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REPORT TO THE MINNESOTA LEGISLATURE
FACILITIES PLANNING REPORT
For The
MINNESOTA SCHOOL & RESOURCE CENTER FOR THE ARTS

March, 1988

Minnesota School & Resource Center for the Arts
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FACILITIES PLANNING REPORT

I. Introduction.

This report was compiled in response to 1987 legislation which appropriated \$4 million in bonding authority to the Minnesota Department of Administration "to plan and prepare working drawings, acquire land, and prepare a site for the Minnesota Learning Center for the Arts."

The legislation stipulated that, as part of the planning process, certain information was to be provided in the following format:

The plan must separately list the total proposed expenditures for the interdisciplinary academic and arts program for pupils in the 11th and 12th grades. The plan shall also separately identify total proposed expenditures for at least four alternative methods of providing residential facilities, including the use of existing facilities by contracting with public or private organizations, such as school districts, post-secondary institutions, or other organizations. The cost of providing a residential high school program and the costs of providing an arts learning center must be separate and identifiable.

In addition to the above-requested information, the report contains an update on the status of the land acquisition and architectural design development of the proposed facilities. It also includes an expansive section on residential housing alternatives for students which addresses not only approximate projected costs, but a series of other significant issues such as personal security and safety, transportation access, recreational opportunities, etc., which the School's Board of Directors believed required further investigation and discussion.

The acquisition of a site and the design of facilities represents the culmination of years of effort by hundreds of persons dedicated to improving the accessibility of arts education opportunities to Minnesota students. Establishment of a School and Resource Center for the Arts was initially recommended by the 1984 Governor's Task Force on Arts Education. It envisioned an institution that would serve as "the cornerstone of a statewide arts education system--a school whose outreach program is as important as its curriculum, and whose programs for the artistically gifted do not diminish, but enhance the arts education of students in every school district in Minnesota."

As a response to this report, the 1985 Legislature created the Minnesota School & Resource Center for the Arts and its 15-member governing Board of Directors. It charged the Board to begin the immediate operation of the Resource Center with "programs that are directed at improving arts education in elementary and secondary schools throughout the state." It also directed the Board to begin planning for a full-time residential high school which would serve artistically talented high school students from around the state. The Resource Center began operating programs in the summer of 1986. In February of 1986, a director of the agency was selected and planning for the school intensified with the hiring of program staff. Agency complement currently numbers 14.

Paralleling the passage of the bonding legislation in 1987 was the enactment of a significant amendment to the school-related portion of the agency's operating statute, 129c.10. Recognizing that a substantial number of Minnesota's artistically talented high school students could not possibly be served by a full-time residential program limited to an enrollment of a few hundred, the Legislature broadened the scope of the school through two strategies. It expanded the definition of artistic talent to include either demonstrated or potential ability, and it required the Board to identify and provide programming for these students' needs through a variety of options:

1. A full-time residential program for 135-11th and 135-12th graders.
2. Short-term arts seminars for 9th and 10th graders.
3. Summer arts institutes for 9th-12th graders.
4. Artist mentor and extension programs at regional sites.
5. Teacher education programs.

The facilities that will house the Minnesota School & Resource Center for the Arts have been designed to reflect the diverse programming that the Legislature has directed it provide. A team of architectural consultants have collaborated to create an innovative educational complex that will include state-of-the-art learning spaces, materials and equipment in dance, literary arts, media arts, music, theatre, and the visual arts.

Inherent in the agency's operational plan is a commitment to working with and sharing the resources of existing academic and arts organizations. The building's proximity to the Science Museum of Minnesota, St. Paul Public Library, new Minnesota History Center, Ordway Music Theatre, and World Theatre, among others, will be conducive to forging such partnerships, thereby augmenting curriculum opportunities and reducing duplication of effort.

This facility is an expression of the importance placed on the arts in Minnesota. Unique among arts education institutions, both nationally and internationally, it will serve as a statewide arts education center for all Minnesota's K-12 students and teachers.

II. Status of Land Acquisition (History and Update).

The Governor's Arts Education Task Force of 1984 first researched potential sites for a state arts high school. After determining that the facility should be located in the Twin Cities because of the availability of arts and cultural resources, the task force received proposals from the cities of Minneapolis and St. Paul. Five proposals were received: three from Minneapolis, one from St. Paul, and one from a private real estate developer. All the proposals made use of existing facilities and ranged in price from \$15.2 - \$16.2 million. It should be noted that none of the proposals accurately met the curriculum needs outlined by the Task Force. It should be further noted that expanded school programming and an arts resource center was not part of the original Task Force criteria for space requirements. The Task Force did not designate a specific site. It did, however, recommend that new construction be considered, as it would directly meet the needs of the curriculum, would cost the same as renovated space, and would cost less to operate on an ongoing basis.

The 1985 Legislature formed a Board of Directors for the School & Resource Center for the Arts and empowered it to determine a location for facilities. The Board adopted the recommendations of the Task Force to locate the facilities in the metropolitan area and to consider new construction. In June, 1986, the Board requested a site update from the cities of Minneapolis and St. Paul, and from the private real estate developer. Minneapolis proposed a site adjacent to Loring Park and recommended new construction; St. Paul informed the Board that its previous site proposal was no longer available and requested time to prepare a new proposal; and the private developer resubmitted a site which utilized existing facilities in St. Paul. St. Paul submitted two proposals in September, 1986, to the Board for consideration. Both proposals recommended new construction. The Board developed site evaluation criteria, hired a consulting architect to review the proposals, and selected the three acre Loring Park site in Minneapolis in October, 1986.

The proposal from the city of Minneapolis had pledged \$3 million to the project specifically toward land acquisition. The City Council resolution pledging the \$3 million was contingent on full funding from the State Legislature. When the 1987 Legislature appropriated \$4 million toward land acquisition and working drawings, the city of Minneapolis made it clear that their full \$3 million contribution to the project was questionable. Negotiations between the Board and the Minneapolis City Council came to an impasse in October, 1987, when the Council voted to allocate up to \$2.2 million to the project on a dollar for dollar match with state's funds and voted to attach accrued interest charges on the allocated funds. The Board then determined that it would be unable to complete the site acquisition under these terms and voted to relocate the facility to St. Paul in one of the previously proposed sites.

The St. Paul site, located in what is known as the lower Cathedral Hill area, brought with it many attractive features, such as the Science Museum of Minnesota, the St. Paul Public Library, the Ordway Music Theatre, the World Theatre, Minnesota Public Radio, and the new KTCA, among others. In addition, the land area (five acres) was sufficient to allow considerable design freedom.

As of this writing, the Board is in the process of acquiring the St. Paul site. The land assembly requires the acquisition of three private parcels comprising one acre: the Catholic Youth Center, the Quinlan Home, and the American Linen Company. The remaining four acres are owned by the city of St. Paul and the St. Paul Port Authority. These two entities have agreed to substantially write down the cost of their land to make the remainder of the site affordable.

III. Site Preparation and Construction Schedule..

The lower Cathedral Hill site in St. Paul is defined by the 35E Interstate Highway on the north, Kellogg Boulevard on the west, West Seventh Street to the south, and Fifth/Sixth Streets on the east. The site is approximately five acres in size. Four acres of the land are owned by the city of St. Paul and the St. Paul Port Authority. The other one acre is owned by three private owners: the Catholic Youth Center, the Quinlan Home, and the American Linen Company. The Minnesota Department of Transportation has conducted the appraisal and purchase process for the Minnesota Department of Administration for the three private parcels. Negotiations with the city of St. Paul on the transfer of its land have been conducted by the Minnesota Department of Administration and the School & Resource Center administrative staff. It is anticipated that the land acquisition and preparation process can be completed by September, 1988.

A 22-month construction period is planned, starting in January, 1989. Completion of construction should occur in October, 1990.

IV. Architectural Process.

In November, 1986, the Board decided to request that the State Designer Selection Board select an architect/designer for the School & Resource Center. The Designer Selection Board process was chosen over a design competition because the Board felt that the complexities of the project dictated a portfolio competence review rather than a visual rendering review. A request for proposal was published in the State Register in December, 1986. Forty proposals from the world's leading architects were received in January, 1987. The Designer Selection Board proceeded, according to their statutory authority, through preliminary reviews in consultation with the State Architect's Office and the School & Resource Center staff. At a final, public session held at the Capitol in late January, 1987, the Designer Selection Board chose Setter, Leach and Lindstrom of Minneapolis in partnership with Arata Isozaki of Tokyo, Japan to be the architects/designers of the School & Resource Center facilities. The participation in the designer bid process by the leading architects of the world and the selection of one of the most celebrated designers attested to the far-reaching interest in this project.

From February through September, 1987, the staff responsible for student and teacher programs at the School & Resource Center participated in an extensive architectural education program development process. This involved a thorough examination of program needs as specified in the amended School & Resource Center statutes of 1987. In addition, it involved the difficult task of creating an architectural program for high school students and teachers at all grade levels which was specific to their needs. Pre-existing designs were found to relate only to the university level and the professional arts level. The resultant document represents a landmark for secondary level arts facilities designs. It offers designs and space problem solutions which will have applicability for others involved in secondary arts facilities design. A copy of the educational program is attached at the end of this report.

V. The Facilities and Design.

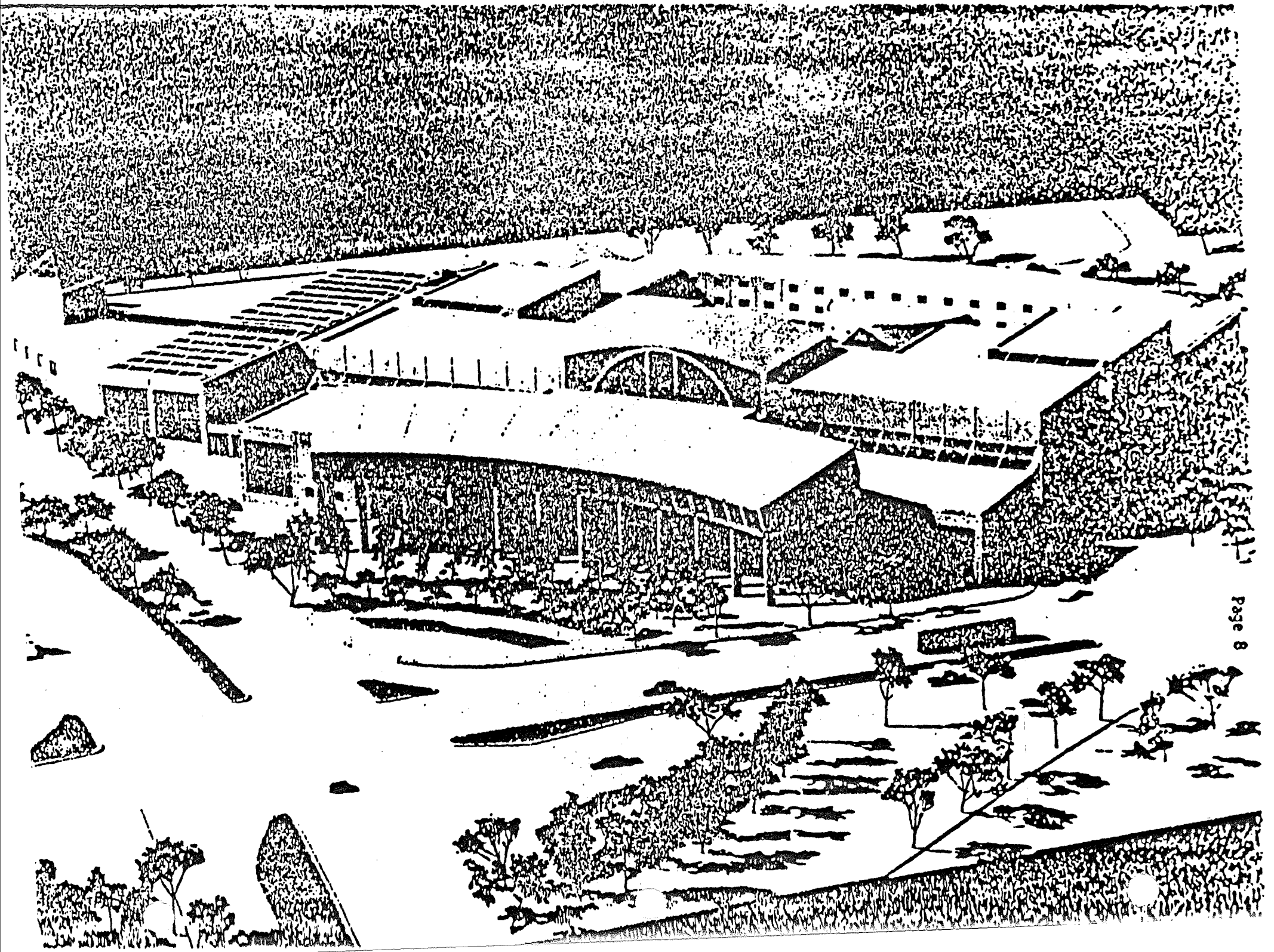
The School & Resource Center facilities are designed to be a statewide arts education center for students and teachers. The design includes a complete adult education facility for teachers to conduct research, develop curricula, participate in learning experiences, and observe demonstration classes. It also includes complete facilities for students who participate in intensive short-term study and, at the same time, facilities for full-time students.

Classrooms have been designed to be used for more than one activity, i.e., a general studies class or an arts activity. The design approach for maximum flexibility will facilitate interdisciplinary learning and will allow for future shifts in curriculum emphasis.

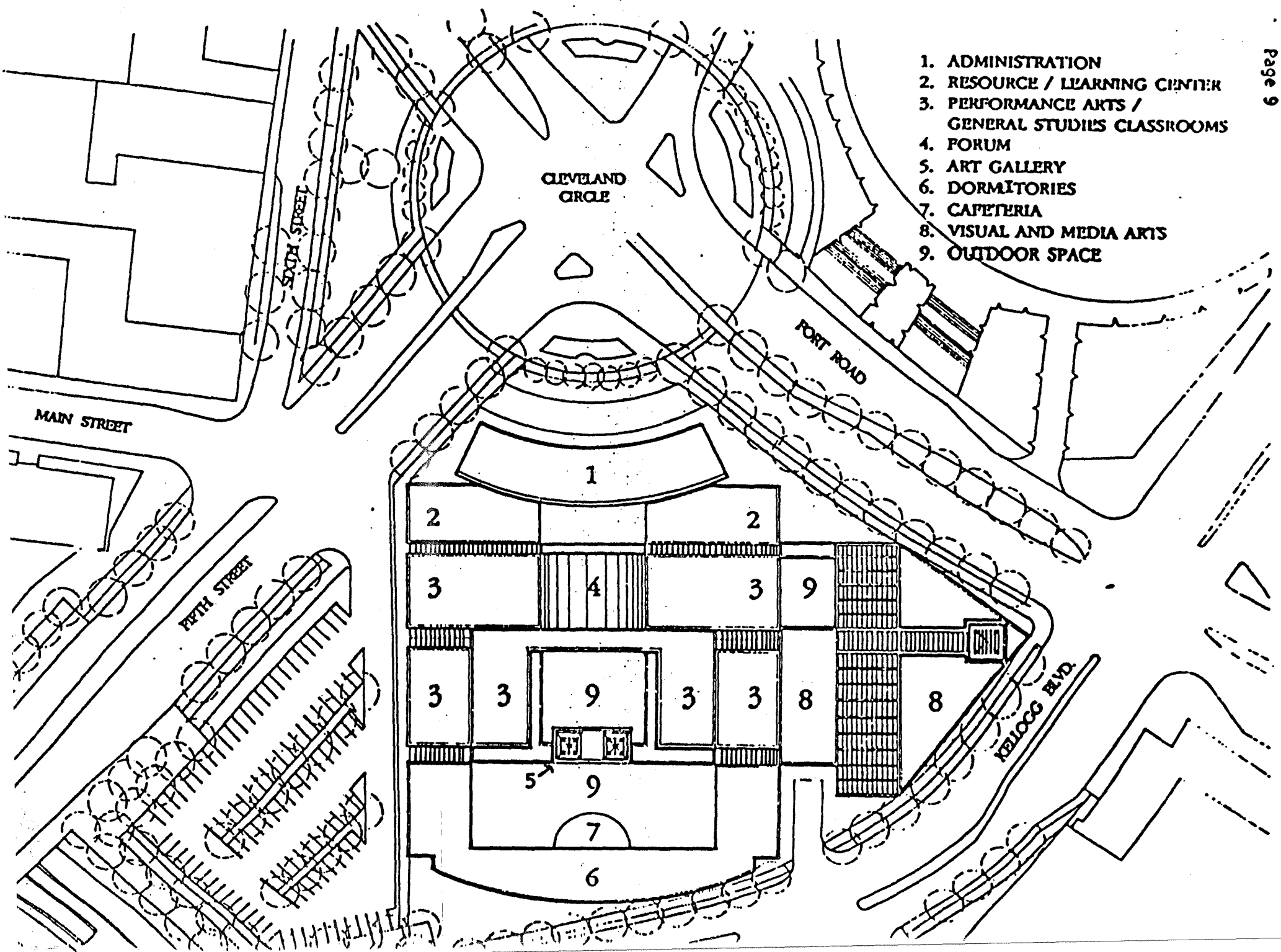
The design accommodates the environment in which the facility will be built. The close proximity of the Ordway Music Theatre with its two proscenium stages gives the School & Resource Center facility the flexibility to provide other kinds of theatre labs, i.e., a blackbox theatre which otherwise would have been unaffordable. In addition, the St. Paul Public Library collection will allow a flexibility in developing a complimentary, not duplicative collection in the School & Resource Center library.

Dormitories have been designed for four populations: full-time high school students from outside the metropolitan area, students attending short-term intensive sessions for one to five weeks, teachers attending short-term intensive sessions, and teachers who will teach in the programs for short periods of time from school districts outside the metropolitan commuting area.

The schematic design process for the facilities will be complete in mid-March, 1988. The architects have worked very closely with the city of St. Paul and the Capitol Area Planning Board to ensure a harmonious blending of the new facility with the existing environment and other proposed developments. All parties involved have remained excited about the possibility of a major work by Isozaki being located in the downtown metropolitan area.



- 1. ADMINISTRATION
- 2. RESOURCE / LEARNING CENTER
- 3. PERFORMANCE ARTS / GENERAL STUDIES CLASSROOMS
- 4. FORUM
- 5. ART GALLERY
- 6. DORMITORIES
- 7. CAFETERIA
- 8. VISUAL AND MEDIA ARTS
- 9. OUTDOOR SPACE



VI. Proposed Annual Expenditures for Programming.

Administrative and facilities costs have been allocated to program areas according to usage.

Resource Center Programs	\$ 2,443,375
School Full-Time Program (Includes residential costs)	\$ 1,561,188
School Part-Time Programs (Includes residential costs)	\$ 1,020,688
Total	\$ 5,025,251

Capital Expenditures for Academic Programming

The academic program comprises 8,250 gross square feet @ \$91 - \$750,750.

Furniture, fixtures, and equipment assignable to the academic program totals \$282,000.

Design fees attributable to the academic program - \$66,000.

The total costs attributable to the academic program - \$1,098,750.

VII. Residential Alternatives.

A. Summary Findings/Background.

As part of the "Minnesota Arts Learning Center" bonding legislation of 1987, the House Appropriations Committee and the Senate Finance Committee requested that the planning process for the facilities include the submission of a report on the costs of at least four alternative methods for housing students at the Arts School.

In response to this directive, the School & Resource Center's Board of Directors formed a Task Force on Student Housing. Because of the many concerns surrounding the boarding of high school students and the need to provide the most appropriate and secure environment possible for young people living away from home, the Task Force expanded the scope of the legislative charge to include factors in addition to cost when comparing residential alternatives. It developed a matrix of 13 "issues" against which the feasibility and advisability of each alternative were evaluated. Based on these measures, the Task Force recommended the model(s) it felt were most effective in meeting the needs of high school students who would be attending the school on a full-time basis.

The Task Force was composed of 16 persons, representing a cross-section of the state's population ethnically, professionally, and geographically. Most were parents or guardians of children. Each congressional district had at least one representative. Two high school seniors participated in the discussions, and two agency Board members served in a liaison capacity. This group met from November, 1987 to February, 1988, at least once per month, for a full day each time.

Conclusions

After researching five selected housing alternatives, the Task Force determined that an on-site dormitory facility was the best housing option for full-time students attending the Minnesota School & Resource Center for the Arts. This conclusion was based upon the application of issues identified by the Task Force to the five housing alternatives.

Although many issues were considered and defined through extensive discussion, 13 issues emerged as critical to the successful housing of students and are listed in order of importance as follows:

1. Security.
2. Staffing.
3. Parental concerns.
4. Personal development.
5. Rules and regulations.
6. Transportation.
7. Food service.
8. Health/dental.
9. Recreation.
10. Private space/common space.
11. Cultural and religious access.

12. Handicapped access.
13. Guest housing.

After the housing issues were identified, several housing prototypes were developed. Five models were ultimately decided upon as feasible alternatives for housing students. Each model was then broken down by its advantages and disadvantages in satisfying the 13 issue criteria and in facilitating the mission of the school. The five models ranked in order of preference are:

1. On-site dormitory.
2. Off-site dormitory.
3. Group homes.
4. Host family.
5. Rental units.

A sixth housing alternative, the use of existing dormitory space at various nearby colleges or universities, was researched. A telephone survey indicated that no housing space was available at Augsburg College, Bethel College, Concordia College, Hamline University, Northwestern College, College of Saint Catherine, or College of Saint Thomas. Further, if space were available, this option was deemed inappropriate since the students would be disparately housed among college students with minimal supervision. This alternative was unacceptable to the Task Force.

As a result of this study, and with the application of its advantage/disadvantage formula, the Task Force concluded that the on-site dormitory was the preferred model for housing residential students. This option provided for 24-hour security, controllable staffing, and meeting parental concerns, the three highest ranked priorities.

B. Definition of Terms.

1. Security. The state of being safe from outside elements such as vagrants and unwelcome strangers. One that possesses safe building systems with a security guard. A dwelling with controlled access to the facilities.
2. Staffing. A complement of persons which might include supervisors, counselors, custodians, security, kitchen staff, and a health professional.
3. Parental Concerns. Issues of student well-being which, when addressed and resolved, allow parents or guardians to feel confident and comfortable in permitting their children to reside at the school.
4. Personal Development. Those elements in a school that carry over into the resident life of each student, such as leadership, responsibility, and good citizenship.
5. Rules and Regulations. Those rights and privileges that must be understood and met by each student.

6. Transportation. The means to bring students to and from the school when necessary.
7. Food Service. The provision of structured as well as unstructured meals for each student.
8. Health/Dental. The provision of dental and health care. Also a room or holding area with appropriate medical supplies and furniture. The availability of an on-site professional where it is appropriate.
9. Recreation. The access to a variety of recreational facilities and consideration of such for those students who are not residents.
10. Private Space/Common Space. Space other than the bedroom in the residential area where a student can be alone. Common space is that area to which all students have access for family, games, social gatherings, and a variety of activities.
11. Cultural and Religious Access. The provision for accessibility to churches, synagogues, etc., and the means necessary to practice religious or cultural preferences including a sensitivity to room/housing assignments, special dietary requirements, and observation of holidays.
12. Handicapped Access. A barrier-free environment which meets code requirements and can adapt to the special needs of the student.
13. Guest Housing. A facility which allows the capability for overnight visits by peer students, faculty, and parents.
 - a. On-Site Dormitory. Facility for housing students that is constructed as part of the Arts School.
 - b. Off-Site Dormitory. A dormitory that is built some distance from the school, or an existing dormitory that is located some distance from the school, or an existing apartment building facility that is purchased by the school for the purpose of housing students.
 - c. Group Home. A private residence that a group of students (for example 10) live in at a prescribed distance from the school; may be a section of a local hotel as well.
 - d. Host Family. A private residence within a prescribed distance from the school and contracted by the school to provide room and board for one student.
 - e. Rental Unit. A dwelling within a prescribed distance from the school that houses a student or students in one or a few units such as an apartment or hotel.

A Comparative Analysis of the Issues

Security

Advantages

Disadvantages

On-Site	Very secure from outside intruders. Close supervision of students easily attained.	Downtown urban site in close proximity to vagrants, transients and dictating a comprehensive security system.
Off-Site	Close supervision of students achievable. Secure from outside intruders.	Distance from school building would require additional security measures.
Group Homes	Efficient supervision.	Lack of uniformity from one home to another.
Host Family	Close supervision possible.	Inconsistent supervision. Lack of control by school administration.
Rental Units	None.	Scattered sites make supervision almost impossible.

Summary

An on-site dormitory provides the most secure option. An off-site dormitory and group home can be secure, but it would be more difficult to guarantee. Host families and rental units would make uniform security difficult to achieve and are not recommended.

Staffing

Advantages

Disadvantages

On-Site	Integration of dormitory and instructional staff resulting in a continuity of supervision. More comprehensive staffing achieved with fewer people.	Cost.
Off-Site	Same as above.	No coordination between dormitory staff and instructional staff.
Group Homes	Family setting resulting in intimate relationships and small staff to student ratio.	Large number of staff required.
Host Family	Family could be a support group for student. Potential for student to experience wider range of cultures and lifestyles.	Difficulty in screening families and reimbursing expenses. No consistent staff policy.
Rental Units	None.	No close supervision.

Summary

On-site dormitory could easily achieve close supervision and coordinate between dormitory staff and instructional staff. Off-site dormitory could easily achieve supervision but lacks ease of coordination between the two staffs. The remaining options are not recommended because of the lack of consistency and ability to insure good and close supervision.

Parental ConcernsAdvantagesDisadvantages

On-Site	Safety, Security and close supervision could be assured.	None.
Off-Site	Same as on-site.	None.
Group Homes	Smaller student-staff ratio contributing to an intimate family-like environment.	None.
Host Family	Student would benefit from one-on-one supervision and attention.	Potential difficulty in matching suitable homes and students.
Rental Units	None.	Lack of supervision.

Summary

On-site and off-site dormitories and group homes should assure parents of good security and close supervision. Host families and rental units are not recommended due to an inability to assure good consistent supervision.

Personal Development

Advantages

Disadvantages

On-Site	Instructional and dormitory staff would have increased opportunity to influence students.
Off-Site	Same as on-site.
Group Homes	Opportunity to build a sense of community and expose student to positive role modeling.
Host Family	Home atmosphere has a potential nurturing aspect.
Rental Units	None.

Peer pressure.
Same as on-site.
Inconsistencies from one home to another.
Less contact with staff, less organized environment.
None.

Summary

On-site and off-site dormitories and group homes can assure full-time supervision and instruction. Host families and rental units do not provide an opportunity for extended school supervision and instruction.

Rules and Regulations

Advantages

Disadvantages

On-Site	High degree of uniformity and control.
Off-Site	Same as above.
Group Homes	Flexibility and potential for individualism. Potential for student leadership.
Host Family	Student would learn to adapt to assigned household rules and regulations.
Rental Units	Self-reliance.

Lacks student privacy and individualism.
Same as above.
Difficult to control.
No staff control.
No control.

Summary

On-site and off-site dormitories and group homes can assure uniformity and control. Host families and rental units would not assure consistent supervision or staff control.

Transportation

Advantages

Disadvantages

On-Site	No need for daily transportation.	None.
Off-Site	Close proximity to school would enable the use of mass transit.	Additional costs and increased need for monitoring.
Group Homes	Same as off-site.	Increased accident liability.
Host Family	Same as off-site.	Same as off-site.
Rental Units	Same as off-site.	Same as off-site.

Summary

On-site dormitory is the best option. Other options increase the risk of accidents and prohibit monitoring of students. Additional costs for daily transportation and liability insurance would be incurred.

Food and Services

Advantages

On-Site	Efficient use of cooking facilities. Assurance of nutritious food. Food may be purchased in bulk.
Off-Site	Same as on-site.
Group Homes	Opportunity for shared cooking in home-like setting.
Host Family	"Home" cooking.
Rental Units	Same as group homes.

Disadvantages

Institutional menus and dining room. Few menu choices.
Same as on-site.
Increased organization needed to deliver food and prepare meals.
Lack of nutritional supervision.
No supervision of eating habits and nutrition.

Summary

On-site and off-site dormitories can assure efficient and nutritious meal delivery. Other options offer an opportunity for students to do their own cooking, but supervision of eating habits and efficiency of food delivery and preparation are sacrificed.

Health and Dental

Advantages

Disadvantages

On-Site	Quick response to student's needs likely. Proposed dormitory is located near a range of medical services. On-site medical professional possible.	Lack of home care and greater risk of spread of communicable disease in one setting.
Off-Site	Same as an on-site except for distance from medical services.	Same as off-site.
Group Homes	Home atmosphere.	No on-site medical professional.
Host Family	Personal attention possible.	No on-site medical professional.
Rental Units	Home atmosphere.	Student dependent on self-diagnosis and care.

Summary

On-site and off-site dormitories provide the possibility of the most complete health care and supervision primarily due to the presence of an on-site health professional. Other options may provide a home atmosphere for a recuperating student but lack the availability to health care professionals and facilities.

Recreation

	<u>Advantages</u>	<u>Disadvantages</u>
On-Site	School activities present. Potential for increased school spirit and team building.	None.
Off-Site	Dependent on transportation ease and locale of building.	School activities at a distance.
Group Homes	Possible coordination of activities and build group spirit.	Difficulty in socializing with those in other homes.
Host	Potential family activities.	Possible incompatibility with family's activities and isolation from group activities.
Rental Units	Increased free time.	Difficulty in coordinating group activities.

Summary

On-site and off-site dormitories and group homes have the advantage of group activities and team building. Host families and rental units would provide student with individual recreation but activities would not be coordinated or supervised.

Private Space/Common Space

	<u>Advantages</u>	<u>Disadvantages</u>
On-Site	Can be controlled and provided for in design and execution of building.	None.
Off-Site	Same as on-site.	None.
Group Homes	None.	Limited space availability.
Host Family	Comfortable setting.	Limited space availability.
Rental Units	High degree of privacy.	Lack of communal facilities and potential socialization.

Summary

On-site and off-site dormitories can control space allotted to students for both individual and common space. Remaining options may lack space availability.

Cultural and Religious Access

	<u>Advantages</u>	<u>Disadvantages</u>
On-Site	Easy facilitation of group activities. Current location of proposed dormitory near a variety of cultural and religious institutions. Dormitory itself can be utilized for organized events.	Not as flexible for individual preferences.
Off-Site	Same as on-site.	Same as on-site.
Group Homes	Smaller numbers of students to organize.	Same as on-site.
Host Family	Well matched student and family could meet individual needs.	Possible difficulty in matching students and families.
Rental Units	Individual preferences accommodated.	No organized activities.

Summary

Organized and supervised activities can be provided to students in on-site and off-site dormitories and group homes. Host families and rental units offer the possibility of individual activities but cannot be monitored.

Handicapped Access

	<u>Advantages</u>	<u>Disadvantages</u>
On-Site	Can be guaranteed and easily achieved.	None.
Off-Site	Same as on-site.	None.
Group Homes	None.	Equipping many facilities would be difficult and costly.
Host Family	None.	Difficulty in providing special facilities.
Rental Units	None.	Difficulty in finding specially equipped units.

Summary

On-site and off-site dormitories can be easily equipped to handle all handicap needs. The remaining options would be difficult to equip and make handicap accessible.

Guest Housing

Advantages

Disadvantages

On-Site	Provides an opportunity for extended involvement in curricular and co-curricular activities for non-residential students.	None.
Off-Site	Same as on-site.	None.
Group Homes	Same as on-site.	Less supervision than in dormitory.
Host Family	None.	May be difficult for host family to accommodate additional students.
Rental Units	None.	No supervision.

Summary

On-site and off-site dormitories and group homes could provide an opportunity for non-residential students to become more involved in school activities. Host families and rental units may not have space or supervision available for additional students.

D. Cost Analysis.

The Housing Task Force strongly recommended one housing option for students--an on-site dormitory. For the purpose of presenting a cost comparison, however, a detailed analysis is provided for the on-site dormitory option and for the host family option. The host family option has been chosen for comparative purposes because it has been suggested most often as an alternative to a dormitory operation. Two of the options studied by the Task Force, the off-site dormitory and the apartment/rental unit, can be quickly compared to the following financial analysis. Both would incur similar costs to the on-site dormitory with additional costs for student transportation and student security. A cost analysis of the group home is not included because it was considered an unacceptable alternative for housing.

The option of boarding students in an existing college or university dormitory was dismissed by the Housing Task Force because of student concerns and unavailability of space during the academic year. The cost, however, for room and board in a college or university dormitory for the 1987-88 academic year is approximately \$2,700 in the metropolitan area. It should be noted that this is for approximately 32 weeks. Costs which follow are for a 36-week school year.

Five factors are detailed in the following analyses: room costs, including utilities, cleaning, laundry, security; board costs, including breakfast and dinner; transportation costs; staffing costs for administration and supervision; and capital costs. Because current statute indicates that 135 students will need to board at the school, cost estimates are based on this number.

The Host Family Option

In this option, a student lives with a host family in the metropolitan area. For the purpose of developing an average cost, this example student lives with a family ten miles away from the School for the Arts. The host family will be reimbursed for transportation costs associated with the student commuting to and from the school and costs associated with miscellaneous, but necessary transportation.

Room:

Reimbursement to host family for share of utilities, depreciation, and general costs associated with lodging.

\$25 per week x 36 weeks - \$ 900

Board:

Food costs.

\$25 per week x 36 weeks - \$ 900

Transportation:

175 school days x 20 miles daily x \$.27 mile - \$ 945

Miscellaneous:

40 miles per week x 36 weeks x \$.27 - \$ 389

Transportation Total - \$1,334

Staffing:

Functions for staffing would include seeking host families, coordinating the choice of families, placing students with families, monitoring the placements, and solving problems as they arise. One full-time Executive Aide @ \$30,000, and one half-time Clerk Typist II @ \$10,000 are recommended for staffing. Benefits for two staff would total \$7,200 and office costs would total approximately \$3,500.

Total for staffing - \$50,700 divided by 135 students - \$ 376

Capital Costs:

No capital costs for the host family option.

TOTAL FOR HOST FAMILY OPTION PER STUDENT - \$3,510

The Dormitory Option

Room:

The cost per student for lodging includes security, utilities, cleaning, laundry services, a pro rata on the use of common rooms for recreation and reception, and all other services related to lodging.

Cost per student - \$1,135

Board:

Boarding students would be expected to pay for their own lunches in the same manner as the commuting students. Breakfast and dinner would be provided for the boarding students. A student could potentially occupy the dormitory for 240 days. Meals are estimated by a major metropolitan food services company at \$3.00 per meal per day in 1990.

2 meals daily - \$6 x 240 days - \$1,440
per student (maximum)

An additional cost for the cleaning
and maintenance of the cafeteria
facilities per student - \$ 140

Transportation:

A van would be necessary for transportation of students on the weekends and the evenings for transportation to necessary human services. The monitors would be expected to possess a license which would allow them to transport students in the van. The van could be shared with the school instructional operations which would be transporting students to arts and educational facilities for learning experiences during the day. One-half of the cost of the van would be attributable to the boarding student operation. The five year cost of a van would be approximately \$35,000--the anticipated life of such a vehicle.

One-fifth, or \$7,000 divided by 135 students = \$ 52 per student

Staffing:

The dormitory design provides for one monitor apartment for every 40 students. For 135 students, half male/half female, this would require four monitors living in the dormitory. The monitors would be required to occupy the dormitory in the evenings when students would also be present. On weekends when some of the students would return home, the monitors could develop a schedule so that at least two were on duty. The monitors would not be paid but would receive room and board at no cost. The cost of four apartments for the monitors and the cost of board for the monitors (four couples are anticipated) = \$25,384.

\$25,384 divided by 135 students = \$ 188 per student

A full-time residence director is recommended. This individual would handle the placement of students and the day-to-day operations of the dormitory and food services for the 135 full-time students, the students who come to the facility for short-term intensive study, and the teachers who come for teacher education programs. Half of the residence director's time would be devoted to the full-time student portion of the dormitory and food service. In addition, a full-time Clerk Typist II would be required for clerical work associated with the residence and food services and to serve as the day receptionist in the residence. The cost of a full-time residence director at the Executive Aide level and one full-time Clerk Typist II with benefits = \$59,000. Office costs would total approximately \$3,500 for a total of \$62,500. The total of \$62,500 divided in half for the full-time student portion of the workload = \$31,250.

\$31,250 divided by 135 students = \$ 231 per student

Capital Costs:

The life of the building is estimated at 80 years by the architectural design and engineering firm. The capital costs associated with one student for his/her room, the common spaces, and the cafeteria is \$27,210.

\$27,210 divided by 80 years = \$ 340

TOTAL FOR DORMITORY OPTION PER STUDENT - \$3,526

The cost of boarding a high school student is higher than that of a college student because supervision and student security is more of a priority. In addition, in the preceding examples, the costs are based on boarding 135 students. As the number of students would increase over that number, the cost per student would drop in the areas of staffing, transportation, and pro rata costs associated with the common areas and the cafeteria.

E. Task Force Membership.

Betty, Judy - 6th Congressional District; Currently serves as an intern principal in the Osseo Public Schools; former elementary teacher in the Robbinsdale and White Bear Lake school districts; BA from Winona State University; MA from the College of St. Thomas; member of the Wayzata School Board.

Bunge, Martin - 2nd Congressional District; Agronomist; U of M graduate with degree in Agronomy, Plant & Soil Sciences; former gallery director of the County Arts Center; enjoys music and fine arts.

Carter, Clarence - 5th Congressional District; Special Services Officer and Assistant Professor at the U of M; President of Challenge Production, Inc.; BA at the U of M in Sociology; MA in Urban & Regional Affairs at Mankato State U; edited and published in 1979, "The Continuing Enslavement of Blind Tom"; has taught Institutional Racism, Minority Literature, and Human Relations course.

Chapman, Amy - 3rd Congressional District; Senior at Hopkins High School, National Honor Society; choir member; enjoys music and art; plans to pursue college education upon graduation.

Collins, Gretchen - 3rd Congressional District; Director of the Chapter 1 Program in the Hopkins Public Schools; directs Improved Learning Project's summer children's theatre production in Hopkins; has conducted workshops for parents and administrators on child development and learning; video producer, performer, and puppeteer.

Grieve, Florence - 4th Congressional District; Currently serves on the Board of Directors for the Minnesota School & Resource Center for the Arts; Northwestern University Speech School Theater Major; Chicago Academy of Fine Arts, Fashion Illustration; has visited and researched several arts schools throughout the country.

Herrera, Monica L. - 4th Congressional District; Research Assistant to Child Care Worker's Alliance/MN Department of Human Experiences; Juvenile Correctional Worker for Hennepin County-Woodview Detention Center; BS from U of Wisconsin-Stout in Child Development and Family Life Concentration, Family Life Studies; MA in Public Affairs at the Hubert H. Humphrey Institute of Public Affairs; Consultant and Program Coordinator to Hispanic Women's Development Corporation.

Inle, Kathy - 7th Congressional District; English and Social Studies Instructor at Convik-Trail High School the past 15 years; BA from Skidmore College, Saratoga, New York; MA in Teaching, College of St. Thomas.

Kelsey, Donald G. - 4th Congressional District; U of M Library Facilities Preservation Officer; BA Speech & Theatre/Arts from the U of M; Consultant to Macalester College Library, American Swedish Institute, University of Indonesia, MUCIA Indonesia IXth World Bank Education Project.

Larsen, David - 2nd Congressional District; Counselor at Morton High School; Morton High School graduate; attended U of M and Marshall College; Tribal Chairman for the Lower Sioux Community; Consultant for a racism conference in New Orleans; lives on the Sioux Reservation in Morton.

Larson, Aaron - 3rd Congressional District; Senior at Hopkins High School, Minneapolis; enjoys art and music; choir member; plans to pursue arts education upon graduation.

Morris, Sheila Chin - 1st Congressional District; Vice President and Creative Director for Frank Chin Casey, Inc.; Graduate of the U of M and Alexander Ramsey High School; served as vice president of Art Directors & Copywriters Club of Minnesota in 1979.

Richards, William - 2nd Congressional District; Currently serves on the Board of Directors for the Minnesota School & Resource Center for the Arts; High school principal past ten years; BA from Augustana College; MED from South Dakota State; Specialist, Mankato State.

Risch, Robert - 8th Congressional District; Teacher and district-wide staff developer for the Duluth schools; attended St. Cloud State and UMD majoring in physical education and special education; graduate of Edison High School in Minneapolis.

Wright, C. Ben - 5th Congressional District; Vice President of Development, Dumwoody Institute, Minneapolis; member Community Faculty, Metro State U, St. Paul; Graduate Blake School, Hopkins; BA at University of Wisconsin; MAT at The Johns Hopkins U; PHD at University of Wisconsin; American History instructor for five years.

Balfour, Conrad - 5th Congressional District; Consultant to the Housing Task Force Committee of the Minnesota School & Resource Center for the Arts; BA and Masters in English Literature at the U of M; former Commissioner of Human Rights for the State of Minnesota; former Director of the Minneapolis Urban Coalition; creative writing instructor at The Loft in Minneapolis; Development Officer for the Clean Water Fund.