee would review the legislative report of the Minnesota School and Resource Center for the Arts. The review will take place between 10:30 a.m.-12:00 noon, in 500 North State Office Building. Anyone interested in attending was asked to contact Mary Katherine Johnson. She encouraged the Council to show support at this review. She noted that it was her belief the budget for the summer program is relatively secure, but that some cut in the total budget is inevitable. Ms. Johnson will keep the Council apprised of legislative activities.

Recommendations to the Board

Mary Katherine Johnson discussed the mission statement that the Council had revised for the Board's consideration. She explained that the Board felt that some of the suggested revisions were excellent, but decided to refer the matter to the Executive Committee for further consideration. After discussion, the Executive Committee decided to retain the mission statement it had previously adopted at the December 11th Board meeting. It was the Council's recommendation that Cynthia Gehrig appear before the Board at its February meeting to present their concerns about the mission statement and urge reconsideration.

Regarding the question of including Council members' names on the letterhead, Mary Katherine Johnson stated that staff had been directed to prepare a mock letterhead including the Council's names for the Board's review.

Ms. Johnson also stated that Council meetings are now scheduled prior to Board meetings so the flow of information between the two will be "forward" rather than concurrent.

David Zimmerman indicated that Board members have a varied range of knowledge about the Council and that the importance of the Council must be emphasized.

Jane McWilliams suggested that Board and Council representatives at some point meet to develop by-laws.

Programs Subcommittee Report and Discussion

Cynthia Gehrig reviewed changes that had been made by the Programs Committee in the Summer Demonstration Program. A final copy of the program statement is appended.

Carole Achterhof suggested the use of application forms when soliciting proposals to provide for a more objective selection process. Mary Katherine Johnson explained that the goal was to develop criteria for proposals rather than use a strict format. She emphasized that this is not a competitive grant, but more like a contract. Therefore, application forms should not be necessary. Cynthia Gehrig expressed her feeling that the process was competitive because more proposals are expected than can be funded.

Cherie Doyle expressed concern regarding financial support from applicant organizations. She felt that since some very good arts programs are financially needy, the expectation of additional contribution or in-kind support should not be a review criterion. Mark Youngstrom explained that financial support would indicate a sincere interest in the program and create a commitment to deliver a quality program. Glen Shaw felt that the inclusion of in-kind support as a criteria would be too limiting for many out-state organizations. Cherie Doyle moved that review be based

only on the phrase, "Reasonable cost," with information requested about potential in-kind and contributed sources on the on the application form as an informational tool for budget purposes. This motion was carried. Staff was directed to prepare a short application form for the summer demonstration program.

Marjorie Hawkins asked whether proposals from private universities would be considered. Mary Katherine Johnson explained that it would not be appropriate at this time because of legal constraints and uncertainties. Mary Katherine Johnson felt this issue needed further clarification from the Attorney General and Secretary of State.

David Zimmerman moved to adopt the Summer Demonstration Program proposal with the above modifications. Marjorie Hawkins seconded the motion and the motion carried.

Mary Katherine Johnson stated that proposals are due on March 1, 1986, and will be reviewed by the staff.

Cynthia Gehrig adjourned the meeting at 11:10 a.m. for Subcommittee meetings.

Cynthia Gehrig reconvened the full meeting at 1:45 p.m.

David Speer briefly updated the Council on the history of the project and legislative activities to date. He emphasized that feedback will be important for the evaluation of the first phase of Resource Center programs.

Minnesota Association of Supervision and Curriculum Development (MASCD) Presentation

Cynthia Gehrig introduced Joan Black of MASCD. Ms. Black stated that MASCD exists to enhance the supervision and curriculum development of educators. The Board of Directors and Executive Committee are elected by the general membership, and the organization meets monthly with the exception of July. Every other month, an organization is invited to address a specific program or curriculum. A Spring Institute is held each year to present current or new ideas concerning supervision and curriculum development. A Fall Conference is also held each year.

Ms. Black distributed two (2) handouts: her agenda and a position statement developed by a task force. The position statement emphasized a balanced curriculum, recognizing the importance of the arts. Ms. Black also stated that all school districts should be in compliance with the 90 clock hours of arts

education.

Ms. Black, speaking for MASCD, felt most in-service opportunities for teachers should occur during the summer with follow-up during the school year. She also noted her organization's preference for teacher in-servicing rather than student activities on a large scale as a means to maximize outreach potential. She noted that many physical education teachers feel unqualified to teach dance and are more than willing to take instruction if a stipend or graduate credits are offered. She also noted the continuing decline in the numbers of practicing arts teachers, especially at the elementary level.

Additionally, Ms. Black felt that arts programs should be designed with an interdisciplinary approach using a broad humanities base.

Since many schools cannot finance an extensive collection of arts resources, Ms. Black felt there was a need for materials to be available for loan. Ms. Black also suggested having resource persons in each school district and regional consortiums for support.

MASCD is supportive of the Minnesota School and Resource Center for the Arts and believes it can be of help in motivating schools to include programs in the arts and humanities. Ms. Black indicated that her organization is willing to share literature and information and expressed interest in pursuing a cooperative workshop sometime in the future. She also invited all Council members to attend MASCD meetings.

Subcommittee Reports

Ken Greer recounted the salient points of the Communications Subcommittee meeting as follows:

1. Preference for keeping a low profile during the legislative session.
2. Linkage among all summer demonstration programs needed-- perhaps labeling with a theme, to include T-shirts, etc.
3. Summer demonstration program directors be required to go into communities where they will be providing services to diminish surprise and receive input.
4. Program directors should meet among themselves to discuss program implementation.
5. One summer program, including students and teachers, should be documentation of the other programs.

6. Programs should include a "show and tell" component at end of session to involve community.

Jane McWilliams, speaking for the Programs Subcommittee, presented a resolution regarding the budget for the Resource Center. It was resolved to allow up to 100 percent of the budget on summer programs to be committed at this first selection round in March 1986, with a desired goal of 60 percent of the budget to be spent on summer programs, 20 percent on programs throughout the following school year, and 20 percent on the Information and Material Center. If funding is available, a second application round for 1986-87 school year programs will be held. Jane McWilliams also reported that summer program models are being developed by arts discipline subgroups. Pam Paulson and Mary Honetschlager presented identified needs and suggestions and will make their notes available. The Programs Subcommittee will meet again on February 13, 1986, at 9 a.m. to review results of the Key Informant survey and program models.

Meeting Schedule

The March 5, 1986, Council meeting will be held at Apple Valley High School in Apple Valley. The April 2, 1986, meeting will be held in the Capitol Square Building, St. Paul. The May 7, 1986, meeting will be held in Northfield, and the June 4, 1986, meeting in Spring Lake Park.

Report on North Carolina Schools

Mark Youngstrom, the Advisory Council member who participated in recent trip to the specialized schools in North Carolina, reported on his impressions of the schools. The North Carolina School for the Arts, established in 1965, serves predominantly college students, although it does have a range from 7th grade to graduate school. Academics do not appear to be a priority and teachers do not need to be certified. The school is part of the North Carolina University System. The school has little outreach function, but holds an annual one-week summer workshop for teachers and a five-week summer workshop for students.

The North Carolina School of Science and Mathematics, established six years ago, has a strong outreach function and is similar in mission to the Minnesota School and Resource Center for the Arts but with an emphasis on math and science. The school enrolls 400 11th and 12th-graders, all from North Carolina. This school is also part of the North Carolina University System and teacher certification is not required. Eight campuses coordinate in-service training for teachers. Summer sessions are offered to both students and teachers.

The meeting was adjourned at 3:05 p.m.

Sandy Fait
Recorder

Resource Center Advisory Council Meeting

March 5, 1986

- | | |
|---------------|--|
| 9:00 - 9:30 | 1. Welcome, overview of Apple Valley arts program |
| 9:30 - 9:40 | 2. Agenda/Minutes
a. Review agenda
b. Approve minutes |
| 9:40 - 10:10 | 3. Presentation by Minnesota Association of Health Physical Education Recreation and Dance |
| 10:10 - 10:20 | 4. Executive Committee Report |
| 10:20 - 10:30 | 5. Staff Report |
| 10:30 - 10:45 | 6. Program Subcommittee report |
| 10:45 - 11:00 | Break |
| 11:00 - 12:30 | 7. Subcommittee meetings |
| 12:30 - 1:00 | Lunch |
| 1:00 - 1:30 | 8. Subcommittee reports |
| 1:30 - 1:45 | 9. Other business |
| 1:45 - 2:20 | 10. Dance Presentation |
| 2:20 | Adjourn |

**RESOURCE CENTER ADVISORY COUNCIL
MEETING MINUTES**

March 5, 1986

Cynthia Gehrig, Chair of the Resource Center Advisory Council, called the meeting to order at 9:15 a.m., on March 5, 1986, at Apple Valley Senior High School, Apple Valley, Minnesota. The following Council members were in attendance: Flo Goodrich, Ken Greer, Virginia MacArthur, Jane McWilliams, Pam Paulson, and Mark Youngstrom. Council Members Judy Nygard Broekemeier, Julie Brunner, Sam Grabarski, Robert Pattengale, and Glen Shaw were seated later. Council Members Carole Achterhof, Marisha Chamberlain, Jon Cranney, Sherry Davis, Cherie Doyle, Marjorie Hawkins, Kathryn Jensen, William Jones, John Lottes, Judith Ranheim, Al Reller, and Lewis Whitlock were absent. Visitors in attendance included: James Boesen, Principal, and Nancy Grimes, Vice-Principal, Apple Valley Senior High School; Mary Lou Allen and Donna Kramer, Minnesota Association of Health, Physical Education, Recreation and Dance; and Susan Welch, Minnesota Alliance for Arts in Education.

OVERVIEW OF APPLE VALLEY ARTS PROGRAM

Council Member Pam Paulson introduced James Boesen, Principal, Apple Valley Senior High School, who welcomed the Council and presented an overview of Apple Valley Senior High School and its accomplishments. He stated that the design of the school was unique and that the open and spacious concept spoke to each of the three components of the school 1) Fine and Performing Arts, 2) Academics, and 3) Athletics and Activities. Mr. Boesen informed the Council that the theatre was located at a focal point of the building with the rest of the disciplines surrounding it.

As student enrollment has grown, programs have been expanded, with the most important factor in the quality of programming being the employment of excellent faculty. Mr. Boesen also stated his pride with the fact that the school was the first in Minnesota to offer Russian. He thanked the Council for their attendance and interest in Apple Valley Senior High School.

Mr. Boesen then introduced Nancy Grimes, Vice-Principal in charge of the fine and performing arts programs of the school. Ms. Grimes also welcomed the Council and expressed her interest in hosting any future meetings regarding the arts.

Ms. Grimes discussed several handouts including a list of 1985-86 activities, a list of advisors for Apple Valley Senior High School, a handbook used as a reference for the arts programs, and a student achievement arts award program pamphlet. She stressed three factors critical to the success of an arts program: 1) the

teachers have to be motivators, and the staff must have flexibility; 2) commitment on the part of the students; and 3) commitment on the part of the administration.

Ms. Grimes explained that four major performances are offered every year to an audience of 3,500 to 4,000. She stated that five concerts are held annually to provide performance opportunities for several bands. The school has three choirs and one show choir which uses choreography. The vocal groups perform three concerts per year. Ms. Grimes stated that many visual art classes, including ceramics and jewelry, are offered. There is a culminative art exhibit. A media director instructs students on the use of video; and teachers may interact with students on the school's cable television system.

Cynthia Gehrig then called for questions. Ken Greer inquired if there were any areas where the Resource Center might be able to help. James Boesen felt an orchestra program should be investigated and developed. Jane McWilliams inquired if any attempt to develop dance at the elementary level had been pursued in the district. Nancy Grimes responded that the middle school had a dance summer school program. Mark Youngstrom inquired if a tracking system of former students had been developed. Ms. Grimes stated that a few of the outstanding students had kept in touch, but as the school was so new and graduates so recent, a formal system had not yet been established.

MINUTES

Cynthia Gehrig noted that Julie Brunner's name was inadvertently omitted as being absent from the February 5, 1986 Advisory Council meeting minutes. Cynthia Gehrig moved, and Robert Pattengale seconded, to approve the February 5, 1986 Advisory Council minutes as amended with the above change. The motion carried.

MINNESOTA ASSOCIATION OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE (MAHPERD) PRESENTATION

Mary Lou Allen (MAHPERD) distributed a State of Minnesota Proclamation, a MAHPERD membership card, and several brochures regarding Physical Education Programs for review. She reported that MAHPERD regards dance as an integral component of its mission and has, in the past, offered periodic professional development workshops for teachers of dance. She briefly answered questions regarding MAHPERD. Ms. Allen then introduced Donna Kramer from MAHPERD who addressed Council questions. Ms. Kramer identified pockets of dance activity in the State, but stated her concern about the scarcity of programs and the lack of community and school support. Both Ms. Allen and Ms. Kramer thanked the members for the opportunity to appear before the Council and indicated an interest in developing programs with the Council in the future.

EXECUTIVE COMMITTEE REPORT

Cynthia Gehrig presented a brief overview of the February 13, 1986 Executive Committee meeting. She explained the attendance sheet distributed to the Council and discussed attendance policy. Ms. Johnson stressed the importance of informing staff when attendance was not possible.

Ms. Gehrig then called for discussion regarding the proposed conflict of interest policy. Cynthia Gehrig requested that Sam Grabarski provide the Council with any information regarding revisions in the conflict of interest policy presently used by the State Arts Board. Judy Broekemeier moved, and Robert Pattengale seconded, acceptance of the conflict of interest policy. The motion carried.

STAFF REPORT

Daniel Loritz briefed the Council on the selection of the Director and Coordinator. He informed the Council that the Board had offered the position of Director to James Undercofler from New Haven, Connecticut, and appointed David Zimmerman to the Coordinator position.

Cynthia Gehrig then announced that David Zimmerman had officially resigned as vice-chair of both the Advisory Council and the Programs Subcommittee. Ms. Gehrig opened the floor for nominations to the vacated vice-chair position on the Advisory Council. Judy Broekemeier nominated Ken Greer, and Jane McWilliams nominated Glen Shaw.

Jane McWilliams requested guidance from the Council on how to proceed with filling the vacancy on the Executive Committee. Mark Youngstrom moved, and Ken Greer seconded, that the Executive Committee consider an at-large person from an out-state area. The motion carried.

Cynthia Gehrig then closed nominations for the vice-chair position. She stated that voting by secret ballot would be postponed until after the break in order to give members time to consider their vote.

Mary Katherine Johnson informed the Council of the procedure for review of summer proposals. She indicated that copies of each proposal would be provided to Executive and Programs Committee members with decisions on funding to be reached at the March 13 joint meeting. She noted that the Board would give final approval at its March 19, 1986 meeting. Applicants would then be notified of the results, and contracts would follow as soon as possible.

Barbara Martin gave a brief overview on the progress of the Minnesota School and Resource Center newsletter. She stated that

the second newsletter was underway and would cover the appointments of James Undercofler and David Zimmerman and the summer proposal process. Ms. Martin also stated that the Governor and Mrs. Perpich would be attending an architectural design exhibition featuring designs created by students at the University of Minnesota for the Arts School. The attendance of Council members would be appreciated.

David Zimmerman informed the Council that a joint meeting of the Board and Council Executive Committee was in the process of being planned, and that Chairman Wefald of the Board would attend the March 13, 1986 joint Executive Committee and Programs Subcommittee Council meeting.

LEGISLATIVE UPDATE

Daniel Loritz informed the Council that the Senate had recommended retaining funds for the agency and that the issue would soon be negotiated during Legislative Conference Committee meetings.

PROGRAM SUBCOMMITTEE REPORT

Jane McWilliams gave a brief overview of the February 13, 1986 Programs Subcommittee meeting. She discussed the upcoming summer proposals and the process for review of the applications.

BREAK

Cynthia Gehrig instructed Council members to break into Programs and Communications Subcommittees groups at noon. She informed them that the Advisory Council meeting would reconvene at 1:15 p.m. and asked members to be prepared to vote for a vice-chair at that time.

The Advisory Council meeting was reconvened at 1:15 p.m. by Cynthia Gehrig. She reiterated that Ken Greer and Glen Shaw had been nominated for the Vice-Chair position. Ms. Gehrig then instructed the Council members to vote by secret ballot and to pass their votes to Mary Katherine Johnson for tabulation.

COMMUNICATIONS SUBCOMMITTEE REPORT

Ken Greer, Chair of the Communications Subcommittee, presented a brief overview of the discussion at its meeting. He stated that the idea of "MAX" (Minnesota Arts Experience) had been endorsed as a campaign theme with full approval. Ken Greer moved, and Julie Brunner seconded, adoption of "MAX" as the Advisory Council's program theme. The motion carried.

It was announced that Judy Broekemeier had been named National Elementary Arts Educator of the Year and congratulations were

extended. Ms. Broekemeier extended an invitation to the Council to attend an awards ceremony on Monday, March 10, 1986 at 9:00 a.m. in Jordan, Minnesota.

PROGRAMS SUBCOMMITTEE REPORT

Jane McWilliams informed the Council of the matters that were discussed during the Program Subcommittee meeting which had included a question and answer period with Mary Lou Allen and Donna Kramer from MAHPERD. Mary Katherine Johnson stressed the importance of the March 13, 1986 meeting regarding summer proposals and inquired who would be in attendance. Procedures for the application review were explained, and members were advised to review all of the proposals and rank them before the meeting. It was agreed that Council members who declared a conflict of interest with a proposal would not rank it.

OTHER BUSINESS

Cynthia Gehrig announced that Glen Shaw had been elected as vice-chair of the Minnesota Resource Center Advisory Council.

Ken Greer questioned the desirability of establishing a Council quorum policy. David Zimmerman suggested that staff would draft two or three versions of a policy for members' review.

The meeting was adjourned at 1:40 p.m., after which members enjoyed a fine music and dance presentation by the students of Apple Valley Senior High School.

Diane Jadwinski, Recorder

RESOURCE CENTER ADVISORY COUNCIL

AGENDA

May 7, 1986

- 9:00 - 9:15** 1. Review of agenda and approval of the minutes.
- 9:15 - 12:00** 2. Long-range goals and priority setting.
- 12:00 - 12:30** **Lunch**
- 12:30 - 1:00** 3. Programs Subcommittee report.
- 1:00 - 1:15** 4. Executive Committee report.
- 1:15 - 2:00** 5. Staff report.
- A. Minnesota Arts Experience
- B. Other
- 2:00** **Adjourn**

**MINNESOTA RESOURCE CENTER ADVISORY COUNCIL
MEETING MINUTES**

May 7, 1986

Cynthia Gehrig, Chair of the Resource Center Advisory Council, called the meeting to order at 9:20 a.m., on May 7, 1986, at the Minnesota Department of Education's Board Room, Room 716, Capitol Square Building at Cedar and Tenth Streets, St. Paul, Minnesota. The following Council members were in attendance: Carol Achterhof, Cherie Doyle, Flo Goodrich, Kenneth Greer, Marjorie Hawkins, Virginia MacArthur, Jane McWilliams, Glen Shaw, Mark Youngstrom, and William Jones. Council members Judy Nygard Broekemeier, Julie Brunner, Sherry Davis, Sam Grabarski, Pamela Paulson, and Judith Ranheim were seated later. Council members Jon Cranney, Kathryn Jensen, John Lottes, Robert Pattengale, Al Reller, and Lewis Whitlock, III were absent. Clyde Lund, Managing Director of the Chanhassen Theatre, attended as Mr. Cranney's representative. Visitors included Margaret Hasse, Minnesota Alliance for Arts in Education (MAAE); Duane Gates, Co-facilitator; and Bridget Gothberg, Facilitator.

Review of Agenda

The agenda was accepted as written with no changes.

Approval of Minutes

Jane McWilliams moved, and Flo Goodrich seconded, the motion to accept the Resource Center Advisory Council minutes of March 5, 1986 as written. The motion carried.

PROGRAMS SUBCOMMITTEE REPORT

Jane McWilliams, Chair of the Programs Subcommittee, discussed the written notes on the March 13, 1986 joint Programs Subcommittee and Executive Committee meeting. She presented a brief overview of the program recommendations and invited David Zimmerman to review the program committee selection process. Mr. Zimmerman indicated that three proposals from the Inner City Youth League, W.A.R.M., and the St. Cloud Community Arts Council were added to the list recommended by the subcommittees. All had received a positive response, tempered by questions and reservations about scale and intent. Mr. Zimmerman negotiated with each and succeeded in revising the projects. The Board approved the subcommittees' recommendations, established a \$25,000 discretionary fund, and authorized additional funds for the Mme. Sats Moscow Musical Theatre event which will constitute a "kick-off" for the MAX program.

LONG-RANGE GOALS & PRIORITY SETTING

David Zimmerman introduced Bridget Gothberg. Ms. Gothberg, in conjunction with co-facilitator Duane Gates, discussed the expectations and goals to be accomplished during the meeting. Two questions were addressed: 1) What should the Resource Center do?, and 2) What should the Resource Center be? Ms. Gothberg explained that the Council would break into two groups for brainstorming sessions on each question. Co-facilitator Duane Gates led one group, and Ms. Gothberg the other. The question of the difference between a goal or an objective was raised. Gothberg clarified that goals are broad statements, and objectives deal with specific and measurable items. It was made clear that there was no such thing as a "bad" idea during the brainstorming session.

The Council's response to the question, "What should the Resource Center do?" are included as an addendum to the minutes. The Council reconvened to discuss the responses and categorize them. (Refer to the addendum for the appropriate response via alphabetical letter or by number)

- (100) Materials Activities - H, 2, 22, 17, & 19
- (101) Information Activities - Q, O, 9, U, HH, V, FF, 13, 8, DD, 16, & Y
- (102) Awareness & Promotion Activities - 14, 6, 4, 11, 20, 22, 24, & 27
- (103) Services Activities - A, B, C, & D
- (104) Training Activities - D, I, 1, 7, II, GG, & 21
- (105) Research & Development Activities - Z, F, JJ, LL, 15 & C
- (106) Funding/Grants/Dollars -

Ms. Gothberg then instructed Council members to individually rank the activities, with #1 being the most important, #2 of secondary importance, etc.

<u>Ranking</u>	<u>Activity</u>	<u>Score</u>
1	(101) Information Activities	2.2
2	(103) Services Activities	2.3
3	(104) Training Activities	2.6
4	(105) Research & Development Activities	2.9
5	(100) Materials Activities	3.7
5	(102) Awareness & Promotion Activities	3.7
6	(106) Funding/Grants/Dollars	3.9

RESOURCE CENTER ADVISORY COUNCIL MINUTES

May 7, 1986

Page 3

The Council then divided again into two groups to respond to the question, "What should the Resource Center do?" Following that process, the Council recessed at noon for lunch.

At 12:30 p.m., the Council reconvened. Ms. Gothberg and Mr. Gates reviewed the ideas from the brainstorming session on question #2 and opened the floor for discussion. During the discussion, the issue of the School & Resource Center legislation was raised. David Zimmerman distributed a copy of the legislation, M.S. 129c.10 to Council members for clarification and review. The items were then categorized as follows: (Refer to the addendum for the appropriate response via alphabetical letter or by number)

- (110) Accessibility Activity - 21, E, 6, G, 4, 1, J, 8, Y, 10, 11, 12, 18, 5, CC, & S
- (111) Partnership Activity (Collaborator with Other Agencies or Groups) - P, 7, F, 13, 12, & 15
- (112) Mission Activity (Definition of Operating Structure) - A, L, X, Z, AA, BB, DD, N, 20, & 16
- (113) Response to Needs Activity (Tangible Items, Library, etc.) - C, I, 23, 24, H, & 2

Bridget Gothberg instructed Council members to rank the top three categories or items listed following the same procedure utilized for question #1.

<u>Ranking</u>	<u>Activity</u>	<u>Score</u>
1	(112) Mission Activity	1.6
2	(110) Accessibility Activity	1.8
3	(113) Response to Needs Activity	2.3
4	(111) Partnership Activity	2.4

Also handwritten on voting ballots were the following items:

- R = Leader in Research (Ranked as a 3)
- X = Staffing (Ranked as a 2)

Ms. Gothberg reminded the Council that the mornings activity was the first step in a planning process and that many more steps would be necessary before the task would be completed. Gothberg complimented the group on the generation of many wonderful ideas and thanked the Council for having Duane Gates and herself present.

EXECUTIVE COMMITTEE REPORT

Cynthia Gehrig stated that an Executive Committee meeting would be held on Thursday, May 15, 1986 at 11:00 a.m. She requested

that Council members submit suggestions or recommendations for continuing the planning process to Executive Committee members before that date.

Ms. Gehrig then inquired if objectives should be established by the Council working as a total body. Sam Grabarski suggested that objective statements be written by subgroups. Mark Youngstrom supported this suggestion.

Council members were reminded that the next Council meeting would be held on Wednesday, June 4, 1986 in Spring Lake Park. Cynthia Gehrig stated that the April 10, 1986 Executive Committee notes had been distributed. The joint meeting between the Board and the Council was postponed due to the resignation of Jon Wefald, Chairman of the Board. A joint meeting will be scheduled after the vacated Chair position is filled.

Mary Katherine Johnson distributed the quorum policy established by the Board. Ken Greer inquired what would happen in the event of a tie. The chair would then vote. Sam Grabarski raised the issue of what constitutes a proper meeting notice. Glen Shaw expressed concern that one week's notice might be insufficient. Jane McWilliams asked what the proper procedure is when a quorum is not met. Glen Shaw moved, and Sherry Davis seconded the adoption of the following policy: A quorum will consist of the members present for regular meetings and special meetings called with at least one week's notice.

STAFF REPORT

Mary Katherine Johnson distributed the MAX poster and brochures and invited Council members to request additional copies. She reported that the compendium would arrive next week and would be sent to members. Members were encouraged to bring the distributed MAX press release to the attention of the media in their respective areas.

Cherie Doyle complimented staff on compiling and mailing MAX materials in such a timely manner. Ms. Doyle suggested that a centralized registration be investigated to lend more visibility and bring cohesion to the MAX program. Sam Grabarski recommended that staff investigate trademarking the MAX image.

Mary Katherine Johnson stated that the Board, staff, and evaluation team would be visiting summer program sites. She distributed a calendar with the dates of the summer programs and invited Council members to identify the specific programs they wished to attend.

Information regarding Mme. Sats and the Moscow Musical Theatre was discussed. This event will kick-off the summer programs. Students from outlying communities will be transported by bus to the event. Glen Shaw presented the ticket distribution formula.

RESOURCE CENTER ADVISORY COUNCIL MINUTES

May 7, 1986

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Candace Anderson requested that Council members turn in their expense forms by May 30, 1986 since the fiscal year end is approaching.

Virginia MacArthur inquired if a fall competitive granting program would be held. Cynthia Gehrig suggested that this item be addressed at the next Executive Committee meeting and the full Council meeting in June.

Cynthia Gehrig adjourned the Advisory Council meeting at 1:55 p.m.

Diane Jadwinski, Recorder

ADDENDUM TO THE MAY 7, 1986 ADVISORY COUNCIL MINUTES

WHAT SHOULD THE RESOURCE CENTER DO?

Group #1:

- A. Provide hands-on experience for citizens of Minnesota (youth through adults) in all arts disciplines.
- B. Provide touring exhibits.
- C. Initiate new arts programs.
- D. Provide teacher pre-service and in-service training.
- E. Encourage more integration of academic subjects into the arts.
- F. Create opportunity to develop new forms of artistic expression.
- G. Provide tangible and intangible services.
- H. Gather equipment to be loanable and consumable to the state.
- I. Develop workshops and seminars, including visiting artists, and lecturers.
- J. Provide traveling arts historian for kids.
- K. Provide funds for teacher development.
- L. Establish scholarships for teachers and talented high school students to continue studies.
- M. Become visible so that all schools will want to have teachers in all areas of the arts.
- N. Sponsor international conferences on how the arts can be used to address social maladies.
- O. Publish a comprehensive catalog of services.
- P. Assemble a bank of technical assistance (people, texts, curricula) to be used to help schools attain a comprehensive educational program.
- Q. Establish a data base of artist organizations and artistic activities.
- R. Work with Arts High School to promote the value of the arts.

- S. Support master arts teacher residencies throughout the state.
- T. Be inventive so teachers will "flock" to our programs and take information back to the classroom.
- U. Create arts network using technology (cable) so that people can be exposed to the arts.
- V. Have easy accessibility (i.e., toll free number and parking).
- W. Give grants to assist in equalization of arts opportunities geographically.
- X. Be cost and program effective.
- Y. Explore ways to share resources with other states.
- Z. Create classroom laboratories for experimental testing.
- AA. Help evaluate arts programs in the state.
- BB. Provide a showcase for artistically talented students.
- CC. Provide consultants for quick answers.
- DD. Hire field development associates to serve the state on a regional basis.
- EE. To be highly selective, qualitatively and quantitatively, in teachers that will be sent around Minnesota.
- FF. Coordinate and publish calendar of all arts activities planned around Minnesota.
- GG. Coordinate summer arts programs for students and teachers.
- HH. Communicate with other arts organizations.
- II. Develop an international exchange program for students and teachers in arts education.
- JJ. Commission nation's first total arts curriculum.
- KK. Adopt a public arts education philosophy.
- LL. Develop new teaching methods or techniques for arts education.
- MM. Identify and recruit talented students outside the metro area for the Arts High School.
- NN. Make visible role models of practicing artists.

WHAT SHOULD THE RESOURCE CENTER DO?

Group #2:

1. Sponsor practical application workshops for teachers K-12.
2. Check out Center for resource materials.
3. In addition to #1, furnish and sponsor resources for students and citizens.
4. Increase arts awareness among decision-makers, i.e., school administrators, librarians, legislators, etc.
5. High quality arts experiences for school children throughout the state.
6. Create broad-based enthusiasm and political force to support the arts for all citizens of Minnesota.
7. Sponsor theory-based workshops for teachers, i.e., purpose of the arts and its place in developmental growth of children.
8. Provide a list of places to visit or things to do that are related to the arts; publish materials that focus on the objectives of arts education in schools.
9. Provide information on all of the above with a WATS number.
10. Work with cable T.V. to tape local arts events.
11. Provide awareness of the arts to students.
12. Provide quick problem-solving assistance to harried teachers and administrators.
13. Provide a list of and how to accomplish community arts activities, i.e., work with newspaper.
14. Obtain visibility throughout the state with one great effort, i.e., "Take it to the MAX" Festival.
15. Provide grant money to teachers for local demonstration projects.
16. Provide an information center, mobile and fluid in nature, which would enhance teaching methods, strategies, student learning styles, and curricula for all schools in Minnesota.
17. Collect and summarize key trends and issues in arts education, especially for "non-arts" education professionals, i.e., school administrators.

18. Compile short interdisciplinary units of study.
19. Operate a central clearinghouse for materials and supplies.
20. Develop a MAX competition and recognition for students--local, regional, and statewide, i.e., spelling bee concept.
21. Facilitate teacher and student exchanges--Minnesota, U.S., and international.
22. Collect and distribute model K-12 curricula.
23. Create a demand for arts education.
24. Provide arts awareness and experiences for all students regardless of ability, disability, or race.
25. Encourage students to consider arts education careers.
26. Provide opportunities for rural students and educators to have access to urban arts opportunities and vice versa.
27. Serve as a catalyst for arts initiatives, programs, and services across Minnesota.

WHAT SHOULD THE RESOURCE CENTER BE?

Group #1:

- A. Permanent.
- B. Model for other states.
- C. Responsive to student needs.
- D. Disseminator of new ideas.
- E. Resource Center to be not one, but multiple physical sites (less than five statewide); one should be the high school.
- F. Partnership agency.
- G. Be atrium office of the Bloomington or some mega-mall.
- H. The repository of information on and for artist organizations and arts education.
- I. A funding institution.
- J. Highly identified with one address and one telephone number, less blue sky.

RESOURCE CENTER ADVISORY COUNCIL MINUTES

May 7, 1986

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- K. Fair and equal opportunity for all metro and outstate students.
- L. Legally independent of Arts High School, its own board, with a cooperative agreement.
- M. A systematic agent of change.
- N. Umbrella for High School for the Arts.
- O. Non-teaching facilitator of arts festivals, seminars, workshops, and master classes.
- P. Collaborator with other major players in arts education.
- Q. Supported by all legislators.
- R. Institution that heavily emphasizes new research and development.
- S. An advanced communication system (cable, radio).
- T. A model for teachers in Minnesota.
- U. Center of scholarship in arts education.
- V. Be all you can be!
- W. Chief advocate for permanent Arts High School.
- X. Staffed with a minimum of full-time staff people-- contractual staff people emphasized.
- Y. Central as opposed to scattered site operation.
- Z. Legislatively funded separately from the High School.
- AA. Relationship be retained between the Resource Center and the Arts High School.
- BB. Permanently connected to the High School.
- CC. Facility equipped with satellite, cable, high-tech, etc.
- DD. Operated with continuing advice from statewide Advisory Council.

WHAT SHOULD THE RESOURCE CENTER BE?

Group #2:

1. Administrative offices/storage facilities. Information that can be easily accessed from remote sites should be located physically in close proximity to the School of the Arts.
2. Place where human resources are available.
3. Conduit for new ideas.
4. To be housed in ECSUs statewide with a central office coordinating.
5. A place with state-of-the-art computer technology to make dissemination of information easier.
6. Accessible during teacher planning time, i.e., summer, evenings, and weekends.
7. A place that facilitates communication and understanding between various arts groups and interests (K-12, universities, community, etc.)
8. Easily accessible and mobile.
9. A source of funding for teachers, schools, and for certain programs.
10. A network statewide for arts education advocacy via regional offices.
11. A place (T.C.) that has facilities on mobile units that could tour the state for greater visibility.
12. Regional offices and mobile units should be collectors as well as disseminators of information.
13. A place whose primary mission is to assist, not compete, with existing programs and agencies.
14. A creative force for the K-12 arts.
15. Training centers for teachers and students and others throughout the state.
16. A decentralized companion to the arts high school to strengthen arts education in outstate schools and to identify students for the high school.
17. A building or space throughout the state that is a colorful expression of what we are about..."the arts".

RESOURCE CENTER ADVISORY COUNCIL MINUTES

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18. A place that suggests quality and accessibility.
19. Advocate for arts in the school and in life.
20. Decentralized companion to high school to develop arts audiences.
21. Friendly receptionist, easily accessible place, so people feel welcome.
22. A networking center to connect people and programs.
23. Resource Center to be a specialized library.
24. A center for leadership development in the arts.

RESOURCE CENTER ADVISORY COUNCIL

AGENDA

JUNE 4, 1986

- | | |
|----------------------|--------------------------------------|
| 9:00 - 9:15 | 1. Agenda/Minutes |
| 9:15 - 9:45 | 2. Art Educators of Minnesota |
| 9:45 - 10:45 | 3. Goals and Objectives |
| 10:45 - 11:00 | Break |
| 11:00 - 12:30 | 4. Evaluation Planning |
| 12:30 - 1:00 | Lunch |
| 1:00 - 1:20 | 5. Executive Committee Report |
| 1:20 - 2:00 | 6. Staff Report |
| 2:00 | Adjourn |

Joint Meeting

AGENDA

July 9, 1986

- 8:30 Arrival/Coffee - Location: Foyer D
- 9:00 Presentation by Dr. Gordon Cawelti, Cawelti - ASCD
Model for Curriculum Development.
Board and Council Members to meet in Room D.
- 10:15 BREAK - Location: Foyer D
- 10:30 Continuation of Presentation
- 11:45 Lunch - Dining Room
- Curriculum Association, Council Members, Board
Members, Staff.
- 1:00 Joint meeting with Advisory Council and Board Members
in Room D. Curriculum Association will meet with
Dr. Cawelti in the Main Lounge.
- 1:45 Coffee Break - Location: Foyer D/Main Lounge
- 2:00 Board Meeting, Room D, see attached agenda. The
Executive Committee of the Advisory Council will be
meeting in the Loft Lounge.
- 3:00 Reception - Location: Poolside
- 4:30 Departure

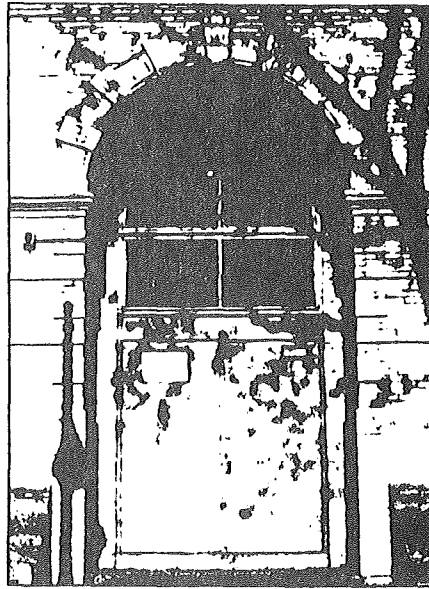
Redefining General Education for the American High School

The Cawelti High School General Education Model features five clusters of knowledge needed for life in the 21st century.

The traditional, separate-subject curriculum at the high school level is typically not based on professional and lay consensus on the question of "What knowledge is of most worth?" Our nation has periodically concerned itself with reforming science and mathematics instruction, innovations, alternatives, or basics, while almost studiously avoiding the issue of general education. Since most students spend most of their time in this area, we are overdue in seriously re-examining the general education program and in modifying it to better reflect the knowledge students will need for life in the 21st century.

The high school curriculum should provide both general and specialized education. General education has also been called common learning, core, or graduation requirements, but the term simply refers to a balanced array of learning experiences believed to be essential for *all* students. Specialized education, on the other hand, refers to vocational training and college preparatory courses. Thus high schools with a very high college sending rate are, in effect, specialized institutions. General education or a liberal arts component are common references in the higher education field. While some reform has been accomplished, there has been so little fundamental re-examination at the secondary level that the term itself is much less well-recognized.

What deficiencies exist today in the general education program of the nation's high schools?



GORDON CAWELTI

- State departments of education or boards of education graduation requirements are stated simply in terms of units required in particular subjects. No delineation of subject matter content is provided—nor should it be.

- High schools have been asked to respond to far more societal and personal problems than can be treated in any academically respectable fashion. As a result we see a "patchwork curriculum" lacking coherence.

- Traditional separate subjects no longer represent the nature of knowledge—interdisciplinary approaches are often necessary to understand complex phenomena such as environmental education or the humanities.

Gordon Cawelti is Executive Director, Association for Supervision and Curriculum Development, Alexandria, Virginia.

All societies use their schools to transmit their social and political heritage. In this pluralistic and free republic, schools need to constantly help seek *common* values while also teaching respect for our diversity. This the general education program can and must do, but such a curriculum must be *determined* rather than just evolve out of tradition.

There can be no one definition of general education. We could never reach consensus even if this were desirable. Scholars have for decades conceived of different ways to organize knowledge. Yet from the Harvard committee's classic *General Education in a Free Society* in 1945 to *Democracy and Excellence in American Secondary Education* (Broudy, Smith, and Burnett) in 1960, the domains of knowledge recommended are consistent. In the latter, the authors suggest that general education include five main areas: sciences, study of social problems, developmental studies in culture, exemplars in the arts, and the "symbolics" of information (mathematics, foreign language, English). These somewhat parallel the areas recommended by Ernest Boyer of the Carnegie Foundation (See this issue, p. 582).

My concept of the high school curriculum for the future is shown in Figure 1. I believe these five curriculum clusters are comprehensible to both professionals and the public—an essential factor when local school districts develop their own pattern of general education. These clusters can be useful in ascertaining how much time students should spend

in each area for curriculum planning purposes, and for evaluating the transcripts of graduates to ascertain the extent to which balance is reflected in their general education.

The fundamental question about the general education in Figure 1 is, "To what extent do the required courses in this high school reflect a balanced concern for instructional experiences in these five clusters of knowledge?"

Certainly there are other ways to conceive of organizing knowledge, but *some* framework must be derived by consensus at the outset if a strong program of general education is to be designed. Some observations:

- The content framework should be decided before seeing how various goals and objectives fit into the matrix¹

- Curriculum building should start by identifying key concepts to be covered before moving to more specific objectives

- It will probably take a three- to five-year plan to achieve a well-balanced general education program, as well as good planning skills and effective

consensus-building techniques

- Faculty members must attempt to envision the total program and compromise in reaching consensus

- The emerging nature of knowledge in some content areas can best be derived through interdisciplinary approaches.

The redesign of general education poses a number of significant curricular and instructional issues. How much time must be spent on a topic (such as environmental education) in order to have an enduring effect? If the high school only requires, for example, one or two years of science, how does one decide which science concepts are most important? With knowledge accumulating at an accelerating rate, how do we justify sampling smaller and smaller portions of knowledge with the same number of units required for graduation? And should the general education program be the same for the college preparatory student as the vocational student?

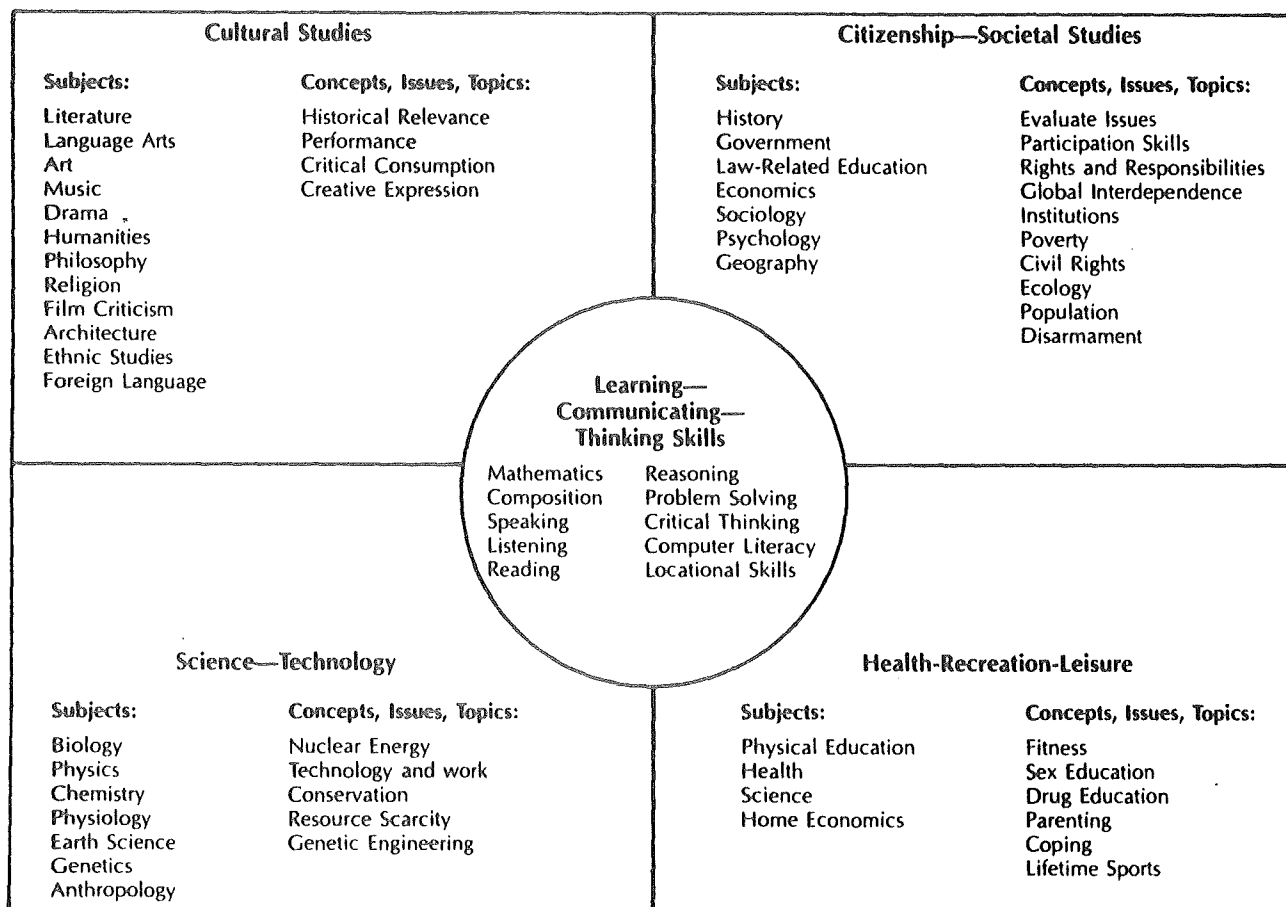
The Stratified Needs Assessment Instrument in Figure 2 may be useful in

answering such questions (See page 572). It can be used with student, faculty, and community members in assessing real and ideal proportions of instructional time to be devoted to the five components of the model in Figure 1.

These issues need to be addressed in preparing a curriculum for students to survive in the 21st century. If full intellectual support and the attendant resources needed for a serious re-examination of general education are not provided by curriculum leaders, it is unlikely that much improvement will come. The forces of tradition, the academic pride of teachers, and general apathy will leave the "amorphous mass" of the curriculum virtually untouched and it will grow increasingly irrelevant to tomorrow's life on this planet. ■

¹Two recent goal statements that are useful can be found in John Goodlad's *What Schools Are For* (Bloomington, Ind.: Phi Delta Kappa, 1979) and ASCD's booklet, *Measuring and Attaining the Goals of Education* (Alexandria, Va.: ASCD, 1980).

Figure 1. High School General Education Model.



Resource Center Advisory Council

Agenda

September 24, 1986

- 9:30** Approve Agenda/Approve Minutes
- 9:45** Executive Committee Report
-Nominating Committee
- 10:00** Staff Report
- A. MAX Report
B. Directors Report
- 11:00** 3 Year Plan
- 12:00** **Adjourn**
- 12:00** Communications Subcommittee Meeting
Programs Subcommittees Meeting
- 1:00** Subcommittees Adjourn

**MINNESOTA RESOURCE CENTER ADVISORY COUNCIL
MEETING MINUTES**

June 4, 1986

Cynthia Gehrig, Chair of the Resource Center Advisory Council, called the meeting to order at 9:15 a.m., on June 4, 1986, at the Spring Lake Park High School Annex, Room 120, Spring Lake Park, Minnesota. The following Council members were in attendance: Sherry Davis, Flo Goodrich, Ken Greer, Jane McWilliams, Robert Pattengale, Judith Ranheim, Glen Shaw, and Mark Youngstrom. Council members Judy Broekemeier and Julie Brunner were seated later. Council members Carole Achterhof, Cherie Doyle, Sam Grabarski, Marjorie Hawkins, Kathryn Jensen, John Lottes, Virginia MacArthur, Pam Paulson, Al Reller, Lewis Whitlock, Jon Cranney, and William Jones were absent. Visitors included Bridget Gothberg, Dr. David Leitzman, and Mary Apuli.

Review of Agenda

The agenda was accepted as written with no changes.

Approval of Minutes

Mark Youngstrom moved, and Ken Greer seconded, the motion to accept the Resource Center Advisory Council meeting minutes of May 7, 1986 as written. The motion carried.

Item of Business

Mary Katherine Johnson requested that Council members register for site visits to MAX summer programs on the calendar which was circulated during the Council meeting.

ART EDUCATORS OF MINNESOTA

Cynthia Gehrig introduced and welcomed Mary Apuli, President of the Art Educators of Minnesota. Ms. Apuli distributed and discussed a "Statement of the NAEA Goals for Quality Art Education." She then explained the activities of the Art Educators of Minnesota, its annual conferences, the major programs currently underway, its \$8,000 annual budget, and its volunteer staff. Ms. Apuli expressed a need to explore the best mix of utilizing available staff generalists with arts specialists and educators. She asserted that students must receive instruction in art history and aesthetics, as well as production activity. One suggestion made by Ms. Apuli for the Resource Center was recognizing master art educators and having them work with teachers in schools.

Jane McWilliams inquired about new guidelines for elementary art instruction. Ms. Apuli clarified that the new ruling does not

set an amount of time to be devoted to art; and that many teachers can state they are integrating arts into other curricula areas. Judy Broekemeier suggested pressing for a fine arts coordinator in each district, who could also serve a public relations function for the arts. Mary Apuli reported that currently only five districts in the state maintained fine arts coordinators. Robert Pattengale said that Moorhead has been trying to get a fine arts coordinator for two years.

Mary Apuli closed her presentation by stating that recognition for both teachers and students in the arts must be encouraged. Cynthia Gehrig thanked Ms. Apuli and expressed a final point of concern regarding the University of Minnesota's decision to eliminate a fine arts requirement for college entrance. She felt that the University had missed a fine opportunity to be a leader.

GOALS AND OBJECTIVES

Cynthia Gehrig introduced facilitator Bridget Gothberg. Ms. Gothberg outlined the procedure to be followed for further work on the Resource Center's goals and objectives. The Council body broke into four groups to develop measurable objectives with staff leading each group. Ms. Gothberg stressed that this was not the time for global statements, but rather realistic and specific objectives. The separate groups met from 10:00 a.m. to 11:00 a.m.

Bridget Gothberg asked each group leader to report briefly on their discussion. Mary Katherine Johnson reported for the **Information** group as follows. The information function of the Resource Center should be both the gathering and the dissemination of information.

Establishing a data base is essential. It was determined that researching, accessing, and acquiring existing data bases would be the first step. This might include cooperative arrangements with the Minnesota State Arts Board, the Regional Arts Councils, the Minnesota Alliance for Arts in Education, and the Minnesota Department of Education. The second step should be the creation of new data bases such as listings of arts teachers, former arts students, master teachers, artists, and art organizations which work in schools, curricular models, and financial information. What is required for the accomplishment of these two steps is the acquisition of a centralized computer system and the need to provide for appropriate staffing. A toll-free access number should eventually be added. The Resource Center should continue the publication of informational catalogs, and consider expanding that effort to two issues annually, fall and spring. The fall issue should focus on opportunities for teachers; the spring issue on students. A task force of experts in cable communications, broadcast television, radio, and computers should be established to make recommendations to the Advisory Council regarding the use of telecommunications in arts education.

The information group recommended that a comprehensive calendar of arts activities in Minnesota not be explored at this time and that field associates not be considered for two to three years. Finally, as a means of exploring ways to share information, Resource Center staff should continue to communicate with other states conducting similar activities.

David Zimmerman reported on the **Service and Training** goals assigned to the second group of Council members. The discussion on service focused on initiating new arts education programs and reinforcing and replicating existing programs based on thorough evaluation.

In terms of training, it was agreed that workshops for credit led by master teachers be held for college students and practicing teachers. Informal workshops, not designed for credit, should be facilitated on a regular basis. Coordinating and implementing summer arts programs for both students and teachers, accomplished in the summer of 1986 via MAX (Minnesota Arts Experience), should be continued if the evaluation so indicates.

Candace Anderson reported the discussion of the third group on the topics of **Research and Development and a Materials Repository**. The Center should research arts curriculum/interdisciplinary approaches statewide, nationally, and internationally through existing arts organizations and the Minnesota Department of Education. The group felt it was necessary to define a total arts curriculum, and recommended the establishment of a task force to define the elements and pursue communication statewide. Surveys might be done through quarterly newsletters to school administrators and curriculum specialists. The group discussed the creation of classroom laboratories for experimental testing, and the establishment of a task force to investigate new and emerging technologies, such as computer graphics, which can be used as art forms.

In terms of a material repository, it was agreed that the Center should develop with ECSUs a program to identify existing media materials (films and tapes) and a method for circulating them. It was stressed that existing media libraries should be cataloged for use by arts teachers. Promotion via brochures or catalogs should be developed to advertize new media acquisitions. Determining what hardware equipment is available on a regional or rotating basis was discussed. The collection and distribution of model K-12 curricula and dissemination on videotape was seen as innovative and important.

Barbara Martin reported on the fourth group which first examined the area of **Public Awareness and Promotion**. The Resource Center's role was seen as including the following: underwriting for existing programs, direct sponsorship of an event or events, provision of models that could be effectively replicated at the local level, and the provision of awards or recognition to MAX participants. A strong feeling was expressed in keeping the

forms of recognition as participatory and inclusive as possible, downplaying competition and the "winners/losers" dichotomy. It was also felt that teachers, administrators, and students should be encouraged to participate in all such programs.

The creation of broad-based understanding and enthusiasm among policymakers at the local and state level for support of arts education was stressed. The Resource Center could 1) commission and distribute "policy papers" as a cooperative effort among elementary, secondary, post-secondary educators and administrators, as well as key leaders in the arts community; and 2) designate high visibility "spokespeople" who would, on a part-time basis, be responsible for traveling the state to meet with groups.

The final function of **Grantmaking** was discussed in two parts. It was agreed that some discretionary funds should be maintained for "mini-grants" to educators for innovative projects, and an informational clearinghouse should be established that would identify support sources.

Bridget Gothberg concluded the goals and objectives session by stating that the Council would have to pull these desperate items into one prioritized workplan with an established timeline.

Cynthia Gehrig felt the Council should move ahead to develop a workplan for the first year and then to establish a plan for two years. She indicated an interest in recruiting five Council members to serve as a writing team, to work in August and bring a draft workplan to the September Advisory Council meeting. Julie Brunner volunteered to work on the writing team. Glen Shaw felt it was irregular for Advisory Council members to actually write the draft workplan; he recommended that staff have that assignment with James Undercofler's input. Jane McWilliams supported Mr. Shaw's comment. Ms. McWilliams felt the major thrust should be to discuss with staff what needs to be done in the short-term. Julie Brunner clarified that the ideas generated in today's meeting would be developed with staff and that she did not view Ms. Gehrig's ideas as exclusionary of staff or as a major time commitment. Mark Youngstrom stated that Ms. Gehrig's suggestion was a logical extension of what was accomplished in today's meeting. The matter was referred to the Executive Committee.

EVALUATION PLANNING

Dr. David Leitzman, an educator at the College of St. Benedict, was introduced by Cynthia Gehrig. Dr. Leitzman explained the three-step process he would utilize to establish the MAX summer program evaluation. He distributed cards to Council members with the instruction to write down three questions they would like the evaluation process to answer. The Council, in sub-groups, examined the questions, coordinated and prioritized them.

ADVISORY COUNCIL MINUTES

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Questions raised by Council members included the following:

1. What is the quality of the program? Do the programs fill a need?
2. How can teacher effectiveness be measured?
3. Who participated in the programs? Students, teachers, grade level, area, sex,?
4. How does the MAX program strengthen local programs? Is and should it be replicable?
5. Should the program continue? How can the program be improved?
6. Was the experience enjoyed by the participants?
7. What is the data on participation and publicity? Truthful advertising? Promises kept?
8. How was budget implemented? Was appropriation spent entirely? Was budget used as indicated on proposals previously submitted?

The question was raised on the advisability of having Council members function as part of the evaluation team. Glen Shaw expressed his belief that Council members as an observation team would be a useful tool, but felt it was inappropriate to be part of the evaluation team. The Council concurred.

Dr. Leitzman thanked everyone for their input and stated he would be in contact as the evaluation process progressed.

EXECUTIVE COMMITTEE REPORT

Cynthia Gehrig provided a brief update on the Executive Committee meeting held on May 15, 1986, and referred Council Members to the written meeting summary.

STAFF REPORT

Mary Katherine Johnson presented an update on MAX summer programs. She distributed MAX postcards and stickers and reported that t-shirts (\$4.50) would be the last stage of the MAX materials. The Resource Center has purchased the house for the June 20, 1986 performance by Madame Sats at the Children's Theatre. Two tickets have been reserved for each Council member.

Barbara Martin presented an overview of the summer programs compendium/catalog, the result of a survey completed by Brooke Portmann and the Minnesota Alliance for Arts in Education. She discussed distribution and asked Council members to advise her of any omissions. The ECSUs were thanked for their assistance with

the distribution of the compendiums. Glen Shaw stated that the compendium is an outstanding publication which has received rave reviews. He inquired about plans for a similar publication in the fall of 1986 focused on school-year opportunities. It was determined that Barbara Martin would research this possibility back to the Executive Committee and fall Council.

The July 2, 1986 Council meeting was cancelled in favor of a joint meeting with the Arts High School Board on July 9. It was decided to hold the next Executive Committee meeting on July 9, 1986 as well.

Candace Anderson presented an overview of the May 21, 1986 Board meeting. She expressed the Board's pleasure with the MAX program and materials. She reported that the Board is establishing a foundation, and that the employment of a curriculum specialist and establishment of curriculum objectives were in the planning stages. Council members were invited to attend the June 18, 1986 Board meeting.

David Zimmerman reported that at the July 9 meeting a presentation by Dr. Gordon Cawelti, a noted expert on curriculum models, would be given. The meeting will be held at the Spring Hill Conference Center in Wayzata, Minnesota. Representatives of the Minnesota Association of Curriculum Development have been invited to attend.

David Zimmerman distributed proposed Council initiatives for fall and winter 1986 (See attached). He stated that MAX-type programs should not be continued until the full evaluation report is compiled and reviewed (November, 1986). Mr. Zimmerman informed the Council that he has made a preliminary commitment to the Metro Cable System, 21 cable systems hooked up to Channel 6, to purchase 52 hours of time for arts education programming at a cost of \$5,000. No live capabilities are possible for the first few years on channel 6. Mr. Zimmerman stated that once communication in the metropolitan area is cemented, the Resource Center can work on reaching outlying areas.

Mark Youngstrom questioned how the proposed fall initiatives addressed the Resource Center's planning activities and draft workplan. Mr. Zimmerman replied that the components fit within the overall scheme of goals and objectives.

Cynthia Gehrig asked Mr. Zimmerman to provide a budget update. Mr. Zimmerman stated that approximately \$200,000 is available for fall and winter initiatives. He expressed his belief that laying a foundation with the proposed five fall initiatives would best utilize the funds. Glen Shaw stated that the ECSUs can help disseminate media programming. Mr. Shaw supported David Zimmerman's fall initiative proposals and felt the Center should move ahead with them. Jane McWilliams expressed reservations about the cost but also supported the fall suggestions. Judy Broekemeier stressed her support for lyceum programming within

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the initiatives. Mark Youngstrom raised the question of contracting with someone to do the design production.

Cynthia Gehrig stated that many of the ideas were exciting, but she expressed concern about depleting the entire \$200,000 budget. She felt staff should be given the freedom to develop these ideas but not make any financial obligations until the matter can be further discussed at the September Council meeting. David Zimmerman responded that it was his intent to proceed deliberately and carefully, particularly in terms of financial obligations.

Julie Brunner made a motion, seconded by Mark Youngstrom, to allow staff to conduct additional research and implement over the summer, the proposed initiatives. The motion carried.

Cynthia Gehrig adjourned the meeting at 2:15 p.m.

Diane Jadwinski, Recorder

MINNESOTA RESOURCE CENTER ADVISORY COUNCIL
MEETING MINUTES

September 24, 1986

Cynthia Gehrig, Chair of the Minnesota School & Resource Center for the Arts Advisory Council, called the meeting to order at 9:40 a.m., on September 24, 1986, at the Science Museum Penthouse, St. Paul, Minnesota. The following Council Members were in attendance: Julie Brunner, Cherie Doyle, Flo Goodrich, Ken Greer, Marjorie Hawkins, Virginia MacArthur, Jane McWilliams, Judith Ranheim, and William Jones. Sam Grabarski and Pam Paulson were seated later. Council Members Carole Achterhof, Judy Broekemeier, Sherry Davis, Kathryn Jensen, John Lottes, Robert Pattengale, Al Reller, Glen Shaw, Mark Youngstrom, and Lewis Whitlock were absent.

Review of Agenda

The agenda was accepted as written.

Approval of Minutes

Jane McWilliams moved, and Flo Goodrich seconded, the motion to accept the Resource Center Advisory Council meeting minutes of June 4, 1986 as written. The motion carried.

EXECUTIVE COMMITTEE REPORT

Cynthia Gehrig reported that three Executive Committee meetings of the Advisory Council had been held on July 9, August 20, and September 3, since the last full Council meeting held on June 4, 1986. Executive Committee meeting agendas included staff reports on the MAX program, discussions of Dr. David Leitzman's evaluation of the summer MAX program, and extensive discussion of long-range planning for the Resource Center.

Nominating Committee

The expiration dates of Advisory Council Members' terms were discussed, as well as the reappointment process. The Executive Committee appointed a Nominating Committee to make recommendations for the positions of Chair and Vice-Chair of the Advisory Council. A prepared slate is to be presented at the January Advisory Council meeting. The Nominating Committee Members are: Robert Pattengale, Chair; Cherie Doyle, William Jones, and Judy Broekemeier. Ms. Gehrig and Glen Shaw will contact members whose terms expire in January, 1987 to inquire about their interest in reappointment. It was noted that the Board of the Minnesota School & Resource Center for the Arts has final authority on appointment of Advisory Council Members. David Zimmerman stated that the slots of those members not requesting reappointment may not be filled in order to reduce the

size of the Council. Jane McWilliams requested clarification on members with expiring terms who might be considered for the positions of Chair or Vice-Chair. Cynthia Gehrig stated that a preliminary reading on reappointments would be sought before the January Advisory Council meeting, if necessary. Sam Grabarski inquired if members of the Nominating Committee could nominate themselves or if they were ineligible. The Advisory Council was in agreement that a policy should be formulated. Sam Grabarski made a motion, seconded by Jane McWilliams, to allow members of the Nominating Committee to nominate members of their committee for the position of Chair or Vice-Chair of the Advisory Council. The motion carried.

STAFF REPORT

MAX Report

Mary Katherine Johnson reported that she and David Zimmerman visited all summer MAX activities with the exception of the Split Rock Program. Participants were excited about their experiences and staff was generally pleased with the programs. Attendance was down slightly from what was anticipated, however, many teachers felt the smaller student/teacher ratio was desirable. A slide presentation of photographs taken at the summer MAX programs was shown. Open discussion followed with Council Members sharing their experiences and observations of on-site visits to various programs.

Director's Report

Jim Undercofler informed Advisory Council Members that plans are in progress to open the School with 200 students (100 10th grade and 100 11th grade) in the fall of 1988. Summer institutes will be held in 1987. Merrill Fellger, Curriculum Developer, has been hired. Four new Program Associate positions for dance and music, general studies, literary arts and visual arts, and theatre arts have been approved and will be posted. Program Associates will work together as a team in curriculum planning with Mr. Fellger.

At its September 19, 1986 meeting, the Board endorsed the principle of using a broad definition of talent, which includes underdeveloped talent. The site for the School will be decided at the November 21, 1986 Board meeting. Minneapolis and St. Paul will submit final proposals by October 15, 1986. A Foundation, which will allow the School to accept gifts, has been formed and will be operational in the upcoming months. Mr. Undercofler asked that Council Members invite him to speak to the various organizations with which they are associated. He expressed the Board's appreciation for the support and assistance provided by the Advisory Council.

Discussion followed and the issue of student residency was raised. Mr. Undercofler commented that the Board had earlier passed a resolution that all students would board. However, the

Curriculum Subcommittee later determined that non-metro students would stay in a dormitory, with metro students given the option, within numerical limits, to board or commute.

Three Year Plan

A rough draft (for internal use only) of the Three Year Plan for the Resource Center was reviewed and discussed. Cynthia Gehrig invited Council Members to share minor language changes with staff and to concentrate their efforts on content. David Zimmerman led the discussion on goals and objectives and provided a step-by-step rationale on each initiative. The Council asked that Mr. Zimmerman provide Council Members, at the next full meeting, with information regarding which initiatives will receive priority emphasis, along with a general idea of what each initiative will cost.

Cherie Doyle expressed some discomfort with Goal 1, Objective H. She felt this assistance should be the responsibility of the school district. Julie Brunner countered that Goal 1, Objective H, allowed for greater flexibility in teacher travel to innovative programs in other states or countries. She urged that teachers be required to then share their experience with students and teachers in Minnesota.

Sam Grabarski stressed the importance of having in the Plan measurable objectives accompanied by a budget. No objections or clarifications were voiced regarding Goal 2. Virginia MacArthur inquired about the use of cable in Goal 3. David Zimmerman replied that cable systems around the state could be utilized to disseminate Resource Center documentation films and tapes. Cynthia Gehrig expressed support for a toll-free access number and the comprehensive data base, and inquired about the expense of such an undertaking. David Zimmerman stated that the computer access would allow up-to-date information for programs all over the state at a reasonable cost. There were no objections voiced regarding Goal 4, however, Sam Grabarski asked if objectives could now be drafted. Staff will do so. David Zimmerman then discussed the budget as depicted on the last page of the Three Year Plan.

Cynthia Gehrig stressed that the Resource Center's approach would be to work effectively with arts and education agencies. Jane McWilliams suggested the Mission Statement be reexamined. Jim Undercofler agreed and informed the Council that the Board was now drafting a Statement of Philosophy. Ms. Gehrig stated that the Executive Committee of the Council would present the Three Year Plan to the Board at its next meeting for final approval.

Cherie Doyle made a motion, seconded by Flo Goodrich, to formally recommend the Three Year Plan to the Board for final approval. The motion carried.

David Zimmerman discussed the preliminary Workplan for 1986-87. He stated that task forces of working professionals are being assembled to assist with workshop planning. Mr. Zimmerman invited Council Members to participate in brainstorming sessions with the task forces.

Cynthia Gehrig announced that the next Executive Committee meeting would be held on October 9, 1986. The next Advisory Council meeting is scheduled for November 5, 1986. She then announced the official resignation of Carole Achterhof from the Advisory Council due to a time-consuming teaching schedule. Jim Undercofler announced that the Board also has a vacancy from the second congressional district.

Ken Greer moved, and William Jones seconded, the motion to adjourn the meeting. The motion carried. Cynthia Gehrig adjourned the meeting at 12:05 p.m. in order to allow enough time for Council Members to break into subcommittee meeting groups.

Diane Jadwinski, Recorder

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ATTACHMENT 3

Chronology of Activity

Board of Directors

Resource Center Advisory Council

CHRONOLOGY OF MAJOR ACTIVITIES OF THE BOARD OF DIRECTORS

MINNESOTA SCHOOL & RESOURCE CENTER FOR THE ARTS

January, 1986 - December, 1986

JANUARY

- *Applications for position of Director and Coordinator reviewed and rated.
- *Board members visit Los Angeles School for the Arts and O'Farrell School for the Arts.
- *Board members visit North Carolina School for the Arts and North Carolina School of Math and Science.

FEBRUARY

- *Board selects Director and Coordinator.
- *Curriculum Subcommittee of the Board appointed to oversee development of curriculum program for the School.

MARCH

- *Board approves Resource Center's summer demonstration programs (Minnesota Arts Experience - MAX '86).

APRIL

- *Board begins discussion of foundation establishment.
- *Board approves Resource Center's partial sponsorship of Madame Sats/Moscow State Musical Theatre Orchestra appearances at Children's Theatre (students from Greater Minnesota are transported and receive free admission).

MAY

- *Board reviews site proposals for School location previously submitted to Arts Education Task Force in 1984 and receives updated information on each site.
- *Board establishes Site Selection Subcommittee to formulate revised site selection criteria for proposers' use.
- *Board moves to establish tax-exempt foundation capable of accepting gifts, and approves its name, "Friends of the Minnesota School & Resource Center for the Arts."
- *Board moves to hire a curriculum specialist on a part-time basis to coordinate development of interdisciplinary curriculum.
- *Chairman of the Board, Jon Wefald, resigns.

JUNE

- *Harry Sieben, Jr., elected as Chair of the Board of Directors.
- *Board members attend Residential Living Conference at Interlochen Arts Academy, Traverse City, Michigan.
- *Board approves "Articles of Incorporation" for foundation.

JULY

- *Board meets jointly with Resource Center Advisory Council to hear Dr. Gordon Cawelti, Executive Director, National Association for Supervision and Curriculum Development discuss effective interdisciplinary curriculum models.
- *Board approves architectural space analysis study to determine space and square footage requirements for the School & Resource Center building.

AUGUST

- *Board did not meet.

SEPTEMBER

- *Board hires Curriculum Developer for School.
- *Board sets October 15 as deadline for receipt of site location proposals.

OCTOBER

- *Board approves Resource Center's Three-Year Plan.
- *Board moves to begin selection of an architect for the School & Resource Center's building through the Designer Selection Board process.
- *Site proposals are received. Board members tour sites and receive presentations by proposers.

NOVEMBER

- *Board approves Minneapolis site for location of the Minnesota School & Resource Center for the Arts.
- *Designer Selection Board sets January 12 for selection of an architect.
- *Board directs staff to begin research on location of a temporary site.
- *Board approves biennial budget request for 1988-89.
- *Board members visit to LaGuardia School for the Arts.

DECEMBER

- *Board approves 129C.10, Chapter 129C, Minnesota School & Resource Center for the Arts legislation.
- *Designer Selection Board selects 5 architectural finalists from the 22 proposals received.
- *Board approves reappointment of 6 Resource Center Advisory Council members.

CHRONOLOGY OF RESOURCE CENTER ADVISORY COUNCIL ACTIVITY

MINNESOTA SCHOOL & RESOURCE CENTER FOR THE ARTS

January 1986 - December 1986

JANUARY

- Council meets at Field School Minneapolis.
- Summer '86 demonstration program model presented.
- Presentation by MN Music Educators.

FEBRUARY

- Council approves, with modification, Summer demonstration program model and process.
- Presentation of MN Assoc. for Supervision & Curriculum Development.

MARCH

- Council meets at Apple Valley Sr. High School.
- Presentation by MN Assoc. of Health, Phys. Educ., Recreation & Dance.
- Council adopts conflict of interest policy.
- "MAX" adopted as theme for Resource Center programs.
- Application review process adopted.
- Programs & Executive Committee recommend slate of MAX '86 programs.

APRIL

- The full Advisory Council did not meet.
- Executive Committee meets to approve new planning direction and recommends partial sponsoring of Mme. Sats Musical Theatre Concert in collaboration with Children's Theatre.

MAY

- Council meets to discuss long-range goals and priority-setting.

JUNE

- Council meets at Spring Lake Park School.
- Presentation by Art Educ. of MN.
- Continuation of goal-setting process.
- Planning commences for MAX evaluation.

JULY

- Council meets jointly with Board to hear Dr. Gordon Cawelti, Director, Assoc. for Supervision & Curriculum Development.
- Executive Committee meets to review the long-range planning process.

AUGUST

- Advisory Council does not meet.

SEPTEMBER

- Council adopts 3-year work plan.

OCTOBER

- Advisory Council does not meet.

NOVEMBER

- Advisory Council does not meet.
- Executive Committee meets to set December agenda.

DECEMBER

- Advisory Council meets at Longfellow School in Northfield.
- MAX Evaluation in review by Council.
- Council approves 1987 Summer program model and review process.

ATTACHMENT 4

Workplans

School for the Arts 1987-88

Resource Center 1987

Resource Center Three Year Plan

MINNESOTA RESOURCE CENTER FOR THE ARTS

3-Year Plan (1987 - 1989)

GOAL:

1. To provide arts education opportunities and services for Minnesota educators, students, artists, and citizens regardless of ability, impairment or race.

OBJECTIVES:

- A. To provide free or low cost summer institutes and workshops for teachers and students in areas of arts curriculum needs with a geographic balance through MAX '87, '88, and '89.
- B. To build teacher leadership skills in the areas of collaborative planning, collegial relationships, networking, and program evaluation through a variety of workshop designs.
- C. To increase cultural awareness of and interest in all the arts through a series of school district based performances, exhibits, and demonstrations which are presented throughout the state (lyceum concept).
- D. To increase cultural awareness of and interest in the arts by bringing students, teachers, and citizens together for significant cultural events for free or at low cost (one each year, '87-'89).
- E. To develop and offer seminars in areas of arts curriculum needs as determined with assistance from arts educators and professionals, for educators and prospective educators throughout the state.
- F. To develop and co-participate with local school districts, community colleges, the state university system, the University of Minnesota and/or arts organizations in offering continuing education, evening, and extension classes in arts fields where there are needs.
- G. To provide evaluation services by disseminating the MAX and other appropriate models and offering workshops regarding their application as requested.

September 19, 1986

**RESOURCE CENTER
3-YEAR PLAN
PAGE 2**

- H. To initiate a professional development fund for scholarships, exchange programs and residences, for educators and artists to support staff renewal and generate new teaching approaches.
- I. To investigate a decentralized system of service delivery.

**RESOURCE CENTER
3-YEAR PLAN
PAGE 3**

GOAL:

2. To research and develop innovative approaches, techniques, and programs in cultural education.

OBJECTIVES:

- A. To encourage and assist in the research and development of K-12 theatre arts, dance and media arts curricula.
- B. To encourage the development and implementation of innovative concepts created in local school districts by providing financial support as a result of criteria review.
- C. To assist local providers in replicating successful Resource Center programs through planning assistance.

**RESOURCE CENTER
3-YEAR PLAN
PAGE 4**

GOAL:

3. To increase information dissemination and public awareness of the importance of arts education and promote existing arts education opportunities in the state.

OBJECTIVES:

- A.1 To publish an annual summer catalog, free of charge, which lists MAX and other programs for students and teachers throughout Minnesota.
- A.2 To publish a bimonthly newsletter which highlights the activities of the School and Resource Center.
- A.3 To release periodic publications which focus on issues and programs of educational importance.
- B.1 To research and develop a weekly, one half hour network radio broadcast which focuses on common student/teacher problems, student performance, presentations, interviews, and activities (research '87-'88; production September, 1988).
- B.2 To produce or acquire programs which focus on curriculum delivery and teaching techniques.
- B.3 To investigate and reserve cablecast capabilities for future use as a dissemination tool for both the School and Resource Center.
- C. To plan and initiate an onsite and decentralized materials repository which might include video and audiotape productions, scripts, texts, costumes, props, etc.
- D. To develop and use exhibits which inform the public of School and Resource Center activities.
- E. To plan, develop and begin to implement in stages a comprehensive data bank of arts education information which can be easily accessed and continually updated.

RESOURCE CENTER
3-YEAR PLAN
PAGE 5

GOAL:

4. To plan for the dissemination and sharing of student work and curricula developments from the High School for the Arts with the rest of the State.

NOTE: Statements are not listed in any order of priority.

ATTACHMENT 5

Foundation Materials

Certificate of Incorporation

Articles of Incorporation

"Friends of the Minnesota School & Resource Center for the Arts"

State of Minnesota

SECRETARY OF STATE

CERTIFICATE OF INCORPORATION

I, Joan Anderson Grove, Secretary of State of Minnesota, do certify that: Articles of Incorporation, duly signed and acknowledged under oath, have been filed on this date in the Office of the Secretary of State, for the incorporation of the following corporation, under and in accordance with the provisions of the chapter of Minnesota Statutes listed below.

This corporation is now legally organized under the laws of Minnesota.

Corporate Name:

Friends of the Minnesota School and Resource Center
for the Arts

Corporate Charter Number: Z-1021

Chapter Formed Under: 317

This certificate has been issued on 06/30/1986.

Joan Anderson Grove
Secretary of State.

ARTICLES OF INCORPORATION
OF
FRIENDS OF THE MINNESOTA SCHOOL AND
RESOURCE CENTER FOR THE ARTS
(the "Corporation")

THE UNDERSIGNED, for purposes of forming a corporation under Chapter 317 of Minnesota Statutes, known as the Minnesota Nonprofit Corporation Act, does hereby sign and acknowledge these Articles of Incorporation.

ARTICLE I.

The name of this Corporation is Friends of the Minnesota School and Resource Center for the Arts.

ARTICLE II.

The exclusive purposes of this Corporation shall be to receive, hold, invest, and administer property, and to make expenditures to or for the benefit of the "Minnesota School and Resource Center for the Arts" ("MSARC"), which is a political subdivision of the State, or its successors and/or affiliated charitable organizations, within the meaning of section 170(c)(1) of the Internal Revenue Code and, in connection therewith, to lessen the burdens of government. The activities in support of the MSARC shall include, but not be limited to, the following: to accept, in trust or otherwise, any gift, grant, bequest or devise; to grant funds and render other financial assistance; to engage in fundraising; and to undertake such other activities and programs as are deemed necessary, desirable or convenient, so long as they are consistent with the purposes stated herein.

This Corporation is organized and shall be operated exclusively to carry out such purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as now or hereafter in effect, and within the meaning of Section 290.05, Subdivision 2 of the Statutes of the State of Minnesota, as now or hereafter in effect. The Corporation shall have only such powers as are consistent with the foregoing purposes including the power to acquire and receive funds and property of every kind and nature whatsoever, whether by purchase, conveyance, lease, gift, or bequest, vested in the Corporation by trust or otherwise, and to own, hold, invest, expend, make gifts and contributions of, and to convey, transfer, and dispose of any funds, property and the income therefrom for the furtherance of the purposes of the Corporation, and to lease, mortgage, encumber, invest and use the same, and such other powers which are consistent with the foregoing purposes and which are afforded to the Corporation by the Minnesota Nonprofit Corporation Act, and any future laws amendatory thereof and supplementary thereto. All such powers of the Corporation shall be exercised only so that the Corporation's operations shall be exclusively within the contemplation of both Section 501(c)(3) of the Internal Revenue Code, as now enacted or as hereafter amended, and of Section 290.05, subdivision 2, of the Statutes of the State of Minnesota, as now enacted or as hereafter amended; and no gift, bequest or devise of any property shall be received

and accepted if it be conditioned or limited in such manner as shall require the disposition of the income or principal to any person or organization other than those enumerated herein, or as shall, in the opinion of the directors, jeopardize the federal income tax exemption of this corporation under section 501(c)(3) of the Internal Revenue Code of 1954, as now enacted or as hereinafter amended. Provided further that the reference herein to Minnesota Statutes Section 290.05, Subdivision 2 shall not permit the Corporation to have or exercise any power which is not within the contemplation of Section 501(c)(3) of the Internal Revenue Code. No substantial part of the property or the income of the Corporation may be used for the purpose of carrying on propoganda or otherwise attempting to influence legislation within the meaning of United States Department of Treasury Regulation § 1.501(c)(3) - 1(c)(3) or as may otherwise be provided by the Department hereafter; provided, in no event shall the Corporation participate in, or intervene in (including publishing or distributing statements) any political campaign on behalf of any candidate for public office.

ARTICLE III.

The Corporation shall not afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to its members, if any be authorized and admitted, as such, and no part of the net earnings of the Corporation shall inure to the benefit of any member or individual. The Corporation

shall not lend any of its assets to any officer or director (or member if members are subsequently authorized and admitted) of the Corporation or guarantee to any person the payment of a loan by any officer, director or member of the Corporation.

ARTICLE IV.

The Corporation shall have perpetual duration.

ARTICLE V.

The name of the registered agent and the location and post office address of the registered office of the Corporation in Minnesota is:

Attn: Douglas M. Carnival, Esq.
c/o O'Connor & Hannan
3800 IDS Tower
80 South Eighth Street
Minneapolis, MN 55402

ARTICLE VI.

The name and post office address of the incorporators of this Corporation is:

Douglas M. Carnival, Esq.
c/o O'Connor & Hannan
3800 IDS Tower
80 South Eighth Street
Minneapolis, MN 55402

ARTICLE VII.

The names and post office addresses of the members of the first Board of Directors of the Corporation, who shall serve as directors until the first annual meeting of this Corporation in 1987 or until their successors are duly elected and qualified, are:

Marilyn Berg
1242 Culligan Lane
Mendota Heights, MN 55118

Alexandra Jacobs
1700 Shoreline Drive
Wayzata, MN 55391

Sarah Fields Nesson
5429 Brookview Avenue
Edina, MN 55424

ARTICLE VIII.

The control and management of the Corporation is vested in the Board of Directors who shall be not less than three (3) in number and not more than such maximum number as may be provided for in the bylaws as adopted and amended from time to time.

ARTICLE IX.

The Corporation shall not have capital stock.

ARTICLE X.

Neither the directors or officers, nor the members if any be authorized and admitted, of this Corporation shall be personally liable for the payment of any debts or obligations of this Corporation of any nature whatsoever, nor shall any of the property of any of the directors or officers, or the property of any members, if any be authorized and admitted, be subject to the payment of the debts or obligations of this Corporation to any extent whatsoever.

ARTICLE XI.

Each director, officer, employee and agent, past or present, of the Corporation, and each person who serves or

may have served at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, and their respective heirs, administrators and executors, shall be indemnified by the Corporation in accordance with, and to the fullest extent permissible under the provisions of the laws of Minnesota as they may from time to time be amended.

ARTICLE XII.

Provided that all Directors are notified of the text of the proposed written action prior to the signing by any of the directors, any action may be taken by the Board of Directors or any committee thereof without a meeting, by written action of the Board of Directors or committee thereof signed by the number of directors that would be required to take the same action at a meeting of the Board or committee thereof at which all directors were present. Such action shall be effective on the date on which the last signature of the required number of directors is placed on such writing or writings, or such earlier or later date as is set forth herein.

ARTICLE XIII.

This Corporation may be dissolved in accordance with the laws of the State of Minnesota. Upon dissolution of the Corporation, after payment of costs and expenses of dissolution and liabilities and obligations of the Corporation, the remaining assets of the Corporation shall be distributed to

ATTACHMENT 6

Request for Proposals
Selection of an Architect

State Designer Selection Board

Request for Proposal for Construction Project for the State School and Resource Center for the Arts

To Registered Professionals in Minnesota:

The State Designer Selection Board has been requested to select designer for the State School and Resource Center for the Arts. Design firms who wish to be considered for the project should submit proposals on or before 4:00 P.M., December 16, 1986, to George Iwan, Executive Secretary, State Designer Selection Board, Room G-10, Administration Building, St. Paul, Minnesota 55155-1495.

The proposal must conform to the following:

1. Six copies of the proposal are required.
2. All data must be on 8½" × 11" sheets, soft bound; the proposal shall not consist of more than 20 faces.
3. The cover sheet of the proposal must be clearly labeled with the project number, as listed in number 7 below, together with the designer's firm name, address, telephone number, and the name of the contact person.
4. **Mandatory Proposal contents in sequence:**
 - a) Identity of firm and an indication of its legal status, i.e. corporation, partnership, etc. If the response is from a joint venture, this information must be provided for firms comprising the joint venture.
 - b) Names of the persons who would be directly responsible for the major elements of the work, including consultants, together with brief descriptions of their qualifications. If desired, identify roles that such persons played in projects which are relevant to the project at hand.
 - c) A commitment to enter the work promptly, if selected, by engaging the consultants, and assigning the persons named in 4b above along with adequate staff to meet the requirements of work.
 - d) A list of State and University of Minnesota current and past commissions under contract or awarded to the prime firm(s) submitting this proposal during the three (3) years immediately preceding the date of this request for proposal. The prime firm(s) shall list and total all fees associated with these projects whether or not the fees have been received or are anticipated. In addition, the prime firm(s) shall indicate the amount of fees listed which were paid directly to engineers or other speciality consultants employed on the projects listed pursuant to the above.
 - e) A section containing graphic material (photos, plans, drawings, etc.) as evidence of the firm's qualification for the work. The graphic material must be identified. It must be work in which the personnel listed in "c" have had significant participation and their roles must be clearly described. It must be noted if the personnel named were, at the time of the work, employed by other than their present firms.

The proposal shall consist of no more than twenty (20) faces. **Proposals not conforming to the parameters set forth in this request will be disqualified and discarded without further examination.**

5. Statutory Proposal Requirements:

In accordance with the provisions of Minnesota Statutes, 1981 Supplement, Section 363.073; for all contracts estimated to be in excess of \$50,000.00, all responders having more than 20 full-time employees at any time during the previous 12 months must have an affirmative action plan approved by the Commissioner of Human Rights before a proposal may be accepted. **The proposal will not be accepted unless it includes one of the following:**

- a) A copy of the firm's current certificate of compliance issued by the Commissioner of Human Rights;

or

STATE CONTRACTS

b) A statement certifying that firm has a current certificate of compliance issued by the Commissioner of Human Rights;
or

c) A statement certifying that the firm has not had more than 20 full-time employees in Minnesota at any time during the previous 12 months; or

d) A statement certifying that the firm has an application pending for a certificate of compliance.

6. Design firms wishing to have their proposals returned after the Board's review must follow one of the following procedures:

a) Enclose a self-addressed stamped postal card with the proposals. Design firms will be notified when material is ready to be picked up. Design firms will have two (2) weeks to pick up their proposals, after which time the proposals will be discarded;
or

b) Enclose a self-addressed stamped mailing envelope with the proposals. When the Board has completed its review, proposals will be returned using this envelope.

In accordance with existing statute, the Board will retain one copy of each proposal submitted.

Any questions concerning the Board's procedures or their schedule for the project herein described may be referred to George Iwan at (612) 296-4656.

7) PROJECT—10-86

Minnesota School and
Resource Center for the Arts

The Minnesota School and Resource Center for the Arts is seeking an architect to design its School and Resource Center building and student residence facilities.

The total cost of this project is estimated at between \$25 and \$30 million. The Minnesota School and Resource Center building and student residences will be located on a site in Minneapolis or St. Paul, Minnesota to be determined at a School and Resource Center Board meeting on Friday, November 21, 1986. All the potential locations are in urban settings.

The Minnesota School and Resource Center Board of Directors will be requesting bonding authority from the Minnesota State Legislature in its 1987 biennial session. The Board wishes to select an architect at this time so that the designer can participate in the curriculum and Resource center development process.

The Minnesota School and Resource Center for the Arts will house a high school for literary, performing, and visual arts. This will include approximately 550 students in grades 9-12. Approximately half of the students (275) will reside at the site, with the remainder of the students commuting from the greater metropolitan area. Day-time parking of 200 vehicles and evening parking for 300 vehicles will be necessary.

In addition to the School activities, extensive media resource facilities and offices will be needed for the Resource Center. Student activities in theatre, dance, and music will require extensive and highly flexible performance areas. Student activities in visual and media arts will require irregular, open and technically equipped space. Standard facilities for academic study including science laboratories and language laboratories will also be needed.

The Board of the Minnesota School and Resource Center for the Arts anticipates a student curriculum which is flexible and integrated. This will require an architectural design which reflects these needs.

Questions regarding this project may be referred to James Undercofler at 296-1302.

Richard F. Whiteman, Chairman
State Designer Selection Board

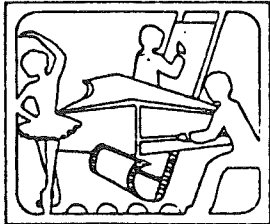
ATTACHMENT 7

Interdisciplinary Curriculum Model

MN SCHOOL &
RESOURCE CENTER
FOR THE ARTS

RELATIONSHIPS OF
LEARNING AREAS

(Draft Copy #2 Nov. 21, MCF)



DANCE & MUSIC

GENERAL STUDIES

GENERAL STUDIES INCLUDES:
English/Language Arts
Mathematics
Natural Sciences
Social Sciences
Languages
Health
Physical Education

CORE EMPHASIS

Communications
(words & numbers)

Thinking/Problem Solving

Leadership/Planning/
Organizing

Societal/Economic/Personal

MEDIA
&
THEATRE

LITERARY
&
VISUAL ARTS

ATTACHMENT 8

MAX Summer Program Guidelines

1986
1987

Resource Center Summer Program for 1987
The Minnesota Arts Experience

As directed by the Legislature, the Resource Center will offer summer workshops and institutes for K-12 students and teachers this summer throughout the State.

The program will be similar in approach and structure to the 1986 program. However, it is anticipated that the 1987 program will be expanded by approximately 30% to offer additional opportunities and cover a wider geographic area.

Once again, a variety of existing organizations will be utilized to operate programs in partnership with the Resource Center. A request for proposals was broadly publicized (See Addendum A), and Proposal criteria and guidelines were developed from the 1986 summer program evaluation. (Addendum B).

Application review procedures have been refined to ensure a timely and efficient review and selection of program provider organizations. (See Addendum C & D).

ADDENDUM A

MINNESOTA ARTS EXPERIENCE 1987 MAILING LISTS
FOR REQUEST FOR PROPOSALS

Performance Groups

Service Organizations

Art Museums

State Universities

Professional Educational Organizations

CAPP I Chairs

CAPP II Chairs

Allied Music Organizations

Educational Cooperative Service Units

Regional Arts Councils

Private Colleges

Program Emphasis

- programs designed for elementary and secondary arts teachers which emphasize the design and implementation of curricula, courses or course units are sought
- programs designed for school administrators as they relate to arts education are sought
- programs in Dance for secondary students and teachers are sought
- teacher programs offering personal artistic exploration and education are sought
- multi-discipline courses for secondary students are sought

Proposal Criteria

1. Evidence of need for proposed program
(State, Community or discipline needs)
2. Quality of program design
3. Ability of provider organization to carry out program

Guidelines

- programs must provide for ability placement that is designed for beginning, intermediate or advanced students. There is preference for beginning and intermediate programs
- programs must provide for age placement of secondary students
- an instructor/participant ratio of no more than 1 to 15 is encouraged
- programs for beginning students, especially secondary students, should employ instructors, with experience teaching such students
- programs for beginning students should be 5 to 7 days length, maximum. Intermediate and advanced student programs may be up to 21 days in length, maximum
- there is preference for intense and advanced programs to be residential
- if scholarships are given, a "needs" test must be used
- summer programs, especially for teachers should include a follow-up component upon completion
- programs for teachers should include either stipends or educational credit. If stipends are received, there must be mandatory attendance
- organizations must dedicate staff for program administration
- programs should establish ways of attracting minority and physically impaired participants
- programs should encourage equal participation by sex

MINNESOTA ARTS EXPERIENCE 1987

APPLICATION REVIEW PROCEDURES

Application review advisors will receive a roster of organizations which have applied to provide a summer program. From that list, the advisors will select those proposals they wish to review (approximately 10-20). Copies will be made available.

A meeting will be set for management to present a slate of organizations selected to provide summer programs. Advisors will make comments and suggestions on the slate based on their proposal review.

Advisory Council will receive presentation of committee's slate.

The final slate of program providers will then be presented to the Board of Directors for approval.

ADDENDUM D

Minnesota Arts Experience

1987 Workplan

December 3	Advisory Council reviews evaluation, draft criteria, and procedures for 1987 programs.
Week of Dec. 29	Request for proposals and services released.
January 30	Applications due
February 12	Application Review Advisors Meeting
February 18	Advisory Council reviews summer program
February 20	Board approval
February 23	Notification of applicants
March 1	Contract start date
March	Public Information Campaign

**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**

January 1986

CONTENTS

- I. Introduction
- II. Rationale
- III. Eligibility
- IV. Review Criteria
- V. Procedure
- VI. Timeline for Summer Program

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.

870549

ATTACHMENT 9

MAX Evaluation
Participant Letters

**An Assessment of
The Minnesota School and Resource Center's**

SUMMER DEMONSTRATION PROGRAMS

June-August 1986

November 30, 1986

I. Abstract

Responding to its legislative charge to offer programs that might improve arts education in schools throughout the state, the Resource Center of the Minnesota School For The Arts, cooperating with a variety of arts organizations, developed a summer arts program (Minnesota Arts EXperience) in 1986. Twenty-four programs were offered during June, July, and August to more than 900 students, teachers, and others interested in expanding their artistic experience. The Resource Center also commissioned an evaluation of these programs. This report describes that assessment.

Generally patterned by assumptions guiding naturalistic inquiry, the study included extensive field reviews of eleven summer programs. Information acquired from field reviews, gathered through observations, interviews, and examination of program documents, was used to develop interim (program specific) reports. These field reviews contributed to the development of a questionnaire sent to all who participated in a MAX program. This report includes information from both field reviews and that survey.

Those who returned surveys formed a sample sufficient in number (369 of 863; 43%) and congruent with known qualities of program participants (gender, residence, and program content) to support limited generalizations concerning the larger population of program participants (Appendix A).

Those who responded to the survey were most often women (74%) from rural areas (61%) aged 17 or younger (50%). Most elected to enroll in programs concerned with the visual arts (26%), with nearly as many entering those interdisciplinary programs (23%) having a strong visual arts component. (Appendix B)

Nearly all respondents were white (94%). They reported a wide range of income, with 22% declaring themselves to have family incomes in excess of \$45,000 while 37% noted family income of \$25,000 or less. (Appendix B)

More than one-half were students (55%), while 44% were teachers. Most from both groups expected to acquire new skills or knowledge as a result of their work in a MAX program. The majority found that their expectations were met. They gave favorable ratings to both their programs and the teaching they encountered in them. (Findings; III. 3)

One-third of those returning surveys reported receiving scholarships. Recipients reporting lower family incomes were more likely to receive larger scholarships. Scholarships positively contributed to those participants' participation in MAX programs. (Findings; III. 7)

Participants who returned surveys indicated that programs provided experiences as proposed. Field reviews confirmed this conclusion with but one exception. Well satisfied with their experiences, nearly all would recommend that a friend participate in their programs. (Findings; III. 9)

Most programs appeared to be guided by perceived needs within their service areas for arts education or experience. Individual participants' needs were likely to be reflected in the instruction provided in most programs. (Findings; III. 12)

The majority of those responding rated the quality of teaching in their programs to be "very good". Observations and survey items confirmed this judgment. (Findings; III. 13)

Most programs supported participants' learning in ways generally consistent with individual goals. This included the acquisition of "technical" as well as "personal" learning. Some programs unexpectedly involved teachers in performance roles, the effects of which suggested that programs directed toward that end would have positive effects on one's teaching. (Findings; III. 16)

Students tended to invest more time in their MAX programs than did teachers. This trend was especially evident for those students who were involved in residential programs located on a college campus. (Findings; III. 17)

While programs exhibited a wide range of enrollment, those with student/teacher ratios between 10 to 1 and 15 to 1 appeared to encourage stronger student affect and may have been more effective in meeting student's needs. (Findings; p.18)

The study did not generate as wide a range of suggested program improvements as expected, largely because participants returning surveys and contributing to field reviews were quite satisfied with their experiences. Most urged that their programs be lengthened. Some sought clearer descriptions of what they might expect from their participation in a program. (Findings; p.19)

MAX programs contributed indirectly to the improvement of school arts programs through experiences strengthening students' knowledge or skill. They did so more directly in those situations where teachers reported improvements in their instructional practices. (Findings; p.23).

Summer demonstration programs were also able to increase the base of support for the arts and to increase access to artistic experiences. (Findings; III. 24)

Given these findings, we conclude that the Resource Center did achieve its goal. It provided a range of programs that made potential

and, in some cases rather direct, contributions to the improvement of arts education. Those programs were offered throughout the state, they included workshops for teachers, and they did (in at least one program) encourage teachers to adopt a stronger role in curricular leadership.

III. Findings

This section of the report offers a detailed summary of information gathered about the twenty-four demonstration programs and those who enrolled in them. It is focused by the evaluation questions which guided the design and execution of the study. Information addressing those questions is drawn from survey responses or field reviews as appropriate. A review of Appendix A, concerned with the sampled study for the study, may prove helpful.

1. What are the characteristics of those who participated in MAX programs?

"Participant" as defined in this report generally excludes those responsible for planning, administering, or teaching in demonstration programs. Surveys were not sent to individuals serving in these roles. Field reviews of selected programs do, however, offer some information relevant to the issues and concerns emerging from program staff members. They will be included in this report as appropriate.

Location. Of the 863 participants enrolled in the 24 MAX programs, 369 (43%) completed and returned surveys. Respondents were asked to indicate "general location of your home", specifying city, town or township, as well as whether they considered their home to be in an urban area, suburban, or rural. From this data, survey respondents were classified into five categories: Minneapolis/St. Paul, Minneapolis/St. Paul suburban area, rural, other state (outside of Minnesota) and other urban (St. Cloud, Duluth, Moorhead and Rochester).

The majority of these respondents lived in rural areas of Minnesota (App. D, p. 2, Q2: 226 of 369; 61%). This condition holds for all programs except for those in Dance, where nearly one-half reported homes in Minneapolis or St. Paul (App. E, p. 2, Q2: 21 of 45; 47%).

Gender. The majority of participants in MAX programs, based on survey response, were women (Q3: 274 of 369; 74%). Respondents' gender, when related to the content they participated in, generally reflected a similar distribution to that above. The two exceptions were Dance, where all but one respondent were women (44 of 45; 98%), and Visual Arts, where women and men were more equally enrolled (women: 55 of 95; 58%, and men: 40 of 95; 42%).

Age. The age distribution of respondents was from age 8 to 71 (App. D, p. 3). One-third of all respondents were age 15-17, that is essentially in Senior High (Q.4: 123 of 369; 33.5%, and Q.5: 124 of 369; 34% in grades 10-12), and approximately one-sixth

were age 14 and under, that is essentially in Junior High (62 of 369; 17%). Therefore, 185 (50%) were age 17 and under.

Age and content area. In each age category, the largest attendance was as follows: of respondents ages 14 and under, 26 of 62 (42%) attended music programs; of those ages 15 to 17, 31 of 123 (25%) attended programs in the visual arts. But theater (28 of 123; 23%) and writing (26 of 123; 21%) were also content areas of concentrated attendance by this age group. Of respondents ages 18 to 29, 10 of 35 (29%) attended interdisciplinary programs.

The largest numbers of respondents age 30 and above attended interdisciplinary programs, with visual arts being the second highest attended by those age 30 and over, while a very small number in that age range attended writing, theater, music and dance (App.E, p.4&5). More specifically, respondents to our survey between ages 30 and 39 were most frequently enrolled in visual arts (26 of 66; 39%) and interdisciplinary programs (24 of 66; 36%); of those ages 40 to 49, most frequent content areas were again interdisciplinary (19 of 44; 43%) and visual arts (18 of 44; 41%). Those in the age category 50 to 59 most frequently attended interdisciplinary programs (15 of 25; 60%); as also did those respondents ages 60 to 71 (11 of 12; 92%).

Race. Survey respondents were questioned about their race. The majority were white (Q5: 346 of 368, 1 missing response; 94%), while the remaining 6% were Black, American Indian, Asian and Hispanic. (App.D, p.4)

Income level. The most frequently reported family income level of the sample was over \$45,000 (Q6, App.D, p.4: 75 of 369; 22%). Sixteen percent reported incomes of less than \$15,000. The remaining respondents were nearly evenly distributed between the income categories of \$15-25,000, \$25-35,000, and \$35-45,000.

Respondents' self-reported family income was not related to the content area of the program in which they were enrolled. For students, about as many lower income students were enrolled in a program as were those from higher incomes. Although more teachers reported family incomes in the higher ranges of question six than did students, they were evenly distributed across types of programs with but one exception. Teachers reporting family incomes of more than \$45,000 (29 of 124; 34%) were more often enrolled in programs concerned with the visual arts (18 of 29; 62%). Such teachers constitute about one-third of all who enrolled in visual arts programs (18 of 52; 35%). Respondents who did not define themselves as either students or teachers most often reported family incomes of less than \$25,000.

Group. Survey respondents were categorized according to their responses to question 7. Sixty-six respondents indicated they

were students in grades 7 through 9 (18%). Respondents enrolled in lower grades were also assigned to this group. Nearly twice as many respondents described themselves as students in grades 10 through 12 (124; 34%). Only twelve respondents reported enrollment in post-secondary educational institutions (3%).

A total of 45 respondents were elementary teachers (12%), while 68 described themselves as secondary instructors (18%). Those who identified their teaching level as "middle school" were assigned to the secondary group. Seven respondents taught in post-secondary education (2%). Five described themselves as instructors in private studios (1%). Forty-two respondents selected the last option for this survey question, finding that they did not fall into any of the previous seven categories (11%). They most often described themselves as "homemakers" or "retired."

Interest Area. Most students returning surveys indicated that "music" was their "major area of interest in the arts" (App. D, p. 6, SQ10: 60 of 201; 30%). Others reported "visual arts" (37 of 201; 18%), "dance" (27; 13%), and "theatre" (24; 12%). Nineteen selected "writing" as their major area (10%). Students selecting more than one area were categorized as having "interdisciplinary" interests (22 of 201; 11%). A few respondents who indicated that they were not really interested in any of the arts were assigned to the category "other" (12; 6%).

Students tended to enroll in programs that coincided with their area of interest. The 32 students enrolled in all MAX dance programs who responded to the questionnaire included 23 for whom "dance" was their major area of interest (App. D: p. 13: 23 of 32; 72%). This tendency holds for all but two areas. One-half of those enrolled in writing programs who responded to the survey also reported "writing" as their major interest (18 of 36). The other 18 reported interests from all areas. Theatre was the second area appealing to students reporting a variety of interests, with 21 of its 36 respondents reporting interests outside of that art form (57%).

It may be that programs in the visual arts, dance, and music are seen by students as less accessible than those in writing or theatre. This may reflect a perception that creative writing or theatre require less of participants in the way of specialized skills or interest. On the other hand, work in creative writing may be regarded as beneficial regardless of one's primary creative interest. Modest support for both of these alternatives is evident in the comments of students interviewed during field reviews.

Teachers were also able to indicate their major area of interest, although in a somewhat different manner. Responses to question 18 suggest that most who returned surveys taught in the visual arts (App. D, p. 10, TQ18: 42 of 125; 34%), with nearly as many selecting "another area" (38; 30%). Most noting this category taught in self-

contained elementary classrooms or served as specialists in non-art areas outside the classroom. Other respondents taught in music (15%), creative writing (11%), dance (6%) and theatre (1%).

Participation in MAX programs generally followed responding teachers' interest areas, with two exceptions. More teachers returned surveys from programs in the visual arts (App. E, p. 23: 53 of 125; 42%) than were enrolled in any other area. Of these teachers, most held elementary assignments ("another": 34 of 53; 64%).

Interdisciplinary programs were also able to attract a large number of responding participants (47 of 125; 38%), with nearly one-fifth holding music positions, 59% teaching in the visual arts, and others in theatre and writing.

Respondents who did not classify themselves as students or teachers were also asked to describe their major interest area (App. D, p. 13, OQ24). Nearly all reported that their interest to be in the visual arts (25 of 41; 61%). Most of these individuals, in turn, enrolled in interdisciplinary or visual arts programs (App. E, p. 31: 25 of 41; 61%).

Learning About A Program. Those who returned surveys were asked how they learned about the program in which they participated (App. B, survey question 36, p. 16). Some noted more than one source of information. The following table indicates the number of times a source was reported by respondents from each group.

Respondents Use Of Information Sources

Source:

	Friend	Teacher	ECSU	School	MAX	Sponsor	Other	Newspaper
Students:	26	99	7	15	4	36	34	9
Teachers:	8	17	20	9	39	34	36	1
Others:	16	3	2	1	3	10	5	8

Considering the number of times each of these sources were reported in response to question 36, students appear to learn about the program of which they were a part from teachers in their schools or from the organization providing the program. Teachers, on the other hand, reported learning about a program from materials distributed by the Resource Center (MAX posters and brochures) or from program providers. Other participants who returned surveys learned of programs from friends and program providers.

Interviews with participants in programs selected for field review generally confirm the role of teachers as primary sources of

information for students. Those interviews also suggest a larger potential role for publications distributed by area educational cooperative service units than is ascribed to them by respondents. They appear to serve as one "primary" source for teachers who in turn inform their colleagues or students.

There were two cases, however, which cast some doubt on the ability of the ECSU system to inform potential participants of MAX programs. Those responsible for organizing "North Star Musicians Workshop" (program #10) and "North Country Writers Workshop" (#17) found that ECSU publicity did not inform participants about these programs (App. C: Program Summary; #10 and #17). Information provided by survey responses from those enrolled in programs 10 and 17 confirm the modest impact made by ECSU publicity for these two Marshall, Minnesota workshops (App F, INFO1 and INFO2). Intervention by organizers of these programs was critical to attracting sufficient participants. This would suggest that future use of the ECSU "van system" as noted in the proposal covering programs 10 and 17 (p. 14), may not of itself insure that necessary information is disseminated to optimal audiences.

Expectations. Each survey respondent was asked to describe her or his expectations with respect to participating in a demonstration program (App. B, survey questions 11, 20, and 25). These "free response" questions were then coded using categories developed from respondents' descriptions. Students most often expected to improve their knowledge of an art form (App. D, p. 7, SQ11: 123 of 191; 64%). Other students, most often in music or dance programs, expected opportunities to perform (51; 27%).

Teachers partially followed this pattern. When asked about their expectations, most reported "improved knowledge or skill" (App. D, p. 11: 54 of 121; 45%). Others indicated "improved teaching skills" as their expectation (44; 36%). Only six respondents expected to find opportunities to perform (5%).

Others enrolled in MAX programs, largely in the interdisciplinary area, expected to improve their knowledge or skill (App. D, p. 13, OQ25: 25 of 40; 63%).

Students who returned surveys were able to indicate whether their expectations had been met by the program in which they participated (App. B, Survey question 13). Most indicated that their expectations had been met (App. D, p. 8, SQ13: 136 of 201; 68%). This seems to be an indirect affirmation of program quality, at least to the extent that a respondent's expectations are congruent with the goals for her or his program.

This item, however, also attracted a rather large "uncertain" response (48 of 201; 24%). A review of students' comments concerning their uncertainty found that most were unclear as to what they might expect

of a particular program. Some reported a distinction between what they expected of themselves (question 11) and their uncertain expectations of the program of which they were a part.

To the extent that realistic, clearly stated expectations are related to performance in a MAX demonstration program, an explicit statement of that program's goals and purpose seems useful. The number of student respondents who indicated that this was not the case argues for attention to this aspect of program publicity.

Teachers were also able to indicate whether their expectations had been met, but in a way consistent with a previous question clarifying those expectations (App. D, survey question 21). Most who returned surveys reported that their MAX program had "helped improve my teaching" (App. D, p. 11, TQ21: ("yes") 95 of 123; 77%). Nearly 20% were "uncertain" (24 of 123), but most added that this uncertainty reflected insufficient opportunity to try new ideas or techniques in their classrooms at the time they completed the survey. Only four respondents (3%) found that their work in a demonstration program didn't contribute to an improvement in their teaching.

Other participants were also able to judge a program in terms of the degree to which their expectations had been met (App. B, survey question 28). Three-fourths of those who responded indicated that it had (App. D, p. 14, OQ27: 31 of 41; 76%).

An extensive analysis of respondents' expectations, examined for each group and across content areas, found no relationship between the degree to which one's expectations were met by a program and one's judgment of that program's overall quality or teaching quality. This results, in part, from the modest variance evident in responses to questions 12, 22, 27 (program quality), and 30 (teaching quality): most respondents rated their programs and teaching quite highly. Even when expectations were not met, programs and teaching continued to be highly rated.

One might conclude that the role of expectations, well established in research on learning and organizational performance, simply does not apply to demonstration programs of the kind sponsored by the Resource Center. A more plausible hypothesis, however, rests in student's comments about their programs, gathered from the relevant free response survey questions (37, 38, 39, and 40) as well as from field reviews. Most programs offered participants, especially those who were students, significant personal and social learning that was not expected, but welcomed. As one participant reported about such a program, "It wasn't at all like I expected; it was so different. But it was so much better than I thought it would be!"

Other characteristics. Most students responding to the survey were enrolled in public schools (App. D, p. 5, SQ8: 179 of 202; 89%). Most reported their schools enrolled more than 1000 students (p. 6, SQ9: 59 of 193; 30%). Nearly as many, however, were from schools of

between 251 and 500 (46; 24%). Surprisingly few students were from small schools of less than 251 pupils (21 of 193; 11%).

Nearly all teachers who responded to the survey were employed by public schools (App. D, p. 9, TQ16: 112 of 123; 91%). Most came from schools enrolling from 251 to 500 students (TQ17: 46 of 123; 37%). Only 20 of the 112 responding were employed in schools of 1000 or more students (16%). Twelve percent were from schools of fewer than 250 students (15 of 123). Most teachers responding to the survey reported more than ten years teaching experience (p. 10, TQ19: 74 of 120; 62%).

Economic accessibility. Those participants in demonstration programs who responded to the survey were asked to report any tuition or fees they might have paid to enroll in their program, any expenses they might have incurred, and any stipends or scholarships they might have been awarded (App. B, survey questions 31, 32, and 33). Their responses to these questions were categorized as reported in Appendix D, pages 16 and 17, using the variables "FEE", "EXP", and "SCH" respectively.

Most respondents reported paying no fee or tuition (App. D, p. 16, FEE: 198 of 328; 60%). Those who did report paying a fee most frequently spent more than \$201.00 (66 of 328; 20%). Most other respondents who reported paying a fee invested less than \$200.00 (64; 20%).

Appendix G offers additional information as to who paid such fees, examined both in terms of respondent group and family income. The first table on page two of that appendix indicates that while most students reported paying no tuition or fee (92 of 160; 58%), students who reported higher family incomes (>\$45,000: 32 of 160; 20%) were more likely to have paid tuition or fees in excess of \$201.00 (15 of 31; 19%). This logical relationship between income and tuition is statistically supported ($r = .36$).

Respondents who described themselves as teachers by their answer to survey question seven indicated a similar, if somewhat weaker, relationship between their reported family income and any fee they might have paid (App. G, p. 3: $r = .31$). Those with incomes of \$25,000 or less (28 of 107; 26%) enrolled most often in programs requiring no fees. Teachers reporting family incomes greater than \$35,000 (49 of 107; 46%) were more likely to report fees in excess of \$201.00 (19 of 49; 39%).

Most others who returned surveys reported paying no fees (App. G, p. 4: 33 of 37; 89%). No relationship between fees paid and income is evident for the four who did pay to participate in a MAX program.

Expenses reported by those who returned surveys were most often \$25.00 or less (App. D, p. 16, EXP: 238 of 349; 68%). There is, however, a modest inverse relationship between reported family income and expenses for students (App. G, p. 5). This may reflect commuting

costs for those attending non-residential programs, as suggested by comments added to their estimates by some respondents.

Teachers, 70% of whom reported commuting to the site of their programs in response to survey question 34 (88 of 125), also reported expenses in inverse proportion to their income (App. G, p. 6). Those with higher family incomes reported lower expenses.

Most participants who returned surveys reported that they did not receive a scholarship or stipend related to their participation in a MAX program (App. D, p. 17, SCH: 250 of 327; 77%). Those who did receive a payment of some kind tended to report lower family income. The size of a reported award is inversely related to income to a modest degree (App. G, p. 8: $r = -.17$).

The relationship between scholarship and income becomes clearer if a respondent's group is added to the analysis (App. G, p. 9). While 140 students of the 161 reporting on these variables did not receive an award (87%), most of those who did were more likely to report lower family incomes ($> \$25,000$: 14 of 61; 23%) and higher awards ($> \$300.00$: 5 of 6; 83%). This modest inverse relationship is statistically confirmed ($r = .24$).

Teachers present a different picture. Again, most respondents from this group received no support (App. G, p. 10: 68 of 111 reporting; 61%). Those who did report an award tended to also report lower family incomes, but many noted that such awards were given in return for their service in professional roles, such as "teaching fellows". Teachers from lower family income groups were more likely to receive larger awards ($r = -.27$).

Other participants who returned surveys, like students and teachers, most often reported receiving no scholarships (App. G, p. 11: 27 of 33; 82%). While an inverse relationship between income and amount awarded is evident for this group, the number of participants upon which this relationship is based is quite small (6 of 33; 18%).

Did scholarships or other types of awards encourage participation in MAX programs? The participant survey included a question on this topic for respondents who reported receiving awards (App. B, survey question 33).

About one-half of the thirteen respondents who reported small awards ($\$10$ - $\$149$) felt that they would not be able to participate without such aid (App. G, p. 12: 7 of 13; 54%). Most of these individuals also reported lower family incomes ($< \$25,000$: 5 of 7; 71%).

More of those reporting larger grants ($\$150$ - $\$299$) also reported that they would not be able to participate without support (App. G, p. 13: 13 of 24; 54%). Those who reported higher incomes, however, were more likely to indicate that they would participate without this level of

support (>\$35,000: 4 of 7; 57%, Eta = .64).

Respondents who received the largest awards (>\$300) most often indicated that they would not participate without such assistance (App. G, p. 14: 16 of 30; 53%).

The influence of scholarships of all sizes on participation in MAX programs is quite evident for students (App. G, p. 20: Eta = .45). Most of those who received scholarships and who reported that they would not be attend without such aid (22 of 37; 60%) also reported family incomes under \$15,000 (50%).

Most teachers receiving an award also reported that without such support they would not participate (App. G, p. 16: 28 of 57; 49%). Their decision does not, however, appear to be strongly related to income (Eta = .29).

Thus, survey respondents who noted their family income, fees, expenses, and stipends were likely to report higher fees if they also reported higher incomes, perhaps reflecting the cost of graduate credit associated with some programs. Respondents who reported expenses associated with attending MAX programs also reported that those expenses tended to report smaller expenses as their family incomes increased. Scholarships and stipends, received by 33% of those who responded to the survey, were more likely to be granted to respondents who reported lower family incomes. Those receiving awards, especially students reporting lower incomes, judged them to be a necessary condition of their ability to participate in a MAX program. Such scholarships served to increase the accessibility of MAX programs to those whose income might have otherwise prevented their attendance.

2. Did programs provide participants with experiences as proposed?

Our response to this question explores the extent to which those offering MAX programs provided their participants with experiences that matched program proposals. One response to the question concerns fiscal issues relevant to demonstration programs. Such fiscal reviews are, however, beyond the scope of this study.

Initial budgets were included in program proposals shared with the evaluation team. These were reviewed with some care for those projects selected for field review, as the budget sometimes revealed implicit program goals through its cost analysis of activities and personnel. Budgets for other programs were examined with less care, more to understand the logic of the proposal than to facilitate its detailed review.

Some programs evolved in important ways after their approval, a result of negotiations between the Resource Center staff and those wishing to

offer a program. "Northstar Musicians' Workshop" may be a more extreme case (App. C: #10). Others, attracting fewer participants than planned, submitted budget revisions that reflected adjustments from initial proposals. With limited data concerning such adjustments, and in view of an early division of labor that left fiscal concerns to the Resource Center staff, we took another approach to this question.

The majority of those responding to the MAX Participant Survey reported that their respective programs offered them a "very good" or a "good" experience. The following table, drawn from the data provided in Appendix D for questions 12 (p. 7), 22 (p. 12), and 26 (p. 14), suggests how students, teachers, and other participants judged their MAX programs.

How do you now rate the overall quality of your experience?

	VERY GOOD	GOOD	FAIR	POOR	#
Students:	63%	30%	6%	1%	202
Teachers:	57	34	9	-	124
Others:	60	33	5	2	42

A second question asked of each respondent explored the extent to which she or he thought the program good enough to recommend it to a friend. The following table, again drawn from Appendix D for survey questions 14 (p. 8), 23 (p. 12), and 28 (p. 14), suggests the extent to which respondents from each group would offer such advice.

Would you encourage a friend to participate in this program?

	YES	UND	NO	#
Students:	93%	5%	3%	202
Teachers:	92	7	1	121
Others:	95	5	-	41

These two questions, when considered in the light of the degree to which students', teachers', and others' expectations were met (App. D: 68%, 77%, and 76% for the three groups respectively) by their programs, argue strongly that the twenty four MAX programs did provide experiences as proposed. An analysis of survey responses from participants in each of those programs offers no contrary information (App. F).

Another perspective on this question is evident from a review of respondents' answers to the free response questions which concluded the survey. Each respondent's comments with respect to what he or she might have learned (question 37), the program's strengths (question 38), its needed improvements (question 39), and any further thoughts that she or he might like to share about the program (question 40) was categorized according to themes that emerged from the shared experience of those participating in a particular program. Those themes, noted in each of the appended summaries, were then checked against a program's proposal for congruence with goals or other

indicators of outcomes which participants might expect.

Survey respondents provided no evidence of promised experiences which were not provided. They did, however, report very strong indications of unanticipated outcomes that were generally congruent with a program's goals. These merging themes suggest strong "personal" and "social" dimensions to one's learning in a MAX program that were frequently not considered by those who proposed them. This finding will be explored in detail in response to question five (learning).

Field reviews of selected programs generally found no instances of experiences, personnel, or resources that were not made available to participants as promised. Such reviews did find adaptations that compensated for unexpected local site limitations.

One exception emerged to this generalization. The proposal offered by the Southwest and West Central Educational Cooperative Service Unit (ECSU) in cooperation with Moorhead, Southwest, and Bemidji State Universities called for the development of "learner outcome-based measurement strategies" for both students and teachers participating in its programs. Such measures, were to be created "as part of the curriculum development process for each of the Institutes..." by their "resident faculty" (proposal, p. 20). These measures, together with a questionnaire to be completed by all participants, were to form the basis for an internal evaluation of this large group of programs. Interviews with instructors working in two such programs, however, did not confirm the existence of such measures (App. C: summaries for programs 10 and 17).

An "outcome" can be broadly defined as any change in the state of a program participant, presumably a result of his or her work in that program. Poems or short stories written during a writing program, critiques of musical compositions offered by an instructor, or assessments of one's use of design principles in a visual arts program could provide the basis for such judgments. Such things were, in fact, among the "strategies" noted by those who developed and managed programs offered through the Resource Center, including observed programs that were part of the ECSU/State University proposal. Unfortunately, at least in the case of programs offered in Marshall, located in the same building complex where the co-ordinating ECSU was housed, no consultation or support seems to have been offered for the design of what one might expect to be important elements of a "curriculum development process" that would seem central to this proposal.

The number of participants in most programs was less than anticipated. Interviews with program administrators, as well as evaluation reports provided by sponsoring organizations, indicated that late notice may have been the primary cause of this condition. Interviews with participants in those programs generally supported this thesis,

as many recalled not learning about the MAX program in which they enrolled until May. An earlier start for the demonstration program proposal process, together with some clarification of that process, will likely correct the degree to which late program approval might influence limited program attendance.

3. Did demonstration programs fill a need?

This question suggests that demonstration programs should have been designed so as correct a deficiency with respect to arts education in general, or performance in a specific art form in particular. Each program's proposal discussed its contribution to the rectification of general deficiencies, usually in rather broad terms that made a subsequent correlation of its intentions against its statement of need difficult. Some proposals made mention of a formal needs analysis conducted by other agencies.

The concept of need exists, with respect to the Resource Center's demonstration programs, on at least two levels. The first is explored in the 1984 Minnesota Arts Education Task Force's January, 1985 Report To The Legislature. In laying a foundation of need for a state wide arts high school, the Task Force noted earlier reports establishing the diminished support provided the arts by schools and government. The Task Force concluded its review by observing that "Minnesota needs the arts for the economic, social, and aesthetic benefits arts provide to the state...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" (p. 8).

Individual programs, when they considered need, did so on a related but less abstract level. Most tried to tie program intentions to local needs. Those proposing the "Artist/Mentor" program (App. C: Summary 11) for example, sought to join young people having artistic promise with practicing artists in ways that would compensate for physical distance and limited income. "Connections" sought to bring artists to communities with participant interest and organizational support but little or no local expertise (Summary 19). The "Northstar Musicians' Workshop" evolved to provide what might well have been a rare instance of formal instruction in the composition of American popular song (Summary 10). The "Summer Institute in Musical Theatre" sought students and teachers from schools with modest drama programs to join in a discovery of "what makes the theatre work" (Summary 4). The "Orchestral Institute Of America" offered its participants opportunities to play in musical ensembles that most reported to be infrequently available to them in their schools or home areas (Summary 9).

Each MAX program thus planned to meet "needs" in this less global sense; needs most often focused by the experiences of those who were to be

its participants. Some programs did so in rather traditional ways, often through classroom learning. Others, such as the Inner City Youth League's "Summer Arts Program" or CLIMB Theatre's "Theatre On The Go", did so by integrating the social development of participants with increased range and quality of artistic expression.

Survey responses to questions concerned with participations "expectations" (questions 11, 20, and 25) and the degree to which those expressions of personal need were met by work in a program (questions 13, 21, and 27) have already been explored. Respondents, in their answers to these questions, as well as in their comments, affirm that programs did fulfill needs they found important.

Field reviews offer some amplification for this generalization. Programs attended by small numbers of participants seemed better able to identify and adapt to individual participant needs. At times, this adaptation took the form of incorporating new topics, such as the teaching of writing at "North Country Writer's Workshop" when teachers, unneeded as tutors for the small number of students in the program, sought the advice of that program's resident artists.

For other programs, such adaptation was less structural. When a young writer in the COMPAS "Summer Writing Workshop" was unable to employ a suggested method to begin an assignment, his instructor quickly suggested a different approach that proved more productive. Such functional adaptation to individual needs was common. Evidence of its effect runs through student comments summarized in Appendix C.

4. How effective was the teaching within the programs?

Survey respondents were asked to judge the quality of the teaching they experienced in two ways. Question 30 directly addressed this issue. Comments about a program's "strengths" (question 38) and "improvements" (question 39) often added meaning to an individual's quantitative rating.

The following table summarizes the responses of students, teachers, and others to question 30.

How do you rate the quality of the teaching you experienced?

	Very Good	Good	Fair	Poor	#
Students:	69%	26%	5%	1%	197
Teachers:	55	29	15	1	123
Others:	67	28	5	-	39

Respondents' judged the teaching they experienced quite positively. Only those who were teachers rated instruction "fair" in any significant number (18 of 123). Inspection of questionnaire responses by program finds that the majority of these eighteen were enrolled in the "Free Media Arts Workshop For Teachers" (App. F, p. 86, #6: 11 of

18; 61%).

Further inspection of this table suggests that of the 37 who returned the survey from this program 12 rated the teaching in their program to be "fair" or "poor" (33%). While these 12 individuals constitute a very small percentage across all MAX programs, their aggregation in one program to a degree greater than in any other suggests a need for further clarification.

Fortunately, this was one of the programs which the Resource Center staff selected for a field review. That review, together with comments added to their surveys by respondents, suggests that this surprising pattern of ratings may reflect the frustrations of a sizable minority. This frustration seems anchored in unclear expectations with respect to the amount of time and effort they would have to invest in the program to obtain benefits they valued (App. C: summary #6). The teaching skills of those who were the programs' instructors may have been a convenient target for criticism, in part because as artists they were not seen by some as "trained" or "real" teachers. The majority, however, rated instruction in this program as "good" or "very good" (25 of 37; 68%). They often complimented the artist/instructors for their fresh, open views on how media arts might be integrated with learning.

An search of participants' responses to question 30 across content areas finds no unexpected patterns. Those who might have been dissatisfied with the teaching they encountered are widely distributed across all art forms.

Observations of teaching in programs selected for field review suggest that the effectiveness of instructors in some programs may have been limited by the wide range of their students' ability. Instruction offered by visiting artists during the second week of the "North Country Writers' Workshop", as suggested by participant's comments and field observations, may have exhibited this condition (App. C: Summary 17). Students just discovering creative writing as a pastime shared a program with a few for whom writing had long been an important part of their lives. Some of those at both extremes were dissatisfied with the teaching they encountered (although not the program itself), either because they were not ready to make use of talented artist's advanced experiences, or because they could not use them more.

An interesting contrast developed in the "Summer Writing Workshop" at Gustavus Adolphus College, sponsored by COMPAS. Faced with nearly as wide a range of ability and age, the three instructors in this program seemed to have a greater depth of experience upon which to draw as they tried to work with each student in small groups or through individual consultation. While each instructor was a published writer, all had the benefit of recent experience teaching creative writing.

This finding concerning apparent "depth" should not be taken further than the information we have collected would support. "North Country Writers' Workshop" was favorably reviewed by its participants. It provided the occasion for the development of this generalization, but it was an effective program in the view of its participants. An examination of the poetry and fiction produced by its participants affirms its value.

This theme also emerged in our field review of "Free Media Arts Workshops For Teachers" (#6), although not as strongly. Teachers with no previous work in film or television were immersed in an intensive workshop along with others having substantial prior experience. In time, those with a more substantial background shared their expertise with their less experienced colleagues. Interviews and survey responses suggest focusing the workshop on a narrower range of ability, perhaps by offering "beginning" and "advanced" sections.

Respondents in other programs continued this "focusing" theme, though not so clearly as in the previously described programs. They were more likely to be enrolled in larger programs, such as the "Summer Institute In Musical Theatre" (#4), "Summer Workshop '86'" (#3), or the "Orchestral Institute Of America" (#9). The latter two made use of divisions based on participant ability, but may have placed some participants in levels with which they did not agree, leading them to suggest the need for additional ability levels. A review of the survey responses on which the program summaries are based confirms this pervasive theme.

Instruction focused on one level of ability risks hindering the development of those with ability, interest, or skill at other levels. If programs attract larger enrollments, which seems quite likely on the basis of participants' willingness to speak enthusiastically about them with their peers, the effect of more participants exhibiting a wider range of interest, ability, or skill may threaten program effectiveness.

The major theme emerging from participants' comments about their MAX instructors, however, is clearly one of competence. A review of each programs' summary will offer substantial support for this generalization. Most described their program's strengths in terms of its instructors, whom students in particular found to be a positive alternative to some of those they encounter in their public education. Such instructors were frequently described as "caring", "patient" and "kind". They were "motivating", "encouraging", and "demanding" without being "too rigid." Observations generally affirm such judgments.

This perspective may suggest a point of caution for those who would add certificated teachers to their programs to supplement instruction offered by artists or college faculty. Several demonstration programs followed this path, most with success. They provided students with a positive image of adults, who

otherwise happened to be teachers, working with students in a setting other than that of the traditional classroom. In those cases where roles for teachers were ill defined (program #10) or changed significantly as the program evolved (program #17), teachers themselves reported feeling less successful (App. C).

5. What learning did the programs encourage?

Categories of learning. Those who returned surveys often described their learning in response to question 37. A review of Appendix C offers a thematic synthesis of their views for each program. Many of these themes coalesce across programs to form two major strands.

The first, which we call "technical learning", includes the outcomes that most who planned programs would have predicted of their participants: improved skills in and knowledge about an art form. Respondents who recalled learning better ways to hold instruments, improved use of body conditioning principles, new ways to get ideas for a poem, or discovering the proper use of tools for stagecraft would be included in this first category.

But behind this strong affirmation of important, meaningful learning in an art form rests what we suspect is, for many, an equally important set of outcomes which address what participants would call "personal learning". Strongest in the reports of adolescents who enrolled in residential programs, it includes "learning to get along with others", together with "learning about yourself". Students noting this kind of learning often seem surprised at its strength and effect. For those in the performing arts, it is sometimes coupled with a realization that dreams of a life enmeshed in that art require significant ability, motivation, or investment that they might not possess.

Personal learning also appears, in a somewhat muted form, in the comments of adults who find a renewed sense of confidence in their use of an artistic concept for instruction, or in the refinement of their trust in others. Teachers, who seem especially fearful of failing in front of others, often describe their learning in ways that suggest that to ignore such fears could hinder their adoption of new techniques or concepts in their instructional practice.

Perhaps the appearance of so strong a personal dimension in one's learning, as reflected in respondents' comments, is not so significant. Adolescence, after all, is a time marked by discoveries about one's self in relation to others. Living away from home for the first time, or sharing a college dormitory room with someone from another family, are steps along that path.

If personal learning is common, then the real discovery may be how few programs were designed to take advantage of so obvious an

area of growth. Those proposing demonstration programs in writing, creativity, and visual arts as part of the University's Split Rock series (App. C: summaries 13, 18, and 23) did anticipate the contribution their programs could make in this area, as well as the risks of ignoring such growth. The goals proposed for most other programs seem to forget this personal dimension.

Creative programs for teachers. A second unexpected finding with respect to learning concerns teachers of the arts. Asked to share instructional or administrative chores for some programs which did not subsequently enroll sufficient students to keep them fully employed, these teachers began to behave as participants rather than "teaching fellows". The positive side of this condition, most evident in the comments of those employed by "Northstar Musicians" and "North Country Writers", also appears in the written responses of teachers enrolled in programs that intended to expand or improve their performance in an art form (App. C: summaries 1, 6, and 8). Their rediscovery of the joy that comes from composing music or writing poetry, after years of teaching others how to do so, appears to have had a strong positive influence on their image of themselves as teachers. Future programs, at least to some modest degree, might well be focused on helping teachers to refine their creative or performances as an intended outcome. Pedagogical issues would not be a focus for such programs, but would inevitably emerge as teachers began to discover the excitement that might have led them into teaching.

Motivation. Most who returned surveys reported spending up to one hour daily working on assignments or projects outside of their program's scheduled events (App. D, p. 18, AQ35: 152 of 365; 42%). Nearly as many reported investing between one and two hours each day (121 of 365; 33%). The following table indicates how each group described its investment.

How much time did you spend working on assignments outside of class time?

	Extra Hours Invested				
	<1	1-2	3-4	>4	#
Students:	40%	33%	11%	15%	201
Teachers:	39	32	19	10	124
Others:	58	35	5	3	40

Students who returned surveys revealed a tendency to invest somewhat more time than teachers or others. Field observations suggested that residential programs were likely to encourage such investments. This condition reflected both the commitment of such participants to work in an art form and the fact that residential programs often intentionally provided participants with few other ways to invest their time.

Survey responses confirm this finding. Those students who lived on the campus where a residential program took place (137 of 201; 68%) were more likely to invest four or more hours daily in their programs (29 of 31; 93%). Students who commuted to the site of a MAX program (61 of 201; 30%) were more likely to invest less than an hour a day of their own time in a program (38 of 61; 62%). This relationship between students' responses to questions 35 and 34 was statistically supported ($\eta^2 = .32$). If time invested is related to attaining a program's outcomes, then programs encouraging residence should prove more effective.

Respondents were also asked whether they might continue their work in the area explored by their demonstration programs (App. B, survey, questions 15 and 29). The following table summarizes responses of students and others to this question.

Are you likely to continue your work?

	YES	UND	NO	#
Students:	80%	15%	5%	198
Others:	83	15	2	41

Teachers were not asked this question, in part because of space limitations and because their commitment to instruction in or with the use of the arts was assumed.

Investment of time and the likelihood of continuing work in the area together suggest that those participating in MAX programs were motivated learners. Those who participated in programs as residents, in particular, were more likely to invest more time than were commuters, although the effect of residence was stronger for students than teachers.

This finding offers, at least in part, some advantage for residential programs over those which encourage commuting. The union of personal and technical learning is more likely to be accomplished in residential settings which work toward strong group norms in support of program goals, particularly for younger, less committed learners. Rural areas with few distractions seem more likely to offer such settings.

Participant compensation. Respondents' ratings of their programs and the teaching they encountered were compared with the awarding of a scholarship or stipend (question 33). No relationships were found. Receiving a stipend does not appear to influence one's judgment of either program or teaching quality.

Program Size. Those proposing MAX programs as part of the University's Split Rock program noted the value of a participant to instructor ratio of no more than 15 to one. Field observations as well as survey respondents' comments strongly affirm the value of

a ratio of no more than 15 to one, and under some conditions, 10 to one.

One of the persistent themes among program administrators was their disappointment with the small number of participants in their programs. Most found the value in small programs for "pilot testing", but quickly promised larger enrollments in the coming year. The strong personal and technical dimensions evident among their participants could be reduced should programs grow to class sizes found common to secondary or post-secondary educational practice.

When participants are to refine skills in support of their creative performance, or when they are enrolled in programs designed for less than two weeks duration, or for a wide range of participant ability, learning seems to profit from a low participant to instructor ratio. In such cases total size should not grow beyond the point where a functional social group can form in so limited a time.

6. In what ways could programs be improved?

Program length. Aside from improvements noted in our responses to previous questions, the one theme on this topic that consistently appears in survey respondents' comments is to "make the program longer." Given the extent of participants' satisfaction with their programs, this finding does not seem unusual. Those who reported having "one of the best times ever" will likely wish for its extension.

The length of a program, however, ought to reflect its purpose, the ability of its participants to reach goals reflecting that purpose, and the resources needed to help them do so. Field reviews suggest that programs were generally able to help most participants reach valued goals. Respondents' comments with respect to learning, generally consistent with a program's goals, tend to confirm this finding. It may be the positive affect resulting from participating in a setting that reinforces personal learning encourages participants to urge longer programs.

Some urged increasing the length of a program because of the rapid pace of instruction (App. C: summary 12) or because of the work required of participants (summary 6). Positive affect seems less related to such requests than a sense of pressure to learn or perform in too little time. Creating more specialized programs for participants having different levels of interest, ability, or skill seems likely to result in the efficient use of available time for such programs where expectations of participants might not match their capacity to perform.

Residential program structure. Related to the length and use of time within a program is the degree to which that time is "structured" for participants. Those who returned surveys describing their experiences

in residential programs on occasion suggested that they felt "too controlled" or "too limited" by residence rules and supervisors (App. C: summaries 2, 4, 8, and 16). It may be that dormitories managed by a staff alert to the needs of college students did not adapt their practices in ways that might reflect a different degree of challenge and support required by younger participants. Some structure is required, the goal should be to make it less heavy handed.

Program administration. This year's MAX project offered examples of at least two approaches to planning, organizing, and managing demonstration programs. In all but one instance, the organization sponsoring a particular program proposed its inclusion in the MAX project and, once accepted, took responsibility to provide all the proposal required.

The alternative, represented by the Southwest/West Central Educational Cooperative Services Unit-State Universities proposal, added a layer of organization between those who actually planned and effected a MAX program and the Resource Center. There is little evidence to encourage continued use of such "umbrella" approaches. The quality of a particular workshop or institute seems to depend, as in other MAX demonstration programs, on the effort invested by those most responsible for a program's success. A wide variety of programs, offered by a variety of arts organizations, thus seems preferable to reliance on a single model of program design and execution.

Program proposals. Each program proposal was reviewed during the design of this study. Some were read several times with the intent of discovering a program's aims, goals, objectives, resource needs, and methods of assessment. While the Resource Center did offer guidelines for program proposals, the quality of those proposals seems quite uneven. The adoption of a more systematic proposal model might prove helpful in this regard for those who must describe their intentions as well as for those who will review them. It could also improve the clarity with which programs are described for potential participants.

Such a model would clearly state a program's aims, goals, objectives, activities and required resources. These elements would ideally be focused on the needs, abilities, interests, and skills of a defined group or class of participants. The proposal would also describe a functional evaluation plan that would provide information on how the program might be improved.

Additional study of how potential participants learn of MAX programs may be needed. If particular ways of knowing are found to be common to specific groups or geographic areas, information could be disseminated more effectively.

An earlier proposal process seems universally supported. Some of those managing programs reported that if they were able to inform

potential participants about a program in February rather than April, attendance would be improved.

Some organizations offering MAX programs reported delays in receiving payments for their services that, in some cases, threatened the program's viability. Our review of such incidents suggests that most were the results of delays in developing payment procedures acceptable to cooperating state agencies. Future programs should experience fewer delays. This concern was often noted by those working within smaller arts organizations lacking generous fiscal reserves on which to "float" expenses until payment might be received.

7. Were programs "replicable" by others in other settings?

The Resource Center sought to identify "models" through its demonstration programs that could be easily adapted for use in other parts of the state by other arts providers. Our field reviews suggest four variables that may influence the "replicability" of any program.

We did not often find a program's "setting", or general location, to be critical to its success. Most programs could be offered in urban, suburban, or rural areas.

"Personnel" offers a somewhat more stringent criterion. Some programs could prove less effective if a particular individual were not involved, at least in the views of their participants.

A program's required "resources", both physical and fiscal, often limit replication to a limited range of locations. A media arts program, for example, may require the use of one of a small number of available studio spaces; it is replicable within the limits of those settings.

In some cases, "participants" suggest a fourth limitation on replicability. Programs focused on the needs of advanced students would have to draw participants from a smaller pool, competing with other programs to attract those who can profit from such instruction.

The number of discrete "models" that were included in the MAX program is also rather small. One program, "Artists/Mentors" (#11) usually paired a student with an artist for tutorials. All others employed some version of group instruction. No programs were designed as independent study opportunities.

As we considered each of the programs selected for field review in terms of their replicability, we concluded that our experiences and information were insufficient to answer this question. In some ways, it appears a managerial rather than an evaluative concern: any program could be replicated if its

goals, objectives, activities, and resources were duplicated by another agency in another setting. Yet the experiences of participants would give a greater role to the unique combination of people, place, and purpose in describing a successful program.

8. What potential do programs offer for strengthening school arts programs?

Responses to the survey, discussed for previous questions, affirm that teachers enrolled in MAX programs saw strong potential for improving their teaching as a result of their participation (App. D, p. 11, TQ20: 95 of 123; 77%). Those who were less certain of an improvement in their teaching (24 of 123; 20%) frequently reported not having had time to try ideas by the time the survey reached them in mid-October.

This strong trend is evident across all content areas as well as throughout specific programs devoted to improving teaching practice.

Seen from another perspective, however, such data begs the question. Can we expect improvements in individual participants' teaching to result in improved art programs? A complete answer goes beyond the limits of this study. There are, however, some hints.

One MAX program focused directly on curricular reform in the visual arts (#20). Others emphasized the adoption of improved teaching methods in the visual arts (#12 and #6), dance (#1), theatre (#3), and in interdisciplinary approaches (#22 and #24). Some explored issues concerned with curricular implementation.

This range of programs would suggest that an emphasis on developing student's talents was balanced with concern for providing teachers with improved methods and curricula. The number of teachers involved in such programs, however, seems unequal to the task expected of them.

9. What is the potential of the program for increasing a base of support for the arts?

Information developed in response to earlier questions affirmed the intention of most respondents' to continue their work in the arts. Comments added to returned surveys suggest that the ideas gathered from MAX programs will be shared by participants with others in their home schools or areas.

One program, "Connections" (App. C: summary 19), seemed directed in part by the need to expand the artistic experiences of those living in areas which do not enjoy frequent access to the arts. The comments of participants in this program, gathered from survey responses and during its field review, suggest that the program accomplished its purpose. A more complete response to this question exceeds the limits of this study.

10. What is the potential of the program for extending artistic experiences to those who would not otherwise have access to them?

The use of scholarships to encourage participation, described earlier, contributed to this goal at relatively low cost. Lower income participants who responded to the survey were more likely to receive an award, without which they reported they would not be able to participate in a MAX program.

Most programs took place in rural areas, attracting a majority of rural participants. Many remarked on their interest in having such programs return to their home areas. Participants enrolled in the "Artist/Mentor Program" (#11), for instance, were able to cross geographic and economic barriers to identify and study with an artist willing to contribute to his or her creative development. A more detailed response to this question is beyond the limits of this study.

10725 Vincent Avenue South
Bloomington, MN 55431
August 30, 1986

Mark Youngstrom
Consultant for English and Humanities
Minnesota State Department of Education
350 Cedar Street
St. Paul, MN 55101

Dear Mark,

It was good to see you at the video production workshop for teachers at Film in the Cities, during the first week of August. That workshop, as you saw, had participants who represented a number of metro area schools, as well as a couple from Grand Meadow. My enthusiasm for the workshop was, I think, quite typical. This letter is to thank you for your support that helped to make my taking it possible.

When the Curriculum and Instruction staff in Bloomington were asked to talk about a memorable highlight of the summer, I chose the FITC video production workshop. I talked about how regenerating it was to work with artists who are unafraid to take risks in their own work and who encouraged us to take risks in our workshop.

Karen Sherarts deserves much credit for the tone of the workshop. She planned and designed the workshop and she chose the staff and guest artists who led the workshop. Karen also taught and coordinated the workshop seminar. The information materials which Karen provided will continue to be useful resources as we teachers work with students and other teachers.

Vern Norwood, the video artist who guided our production activities and critical viewing, is unforgettable. If you have any opportunity to catch his work, be sure you do. I have seen and admired the work of many film, photography and video artists with FITC, but I can truly say that, to me, Norwood stands apart as an artist whose imagination and skills are matched by a set of passionate values for art and human beings. Through Vern's highly intelligent critical judgment and through his own videos, we learned that we were working with a medium that can possess profound esthetics and semiotic impact. He made us want to do the best we could.

Our production tutor intern Hilary Bullock was tireless, sensitive, and supportive in all her tutoring activities with us.

Guest artist George Stoney brought us a wisdom and vision and infectious human kindness in his work and teaching. Stoney's arrival was timed to remind us that we were working on a potential art work and on a powerful piece of communication.

I feel that Film in the Cities is a unique resource for teachers and students. It engages its workshop participants completely and gives them insights and points of view that can make them feel and behave differently and better than before the workshop.

Very truly yours,


Wallace Kennedy

AUG 22 1986

Susan Fossen
Route 1
Glenwood, Minnesota 56334

Dear Mr. Zimmerman.

As a participant in the MAX sponsored Portraits class, held in Glenwood, I would like to say it was the best thing that has happened to me in 15 yrs. I'm producing artwork again and inspired to go on and renew my Art Teaching Certificate.

The class was great the teachers superb and the results measurable. Please more classes - we are hungry for them & we are tied

down to the area because of jobs, little children & lack of lots of extra money. This was a God send!

Thanks

Susan Fossen

OCT 1 1986

9/29/86

To Whom It May Concern:

Yesterday, Sept. 28th, I attended the "Artist/Mentor Summer's End Event" in Lemij, Mn. I went mainly because my son had an art display.

I was very pleased and proud of my son, Brad. He has learned so much from his mentor, Robert Regardt.

If it weren't for this past Summer's Program, Brad would not have had the opportunity to work 1 on 1 with the artist mentor he had.

I, also, enjoyed seeing the other students display or perform their talents. It was wonderful.

I hope this program continues for years to come. Thank you for your efforts.

Sincerely,

Laila House

Dear Mr. Zimmerman,

9-28-86

I attended the 1986 Artist/Mentor Program Open House in Bemidji, MN today thus concluding the program for me.

I felt the Artist/Mentor Program was very beneficial for those of us who got the opportunity to take part in it. I hope you will continue with the program so others can have the same chance I had.

Thanks for helping make this opportunity available to me.

Sincerely,
Cherie Jewley
exhibitor in the Commercial
design discipline.

OCT 2 1986

HCR 70, Box 424
Laporte, MN 56461
9/29/86

David Zimmerman
Minnesota Schools Resource Ctr. for the Arts
514 St. Peter St., Suite 110.
St. Paul, MN 55102

Dear Mr. Zimmerman

Our son was one of the students selected to participate in the Artist/Mentor Program administered by the Region II Arts Council in Bemidji. Yesterday we attended the recital presented by all of the participating students and I was very impressed - not only by the students but by all of the mentors and the people from Region II who helped put everything together.

Please consider granting funds for future Artist/Mentor Programs - We need this for the kids in the

Outstate areas who have
very little opportunity to
participate in the arts. We
could use more funds
next time so more students
can participate & grow.

Thank you for your
support & consideration.

Sincerely,
Sharon Shuster

Sept. 29, 1986

Dear Mr. Zimmerman,

Our son, Chad, took part this summer in the Artist/Mentor Program of the Region II Arts Council in the field of keyboard and composition. His mentor was Patrick Riley of B.S.U. He could not have had a better musical experience! It has encouraged him to keep pursuing new areas and use his talents.

The Summer's End Event yesterday proved beyond doubt that this was a terrific opportunity for some very talented kids.

Our appreciative and sincere thanks!

Pastor + Mrs. Paul Knutson

Terri Anderson
Leonard, Minnesota 56652

Terri Anderson is a quadriplegic who was injured in a fall from a tree when she was 14 years old.

Her drawings are done using a splint on her fingers. These cards show the special love of animals she has always had.

29 September 1986

OCT 2 1986

Mr. David Zimmerman
Minnesota School and Resource Center for the Arts
514 St. Peter Street, Suite 110
St. Paul, MN 55102

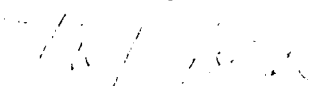
Dear Mr. Zimmerman,

I attended the "Artist/Mentor: Summer's End Event" yesterday in Bemidji and I was very impressed with the performances and productions of the students as well as the success of the program.

I am the director of bands and drama activities at Lake of the Woods High School, and I was proud to see some of my students involved in this program. I'm also a new member of the Region II Arts Council and I'm excited about helping to see that these opportunities for talented young artists continue in the future.

Thank you for your personal help and for the financial assistance of the Minnesota School and Resource Center for the Arts. I'm looking forward to working with you and your office in making the Artist/Mentor Program an annual event here in northern Minnesota.

Sincerely,


Tim Wollenzien
Box 684
Baudette, MN 56623

Sept. 29, 1986

OCT 2 1986

Dear Mr. Zimmerman,

I am writing to thank you for your part in the creation of the artist/mentor program which I was able to take part in this summer. I was a mentor in drawing, and both my student and I enjoyed the sessions very much. The recital/exhibit at the end of the summer was very enjoyable, and I was impressed to see how much the young people had accomplished. Once again, thank you for this opportunity.

Sincerely,
Kathy Gustafson

Rt 4 Box 322-A
Benidji, MN
56601

OCT 6 1986

David Zimmerman

We want to thank
you for coordinating the
Artist/Mentor program
in which our daughter
Heidi was so fortunate
to be a participant. Lynn
Kilinski was a great
teacher and Heidi really
benefited from her.

Thank you again,
it's a great program.

Mrs. Mrs. Oscar Mauer
Baudette, Minn.

OCT 6 1986

Laporte, MN

Oct. 2, 1986

Dear David Zimmerman,

I attended the Summer's End Event of the Artist/Mentor Program last Sunday, Sept. 28, and I want to tell you how impressed I was with the performers and the effort it took to put on such a program. The students themselves had obviously worked hard and their performances were delightful.

Mary Anne Wilimek did a superb job in coordinating this wonderful program. She and the Region II Arts Council are to be commended for their effort to make this program possible.

Thanks to you, of course, for making this program possible. You would have been proud to see how your resources were put to such good use. I hope this program can continue.

Sincerely yours,
Nancy Booth
Region II Arts Council
supporter

OCT 3 1986

10/1/86

Dear Sir:

My husband and I
would like to express our
gratitude, along with our
son Ricky, for the
opportunity afforded through
the Artist/Mentor summer
program. It was very
beneficial for our son and
we appreciate so much
all the time and effort
put forth to make it possible.

Thank you!

Bills Jan Lundsten

10-1-86

Dear Mr. Zimmerman,

Thank you very much for
affording our students the
opportunity to participate in
an Artist/Mentor Program.

Sincerely,
Charlotte Stoker
Clearbrook,
Mrs. 56634

Region II